

Step-by-step instructions on how to use the checklist:						
1) Get together with several members of your school (preferably both adults and students), hand out this checklist and fill it out individually. 2) Compare the different answers and discuss differing perceptions. 3) Together, consider which aspects your school is not performing well in should be changed first. 4) Draw up a plan and set out concrete steps to address the aspects you want to focus on. Perhaps the accompanying materials on “seven ways to foster democratic spaces in everyday school life” can also help you with this step. 5) Meet repeatedly to discuss the progress of your efforts. 6) If the focused aspect could be improved, fill out the checklist again and tackle other aspects if necessary.		Do not agree at all				Fully agree
Demonstrating accessibility and openness						
a)	Our school is accessible for everyone.					
b)	People with physical impairments can orientate themselves and move around our school independently.					
c)	A large part of our school is open to everyone at all times, even without a key.					
d)	When you enter our school, you feel welcome.					
Enabling informal encounters						
e)	At our school, there are places where students can meet by chance and spend time together spontaneously.					
f)	At our school, there are places where teachers can meet by chance and spend time together spontaneously.					
g)	At our school, there are places where students and teachers can meet by chance and spend time together spontaneously.					
Providing meeting facilities for different group sizes						
h)	At our school, there are places in the classrooms where the whole group can gather in a circle to discuss important matters with each other.					
i)	At our school, there are places where students can spontaneously gather in small groups to discuss without being disturbed.					
j)	At our school, there is a place where the whole school community can come together (for example for celebrations, presentations or discussions).					
Creating transparency and a public sphere						
k)	Walking through our school, you can see and hear what is happening in each class.					
l)	Our school feels lively even during lessons.					
m)	Important information is easily accessible to all.					

n)	The school building is also used by external people.					
Creating of a homely atmosphere						
o)	Students at our school also like to spend time at school after school hours.					
p)	Teachers at our school also like to stay at school after school hours.					
q)	At our school, there are cosy places for students to retreat.					
r)	There are cosy places for teachers to retreat at our school.					
Demonstrating egalitarianism						
s)	The office doors of our headmaster's office are usually open to everyone.					
t)	Student and teacher areas are closely connected spatially					
u)	he teachers are also available if students need something during break times without major spatial barriers.					
Participating in the design of the school building						
v)	The students have a voice in questions of room design.					
w)	The teachers have a voice in questions of room design.					
x)	Students are actively encouraged to get involved in the design of the space.					
y)	Teachers are actively encouraged to get involved in the design of the space.					
Notes						

This checklist is based on the preliminary works by Zenke 2021 and Retzar 2019. The structure of the checklist itself is inspired by the Index for Inclusion (Booth & Ainscow 2019)

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