

WP 11, Work description, Summary

The Danish University of Education

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Data collection

The aims of this work package have been to chart the concepts and perspectives of teachers within intercultural citizenship education. The partners agreed to carry out around 30 interviews in each country including both teachers of primary and secondary level. The partners also agreed on certain variations in teachers selected for the interviews, having in mind indicators such as schools in the city and schools in the countryside as well as schools with a high percentage of bilingual students and schools with a low percentage of bilingual students.

The schools at both primary and secondary level were in the Danish case chosen according to the following indicators: city/country schools, schools with a high percentage of bilingual students/schools with a low percentage of bilingual students and general/business secondary schools. In addition to this, we chose to carry out interviews with teachers at a primary and a secondary school near the German border, as we were interested in teachers' perceptions of intercultural citizenship in this particular location near the border.

The teacher interviews

Both group interviews and single interviews have been carried out at primary and secondary level, each interview lasting approx.1 hour. The single interviews open for a life story perspective on the teacher's role within intercultural active citizenship education. In Denmark teachers are organised in subject-teams, and the purpose of the group interview form was to get an idea of the teachers' experiences and perceptions of their subjects and the professional discourse within the field.

13 interviews have been carried out at primary school level and 14 interviews at secondary school level. We have talked to 38 teachers including both single and group interviews. At both levels, interviews have been carried out with teachers on the following subjects: religion, history, social studies, foreign languages (English, French, German, Spanish (only at secondary level)) and Danish. These particular subjects were chosen as they we assumed to contain elements of intercultural citizenship education. The interviews have been collected during the period September 2006 – January 2007.

To obtain various perspectives on the intercultural dimension of citizenship education within the schools, clusters of interviews have been carried out at the selected schools, rather than interviews with 27 different teachers at 27 different schools.

Selected schools

At primary school and lower secondary school level the following schools have been chosen:

1. Two primary schools (folkeskoler) in the centre of Copenhagen, with a high percentage of bilingual students
2. A primary school in Copenhagen, with a low percentage of bilingual students
3. A primary school in the countryside (the southern part of Jutland, near the German border)
4. Two primary schools in a middle sized town in Zealand

At upper secondary school level the following schools have been chosen:

1. A secondary school (gymnasium) with a high percentage of bilingual students, situated in the centre of Copenhagen,
2. A school situated in the countryside (the southern part of Jutland)
3. A business college (gymnasium) in Copenhagen
4. A secondary school in a middle sized town in Zealand
5. A secondary school with a low percentage of bilingual students, situated in the centre of Copenhagen