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Assessment tool: dimensions, indicators and evaluation process

The assessment of the level of inclusion is carried out using behavioural indicators that enable different aspects of refugees' educational, social and community participation to be assessed. Each indicator is assessed using a four-level performance scale.

INCLUSION INDICATORS

Participation in the education or training process

Indicator 1. Participation in the design of the educational pathway

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed	1
	The person refuses to participate in the design of their educational or training pathway.	2
	The person participates in the design of their educational pathway when asked to do so.	3
	The individual actively participates in the design of their educational or training pathway.	4

Indicator 2. Participation in the learning assessment process

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person refuses to take part in the assessment of their learning.	2
	The person takes part in the assessment process when asked to do so.	3
	The individual actively participates in the assessment of their own learning process.	4

Indicator 3. Participation in the learning of others

	INDICATOR NAME	SCORE
	This indicator does not apply to the learner or cannot be assessed.	1
	The person avoids or refuses to take part in activities in an educational or community setting.	2
	The person takes part in these activities when invited or asked to do so.	3
	The person participates actively and spontaneously in activities within the educational or community setting.	4

Social participation and community participation

Indicator 4. Participation in educational or community activities

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person has very limited interaction with others or avoids contact with them.	2
	The person engages in social interactions when these take place in structured contexts.	3
	The person establishes and maintains social relationships spontaneously in an educational or community setting.	4

Indicator 5. Relationships with other people in the community

	NAME OF THE INDICATOR	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person has very limited interaction with others or avoids contact with them.	2
	The person engages in social interactions when these take place in structured contexts.	3
	The person establishes and maintains social relationships spontaneously in an educational or community setting.	4

Indicator 6. Use of community resources

	INDICATOR NAME	SCORE
	This indicator does not apply to the individual or cannot be assessed.	1
	The person does not use the available community resources.	2
	The person uses some resources when given support or guidance.	3
	The person makes independent use of the various community resources available.	4

Autonomy in the educational and social settings

Indicator 7. Management of training-related activities

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person shows significant difficulties in organising or managing activities related to their training.	2
	The person manages these activities when given support or guidance.	3
	The person independently organises and manages activities related to their education.	4

Indicator 8. Ability to ask for help or support

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person does not ask for help, even when they need it.	2
	The person asks for help when encouraged to do so.	3
	The person asks for help appropriately when they recognise a need.	4

Intercultural communication and interaction

Indicator 9. Participation in everyday communication situations

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person avoids participating in everyday communication situations.	2
	The person participates in communicative situations when given support.	3
	The person actively participates in everyday communication situations.	4

Indicator 10. Interaction with people from different cultural backgrounds

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person avoids interacting with people from different cultural backgrounds.	2
	The person interacts with others when situations are structured or facilitated.	3
	The person interacts spontaneously with people from different cultural backgrounds.	4

Sense of inclusion and belonging

Indicator 11. Perception of feeling welcome in the educational or community environment

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person expresses a feeling of being excluded or unwelcome in the environment.	2
	The person feels to some extent welcome when taking part in structured activities.	3
	The person says they feel welcome and part of the educational or community environment.	4

Indicator 12. Confidence to participate in the environment

	INDICATOR NAME	SCORE
	This indicator does not apply to the user or cannot be assessed.	1
	The person shows a lack of confidence or avoids participating in their environment.	2
	The person participates when given external support or encouragement.	3
	The person participates confidently in activities within the educational or community setting.	4

CONTEXTUAL VARIABLES FOR INTERPRETING INCLUSION

Recommended variables

1

**Length of stay in the
host country**

2

Age

3

Sex or gender

4

Previous level of education

**These variables help to
contextualise the inclusion
process and enable an
analysis of the factors that
may influence it.**

Recommended variables

7

Participation in training or support programmes

5

Level of proficiency in the language of the country of host country

8

Existence of a social network or family network in the host

6

Current employment status

9

Existence of a social or family network in the host country

OVERALL INCLUSION INDEX

INCLUSION INDEX

The level of inclusion can be estimated using a composite index based on the scores obtained for the indicators.

Each indicator can be assigned a score:

0 → Not assessable

1 → Low level of inclusion

2 → Intermediate level of inclusion

3 → High level of inclusion

The total score is obtained by adding together the scores for all the indicators assessed.

The average score is then calculated.

Guidance on interpreting the inclusion index

1–1.5

Low level of inclusion

The person demonstrates in the educational or community environment and requires significant support.

1.5–2.3

Moderate level of inclusion

The person participates in various areas, although they remain partially dependent on external support.

2.3 – 3

High level of inclusion

The person actively participates in the educational and social environment and demonstrates autonomy in different contexts.

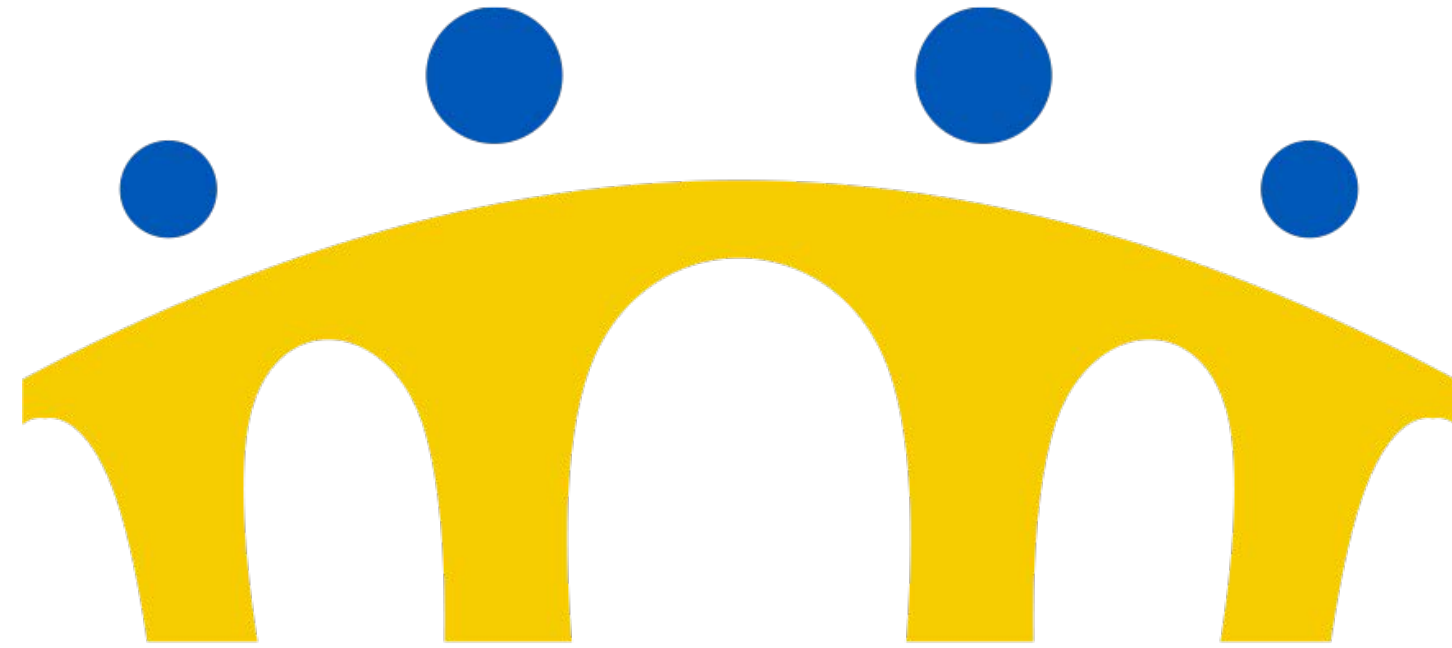
Brief methodological note

The instrument enables the level of inclusion to be assessed by taking into account three fundamental dimensions:

Participation in educational and social processes
Functional autonomy within the environment

Subjective experience of inclusion and belonging

The use of behavioural descriptors facilitates the consistent application of the instrument across different European contexts.



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