

Dear,

Southwest University (SWU) is the coordinator of an Erasmus + Program (European Union) and is conducting research on inclusive education in China with three Chinese universities (Guangxi Normal University, Tibet University for Nationalities and Sichuan Normal University) and four European universities (Autonomous University of Barcelona, Polytechnic University of Lisbon, Trinity College of Dublin and University of Bath).

The title of this project is: *Promoting inclusive education through curriculum development and teacher education in China (INCLUTE)* and its aim is to improve teacher training on inclusive education.

We would appreciate it if you would answer this questionnaire sincerely so we can understand your experience of inclusive education. We want to build a picture of the levels of experience across your geographic area. We ensure the protection, anonymity and confidentiality of the data obtained both in its management and storage.

In this questionnaire, “all students/education for all/ students’ educational needs” are terms used interchangeably to refer to the following groups: children with normal development; girls and boys; minority ethnic and faith groups; pupils with special educational needs; gifted and talented pupils; children “looked after” by the local authority; other children, such as sick children; young carers; those children from economically poor families who are at risk of disaffection and exclusion.

Thank you for your collaboration.

QUESTIONNAIRE	
PERSONAL AND PROFESSIONAL DATA	
1. Gender: 1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>	
2. Age: _____	
3. Initial training:	
1. A graduate of a secondary normal school	<input type="checkbox"/> Course or specialty _____
2. Associate Degrees	<input type="checkbox"/> Course or specialty _____
3. Bachelor Degrees	<input type="checkbox"/> Course or specialty _____
4. Master’s Degree	<input type="checkbox"/> Course or specialty _____
5. Doctoral Degree	<input type="checkbox"/> Course or specialty _____

4. During your initial training, have you attended any courses on inclusive education?

1. YES 2. NO

5. Have you had continuous training on inclusive education?

1. YES 2. NO

If Yes, specify two courses: a. _____ / hours _____

b. _____ / hours _____

6. How many years have you been working as a teacher? _____

6.1 And as a primary school teacher specifically? _____

7. What subject do you teach?

- | | |
|--|---|
| 1. Chinese <input type="checkbox"/> | 6. Art <input type="checkbox"/> |
| 2. Maths <input type="checkbox"/> | 7. Music <input type="checkbox"/> |
| 3. Science <input type="checkbox"/> | 8. Information
Technology <input type="checkbox"/> |
| 4. Morality and
life/society <input type="checkbox"/> | 9. Others <input type="checkbox"/> _____ |
| 5. Physical Education <input type="checkbox"/> | |

8. Have you ever collaborated with institutions (ONG, local government, other schools,..) to support students with different needs?

1. YES 2. NO

9. Would you like to attend a course on inclusive education? 1. YES 2. NO

If Yes, please write three topics that you would like to attend?

1. _____
2. _____
3. _____

10. For you, what does inclusive education mean?

11. Please, point out three weaknesses and three strengths related to inclusive education in your own practice or school.

WEAKNESS

STRENGTH

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

12. PLEASE, FILL WITH (X) ACCORDING TO MY SCHOOL/CLASSROOM:

(1) Never (2) Occasionally (3) Usually (4) Always

12.1 My school provides accommodation for all students because everyone is equally important.	1	2	3	4
12.2 My school recognises and overcomes barriers to learning.	1	2	3	4
12.3 Students' with disabilities should be in special education schools.	1	2	3	4
12.4 I am confident in my ability to get all students to work together in pairs or in small groups regardless of their ethnic background or whether they have disabilities.	1	2	3	4
12.5 My school involves parents in the educational process.	1	2	3	4
12.6 I work with other professionals in designing educational programs for all students.	1	2	3	4
12.7 In the school where I work, teachers, staff, and the management team work together.	1	2	3	4
12.8 I encourage all students to participate in social activities in my school.	1	2	3	4

12.9 Differences between students are a richness for learning.	1	2	3	4
12.10 In my country, there are different laws and policies that ensure education for all.	1	2	3	4
12.11. The families' economic situation determines students' access to the educational system.	1	2	3	4
12.12 My school has an Educational Project that ensures education for all.	1	2	3	4
12.13 Syllabus at my school promotes education for all.	1	2	3	4
12.14 My school is accessible to all students in its geographical area.	1	2	3	4
12.15 My school has a welcoming program that is adapted to different students' educational needs.	1	2	3	4
12.16 My school develops a policy to group students in order to facilitate all students' learning.	1	2	3	4
12.17 My school management is flexible in order to enable us to respond to all educational needs of all students.	1	2	3	4
12.18 The class size allows for all students to be considered.	1	2	3	4
12.19 My school has physical environmental barriers (such as no lifts or ramps, not accessible toilets)	1	2	3	4
12.20 My school provides material resources for supporting all students learning.	1	2	3	4
12.21 My school's administrators provide support to teachers to improve education for all.	1	2	3	4
12.22 My school provides training courses for teachers about educational needs	1	2	3	4
12.23 Training on inclusive education is provided that is useful in my educational practice.	1	2	3	4
12.24 In my school, coordination between teachers is effective.	1	2	3	4
12.25 My school coordinates with educational agents (students, teachers, parents, local government and others) to help all students.	1	2	3	4
12.26 I have had the opportunity to work with experienced colleagues in another school.	1	2	3	4
12.27 My school provides psychoeducational assessments and follows protocols to identify educational needs.	1	2	3	4
12.28 In my classroom, Curriculum adaptation is undertaken.	1	2	3	4
12.29 There is sufficient flexibility in my schedule and school calendar to cater for all students' educational needs.	1	2	3	4
12.30 In my school, the evaluation results are used to adapt teachers' programmes to students' educational needs.	1	2	3	4

12.31 All the students are encouraged to actively participate in classroom.	1	2	3	4
12.32 In my school students' learn cooperatively: they work together, in pairs or in small groups in different period of the learning process.	1	2	3	4
12.33 Diverse teaching methods are designed and applied in my classroom according to student's educational needs.	1	2	3	4
12.34 A variety of assessment strategies are used (e.g. portfolio assessment, modified tests, performance-based assessment, etc.) in my school.	1	2	3	4
12.35 Teachers use assessments to help and encourage students to overcome difficulties, in my school	1	2	3	4
12.36 In my school, the evaluation process supports all students' learning.	1	2	3	4
12.37 In my school, formative and/or continuous assessment is applied in order to improve student's learning .	1	2	3	4
12.38 In my school, support staff and teachers are involved in the learning process through co-teaching.	1	2	3	4
12.39 In my school, students are involved in the assessment of others (co- evaluation).	1	2	3	4
12.40 The presence of students with different educational needs in my classroom favours learning process of all students.	1	2	3	4



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**Thank you very much for Your
collaboration.**

