



# Reflection: to what extent am I ready to welcome refugee children into school?

## Evaluation/Assessment

The coordinating team makes sure to compile a personal report card for each teacher to complete the steps taken in preparing him/her to welcome refugees and to develop democratic culture skills.

## Materials/sources

1. Questionnaire for teachers (Google form).
2. Online training programs for teachers:
  - A) <https://training.stepup-dc.eu/sessions/>  
Open access platform (in Greek and English) with training material and training activities for the promotion of democratic culture skills in pre-school, primary and secondary education. The courses/programme are developed by the National and Kapodistrian university of Athens, University of Thessaly, University of Nicosia, Leeds Beckett University, the European Wergeland Centre, and Agora <https://www.stepup-dc.eu/>
  - B) [https://alp.teach4integration.gr/en/home\\_en/](https://alp.teach4integration.gr/en/home_en/)  
Open access platform designed to address issues of educational inclusion in lower secondary education (Gymnasium) for adolescent students with refugee or migrant experience. The Accelerated Learning Program (ALP) was developed by the University of Thessaly, UNICEF and the Institute of Educational Policy.
  - C) <http://iep.edu.gr/el/component/k2/content/50-ekpaidefsi-prosfygon>  
The official website of the Institute of Educational Policy of Greece on refugee education.
  - D) [https://www.unhcr.org/gr/ekpaideutiko\\_yliko](https://www.unhcr.org/gr/ekpaideutiko_yliko)  
Educational materials and programs for refugee education.
  - E) <https://humanrightsforbeginners.gr/>  
Educational program aimed at promoting democratic culture and active citizenship in the school environment for secondary school teachers.
  - F) <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/resources>  
Rich material for teachers to reflect and promote democratic culture skills in schools. Includes many other sources.
  - G) <https://www.living-democracy.com/>  
Materials and resources in several languages on democratic education in pre-school, primary and secondary education. Particularly useful for principals and parents..
  - H) <https://practice-school.eu/oer-radicalisation-prevention-programme/>  
Open access platform for training teachers in the intercultural competences and skills necessary to implement inclusion. KA2 Erasmus+ [2018-1-IT02-KA201-048442].
  - I) <https://backpackid.eu/en/>  
Material for teachers (in 5 European languages), aiming to facilitate social inclusion and interpersonal and intergroup understanding in a school environment.





# Reflection: to what extent am I ready to welcome refugee children into school?

## Reflection questionnaire

Based on the questionnaire **“Scale for measurement of competences for democratic culture”**

<https://humanrer.org/index.php/human/article/view/4487/4274>

Respondents are invited to rate each item on a 5-point scale from “strongly disagree” to “strongly agree”

(Scores 1=-2, 2=-1, 3=0, 4=1, 5=2)

### A. Democratic values

1. I always appreciate the quality of my work.
2. I pay attention to the gestures and body language of others so that I can understand the meaning of what they are saying.
3. I always listen carefully in order to decipher the meaning and intentions of my interlocutor.
4. I pay attention to what the others mean, but they do not say.
5. I notice that people from different cultural backgrounds react differently to the same situation.
6. I try to better understand my friends, trying to imagine things from their own perspective.
7. I can accurately understand the feelings of others, even when they do not show them.
8. I adapt to new situations, using a new skill.
9. I mediate linguistically in intercultural compromises by translating, interpreting, or explaining.
10. I regularly take communication initiatives to help resolve interpersonal disputes.

### B. Respect for the other

11. I believe that intercultural dialogue must be used in order to be able to recognise our different identities and cultural affiliations.
12. I am interested in learning about other people’s beliefs, values, traditions, and world-views.
13. I am curious about the beliefs and interpretations of other cultural orientations and relationships.
14. I feel positive about the opportunity to get to know other cultures.
15. I always seek and welcome opportunities to meet people with different values, cultures, and behaviours.
16. I really seek to get in touch with other people in order to get to know their culture.
17. I am always willing to work and cooperate with others.
18. I always listen carefully to different points of view.
19. I always listen carefully to other people
20. I accept that my worldview is just a worldview among many others.





# Reflection: to what extent am I ready to welcome refugee children into school?

## Reflection questionnaire

21. I believe that history is often presented and taught through an ethnocentric perspective.
22. I enjoy the challenge of dealing with ambiguous problems.

### C. Intercultural awareness

23. I explicitly respect all people as equal.
24. I treat everyone with respect regardless of their culture.
25. I explicitly respect people who have a different socio-economic status than me.
26. I explicitly respect every religious differentiation.
27. I explicitly respect people who have different political views than me.
28. When I make someone upset, I apologize.
29. I explicitly accept the relationship between human rights, democracy, peace, and security in a globalised world.

### D. Communication skills and emotional intelligence

30. Human rights should be always protected and respected.
31. All public services must respect, protect and enforce human rights.
32. The laws must comply with international human rights, rules and standards.

33. We must be tolerant of the different beliefs that other people have in society.
34. Schools must teach their students democracy and how to behave as democratic citizens.
35. All citizens must be treated equally and impartially by the law.
36. The laws must be applied impartially in every case.
37. The people in charge of the legislature must be subject to the law and constitutional control.

### E. Critical perception

38. I describe the effects of propaganda on the modern world.
39. I explain the ways in which people can be protected from propaganda.
40. I describe the various ways in which citizens can influence policy.
41. I am essentially interested in the development of the human rights framework and the ongoing development of human rights in different parts of the world.

### F. Political understanding

42. I describe my motivations.
43. I describe the ways in which my thoughts and feelings affect my behaviour.





# Reflection: to what extent am I ready to welcome refugee children into school?

## Reflection questionnaire

- 44. I critically examine my values and beliefs.
- 45. I critically examine myself from different perspectives.
- 46. I critically examine my prejudices and stereotypes, as well as everything behind them.
- 47. I critically examine my feelings and emotions in a wide range of situations.
- 48. I explain how tone of voice, eye contact, and body language can help communication.
- 49. When I work in a team, I inform the other members about any relevant or useful information.
- 50. I encourage the parties involved to listen carefully to each other and share the issues and problems that concern them.
- 51. I critically examine the deeper causes of human rights violations, such as the role played by stereotypes and prejudices in human rights abuses.
- 52. I recognise the religious symbols, religious rituals, and religious uses of language.

