Questionnaire for a teacher Dotazník pre učiteľov

Questionnaire is one of the Erasmus+ project activities and is intended for research purposes.

The questionnaire is anonymous but inquires about basic personal information for evaluation. We hope that your answers will be truthful and represent your own views.

|  |  |
| --- | --- |
| man | woman |

**Age: Gender:**

**Address:**

|  |  |  |
| --- | --- | --- |
| Village | Town | City (more than 100 000 inhabitants) |

**Educational attainment in accordance with ISCED 2011:**

<http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

|  |  |  |  |
| --- | --- | --- | --- |
| In educational sciences | | In other areas of study | |
|  | | | |
| ISCED 3 | ISCED 4 | | ISCED 5 |
| ISCED 6 | ISCED 7 | | ISCED 8 |

1. **How often do you come across the concept of gender equality at your school?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  not at all | 2  sometimes | 3  on average | 4  often | 5  very often |

1. **What do you think gender equality is?**
2. Equal rights for men and women (boys and girls).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

1. Equal opportunities for men and women (boys and girls).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

1. Fulfilling different needs of men and women (boys and girls).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

1. Blurring differences between women and men (girls and boys).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

1. Modification of processes to prevent discrimination of men and women (boys and girls).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

1. **Is it or is it not necessary to deal with the issue of gender equality?**

|  |  |
| --- | --- |
| yes, it is necessary | no, it is not necessary |



**Length of pedagogic practise in year:**

**Education level, on which you teach**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ISCED 0 | ISCED 1 | ISCED 2 | ISCED 3 | ISCED 4 |

**Did you come across the concept of gender equality during your studies?**

a) Yes, during high school studies.

b) Yes, during university studies.

c) No, not during studies but at the training courses.

d) No, I did not come across this concept.

**4.**  **If you did, at what point? (You can mark more than one option)**

1. in informal activities and approach to students;
2. during the teaching process;
3. during the school system changes (*e.g. increasing the number of toilets in accordance with the number of female and male students, allowing boys and girls equal participation in all school activities, representation of men and women in various positions in school, etc.*);

**5. At what point are you getting involved in the introduction of gender equality in school?**

1. in informal activities and approach to students;
2. within the teaching process;
3. during the school system changes (*e.g. increasing the number of toilets in accordance with the number of female and male students, allowing boys and girls equal participation in all school activities, representation of men and women in various positions in school etc.)*;
4. I do not get involved.

**6.**  **What is your reason for not getting involved?**

1. I do not consider it important.
2. School management does not support similar activities.
3. Somebody else is responsible for such matters.
4. other: ...............................................................

.................................................................................

**7. On what education level do you think it appropriate to start dealing with the issue of gender equality?**

1. ISCED 0
2. ISCED 1
3. ISCED 2
4. ISCED 3 and more
5. It is not appropriate at any ISCED level

**8. Do you use gender sensitive language (e.g. salutation of boy and girl students) during the study process?**

|  |  |
| --- | --- |
| yes | no |

**9. What is your reason for not using gender sensitive language?**

1. My language does not allow for gender sensitivity.
2. I do not consider it important.
3. It makes conversation more difficult.
4. It is unnatural.
5. other: ...............................................................

..............................................................................

**10. Manual labour activities in school are more often entrusted to boys (e.g. carrying chairs, preparing aids and tools, etc.).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**11. Responsible roles are more often assigned to girls (e.g. carrying school documentation, passing the message to another teacher, etc.).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**12. Girls care about decorations and cleaning of the classroom more than boys.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**13. Boys and girls are chosen to compete in knowledge competitions on the basis of their knowledge and skills. Gender is unimportant.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**14. Boys are chosen to compete in sports competitions more frequently.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**15.** **Girls are chosen to compete in art competitions more frequently.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**16. Girls are chosen to participate in school events and activities more frequently (e.g. literary clubs, dance performances, etc.).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**17. Boys are reprimanded for their behaviour more frequently.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**18. Girls are reprimanded for their visage more frequently (e.g. clothing, hair, etc.).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**19. Girls are condoned for unpreparedness or forgetting supplies more often than boys.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**20. Girls do not participate in all sports games.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**21. Your school is attended by pupils of different faiths (Catholics, atheists, etc.)?**

|  |  |
| --- | --- |
| yes | no |

**22. Does your school celebrate holidays related to religions of students?**

|  |  |
| --- | --- |
| yes | no |

**23. If not, why is that so?**

1. We only celebrate holidays related to the religion professed by the majority of pupils.
2. We do not celebrate holidays related to religion in our school.
3. We only celebrate public holidays.
4. other: ...............................................................

.................................................................................

**24. Students acquire essential information about religions in school.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**25. Students who profess minority religions are asked to participate in knowledge and sports competitions more frequently.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**26. Students who profess minority religions attend school celebrations and events associated with different religions.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**27. Students who profess minority religions feel signs of discrimination by teachers**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**28. Students who profess minority religions feel signs of discrimination by classmates.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**29. Students from socially disadvantaged backgrounds are often involved in knowledge competitions**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**30.** Students from socially disadvantaged backgrounds are often involved in sports competitions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**31.** **Students from socially disadvantaged backgrounds are often chosen to participate in school events (e.g. literary clubs, dance performances, etc.).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**32. Students from socially disadvantaged backgrounds are reprimanded for their behaviour more frequently than other students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**33. Students from socially disadvantaged backgrounds are complimented more than other students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**34.** **Students from socially disadvantaged backgrounds often feel signs of discrimination by teachers.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**35. Students from socially disadvantaged backgrounds feel signs of discrimination by classmates.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**36. Students from socially disadvantaged backgrounds are condoned for unpreparedness or forgetting supplies more often than other students.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**37. I realize that I approach education of male and female students differently.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**38. I realize that I approach education of students who profess minority religion differently.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**39. I realize that I approach education of students from socially disadvantaged backgrounds differently.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1  totally disagree | 2  disagree | 3  yes and no | 4  agree | 5  totally agree |

**40. What do you consider an advantage of international student project for students?**

1. Getting new information about other cultures.
2. Exchange experience.
3. Learning and communicating in English language.
4. Meeting new people and making new friends.
5. A chance to visit other countries.
6. Solidify the feeling of belonging in European community.
7. I don’t think the projects are advantageous.
8. other: ...............................................................

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**My suggestions to improve, promote, implement**

1. gender equality in schools:

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1. equality of students who profess minority religions

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1. equality of pupils from different social backgrounds

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**Thank you for filling the project questionnaire**

**S/he´s Equal in Europe**