

Collecting Qualitative Data from Children with Disabilities

Annex C

Interview Guide for Parents of Children with Disabilities

Part 1 - Demographics

These demographic questions are asking the parent to describe themselves, not their child.

Category	Question	Question Type
Gender	What is your gender?	Choose from: Female, Male, Non-binary, Other, Prefer not to say
Child's Disability	Are you a parent of a child with disabilities?	Yes No Other (please specify)
	Has your child acquired a disability during the crisis/displacement?	Yes No Other (please specify)
	How do you describe your child's disability?	Open question
Education	Which is the highest level of education that you completed? [multiple choice]	Pre-school Elementary school Middle school High school University Never went
Gender	What is your gender?	Choose from: Female, Male, Non-binary, Other, Prefer not to say

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Category	Question	Question Type
Parent's Disability	Do you identify as a person with disabilities?	Yes No Prefer not to say

If the respondent answers "yes" to identifying as a person with a disability, complete the following 6 Washington Group short set questions:

Washington Group Short Set	Do you have difficulty seeing, even if wearing glasses?	No difficulty Some difficulty A lot of difficulty Cannot do at all
	Do you have difficulty hearing, even if using a hearing aid(s)?	No difficulty Some difficulty A lot of difficulty Cannot do at all
	Do you have difficulty walking or climbing steps?	No difficulty Some difficulty A lot of difficulty Cannot do at all
	Do you have difficulty remembering or concentrating?	No difficulty Some difficulty A lot of difficulty Cannot do at all
	Do you have difficulty with self-care, such as washing all over or dressing?	No difficulty Some difficulty A lot of difficulty Cannot do at all
	Using your usual language, do you have difficulty communicating, for example understanding or being understood?	No difficulty Some difficulty A lot of difficulty Cannot do at all

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Category	Question	Question Type
Nationality	What is your home country/region?	Open-ended
Displacement	Have you left your usual home? If yes , why?	Open-ended
	How long ago did you leave your home?	Open-ended
OPD Membership	Are you connected to an Organisation of Persons with Disabilities and their families (OPD)?	Yes No Other (please specify)
If the respondent answers “yes”, ask the following two follow up questions. If the respondent answers “no,” skip to the next section.		
	Which OPD are you connected to?	Open-ended
	How are you connected to that OPD? Prompts could include: Being a general member Using their services/supports Working for the OPD Volunteering for the OPD	Open-ended

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Part 2 - Challenges accessing education for your child

This section will ask about how education has changed for your child with a disability, and any challenges that they face.

- 1

If your child was school-aged before the crisis, what did education look like for them in your home country?

Prompts:
What kind of schools were available to them? What kind did they go to? If they did not go to school before, why was that? If they did go to school before, did they like it? Why or why not?
- 2

Since this emergency situation took hold, how has your child's access to school changed?

Prompts:
Are the types of schools different here? Did you feel like the new schools were welcoming? Were there different rules about who could attend school in the new place?
- 3

What have the changes in education after you left home been like for your child?
- 4

How did you talk to your child about the changes that were happening?
- 5

Is it difficult for your child to access education here? Why?

For example, these can be things that make it difficult for them to go to school at all, or things that keep them from being included in the classroom.
- 6

How are the challenges they have now similar to or different from any challenges they had going to school back home?
- 7

Is there anything that is affecting your child's ability to go to school that you think is unique to the place you live in now? What are they?

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8 If you also have another child who does not have a disability, are the school options different from what your child with a disability can access?

If yes, how so? Have you talked to the children about these differences? How do they both feel about it?

9 If you could speak to the people running schools here, what would you tell them to do differently?

Part 3 - How do you feel about the education your child is getting now?

10 Is there anything about your child with a disability going to school here that makes you worried?

Do you feel like your child's way of getting to school is safe for them? What makes you feel that way?

11 Prompts:

What can you tell us about their transportation to school? How far is the school from your home? How do they get to school? What are the things that you worry about the most? Can you name the most worrying three factors from most worrying to least worrying?

Do you feel like the schools here are accessible to children with disabilities? What makes you feel that way? Is this different from how accessible you felt the schools back at home were?

12 Prompt:

For example, you can think about the physical spaces like playgrounds and toilets, the other kids, or the way the teachers work. You can also tell us about the materials they use in schools, the curriculum, or anything else you think can make it not accessible for your child.

13 Do you feel like the teachers and other classroom helpers here are trained and understand what your child needs? Has anything ever happened that made you think they don't understand?

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- 14 Has the cost of schooling here ever been a problem for your family?
For example, this could be because of school fees or because your child may work to help support the family.
- 15 Were there any other reasons why you might be worried about sending your child to school?
- 16 While you have been living here, have you seen any changes in these things you have worried about? Are things getting better?

Part 4 - Getting support to get your child to school

- 17 Has anyone helped you to understand what the options are for your child with a disability going to school here? If yes, how did they help you?
- 18 Do you know any organisations that can help you sign up your child for school? How did you learn about them?
- 19 If you responded yes to the previous question, have any of them helped you? Which organisation was it and how did they help?
- 20 What kinds of help to understand the education system would have been useful to you when you first arrived?
- 21 What kind of support to help deal with the education system on an ongoing basis once your child is already in school would be helpful?
- 22 Do you feel like other children without disabilities in the community understand and include your child?
- 23 What needs to change for them to include your child better?

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24 What works well for addressing the problems we talked about making sure that children with disabilities can go to school?

Prompts:
Are there any support systems for children with disabilities that you have seen before that work well?
Are there any resources or ways of working you know about that aren't being used here yet?

25 Do you think that seeing people with disabilities in the community who have got an education (role models) would make a difference in getting children with disabilities in school? Do you know of any people like this?

Part 5 - Support from other families

26 Do you know any other families in your new community who have children with disabilities? How did you get connected with them?

27 How does knowing that there are other families in your community with the same experiences as you make you feel?

28 How are the things that you've heard other children with disabilities in your new community have experienced similar or different to what your child has faced?

29 How do you think the families of children with disabilities in your community should be working together?

To end the interview, thank the parent for participating, remind them about how we will use the stories they shared, and share any final information as outlined in the facilitator's guide.

