

**INTERACT**  
**WP 5, Summary Report**  
**The Danish University of Education**  
**September, 06**

One of the objectives of wp5 was to work out a qualitative analysis of data collected about institutional objectives at national level. This analysis was based on interviews with officials in the Danish Ministry of Education and teachers and researchers, who have been involved in the work of curricular guidelines for history, civics, foreign languages, religion and Danish as a secondary language, and mother tongue education in the context of primary and secondary school.

Since the 1990s, all school subjects of primary and secondary school in Denmark have been reformed and new acts and curricular guidelines have been published. As part of the reform process, the Danish Ministry of Education appointed a number of persons to join working groups, who were to work on proposals for new curricular guidelines on each subject. The groups were formed by 5-6 persons representing researchers and teachers within the field, members of teachers unions and subject advisers representing the Ministry of Education. Following this process, the Ministry of Education and the Committee of Education had to approve the proposals before they came into force. On this background, we chose to interview the following persons:

**Respondents**

- 1. subject adviser in history, civics in primary and lower secondary education, the Danish Ministry of Education. Member of the working group for history and civics in the folkeskole.
- 2. Subject adviser in religion in primary and lower secondary education, the Danish Ministry of Education. Member of the working group for religion in the folkeskole
- 3. professor and researcher in the field of Danish as secondary language, The Danish University of Education. Member of the working group for Danish as secondary language in the folkeskole as well as GIF (preparatory course for bilingual pupils in the gymnasium)
- 4. Lecturer at University College. Member of the working group for history for the folkeskole
- 5. Subject adviser in history in the gymnasium, the Danish Ministry of Education. Member of the working group for history, the gymnasium.
- 6. Subject adviser in civics in the gymnasium, the Danish Ministry of Education. Member of the working group for history, the gymnasium
- 7. Lecturer at University College. Member of the working group in civics in the folkeskole
- 8. Teacher at HHX (upper secondary school) Member of the working group for the subject cultural understanding at HHX
- 9. Subject adviser in English, the folkeskole, the Danish Ministry of Education
- 10. Teacher in the gymnasium and member of the working group for German in the gymnasium
- 11. Professor and researcher at Roskilde University and member of the working group for foreign languages in the the folkeskole (1993 Act)
- 12. Teacher and researcher at the Danish Centre for Conflict Resolution, Member of the working group for mother tongue education, the folkeskole.

## **Methodology**

The interviews were semi structured and lasted max. 1 hour. The interviews were recorded and summaries have been worked out, including quotations from the most relevant parts of the interviews, worth further analysis. All quotations in the analysis are our translation. The aim was to draw up contrary as well as common opinions and themes across subjects and educational levels with regard to citizenship education and the intercultural dimension of the curricula. The analysis is structured around the questions in the interview guide.

As stressed in WP 4, a number of different documents form the education policies for primary and secondary education in Denmark. The interviewees consequently refer to both Acts on primary school and lower secondary school (the folkeskole) and Acts on upper secondary school (the gymnasium), curricula, syllabi and guidelines. Except for the guidelines, all documents are binding. The position of the interviewees as either officials at the ministry or more independent teachers and researchers clearly influences what they allow themselves to express.

The concept *citizenship education* is not a widely used concept among officials and teachers in Denmark. In the interviews we have therefore used both the term citizenship education and the Danish term *demokratisk dannelse* (democratic education) which is similar to (but not the exact equivalent of) the concept of citizenship.