

Annex

Interview guideline for expert interviews regarding the access to inclusive education for refugee children with disabilities in Berlin

Briefing:

Use of interviews in context of the Master Thesis, interview recording, confidential usage of interview & anonymization upon request (information: possible anonymization afterwards for the sake of consistency), duration: approximately 60 minutes, overview (questions regarding person & institution, questions regarding understanding of inclusion, questions regarding consultation procedures)

Topic 1: Questions regarding person & institution:

- What is your professional background?
 - Special education/qualification/training in the field of refugee assistance?
 - Special education/qualification/training in the field of inclusive education guidance?
- How long have you been working at institution X?
- (How did you come about institution X?)
 - Particular motivation? Persons with disabilities among friends/family? Own migration background?
- To which extent does your institution provide for consultation concerning inclusive education for refugee children with disabilities?

Topic 2: Questions regarding understanding of inclusion:

- What do you mean by the term ‘impairment’, respectively ‘persons with impairments’?
- What do you mean by the term ‘disability’, respectively ‘persons with disabilities’?
 - In your opinion, what is the difference between the term ‘impairment’ and the term ‘disability’?
- What do you mean by the term ‘accessibility’?
 - Which aspects have to be ensured to be able to talk about (a minimum of) ‘accessibility’? Which aspects are the most important for you? Why?
- What do you mean by the term ‘inclusion’ in general?
 - Which aspects have to be ensured to be able to talk about (a minimum of) ‘inclusion’? Which aspects are the most important for you? Why?
- What do you mean by the term ‘inclusive education’ in particular?

→ Which aspects have to be ensured to be able to talk about (a minimum of) ‘inclusive education’? Which aspects are the most important for you? Why?

- What do you consider as the potentials of ‘inclusion’?
- What do you consider as the limits/problems of ‘inclusion’?
- What do you consider as the potentials of ‘inclusive education’?
- What do you consider as the limits/problems of ‘inclusive education’?

Topic 3: Questions regarding consultation procedures with respect to access to school:

- To which extent do legal guardians/parents of refugee children with disabilities have (previous) knowledge about their rights and duties with regard to school enrollment?
→ If so, how do they know?
- How did the legal guardians/ parents of refugee children with disabilities come about your institution’s consulting and support services?
- How does the consultation of the legal guardians/parents of refugee children with disabilities take place with regard to school enrollment?
→ Information about rights and duties of the refugee child with disabilities (with regard to inclusive education)?
→ Information about the Berlin school system, the procedures towards school enrollment?
→ Determination of special educational needs (if not done yet)?
→ Subsequent steps?
- To which extent do you/ does your institution consult/ support the legal guardians/ parents and the child with disabilities in the course of school enrollment procedures?
→ ‘Only’ consulting/ providing for information or also in company? If so, to which extent?
- Which other institutions are involved in the course of school enrollment procedures?
- How do you assess the skills and qualifications of the involved institutions’ staff when it comes to inclusion?
- With which other institutions do you/does your institution cooperate? The district’s coordination office? The regional school authorities? Schools? Berlin’s Senate Administration for Education, Youth and Science, etc.?
→ How do you assess the cooperation with the other institutions? What goes well/bad and why?

→How do you assess the institutional prerequisites (range of offers, competences, defined procedures, possibility for complaints) within the context of access to inclusive education for refugee children with disabilities?

- In what way is/was your institution involved in the (further) development of an inclusive school system?

→In what way would your institution like to participate in the (further) development of an inclusive school system?

- To which extent is the respective child with disabilities and its preferences taken into account when it comes to the consultation procedure? Are the information provided for in an accessible format with regard to the child?
- Are the information provided for in an accessible format with regard to the legal guardians/ parents?
- Do you consider the perspective on refugee children with disabilities within school enrollment procedures as rather strength-orientated or deficit-orientated?
→Why, and in which contexts?
- What significance does (physical and content-related) accessibility have within school enrolment procedures?
→Where do you see need to improvement? Are there any examples of best-practices?

Concluding question:

“Imagine you were the Berlin senator for Education, Youth and Family. Which problem would you personally approach first in order to improve refugee children with disabilities’ access to inclusive education?”

Debriefing:

Opportunity for open unanswered questions & comments, information about further procedure concerning the recorded interview (transcription, evaluation, analysis...), “Thank you very much for your time, your trust and the nice and interesting conversation!!!”