Work Package 5 describes the collection of data through individual interviews with institutional actors both at the European and national level.

At the European level, we carried out e-mail interviews with authors or co-authors of studies in the field commissioned by European institutions, mainly by the Council of Europe. We sent out 20 e-mail interviews and received only 6 answers despite our regular insistence. The interviewees who corresponded to our request were from France, Croatia, Portugal, Romania, Switzerland and United Kingdom.

The interview guide used was the following, both in the English and French version:

European Commission

1. **What role does citizenship/democratic education play within the Union's education documents?**
Quel rôle joue l'Education à la Citoyenneté Démocratique dans les documents de l'Union relatifs à l'éducation ?

2. **What are, in your view, the main guidelines of the European Commission with regard to citizenship education? Do you agree with the priorities established in the documents concerning this matter?**
Quelles sont, d'après vous, les principales directives de la Commission Européenne en ce qui concerne l'Education à la Citoyenneté ? Etes-vous d'accord avec les priorités établies dans les documents relatifs à ce sujet ?

3. **To what extent is the development of a "European identity" an explicit or implicit concern in the EU's education recommendations?**
Dans quelle mesure peut-on considérer que le développement d'une « Identité Européenne » s'avère être une préoccupation implicite ou explicite dans les recommandations de l'UE en matière d'éducation ?

4. **What is the place of Intercultural Education within the EU's education recommendations? How is it outlined? (please specify the documents to which you refer)**
Quelle est la place de l'Education Interculturelle dans les recommandations de l'UE en matière d'éducation ? Comment cela est-il pris en compte ? (S'il vous plaît, veuillez spécifier les documents auxquels vous faites référence).

5. **To what extent do you agree with the official recommendations concerning the intercultural dimension of citizenship education issued by this institution?**

Dans quelle mesure êtes-vous d'accord avec les recommandations relatives à la dimension interculturelle dans l'Education à la Citoyenneté émises par cette institution ?

6. **Do you feel that Intercultural Education is politically controversial in the working sessions of the European Commission? What are the different ideologies that generally emerge in the discussions?**

Sentez-vous si l'Education Interculturelle est positivement polémique dans les sessions de travail de la Commission Européenne ? Quelles sont les différentes idéologies qui émergent généralement de ces discussions ?

Council of Europe

1. **To what extent is the construction of a European Identity an explicit or implicit concern in the CoE's education recommendations?**

Dans quelle mesure peut-on considérer que le développement d'une « Identité Européenne » s'avère être une préoccupation implicite ou explicite dans les recommandations du Conseil de l'Europe en matière d'éducation ?

2. **How does the Council of Europe see the power relations between different European cultures? To what extent do CoE documents in general attempt to resist power relations between European cultures? What impact does this have on their guidelines concerning education for democratic citizenship (EDC)?**

Comment le Conseil de l'Europe voit-il les relations de pouvoir entre les différentes cultures Européennes ? Dans quelle mesure les documents du CE essayent-il, en général, de résister aux relations de pouvoir entre les cultures Européennes ? Quel impact cela a-t-il dans ses directives en matière d' Education à la Citoyenneté ?

3. **What other types of citizenship, apart from national, were promoted with the EDC concept?**

Quels autres types de citoyenneté, excepté la citoyenneté nationale, furent promus par le biais du concept ECD ?

4. **What role does the CoE's framework for Education for Democratic Citizenship assign to Intercultural Education?**

Quel rôle attribue le cadre pour l' Education à la Citoyenneté Démocratique du CE à l'Education Interculturelle ?

5. **What are the advantages of having uniform EDC and IE policies and practices throughout Europe? What could be the potential risks of this process?**

Quels sont les avantages apportés par l'uniformisation de l'ECD et des politiques en EI et des pratiques à travers l'Europe ? Quels pourraient être les éventuels risques de ce processus ?

6. **Do you believe that EDC and IE have been losing ground to other educational goals (competition, scientific knowledge and technology)?**

Croyez-vous que l'ECD et que l'EI soient en perte de terrain notamment en faveur d'autres objectifs éducationnels (compétition, connaissance scientifique et technologie)

At the national level, we carried out 30 individual direct interviews, with Ministers of Education and Secretaries of State no longer in Cabinet, with some highly-placed and/or experienced officers in the Ministry of Education, with leaders of governmental organisations with a say and active in education, with members of Parliament who have argued for educational matters related to our topic, namely:

- 5 ex- Ministers of Education;
- 3 ex-Secretaries of State for Education;
- 10 Academic Report Authors, syllabus designers, curriculum developers, commissioned by the Ministry of Education;
- 10 Ministry of Education Officers;
- 2 members of a High Commission (President and Department Coordinator)

It was agreed among the partners that interviews should be semi-structured in order to be adaptable to the needs of the different national contexts. This decision was also a result of the piloting of a proposed guide carried out previously. Eventually the following interview guide was agreed upon:

Questions

1. What are the main objectives of education for citizenship/democratic education?

2. To what extent is intercultural education a priority within educational policies in general, and within citizenship education / civic education / democratic education in specific?

3. In formulating curriculum guidelines to what extent do you feel that there was a concern to ensure the incorporation of a human rights dimension within intercultural education?

4. How have concepts of intercultural education developed or changed over the years in the education policies of your country?

5. When introducing the intercultural dimension in the formulation of education guidelines, to what extent do you feel that there was a concern to ensure the incorporation of international organisations recommendations (e.g. those of EC, UN, UNESCO, UNICEF, CoE)?

6. What mechanisms do you consider most effective in promoting intercultural education? What mechanisms have been put in place to help teacher and teacher trainers implement intercultural education?

7. What skills and knowledge should teachers master to implement intercultural education?

8. To what extent do you consider that the curriculum is intended to reproduce a national culture?

9. What emphasis, if any, is there on acknowledging or supporting a range of identities e.g., global, European, regional, ethnic-minority?

10. Does education for citizenship / democratic education value more local intercultural education (cultural groups within a nation) or global intercultural education (universal and international understanding)?

11. To what extent is intercultural education a politically sensitive issue? What effects, if any, does this have on priorities?

If the initial questions are answered negatively, or if the respondents are not able to make clear statement about it, the interview leads in another direction:
- Why is intercultural education not an explicit policy within citizenship education?

- What priorities have been made instead;
- Is intercultural education not a well-known term, or is there other reasons why it is not incorporated within citizenship education policies etc?
- What consequences do the lack of an intercultural dimension have regarding citizenship education?

With this qualitative data, we aimed to find out about institutional objectives with regard to intercultural active citizenship (education) at the national level and also to explore the ideas behind the regulations and recommendations provided by European and national institutions.