

SOLIDinEDU – INTERVIEWS

Personal Information

1. I am currently a:

- a. Secondary education teacher
- b. University professor
- c. Executive head/principal
- d. Other:

2. The name of the education Institution I am currently working is:

Long-answer text

Diversity & inclusion

1. Do you feel that some of your students face significant obstacles, which have impacted on their learning experience at school/university, because of their special educational or other needs? If yes, why?
2. According to your estimation, how prepared are you and your colleagues for working with students who have special learning needs? How easy it could be for you to find relevant resources? Are there structures at your institution that could support you (e.g. special education advisory committee, co-teaching system)?
3. What are examples of the best support for students in an inclusive learning environment at the classroom and at the institution level?

https://mn.gov/mnddc/patrick_schwarz/patrick07.html

4. What do you believe are the most important gaps of the national education system in your country in terms of inclusive education?

Solidarity, Empathy & Democratic Culture

1. Do you think students at your institution are given sufficient opportunities to participate in school/university and classroom governance through formal and informal means? Can you describe why yes, or why not?
2. School teachers: What are the main opportunities provided in the current school curriculum for students to learn about human rights issues? / Universities: Are there courses in the curriculum of your Institution examining the subject of your Faculty from a Human Rights lens?
3. What are some best practice examples you can think of that could be adopted at school/university and efficiently cultivate empathy in students?
4. What do you believe are the most important limitations of the national education system in your country in promoting solidarity and fostering a democratic culture?

Sociocultural identity & reflection

1. Do you feel that some of your students face significant obstacles, which have impacted on their learning experience at school/university, because of their different cultural or social background? If yes, how does your institution support those students?
2. How well do you believe you and your colleagues are prepared for working with students of a different cultural or social background? Are there structures at your institution that could support your training and professional development on this issue (e.g. intercultural communication training, tailored support/personal coaching, established code of conduct)?
3. At your school/university, how often and through what means are students encouraged to think more deeply about social issues, cultural norms and their impact on identity? Is this reflection embedded in the curriculum of some courses (e.g. history, religion, civic education)?
4. What are the procedures/methods followed at your school/university that support awareness and self-reflection of the students on their learning experience and outcomes?

Volunteerism

1. Are you in favor of student involvement in volunteering/community service activities as part of their formal education curriculum? Why or why not?
2. Does your Institution encourage volunteerism? In which ways (e.g. student-led volunteering societies, talks and events, info-days about available volunteering opportunities)?
3. Does your Institution include volunteering projects or community service as part of its formal curriculum (e.g. volunteering modules/electives, community service projects for which there is classroom instruction, instruments of assessment, recognition of learning outcomes)?
4. What are, in your opinion, the most important difficulties to integrating volunteerism as part of the curriculum in basic & higher education?