**3.2.2. Perception and action regarding diversity**

5. What children are different in your class?

6. What is your difference?

7. The diversity of students

|  |  |  |
| --- | --- | --- |
| It is a problem | It is a challenge | It is a wealth |

8.You try to:

|  |  |
| --- | --- |
| Treat all students equally | Attend to the particular needs of each child |

9. Do you take special care of the most vulnerable students? **YES / NO**

10. Do you think it is OK a differentiated treatment for who needs it most? **YES / NO**

11. Who would you say is the most vulnerable student? Why?

12. Do you find it difficult to meet the academic needs of children with Rare diseases? **YES / NO**

13. Do you have time to adapt the teaching to students with specific educational needs? **YES / NO**

14. Do you have enough training to attend the diversity in the classroom? **YES / NO**

15. What would you need to know?

16. Do you ask hep to other teachers for working on these issues in the classroom? **YES / NO**

17. Are events organized in the center to raise awareness on rare disease? **YES / NO** Which?

18. These events are necessary: ​​**YES / NO**

19. Is there an obstacle for students with Rare diseases to participate in outdoor activities, excursions, ...? **YES / NO** Which?

20. Do you allow these rare disease affected students to participate in these activities? **YES / NO**

21. What worries the teaching team of this group on the subject of diversity?

22. Does the management team consider attention to diversity a priority issue, in particular, that of students with Rare diseases? **YES / NO**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2**  | **3** | **4** |
| 23.In the school, there is intervention so that there are good relations between boys and girls |  |  |  |  |
| 24. In the school, good relations between teachers and students are taken care of |  |  |  |  |
| 25. All teachers are sensitive to problems of coexistence |  |  |  |  |
| 26. Time is spent in classes for resolving conflicts peacefully so that students learn from these |  |  |  |  |
| 27.It is appropriate to intervene in the problems of coexistence |  |  |  |  |

30. Do you have enough training to face the conflicts of coexistence in the classroom? **YES / NO** What would you need to know?

31. Do you ask other teachers to work on these issues in the classroom? **YES / NO**

32. What worries the teaching team of this group on the subject of coexistence?

33.Do the management team consider that it is a priority issue to take care of the students' relationships with each other and, in particular, with the students with rare diseases? **YES / NO**