



To what extent

are we a democratic and inclusive school community?

Indicators describing a democratic and inclusive school community for refugee children

To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 1: SCHOOL GOVERNANCE - SCHOOL CULTURE

General indicators	Specific indicators	1	2	3	4
1.1. The school's governance is democratic and inclusive.	■ The teaching staff is involved in decision-making meetings related to the school and the inclusion of refugee children.				
	■ The administration regularly consults with students to formulate school policy on issues of concern to all students.				
	■ An active parents' association regularly convenes to discuss issues related to the school, including inclusion issues.				
	■ In the regulations and the documents expressing the school's policy, there are references to human rights and education for democratic citizenship.				
1.2. There is transparency and accessibility of information.	■ Documents expressing the school's policy are easily accessible to the public (on the school's website or other easily accessible source), including in the languages of refugee students.				
	■ Parents, including parents of refugee children, are informed by direct means of communication about school-related issues.				
	■ The accessibility of all school-related information is regularly assessed.				
	■ Explicit systems are in place for complaints from students, parents and staff to be submitted in confidence about any school-related issue.				





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General indicators	Specific indicators	1	2	3	4
1.3. The Student Council is actively involved in the operation of the school.	■ The school ensures that operating rules are established with the involvement of students, respecting human rights and the principles of democratic operation.				
	■ Information about the functioning of the student communities (such as student council) is regularly offered to students, either directly by members of the Teachers' Association or via other means (such as leaflets).				
	■ The Student Council is actively involved in the discussion of issues related to the governance of the school and the inclusion of refugee children.				
1.4. Equality and prevention of all forms of discrimination is a school priority.	■ Equal treatment and the prevention of discrimination and conflict are explicitly mentioned in the school's regulations.				
	■ Everyone in the school community (students, parents, teachers, other staff members), is actively encouraged to oppose any form of discrimination in the school.				
	■ Teachers, students, and school administration are actively engaged in documenting and addressing discrimination against refugee children.				
	■ Specific procedures are in place to prevent and address incidents of discrimination in the school.				





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General indicators	Specific indicators	1	2	3	4
>> 1.4. Equality and prevention of all forms of discrimination is a school priority.	■ Procedures are in place to allow members of the school community to confidentially report incidents of discrimination to specific staff members whom they can trust and who have the authority to address such issues.				
	■ Procedures are in place to enable, in a safe and confidential environment, for refugee children to report confidential incidents of discrimination in the school.				
1.5. Inclusion and diversity are actively supported.	■ The school's management policy states its commitment to welcoming people from all backgrounds and social groups (parents, staff and pupils) regardless of gender, ethnicity, religion, sexual orientation, race, or disability.				
	■ The school monitors and measures the progress of students from vulnerable or minority groups, particularly refugee children in relation to the progress of the majority of students.				
	■ School staff monitor student social interaction so as not to overlook evidence of exclusionary and discriminatory practices against particular individuals or groups, particularly in times of exceptional circumstances (e.g. Covid- 19).				





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General indicators	Specific indicators	1	2	3	4
1.6. The ethos of the school supports conflict management and peaceful conflict resolution.	■ Programs in the school promote inclusion and the right to diversity as a form of violence prevention.				
	■ There is a specific policy on reporting and handling cases of bullying and conflict, particularly in relation to refugee children.				
	■ Mediation services are available and offered by trained members of the school community as required.				
	■ There are students or teachers who are educated/trained and engaged in peace education, mediation, and conflict management.				





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SECTION 2: TEACHING AND LEARNING

General indicators	Specific indicators	1	2	3	4
2.1. Education on democratic citizenship and/or human rights is a component of the curriculum	■ There are clear references to elements of democratic citizenship education and/or human rights education in the lesson plans or programs.				
	■ There is a strategy and planning for the inclusion of elements of democratic citizenship and/or human rights education in the teaching of courses - with examples, case studies and references to the inclusion of refugee children (teaching about democracy, for democracy and through democracy).				
	■ Teachers make explicit references to the elements of democratic citizenship and/or human rights education in their lessons.				
	■ Teachers use interactive and student-centered methods in their classrooms on a regular basis, in which they include refugee children in various ways.				
2.2. Programs and extracurricular activities aimed at promoting democratic principles and respect for human rights are organized at the school.	■ There is at least one activity or group dealing with issues related to democratic citizenship and/or human rights education or refugee education.				
	■ At least one whole school awareness-raising event is held each year to promote education for democratic citizenship and/or human rights with reference to the inclusion of refugee children.				





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SECTION 2: TEACHING AND LEARNING

General indicators	Specific indicators	1	2	3	4
>> 2.2. Programs and extracurricular activities aimed at promoting democratic principles and respect for human rights are organized at the school.	■ Students carry out projects related to democratic citizenship education and/or human rights education and inclusion in the school community.				
	■ Organizations dealing with issues related to the inclusion of refugees, democratic citizenship and/or human rights education are regularly invited to the school, to provide information, present their work or organize extracurricular activities.				

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SECTION 3: COOPERATION WITH THE COMMUNITY (PARENTS - SCHOOLS - ORGANIZATIONS)

General indicators	Specific indicators	1	2	3	4
3.1. The school cooperates with all parents (both local and refugee) and other organizations in the community.	■ The school cooperates with local authorities, parents, NGOs, public and private institutions and organizations.				
	■ Organizations from the local community regularly use the school facilities to organize events aimed at solving community problems and supporting community interests.				
	■ Organizations that care for refugee children work with the school to include refugee children.				
	■ Organizations involved in refugee inclusion are regularly invited to the school to organize joint events.				





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General indicators	Specific indicators	1	2	3	4
3.2. The school works together with other schools.	■ The school organizes partnerships and joint activities with other schools in the country for democratic citizenship education and/or human rights education and the inclusion of refugee children.				
	■ Joint school events are organized with the participation of children and/or parents or guardians of refugee children.				
	■ Visits between schools on issues concerning refugee children are organized.				





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Actions and operations we need to undertake as a school community for a democratic and inclusive school

Considering the indicators we need to improve, in which areas do we need to act and to what extent, to achieve the inclusion of refugee children? Select the desired level of activism (e.g., moderate, high) in each area where you are facing the biggest issues and have not been as active as you could be.

Sectors-Actions	Moderate 1	Enough 2	A lot 3
1. Actions and activities for refugee children			
2. Actions and activities for refugee children in cooperation with local institutions and organizations caring [for refugee children or working for their inclusion in school.			
3. Actions and activities for guardians of refugee children.			
4. Actions and activities for students, including refugee children, and parents in the school to actively contribute to the inclusion of refugee children.			
5. Actions and activities for the teachers of our school to actively contribute to the inclusion of refugee children.			

Which indicators are involved in the actions and activities we will design?

1.
2.
3.
4.
5.

