The quality factors of inclusive education in Europe: an exploration
Questionnaire for educational institutions

The European Network of Inclusive Education and Disability, incluD-ed, financed by the European Social Fund, is conducting a study on quality factors of inclusive education in Europe. As part of this study we have prepared this questionnaire, which will be completed by schools in diverse European countries.

The questionnaire can be filled out directly in this digital document; another option is to print it and to scan the completed version.

Thank you to send the completed questionnaire to the following address: includ-ed.secretariat@paueducation.com before **15 May 2015**. You can also contact us at this address or phone +34 933 670 434 for any questions when completing the questionnaire.

The questionnaire covers data on different aspects and topics related to inclusive education in schools:

- **BLOCK 1.** School information
- **BLOCK 2.** School policy and practices
- **BLOCK 3.** School resources
- **BLOCK 4.** View of disability and Inclusion

The data collected through this questionnaire will be processed in an anonymous way

- Position (school administrator, head of studies, etc.) within the school of the person(s) completing the questionnaire _____
- Email: _____

Thank you for your collaboration. We believe that this study will be an important element, which will contribute to the promotion of the inclusive education in all over Europe.

Note: The findings of this study will be sent to the email address specified in this section.

BLOCK 1. School information

1.1. Name _____

1.2. Location _____

1.3. Country _____

1.4. Levels taught:

- □ Pre-school (pre-primary)   □ Primary   □ Compulsory secondary
- □ Post-compulsory secondary academic   □ Post-compulsory professional (vocational) secondary

1.5. Ownership

- □ Public   □ Private independent   □ Private financed with public funds

1.6. What is the most common level of education held by parents at the school?

- □ Primary education
- □ Post-compulsory secondary education
- □ Compulsory secondary education
- □ Higher education
- □ Don't know/No response

1.7. How does the educational level of the parents at the school compare with that of the other schools in the country?

☐ It is lower   ☐ It is comparable   ☐ It is higher   ☐ Don't know/No response

1.8. Does the school teach children of foreign origin and children belonging to ethnic or religious minorities? What is the approximate percentage of pupils in each of these groups?

Group of students	%

1.9. Number of streams within the school (groups in each course)   _____

1.10. Number of pupils per level in the school

Pre-school (pre-primary)   _____

Primary   _____

Compulsory secondary   _____

Post-compulsory academic secondary   _____

Post-compulsory professional (vocational) secondary   _____

TOTAL NUMBER OF STUDENTS   _____

1.11. Number of pupils with some form of disability per level

Pre-school (pre-primary)   _____

Primary   _____

Compulsory secondary   _____

Post-compulsory academic secondary   _____

Post-compulsory professional (vocational) secondary   _____

TOTAL NUMBER OF STUDENTS WITH DISABILITY   _____

1.12. Does the school mainly teach pupils with a particular type of disability? What type of disability?

Intellectual disabilities: _____

Physical/motor disabilities: _____

Visual impairments: _____

Hearing impairments: _____

Language disorders: _____

Learning disabilities: _____

Pervasive developmental disorders
(Autistic spectrum disorders, etc.):   _____

Emotional and behavioural disturbances: _____

1.13. Number of pupils per type of disability

Intellectual disabilities: _____

Physical/motor disabilities: _____

Visual impairments: _____

Hearing impairments: _____

Language disorders: _____

Learning disabilities: _____

Pervasive developmental disorders
(Autistic spectrum disorders, etc.): _____

Emotional and behavioural disturbances: _____

1.14. What level of autonomy does the school have in taking decisions on the following matters?
Kindly use the following scale for your answers: No autonomy □ 1 □ 2 □3□ 4 □ 5 Full autonomy

	1	2	3	4	5
a. Teaching staff (decisions on staffing)					
b. Teacher training					
c. Determination of the curricula					
d. Material resources in general					
e. Material resources specifically intended for pupils with disabilities					

BLOCK 2. School policies and practices

2 A. School policies

2.1. Does the <u>admissions process</u> guarantee access to the school for people with disabilities? *Kindly use the following scale for your answers:*

No guarantee at all □ 1   □ 2   □ 3   □ 4   □ 5 Fully guaranteed

2.2. What difficulties, if any, exist for the admission of those with disabilities? Please explain below.

_____

_____

2.3. Is there a procedure enabling new pupils to resolve difficulties at the school?

□ Yes   □ No   □ Don't know/No response

2.4. Does the school group pupils together <u>into different classrooms at the same level for the same course</u> based on their abilities or capabilities?

☐ Yes   ☐ No   ☐ Don't know/No response

2.5. If such groups exist, into which groups are those with disabilities placed?

_____

2.6. Has the school developed specific policies to reduce and control bullying of pupils?

☐ Yes   ☐ No   ☐ Don't know/No response   ☐ No, but this is planned

2.7. Has the school developed individual educational plans for identifying and appraising, planning and reviewing the educational needs and educational processes of pupils with disabilities?

☐ Yes   ☐ No   ☐ Don't know/No response

2.8. Do pupils with disabilities typically take part in external evaluation processes?

☐ Yes

☐ No. There are no external evaluation processes

☐ There are external evaluation processes, but pupils with disabilities do not take part

☐ There are external evaluation processes, but pupils with disabilities do not have the obligation to take part

☐ Don't know/No response

Remarks: _____

2 B. School practices

Please indicate whether you agree with the following statements. If necessary, briefly outline the reasons for your response:

2.9. Teaching is planned taking all pupils into consideration, keeping barriers to access to the minimum and adapting the curriculum design (including the methodology and evaluation procedures).

Strongly disagree ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5 Entirely agree

_____

2.10. The teaching units and work projects are designed to encourage the participation of all pupils.

Strongly disagree ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5 Entirely agree

_____

2.11. Pupils participate actively in their learning.

Strongly disagree □ 1   □ 2   □ 3   □ 4   □ 5 Entirely agree

_____

2.12. Teachers work together and share experiences relating to the pupils' participation in the educational processes.

Strongly disagree □ 1   □ 2   □ 3   □ 4   □ 5 Entirely agree

_____

2.13. All pupils can take part in out-of-school activities.

Strongly disagree □ 1   □ 2   □ 3   □ 4   □ 5 Entirely agree

_____

2.14. Families take an active part in the institution's educational processes.

Strongly disagree □ 1   □ 2   □ 3   □ 4   □ 5 Entirely agree

_____

2.15. The school's human and material resources are appropriately distributed to support inclusion of all students.

Strongly disagree □ 1   □ 2   □ 3   □ 4   □ 5 Entirely agree

_____

2.16. Disabilities can be identified in pupils at an early stage using the institution's internal and external resources.

Strongly disagree □ 1   □ 2   □ 3   □ 4   □ 5 Entirely agree

_____

2.17. There is a body within the school for dealing with problems on a participatory and consensual basis (Coexistence Committee, Mediation Committee, for example).

□ Yes   □ No   □ Don't know/No response

BLOCK 3. School resources

3 A. Human resources

3.1. Number of teachers at the school _____

3.2. What is the degree of stability of the teaching staff?

Very unstable □ 1 □ 2 □ 3 □ 4 □ 5 Very stable

3.3. How many <u>support teachers</u> for pupils with disabilities (specialists in therapeutic teaching or hearing and language, for example) does the school have? Please specify the type of specialisation.

_____

_____

3.4. Does the school have <u>other support staff</u> specifically dealing with pupils with disabilities? Please specify which staff.

□ School medical assistant

□ Social integrators

□ Educational assistant (movement, personal hygiene)

□ Sign-language interpreter

□ Others _____

3.5. Is the school's procedure for allocating human resources sufficiently flexible to cover the need for high-quality schooling for pupils with disabilities?

Very inflexible □ 1 □ 2 □ 3 □ 4 □ 5 Very flexible

3.6. Does the school have an educational guidance counsellor?

□ Yes □ No □ Don't know/No response

3.7. <u>Training.</u> Is there a good training network available to teachers?

□ Yes □ No □ Don't know/No response

3.8. <u>Training.</u> What percentage of teachers takes part in training courses?

_____

3.9. Training. Are there suitable resources for training teachers to deal with pupils with disabilities? If not, please explain the reasons for this.

Highly unsuitable □ 1   □ 2   □ 3   □ 4   □ 5 Highly suitable

_____

3.10. Does the school receive additional resources due to the presence of pupils with disabilities?

□ Yes, additional teaching staff

□ Yes, additional support staff

□ Yes, additional material resources

□ Yes, unremarked additional funding that can be used according to the decision of the centre

□ Others_____

□ No

□ Don't know/No response

3 B. Physical resources

3.11. To what extent are the institution's buildings <u>physically accessible</u> to disabled persons?

Very inaccessible □ 1   □ 2   □ 3   □ 4   □ 5 Fully accessible

3.12. Does the school have adequate materials (in terms of quantity and quality) for the learning and participation of all pupils? _Kindly tick the available materials and indicate the degree to which the following are adequate (1 "Highly inadequate" and 5 "Highly adequate")._

Specific materials:

	1	2	3	4	5
□ **a.** Books in Braille					
□ **b.** Audio books					
□ **c.** Voice recognition programmes					
□ **d.** Audio induction loops (or audio-frequency induction loops) in common spaces					

Learning materials adapted for students with disabilities:

	1	2	3	4	5
☐ **e.** Videos					
☐ **f.** Desktop computers					
☐ **g.** Digital whiteboards					
☐ **h.** Software					
☐ **i.** Tablets					
☐ **j.** Apps for tablets					

Others:

	1	2	3	4	5
☐ **k.** _____					
☐ **l.** _____					
☐ **m.** _____					
☐ **n.** _____					

3.13. Does the school have access to an <u>external resources</u> centre, from which materials can be obtained to help all students with disabilities to learn and participate?

☐ Yes   ☐ No   ☐ Don't know/No response

3.14. If there is access to an external resources centre, are the resources it provides adequate?

Highly inadequate ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5 Highly adequate

3.15. Does the school have a bus transport service?

Please indicate if there is one available and indicate the level of adaptation to the needs of students with disabilities in the corresponding scale (1 "Highly inadequate" and 5 "Highly adequate").

☐ Yes

Highly inadequate ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5 Highly adequate

☐ No

☐ Don't know/No response

BLOCK 4. View of disability and inclusion

4.1. Kindly describe the school's inclusivity culture (in regards to inclusive education).

_____

_____

4.2. Is there any aspect of the school's environment that is particularly beneficial or detrimental to inclusion?

_____

_____

4.3. Kindly describe how inclusion is assessed by the educational authorities.

_____

_____

4.4. Kindly describe how inclusion is assessed by families with disabled children who attend the school.

_____

_____

4.5. Kindly describe how inclusion is assessed by families with children without disabilities who attend the school.

_____

_____

4.6. How does your school view special-needs educational institutions?

☐ As a useful resource in cases of extreme disability

☐ As a resource used too frequently by the educational authorities

☐ As a resource used too frequently due to the pressure on families

☐ Other (please explain):

_____

4.7. Kindly outline your school's achievements, shortcomings and/or priorities regarding inclusivity and inclusion.

_____

_____