

Qualitative Methodology: A Research Guide

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Introduction
& context of
the Research
Guide

1. Introduction

The research approach and framework of this project is going to be mainly a qualitative methodology also complemented by documentary analysis and secondary data.

The techniques of social research will be finally **face to face interviews** in Spain and Cyprus. Number of each type of technique are described in the present guide. Also, we describe the type of relevant informants and people working and involved in the project.

The project's intention is to **endorse intergenerational dialogue and intangible heritage** as effective practices for building coherent societies. According to "The 2030 Agenda for Sustainable Developments-UN", essential elements for achieving Social sustainability are the opportunities given to different generations to build healthy and adoptive communities.

Human societies have constantly developed and adapted their intangible cultural heritage, in order to address fundamental needs and social issues across time and space. Taking into consideration the above, partnership will implement intergenerational dialogue through interviewing citizens living in the same communities enabling at the same time their civic engagement and active participation, as one of the selected priority of the project. The interviews will be framed to collect the perceptions of **different generations** through their **life stories narratives** promoting **active ageing** as another selected priority (Sanz, 1995, 1997, 2005, 2006, 2009). In addition, citizens with fewer opportunities and diverse backgrounds will have the opportunity to get involved in interviews and have their testimonies shared among the community. The above objective is directly linked to the horizontal priority of **inclusion and diversity**.

Further to the above objectives, partnership aims to develop a **digital archive of intangible heritage** based on the results of the interviews, targeting to bridge the intercultural, intergenerational and social gap.

Digital archives will be permanently displayed, with the installation of Info-Kiosks in social spaces of partners' communities, like museums and municipalities, promoting Erasmus+ among citizens and generations. The interactive environment of info kiosks provides better access to knowledge, promotes experiential experience and helps to achieve better impact and sustainability of projects results.

One of the important aspects of the project is the recording. After the recording, a digital archive will be developed which will be accessible to the public. This generates a great socio-cultural richness. Mainly, because it can imply the beginning of a narrative related to intangible heritage exposed to the gaze of people of different ages who can identify with what is exhibited there; counting on the promotion of intergenerational dialogue so important and necessary in our complex and technological society that poses new and diverse social, cultural, political and economic challenges; as well as, the adequate management of the risks of our society (crisis, virus, climate change). Intangible heritage is a treasure to be preserved. Thus generating the promotion and assumption of the importance of social sustainability.

2. The Context: Intangible Heritage and Social Sustainability

Intangible heritage refers to the non-physical aspects of a culture that are passed down from generation to generation, including traditions, customs, beliefs, practices, skills, and knowledge. Intangible heritage encompasses elements such as music, dance, oral traditions and expressions, rituals and festive events, traditional craftsmanship, and foodways, among others. These elements are essential for the preservation and transmission of cultural identity and diversity. Unlike tangible heritage, which can be seen and touched, intangible heritage exists only in people's memories and practices, and it is constantly evolving and adapting over time. Therefore, intangible heritage is an important aspect of a culture that needs to be protected, preserved, and passed down to future generations (UNESCO, 2003).

Some of the main elements and features of intangible heritage include (UNESCO, 2020; United Nations Development Programme, 2021) :

Cultural practices: This includes things like traditional festivals, ceremonies, rituals, and customs that are specific to a particular community or group.

Oral traditions: This includes things like folktales, stories, and legends that are passed down through the spoken word rather than being written down. Also the way life is understood, the different lifestyles, beliefs, tastes and purposes in life.

Traditional crafts: This includes skills and techniques that are used to create traditional artefacts or objects, such as weaving, pottery, or woodworking.

Traditional music, dance, and theatre: This includes the performance of traditional music, dance, and theatre within a particular community.

Traditional medicine and healing practices: This includes the use of traditional remedies and techniques for healing and maintaining health within a particular community.

Traditional knowledge: This includes the collective knowledge and understanding of a particular community or group, such as their understanding of the natural world, the environment, and their cultural history.

Social sustainability encompasses a wide range of aspects that are related to the well-

being and quality of life of individuals and communities. Some of the key aspects that are typically included within the concept of social sustainability are:

Social justice and equity: This refers to the fair and equal distribution of resources and opportunities within a society, regardless of factors such as race, gender, age, or socio-economic status.

Access to basic needs: This includes access to clean water, nutritious food, healthcare, education, and other essential resources that are necessary for a healthy and fulfilling life.

Community engagement and participation: This involves the active involvement of individuals and communities in decision-making processes that affect their lives, as well as opportunities for meaningful social and cultural interaction.

Cultural diversity and preservation: This refers to the recognition and preservation of the unique cultural heritage and traditions of different communities, as well as the celebration of diversity and inclusion.

Safe and healthy living environments: This includes access to safe and affordable housing, clean and healthy environments, and protection from hazards such as pollution, crime, and social instability.

Social cohesion and resilience: This refers to the ability of communities to work together, support each other, and adapt to changing circumstances, such as natural disasters or economic shifts.

Economic opportunity and mobility: This includes access to opportunities for economic advancement and mobility, such as education, job training, and entrepreneurship.

These aspects are interdependent and interconnected, and addressing them

collectively is essential for achieving social sustainability. Intangible heritage refers to the cultural practices, expressions, knowledge, and skills that are passed down from one generation to another. It includes traditions, oral histories, rituals, music, dance, and other aspects of cultural identity that are not physical objects. The effects of intangible heritage on social sustainability can be significant and multifaceted (Soini, & Birkeland, 2014).

Firstly, intangible heritage can help promote social cohesion and foster a sense of community (Jagielska-Burduk, & Stec, 2019). When people participate in cultural activities, they feel a sense of belonging and connection to their heritage and to each other (Hung, Peng, & Chen, 2019). This can help build stronger social networks and create a shared sense of identity.

Secondly, intangible heritage can help preserve and celebrate cultural diversity (Hassan, 2020). By valuing and promoting different cultural practices and expressions, communities can celebrate and learn from their differences, rather than seeing them as a source of division. This can help promote understanding and respect across different communities and contribute to a more inclusive and tolerant society.

Thirdly, intangible heritage can also support economic sustainability by promoting cultural tourism and the development of creative industries. Cultural tourism can bring in revenue and create jobs, while the creative industries can support the development of local talent and contribute to economic growth (Hung, Peng, & Chen, 2019).

However, there are also potential challenges associated with intangible heritage. For example, the commercialization of cultural practices can lead to their distortion or commodification, and the loss of their

original meanings and significance (Zhang, S. Ruan, Li, & Huang, 2023). Furthermore, the unequal access to cultural resources and the marginalization of certain cultural groups can also undermine the potential benefits of intangible heritage for social sustainability (Vila, Miotto, & Rodríguez, 2021).

In summary, intangible heritage can have a positive impact on social sustainability by promoting social cohesion, celebrating cultural diversity, and supporting economic development. However, it is important to ensure that these benefits are shared fairly and that cultural practices are respected and valued for their intrinsic significance.

CHAPTER I

Quality & ethics

1.1. Total Quality in the Project

Total Quality Assessment (TQA) is an approach used to evaluate the quality of the entire project, rather than just looking at individual parts or components. In the context of the European Project, TQA is an important tool for ensuring that the project meet the required standards and achieve their objectives (van Kemenade, & Hardjono, 2019). In our project, to monitor the progress and appropriate implementation of it, all project partners will regularly provide Coordinator with reports showing the project progress and completion of the tasks, dissemination activities as well as the **budget spending and evaluation reports**.

TQA involves a number of steps, including:

1. **Defining the quality standards and criteria for the project.** This involves identifying the key requirements and outcomes that the project should achieve.

In this project, the main outcomes are:
 (i) the intergenerational interviews;
 (ii) the video recordings from the interviews; (iii) the info-kiosks shown in Cyprus and Spain.

2. **Developing a quality plan that outlines how the project will be monitored and evaluated throughout its lifecycle.** This includes identifying the methods and tools that will be used to assess the quality of the project, and the roles and responsibilities of the individuals involved in the assessment process.

We have developed monitoring and

evaluation sheets to monitor and evaluate the different activities and outcomes of the project.

3. **Implementing the quality plan.** This involves conducting regular evaluations of the project, and collecting data to assess its performance against the defined quality standards and criteria.

The Coordinator has developed a Gantt chart showing the different milestones and relevant dates. Around these dates, the evaluation of the project will also be carried out.

4. **Analysing the data and identifying areas for improvement.** This step involves reviewing the data collected during the assessment process, and identifying any areas where the project is falling short of the quality standards and criteria.

At the end of the project, a report will be drawn up showing the evaluation carried out, as well as the aspects to be improved.

5. **Implementing improvements.** This step involves making changes to the project to address any quality issues that have been identified.

Adjustments would be made to the project if necessary.

6. **Reviewing and monitoring the project on an ongoing basis.** This step involves continually monitoring the project to ensure that it continues

to meet the required quality standards and criteria. The final monitoring report will include all project partners reports showing the project progress and completion of the tasks, dissemination activities as well as the budget spending and evaluation reports (Table 1).

Table 1: Activities of the Project.

1. Transnational and online Partners Meetings
2. Research Guide. Intangible Heritage effects on Social Sustainability
3. Train de Interviewers
4. Conducting Intergenerational Interviews
5. Developing digital environment for intangible heritage
6. Dissemination-Grand Opening Events

Source: own elaboration

By using TQA, this European project can ensure that they meet the required standards and achieve their objectives. This can help to ensure that project is completed on time, within budget, and to the required quality standards. Additionally, TQA can help to identify areas for improvement, which can lead to better outcomes and more effective use of resources. The Table 2 will be completed by each Partner.

Table 2: TQA of the Project

Activities	Responsible Partner	Date	Quantitative Evaluation (from 1 to 10)	Minutes/ Reports	Observations/ Improvements
Partners Meetings					
Research Guide					
Train the Interviewers					
Interviews					
Digital environment					
Dissemination-Events					

Source: own elaboration

1.2. Social Research Ethics

Social research ethics refer to the principles and guidelines that govern the conduct of research involving human subjects. Ethics in social research is essential to ensure that the participants' rights and welfare are protected, the research is conducted with integrity and transparency, and the data collected is valid and reliable (Blaikie, & Priest, 2019). Here are four key principles of social research ethics:

- 1. Informed consent:** Informed consent is a critical ethical principle in social research. It requires that participants be fully informed about the purpose, procedures, risks, and benefits of the research before agreeing to participate. Informed consent must be obtained in writing and should be obtained voluntarily without coercion.
- 2. Confidentiality:** Confidentiality means that the participants' identity and personal information must be protected. Researchers should ensure that the data they collect is stored securely and only accessed by those who need it to analyze the data. Participants' personal information should never be disclosed without their explicit consent, unless required by law.
- 3. Privacy:** Privacy means that participants have the right to control their personal information and decide

how it is used. Researchers should be transparent about how they will use the data collected and obtain consent from participants for each use. Participants should be assured that their participation will not negatively impact them in any way.

- 4. Respect for persons:** Respect for persons means that participants should be treated with dignity and respect. Researchers should ensure that participants are not harmed physically, emotionally, or psychologically, and that they are not subjected to any form of discrimination or prejudice. The research should benefit the participants and the broader community.

Adherence to ethical principles is crucial to maintain the integrity and credibility of social research. Researchers should take the necessary steps to ensure that their research is conducted ethically, including obtaining ethical approval from relevant institutional review boards or ethics committees, following best practices and guidelines, and continuously monitoring the research for ethical issues.

CHAPTER II

Social
Research &
Techniques
(SRT)

2.1. Social Research and different techniques

Social research refers to the systematic study of human behaviour, social relationships, and institutions using various research methods (Clark, Foster, Bryman, & Sloan, 2021). Qualitative techniques are one type of research method used in social research that aims to understand the subjective experiences and perspectives of participants (Vogl, Schmidt, & Zartler, 2019).

Qualitative techniques are particularly useful in social research because they allow researchers to explore complex social phenomena in depth and detail. Qualitative research can help researchers understand the meanings and interpretations people give to their experiences and the world around them.

There are many different qualitative techniques used in social research (Sanz-Hernández, 2009; Taylor, & Bogdan, 1987), including:

- 1. In Depth Interviews:** These are conversations between the researcher and participants, where the researcher asks questions to gather information about the participant's experiences, opinions, beliefs, and attitudes.
- 2. Focus groups:** These are group discussions where the researcher invites a small group of people to discuss a particular topic. The

researcher moderates the discussion and encourages participants to share their perspectives and experiences.

- 3. Observations:** This involves watching and recording human behaviour in a natural setting, often without the participants' knowledge. Researchers can gather detailed information about people's behaviour, interactions, and social dynamics.
- 4. Case studies:** This involves in-depth analysis of a single case, such as an individual or a group. Case studies can provide detailed information about a particular phenomenon, and researchers can use this information to develop theories or insights.
- 5. Content analysis:** This involves analysing written, audio, or visual material to identify themes, patterns, and meanings. Researchers can use content analysis to explore how people communicate about particular topics or to understand cultural norms and values.
- 6. Visual data collection:** can be a powerful and effective tool for social researchers, offering a way to capture nuanced and complex aspects of people's experiences that may not be fully captured through other methods. By combining visual

data with other qualitative methods, researchers can gain a more comprehensive understanding of the social phenomena they are studying, ultimately leading to more informed and impactful research findings.

Overall, the choice of qualitative techniques depends on the research question, the context of the research, and the resources available to the researcher. Researchers often use a combination of qualitative and quantitative methods to gain a more comprehensive understanding of the social phenomenon they are studying.

The research group decided to focus the in-depth interviews on those topics which, regardless of the socio-cultural and socio-economic level of the interviewees, imply an accumulation of knowledge in relation to intangible heritage. Mainly related to lifestyles, shared values around the family, the meaning of life and death, love and friendship. We also focus on the richness of interpersonal relationships and the keys to a happy life, well-being and quality of life.

In-depth interviews are a commonly used qualitative research method in social research. These interviews aim to gain a deep understanding of people's experiences, perspectives, and attitudes towards a particular topic or phenomenon (Kvale, 1996; Vallés, 1997). There are several features of in-depth interviews that distinguish them from other research methods:

- 1. Open-ended questions:** In-depth interviews involve asking open-ended questions that allow participants to express their thoughts and experiences freely, without being constrained by predetermined response options.
- 2. Flexibility:** In-depth interviews are flexible in their design and can be adapted to the participants' responses

and insights. The interviewer can follow up on participants' responses and probe for more detail or clarification.

- 3. Participant-centered:** In-depth interviews prioritize the participant's experiences and perspectives, rather than the researcher's preconceived notions or hypotheses.

There are several types of in-depth interviews in qualitative social research (Sanz-Hernández, 2009; Taylor, & Bogdan, 1987):

- 1. Structured interviews:** Structured interviews involve a predetermined set of questions that are asked in a specific order. Structured interviews aim to gather standardized information and can be used for comparative analysis.
- 2. Semi-structured interviews:** Semi-structured interviews involve a list of open-ended questions that are asked in a flexible order. The interviewer can follow up on participants' responses and probe for more detail or clarification.
- 3. Unstructured interviews:** The unstructured interviews are more open-ended, with no predetermined set of questions. The interviewer may have a general topic or area of interest, but the conversation is driven by the participant's experiences and perspectives.
- 4. Narrative interviews:** Narrative interviews aim to gather detailed personal stories or life histories. Participants are encouraged to tell their story in their own words, without the interruption of the interviewer.
- 5. Group interviews:** Group interviews

- 5. Group interviews:** Group interviews involve a small group of people discussing a particular topic or phenomenon. Group interviews can be used to explore shared experiences and social dynamics.

The choice of in-depth interview type depends on the research question, the context of the research, and the resources available to the researcher. Researchers may use a combination of in-depth interview types to gain a comprehensive understanding of the social phenomenon they are studying. In our research, we have decided to use face to face semi-structured interviews taking into account the objectives and purpose of our project.

2.2. Face to face Semi-structured interviews (SSI)

Semi-structured interviews are a type of interview in which the interviewer has a list of topics or guiding questions to follow during the interview, but also allows the interviewee some freedom to talk about other topics or go deeper into particular aspects (Adams, 2015). This allows the interview to be more flexible and better adapted to the needs and characteristics of each interviewee.

Using semi-structured interviews with groups representative of intergenerational dialogue can be an effective way of obtaining information about the perspectives, experiences and opinions of people of different ages on a particular topic. For example, it may be useful to conduct semi-structured interviews with groups of people of different ages to explore how their views differ or are similar on a topic such as technology, politics or family.

It is important to note that, when working with representative groups, it is necessary to ensure that the sample includes a wide range of ages and other characteristics relevant to the topic under study. It is also important to bear in mind that semi-structured interviews may require more time and effort on the part of the interviewer and the interviewee, as they allow for greater flexibility and depth in the topics covered.

Face-to-face semi-structured interviews are a research method used in qualitative research to gather data from participants about their experiences, beliefs, opinions, and behaviours (Adams, 2015). Some of the main features of face-to-face semi-structured interviews include:

- 1. Flexibility:** Face-to-face semi-structured interviews are flexible and allow for a two-way conversation between the interviewer and the participant. The interviewer can ask follow-up questions and clarify responses, while the participant can elaborate on their experiences and ideas.
- 2. Open-ended questions:** Unlike structured interviews that use closed-ended questions, semi-structured interviews use open-ended questions that allow participants to express their thoughts in their own words. This approach provides rich and detailed data that can be analysed in various ways.
- 3. Standardization:** Although semi-structured interviews are flexible, they still follow a basic structure, with a set of predetermined questions or topics. This ensures that all participants are asked the same core questions, making it easier to compare responses across participants.
- 4. Personal connection:** Face-to-face interviews can establish a personal connection between the interviewer and participant. This connection can help to build trust and rapport, which may result in more detailed and accurate responses from the participant.
- 5. In-depth exploration:** Semi-structured interviews can provide in-depth exploration of a topic, as

the interviewer can probe deeper into a participant's responses to gain a greater understanding of their experiences and perspectives.

- 6. Time-consuming:** Conducting face-to-face interviews can be time-consuming, as they require scheduling, setting up a location, and recording the interview. Additionally, analysing the data from the interviews can also be time-consuming, as it often involves transcribing and coding the data.

Overall, face-to-face semi-structured interviews are a powerful qualitative research method that allows researchers to gather rich, detailed data from participants about their experiences and perspectives around their lifestyles, cultural values, attitudes towards diversity, and all the intangible aspects included in culture and social life, in general.

Attention to some important aspects in our project

Our collaborators/ interviewers will use SSI that are going to be videotaped, so there are several things they should be aware of:

- 1. Obtain informed consent:** Before beginning the interview, the interviewer should obtain informed consent from the participant, explaining that the interview will be recorded and how the video will be used. University of Zaragoza will provide a written consent to be signed by the interviewees.
- 2. Setup the equipment:** The interviewer should ensure that the video equipment is set up and functioning properly before the interview begins. This includes checking the lighting, sound, and camera angles.

3. **Position the camera:** The camera should be positioned in a way that allows for a clear view of both the interviewer and the participant. The camera should also be unobtrusive, so as not to make the participant feel uncomfortable or self-conscious.
4. **Avoid distracting behaviour:** The interviewer should avoid behaviours that could be distracting on camera, such as fidgeting, looking away from the participant, or making excessive hand gestures.
5. **Maintain eye contact:** Even though the interview is being recorded, the interviewer should maintain eye contact with the participant as much as possible. This can help to build rapport and establish a connection with the participant.
6. **Respect privacy:** The interviewer should take steps to ensure that the participant's privacy is respected, such as using a private location for the interview and ensuring that the video is stored securely.
7. **Be aware of biases:** The interviewer should be aware of their own biases and ensure that they do not influence the participant's responses or behaviour during the interview.

Overall, videotaping a semi-structured face-to-face interview can be a valuable tool for capturing rich and detailed data. However, it's important for the interviewer to take steps to ensure that the participant's privacy and well-being are respected, and that the video equipment is set up and functioning properly. If you are accompanied by a person recording the interviews, they should remain in a position where they can be seen as little as possible so as not to hinder the progress of the interview. Alternatively, leave as soon as the interview begins.

Richness and transparency in videotaped qualitative research

Recording semi-structured face-to-face interviews in qualitative social research can provide a rich source of data for deepening intergenerational dialogue and exploring intangible heritage. Here are some ways in which this approach can enhance the richness of the research:

1. **In-depth exploration:** Semi-structured interviews provide the opportunity for participants to express their thoughts and experiences in their own words. This approach can provide a rich source of data that can be explored in depth, allowing for a better understanding of the ways in which intangible heritage is experienced and passed down through generations.
2. **Personal connection:** Face-to-face interviews can establish a personal connection between the interviewer and the participant. This connection can help to build trust and rapport, which may result in more detailed and accurate responses from the participant. This personal connection can be especially important when exploring topics related to intangible heritage, which can be deeply personal and emotional.
3. **Generation - specific perspectives:** Intergenerational dialogue is key to understanding the transmission of intangible heritage across generations. Recording semi-structured face-to-face interviews can provide generation-specific perspectives on the experiences and practices associated with intangible heritage. This approach can provide a nuanced understanding of how intangible heritage is perceived and experienced by different generations.

- 4. Nonverbal communication:** Face-to-face interviews provide the opportunity to observe nonverbal communication, such as body language and facial expressions. This can provide valuable insight into the emotions and attitudes associated with intangible heritage, which may not be captured in written or oral accounts.

Overall, recording semi-structured face-to-face interviews can provide a rich source of data for qualitative social research aimed at deepening intergenerational dialogue and exploring intangible heritage. This approach can capture the nuances and complexities of intangible heritage, while also providing a personal and emotional connection between the researcher and the participant.

2.3. Difficulties, biases and tips

In-depth interviews can be an effective method for exploring participants' experiences and perspectives in qualitative social research. However, conducting in-depth interviews can also be challenging, and researchers must be aware of potential biases and difficulties that can arise (Rubin, & Rubin, 2011). Here are some of the difficulties, biases, and tips to consider when conducting in-depth interviews (Seidman, 2013):

Difficulties:

1. **Recruitment:** Finding and recruiting participants who meet the study's criteria can be challenging, especially if the study involves sensitive topics or marginalized communities.
2. **Participant cooperation:** Participants may be unwilling to answer certain questions or may be hesitant to share sensitive information, which can affect the quality of the data collected.
3. **Interviewer bias:** Interviewer bias can occur when the interviewer has preconceived notions about the research topic or the participants, leading to selective questioning or interpretation of the data.
4. **Interview fatigue:** Participants may become fatigued or lose interest during the interview, leading to incomplete or superficial responses.

Biases:

1. Social desirability bias: Participants may provide answers that they believe are socially desirable or that align with societal norms, rather than their true beliefs or experiences.
2. Confirmation bias: Interviewers may ask leading questions that confirm their preconceived notions or hypotheses, leading to biased data collection.
3. Observer bias: Observers who are present during the interview may influence the participant's responses, leading to biased data collection.

data collected and minimize observer bias.

In summary, considering that in-depth interviews can be an effective qualitative research method as an analytical and interpretative tool for meaning-making, researchers need to be aware of the biases that can affect the collection of reliable, valid and truthful data that accurately reflect participants' experiences and perspectives.

Tips:

1. Establish rapport: Building rapport with participants is essential for creating a comfortable and trusting environment that encourages openness and honesty.
2. Active listening: Active listening involves being fully present and attentive during the interview, demonstrating empathy and understanding, and encouraging the participant to share their experiences.
3. Neutral language: Using neutral language that does not impose assumptions or judgments can help to reduce bias and encourage open communication.
4. Probing: Probing involves asking follow-up questions to gather additional information or clarify the participant's responses.
5. Recording and transcription: Recording the interview and transcribing the data verbatim can help to ensure the accuracy of the

2.4. Interviewers advises and main skills

The interviewer plays a critical role in conducting in-depth interviews in qualitative social research. The following features can help to ensure that the interviewer is effective and able to gather high-quality data:

1. **Good communication skills:** Interviewers should have excellent communication skills, including the ability to listen actively, ask open-ended questions, and respond with empathy and sensitivity to participants' experiences.
2. **Flexibility and adaptability:** Interviewers must be flexible and adaptable, able to adjust to the changing needs and circumstances of the interview, and able to follow up on unexpected leads.
3. **Cultural competence:** Interviewers should possess cultural competence and be sensitive to the participants' cultural background and values, as well as any potential biases or prejudices that may influence the data collection process.
4. **Emotional intelligence:** Interviewers should possess emotional intelligence and be able to recognize and manage their own emotions, as well as empathize with participants' emotions, to build rapport and establish a trusting relationship.
5. **Attention to detail:** Interviewers must pay attention to detail, ensuring that they collect accurate and complete data, record detailed field notes, and maintain accurate records throughout the research process.
6. **Objectivity and impartiality:** Interviewers should remain objective and impartial throughout the research process, avoiding any preconceived notions or biases that may influence the data collection or analysis.
7. **Ethical conduct:** Interviewers must follow ethical principles and guidelines, including obtaining informed consent from participants, ensuring confidentiality and privacy, and protecting the participants' rights and welfare.

Overall, the interviewer's skills, knowledge, and personal qualities are crucial to the success of in-depth interviews in qualitative social research. A skilled interviewer can create a comfortable and safe space for participants to share their experiences and perspectives, resulting in rich and valuable data that can inform research and policy.

The main keys to get into a deep, warm and informative atmosphere

Creating a deep, warm, and informative atmosphere in a semi-structured face-to-face interview is essential to encourage participants to share their experiences and perspectives in a candid and open manner. Here are some key strategies that can help create such an atmosphere:

1. **Build rapport:** Start the interview with some casual conversation to build rapport with the participant. This helps to create a comfortable and friendly atmosphere.
2. **Explain the purpose of the interview:** Explain to the participant why the interview is being conducted, and how their participation will contribute to the research. This helps to establish a sense of importance and relevance.
3. **Ensure confidentiality:** Assure the participant that their responses will be kept confidential and that their privacy will be respected. This can help to create a safe space where the participant feels comfortable sharing their experiences.
4. **Use open-ended questions:** Ask open-ended questions that encourage the participant to elaborate on their experiences, rather than just giving a simple yes or no answer. This can help to facilitate a more in-depth conversation.
5. **Active listening:** Practice active listening by paying close attention to the participant's responses, and ask follow-up questions to clarify their meaning or prompt them to elaborate further. This shows that you are interested in what they have to say and helps to build a sense of trust.

6. **Respond with empathy:** Respond to the participant's answers with empathy and understanding, acknowledging the emotional content of their responses. This can help to build a deeper connection with the participant and create a warm atmosphere.
7. **Allow silence:** Allow for moments of silence, giving the participant time to reflect on their answers or gather their thoughts. This can help to create a thoughtful and reflective atmosphere.

By employing these strategies, you can help create a deep, warm, and informative atmosphere in a semi-structured face-to-face interview, allowing participants to share their experiences and perspectives in a comfortable and open manner.

2.5. Interviewees advises and main skills

Intergenerational dialogue in-depth interviews involve interviewing individuals from different age groups to explore their perspectives and experiences on various issues. The following features of interviewees can be helpful in obtaining intergenerational dialogue in-depth interviews:

1. Diversity in age: To have intergenerational dialogue, interviewees should be selected from different age groups, such as younger, middle-aged, and older adults.
2. Varied life experiences: Interviewees should come from different backgrounds, experiences, and cultures. This diversity can provide a range of perspectives on various topics and can help to ensure that the data collected is representative of the wider population.
3. Willingness to participate: Interviewees should be willing to participate in the study and share their experiences and perspectives. This willingness is essential to creating a comfortable and safe space for dialogue and to ensure that the data collected is of high quality.
4. Openness to different perspectives: Interviewees should be open to listening and engaging with different perspectives and experiences. This openness can help to promote

understanding and mutual respect across generations.

5. Communication skills: Interviewees should possess good communication skills, including the ability to listen actively, express themselves clearly and coherently, and respond with sensitivity and empathy to others' experiences and perspectives.
6. Reflective and introspective: Interviewees should be reflective and introspective, able to articulate their thoughts and feelings, and connect them to their personal experiences and life stories.
7. Empathy and understanding: Interviewees should possess empathy and understanding towards other generations and be able to respect and appreciate different perspectives and experiences.

Overall, the features of interviewees in intergenerational dialogue in-depth interviews play a crucial role in generating meaningful dialogue and producing rich and valuable data. By including individuals with diverse backgrounds, experiences, and cultures, researchers can gain a better understanding of intergenerational relationships and explore the ways in which different generations can learn from and support each other.

Table 3: Categories and types of interviewees

Category	Potential interviewees
Elderly generation	Grandparents, elderly community members, retired individuals
Middle age generation	Parents, working adults, middle aged community members
Young generation	Children, teenagers, young adults
Community leaders	Religious leaders, politicians, educators, social workers
Experts	Gerontologists, sociologists, psychologists, demographers and historians.

Source: own elaboration

Based on Table 3, categories and types of interviewees and taking into account our research objectives and the technique of semi-structured interview to be used. We have develop the Table 4 with specifications of each of the relevant informants.

Table 4: Initial number of interviewees, type and time*

Number	Type	Script model Annex Number	Place
1	Woman, retired, married and grandmother (>65)	Annex I	Chipre
1	Woman, still working, married & with children (50-60)	Annex II	Chipre
1	Expert woman inside the category of experts (any age)	Annex III	Chipre
1	Woman, politician, or religious leader or educator (any age)	Annex IV	Chipre
1	A girl (15-18)	Annex V	Chipre
1	Man, retired, married and grandfather (>65)	Annex I	Chipre
1	Man, still working, married & with children (50-60)	Annex II	Chipre
1	Expert man inside the category of experts (any age)	Annex III	Chipre
1	Man politician, or religious leader or educator (any age)	Annex IV	Chipre
1	A boy (15-18)	Annex V	Chipre
1	Young woman in university (<25)	Annex VI	Chipre
1	Young man in university (<25)	Annex VI	Chipre
1	Young woman working in manual work (<30)	Annex VII	Chipre
1	Young man working in manual work (<30)	Annex VII	Chipre
14	Total		Chipre
1	Woman, retired, married and grandmother (>65)	Annex I	Spain
1	Woman, still working, married & with children (50-60)	Annex II	Spain

1	Expert woman inside the category of experts (any age)	Annex III	Spain
1	woman, politician, or religious leader or educator (any age)	Annex IV	Spain
1	A girl (15-18)	Annex V	Spain
1	Man, retired, married and grandfather (>65)	Annex I	Spain
1	Man, still working, married & with children (50-60)	Annex II	Spain
1	Expert man inside the category of experts (any age)	Annex III	Spain
1	Man politician, or religious leader or educator (any age)	Annex IV	Spain
1	A boy (15-18)	Annex V	Spain
1	Young woman in university (<25)	Annex VI	Spain
1	Young man in university (<25)	Annex VI	Spain
1	Young woman working in manual work (<30)	Annex VII	Spain
1	Young man working in manual work (<30)	Annex VII	Spain
14	Total		Spain

*We fix this starting number of interviews but at the end this will depend on the objectives/variables saturation. Source: own elaboration

Conclusions

We can draw some conclusions based on our project and the use of qualitative research methodology. The project aims to promote intergenerational dialogue and intangible heritage as effective practices for building coherent societies. The project is in line with the 2030 Agenda for Sustainable Development and seeks to provide opportunities for different generations to build healthy and adaptive communities.

The research approach and framework of the project is mainly qualitative, complemented by documentary analysis and secondary data. Face-to-face interviews will be conducted in Spain and Cyprus to collect the perceptions of different generations through their life stories narratives promoting active aging.

The project aims to develop a digital archive of intangible heritage based on the results of the interviews. This archive will be permanently displayed with the installation of Info-Kiosks in social spaces of partner communities, like museums and municipalities, promoting Erasmus+ among citizens and generations.

The digital archive generated by the project generates socio-cultural richness by providing a beginning of a narrative related to intangible heritage exposed to the gaze of people of different ages who can identify with what is exhibited there.

The promotion and assumption of the importance of social sustainability are generated by the project by preserving intangible heritage, promoting intergenerational dialogue, and managing the risks of our society (crisis, virus, climate change).

Overall, this project has a clear focus on promoting intergenerational dialogue and intangible heritage as effective practices for building coherent societies, and the development of a digital archive of intangible heritage is a significant step towards preserving and promoting the richness of human cultures.

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Annex I:

Script for semi-structured interview to elderly people about emotional dimension of life

Introduction:

- Start the interview by introducing yourself and explaining the purpose of the research.
- Establish a relationship of trust with the interviewee and make sure they understand the purpose of the interview.

Opening Questions:

- Can you describe your life experience so far?
- How would you describe the emotional dimension of your life?

Questions about emotional experiences:

- Can you share some memorable emotional experiences from your life?
- How have your emotions changed over the course of your life?
- In what ways have your emotions shaped your experiences and decisions in life?

Questions about managing emotions:

- Can you tell me about strategies you have used to manage your emotions?
- How have you learned to cope with difficult emotional experiences?

- How have you maintained positive emotional states in your life?

Questions about the role of emotions in relationships:

- How have your emotions impacted your relationships with others?
- Can you describe how emotions have played a role in building or damaging relationships?
- How have your emotional experiences affected your relationships with family and friends?

Closing Questions:

- Is there anything else you would like to share about the emotional dimension of life?
- How do you think the emotional experiences of younger generations may differ from yours?

Conclusion:

- Thank the interviewee for their time and for sharing their insights and experiences.
- Summarize the key points of the interview and emphasize the importance of understanding the emotional dimension of life in order to improve our own experiences and relationships.

Annex II:

Script for semi-structured interview to adults about the meaning of life and the understanding of death

Introduction:

- Start the interview by introducing yourself and explaining the purpose of the research.
- Establish a relationship of trust with the interviewee and make sure they understand the purpose of the interview.

Opening Questions:

- Can you describe your life journey so far?
- How would you describe your understanding of the meaning of life?

Questions about the meaning of life:

- What have been some of the most important influences on your understanding of the meaning of life?
- Can you describe any moments or experiences that helped shape your understanding of life's purpose?
- How has your understanding of the meaning of life changed over time?

Questions about death:

- How have you come to understand the concept of death?
- Can you share any experiences

you've had with death and how it has affected your understanding of life?

- How do you think about death and what happens after we die?

Questions about spirituality and religion:

- How has spirituality and/or religion played a role in your understanding of the meaning of life and death?
- Can you describe how your spiritual and/or religious beliefs have influenced your experiences and decisions throughout life?

Closing Questions:

- Is there anything else you would like to share about your understanding of the meaning of life and death?
- How do you think the younger generations view these concepts differently?

Conclusion:

Thank the interviewee for their time and for sharing their insights and experiences.

Summarize the key points of the interview and emphasize the importance of understanding these concepts in order to gain a deeper appreciation for life and our place in the world.

Annex III:

Script for semi-structured interview to people (all ages) about how relationships can be lived more and better

Introduction:

- Start the interview by introducing yourself and explaining the purpose of the research.
- Establish a relationship of trust with the interviewee and make sure they understand the purpose of the interview.

Opening Questions:

- Can you tell us about your experience with relationships throughout your life?
- How have your relationships evolved and changed over time?

Questions about relationship challenges:

- What challenges have you faced in your relationships and how have you overcome them?
- Can you share any experiences where a relationship became difficult, and what you learned from that experience?

Questions about building healthy relationships:

- Can you share some memorable emotional experiences from In your opinion, what are the key ingredients for a healthy and successful relationship?
- Can you describe a time when you felt a relationship was particularly strong, and what made it so?

Questions about communication and vulnerability:

- How important do you think communication is in relationships?
- Can you share any tips or advice on how to communicate effectively with loved ones?
- How important is vulnerability in building trust and intimacy in relationships?

Questions about relationships and personal growth:

- How have your relationships helped you grow and evolve as a person?
- Can you describe a time when a relationship challenged you in a positive way?

Closing Questions:

- Is there anything else you would like to share about your experiences with relationships and how to live them more fully and happily?
- How do you think the younger generations approach relationships differently?

Conclusion:

- Thank the interviewee for their time and for sharing their insights and experiences.
- Summarize the key points of the interview and emphasize the importance of fostering healthy relationships in order to lead a more fulfilling life.

Annex IV: Script for semi-structured interview to people (all ages) about family and the role of family in current society

Introduction:

- Start the interview by introducing yourself and explaining the purpose of the research.
- Establish a relationship of trust with the interviewee and make sure they understand the purpose of the interview.

Opening Questions:

- Can you tell us about your family and the role they played in your life?
- How has the concept of family changed throughout your lifetime?

Questions about family values:

- What values and principles do you consider most important for families to have and maintain?
- How do you think families can pass on these values and principles to future generations?

Questions about family dynamics:

- Can you describe the dynamics and relationships within your family?
- How have these dynamics changed over time, and why?

Questions about the role of family in society:

- How do you think families contribute to society as a whole?

- How do you think society views the role of families in the present day?

Questions about family support:

- How important is it for families to support one another?
- Can you describe a time when your family provided you with support, and how it helped you?

Questions about balancing personal and family life:

- How have you balanced your personal and family life throughout your life?
- Can you share any tips or advice on how to maintain a healthy balance between the two?

Closing Questions:

- Is there anything else you would like to share about your experiences with family and the role of family in society?
- How do you think families will evolve in the future, and what do you hope for their role in society?

Conclusion:

- Thank the interviewee for their time and for sharing their insights and experiences.
- Summarize the key points of the interview and emphasize the importance of families in shaping society and supporting one another.

Annex V:

Script for semi-structured interview with young people aged 15-18 about intangible heritage

Introduction:

- Good morning/afternoon/evening, [name]. Thank you for agreeing to participate in this interview.
 - The topic of our discussion today is intangible heritage, specifically the living cultural expressions and traditions that are passed down from generation to generation.
 - We are interested in hearing your thoughts and experiences on this topic, and we appreciate your time and willingness to share with us.
1. Can you tell us about a particular cultural expression or tradition that is important to you or your community?
 - What makes this expression or tradition significant?
 - How has it been passed down through the generations?
 - What role does it play in your life or in the life of your community?
 2. How do you think technology and globalization have affected the preservation and promotion of intangible heritage?
 - Have you seen any examples of technology or globalization either helping or hindering the preservation of intangible heritage?
 - Do you think there are ways that technology could be used to better preserve and promote intangible heritage?
 3. What do you think are the benefits of preserving and promoting intangible heritage?
 - Why do you think it's important to keep these cultural expressions and traditions alive?
 - What can we learn from intangible heritage, and how can it help us better understand different cultures and ways of life?
 4. How do you think we can better promote awareness of intangible heritage among young people?
 - Do you think that schools should do more to teach about intangible heritage?
 - Are there other ways that we can encourage young people to learn about and appreciate cultural expressions and traditions?
 5. Finally, what advice would you give to other young people who are interested in learning more about intangible heritage?
 - How can they get involved in preserving and promoting cultural expressions and traditions?
 - What can they do to ensure that

intangible heritage continues to be passed down to future generations?

Conclusion:

- Thank you again, [name], for sharing your insights and experiences with us. We appreciate your time and your willingness to contribute to this conversation.
- Your perspective is valuable and helps us understand the importance of intangible heritage and the role it plays in our lives and communities.

Annex VI: Script for semi-structured interview with young people in university aged under 25 years old about living cultural expressions and traditions

Introduction:

- Good morning/afternoon/evening, [name]. Thank you for agreeing to participate in this interview.
 - Today we're going to be discussing living cultural expressions and traditions that are important to communities and contribute to the richness and diversity of human heritage.
 - We'd love to hear your thoughts and experiences on this topic, and we appreciate your time and willingness to share with us.
1. Can you describe a living cultural expression or tradition that you're familiar with?
 - What makes this expression or tradition significant?
 - How does it contribute to the richness and diversity of human heritage?
 - In what ways does it impact the community that practices it?
 2. How do you think these expressions and traditions are passed down through generations?

- Are there specific individuals or groups responsible for passing them down?
 - How have they evolved over time, if at all?
 - In your opinion, why is it important to continue passing them down?
3. How do these expressions and traditions influence your identity and your community's identity?
- Do they connect you to your ancestors or to other cultures?
 - How do they shape your worldview or values?
 - Do they inspire creativity or innovation in any way?
4. How do you think we can best preserve and promote these living cultural expressions and traditions?
- Are there any challenges or barriers to doing so?
 - What role can individuals or organizations play in preserving and promoting them?
 - Are there any examples of successful preservation or promotion efforts that you're aware of?
5. Finally, what advice would you give to other young people who are interested in learning more about these living cultural expressions and traditions?
- How can they get involved in preserving and promoting them?
 - What can they do to ensure that these expressions and traditions continue to be passed down to future generations?

Conclusion:

- Thank you again, [name], for sharing your insights and experiences with us. We appreciate your time and

your willingness to contribute to this conversation.

- Your perspectives are valuable and help us understand the importance of living cultural expressions and traditions in contributing to the richness and diversity of human heritage, and how they shape our identities and communities.

Annex VII: Script for semi-structured interview with young people working in manual work aged under 30 years old about the traditions that are passed down from generation to generation in their community

Introduction:

- Good morning/afternoon/evening, [name]. Thank you for agreeing to participate in this interview.
 - Today we're going to be discussing the traditions that are passed down from generation to generation in your community.
 - We'd love to hear your thoughts and experiences on this topic, and we appreciate your time and willingness to share with us.
1. Can you describe a tradition that has been passed down in your community that is important to you?
 - What makes this tradition significant to you?
 - How has it been passed down through generations?
 - In what ways does it impact your community and your work?
 2. How do you see the importance of these traditions in your work or industry?
 - How have these traditions been applied or adapted to your work?
 3. How do you think these traditions influence your community's identity?
 - Have you seen any changes in the way these traditions are used or valued over time?
 - How do these traditions contribute to the quality or authenticity of your work?
 4. How do you think we can best preserve and promote these traditions?
 - Are there other traditions or practices that are closely tied to this tradition?
 - In what ways do these traditions connect your community to its history and culture?
 - Do you see these traditions as a source of pride or identity for your community?
 5. Finally, what advice would you give to other young people in your community who are interested in learning more about these traditions?
 - Are there any challenges or barriers to doing so?
 - What role can individuals or organizations play in preserving and promoting them?
 - Are there any examples of successful preservation or promotion efforts that you're aware of?
- Conclusion:
- Thank you again, [name], for sharing your insights and experiences with us. We appreciate your time and

your willingness to contribute to this conversation.

- Your perspectives are valuable and help us understand the importance of traditions in your work and community, and how they connect us to our history and culture.

Annex VIII: Additional topics/ dimensions to obtain from young and elderly people

Young people

When conducting semi-structured face-to-face interviews with young people about intergenerational dialogue and intangible heritage, there are a range of questions that could be asked. Here are **some potential questions** that could be included:

1. What does intangible heritage mean to you?
2. Can you describe any specific examples of intangible heritage that have been passed down through your family or community?
3. How important is it to preserve and pass down intangible heritage to future generations?
4. How does intergenerational dialogue play a role in preserving intangible heritage?
5. In what ways do you think technology is changing the way intangible heritage is preserved and transmitted?
6. How can young people be more involved in preserving and promoting intangible heritage?
7. How does intangible heritage contribute to your sense of identity and belonging?
8. What challenges do you see in preserving and promoting intangible heritage, and how can these challenges be addressed?

9. How can intergenerational dialogue be fostered in your community or society?
10. What can be done to ensure that intangible heritage is valued and respected by future generations?

These questions are intended to be open-ended and exploratory, allowing young people to share their experiences and perspectives in their own words. Depending on the research focus and the specific context of the study, additional or modified questions may also be included. It's important to keep in mind that the goal of a semi-structured interview is to create a conversational and flexible atmosphere, allowing for follow-up questions and opportunities for the participant to expand on their responses.

Elderly People

When conducting semi-structured face-to-face interviews with older people about intergenerational dialogue and intangible heritage, there are a range of questions that could be asked. Here are **some potential questions** that could be included:

1. How has intangible heritage changed over the course of your lifetime?
2. What are some examples of intangible heritage that were passed down to you by your parents or grandparents?
3. How important is it to preserve and pass down intangible heritage to future generations?
4. What role does intergenerational dialogue play in preserving intangible heritage?

5. In what ways do you think technology is changing the way intangible heritage is preserved and transmitted?
6. How can younger generations be encouraged to learn about and appreciate intangible heritage?
7. How has intangible heritage contributed to your sense of identity and belonging?
8. What challenges have you seen in preserving and promoting intangible heritage, and how have these challenges been addressed over time?
9. How can intergenerational dialogue be fostered in your community or society?
10. What advice would you give to younger generations about preserving and promoting intangible heritage for the future?

These questions are intended to encourage older people to share their experiences, insights and perspectives on intergenerational dialogue and intangible heritage. Depending on the research focus and the specific context of the study, additional or modified questions may also be included. It's important to keep in mind that the goal of a semi-structured interview is to create a conversational and flexible atmosphere, allowing for follow-up questions and opportunities for the participant to expand on their responses.

Social, emotional and spiritual dimension

The self (self-esteem; self-care; ...)
The meaning of life and the understanding of death

How relationships can be lived more and better

Family, the role of family in current society

Interpersonal relationships (between men and women; young and elders; ...)

Intergenerational dialogue

Social dynamics and participation in different associations, organizations, etc.

Life opportunities

Employment and economic dimension

Work experience

Educational level and opportunities

Health system

Social changes and innovations

Current situation urban/ rural environment

Digital Transformation of society (banks, public administration, ...)

Climate Change

Digitalization

Some potential questions that you could ask when interviewing intergenerational people about their experiences with digitalization:

1. How have you personally experienced the digitalization of society, and how has it affected your daily life and routines?
2. What challenges have you faced in adapting to new technologies and digital tools, and how have you overcome them?
3. In what ways do you think digitalization has made life easier or more convenient for you, and in what ways has it been more difficult or complicated?
4. How do you think the digital divide (the gap between those who have access to and are proficient with

technology, and those who do not) has affected your generation, and how have you seen it impact younger or older generations?

5. What role do you think technology and digital tools should play in society, and how do you think they can be used to address social and economic inequalities?
6. How do you think the use of technology and digital tools will continue to evolve in the future, and what impact do you think this will have on society and individuals?

Current situation urban/ rural environment

Some potential questions that you could ask when interviewing intergenerational people about their experiences living in an urban or rural environment:

1. How has your experience living in an urban or rural environment affected your daily life and routines?
2. What are the biggest challenges you face living in an urban or rural environment, and how do you navigate them?
3. What do you think are the biggest differences between living in an urban and a rural environment, and how do these differences impact your quality of life?
4. How do you think the availability of resources (such as education, healthcare, and employment opportunities) differs between urban and rural environments, and how has this affected your life and the lives of others in your community?
5. How do you think the urbanization or ruralization of an area impacts the environment and natural resources, and what measures do you think should be taken to address these impacts?

6. How do you think the urban/rural divide (the gap between urban and rural areas in terms of access to resources and opportunities) has affected your generation, and how have you seen it impact younger or older generations?

Climate change and proposals to mitigate it

Some potential questions that you could ask when interviewing intergenerational people about their experiences with climate change and proposals to mitigate it:

1. How have you personally experienced the impacts of climate change, and how has it affected your daily life and routines?
2. What are your thoughts on the causes of climate change, and what do you think should be done to address it?
3. How do you think climate change will impact future generations, and what measures do you think should be taken to mitigate its impacts?
4. What role do you think individuals, communities, and governments should play in addressing climate change, and why?
5. How do you think the use of technology and innovation can help mitigate the impacts of climate change, and what examples of this have you seen in your community or elsewhere?
6. How do you think climate change will continue to evolve in the future, and what steps do you think should be taken to prepare for and adapt to its impacts?



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