

SHARED MEMORIES

learning from the past to build europe's future

INTERVIEW FORM

(ANNEX 3b)

DECEMBER 2025 - NOVEMBER 2027

GERMANY | SPAIN | ROMANIA | PORTUGAL | UKRAINE

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0) Information provided to the participant & consent form

- **Name:** _____
- **Age:** (now: ____ / during the analyzed period: ____)
- **Gender:** _____
- **Main city and country where you were living in this period:** _____
- **Historical period:** () Spain (Romanian) ...
- **Sign consent form:** [] YES

1. Personal background - Childhood information

Topics to follow: Family environment , school attendance, aspirations, and dreams during school , parents' work/job , and the participant's education/job.

- **Possible questions:**
 - What was your childhood like?
 - What kind of family environment did you grow up in?
 - What did your parents or caregivers do for work?
 - Where did you go to school?
 - What were your dreams or aspirations as a young person?

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2. Political environment

Topics to follow: 2 concrete things/experiences , first becoming aware of it (from whom/how) , political aspects discussed in the family (openly or not). **Freedom & Control:** Feeling free or not (examples) , avoided topics , communication between people , fear of being monitored, jailed, captured, or death , and restrictions/censorship.

- **Possible questions:**

- What political system existed in your country when you were young?
- When did you first become aware of politics or government authority?
- How was politics discussed in your family?
- Did people openly discuss political issues in everyday life?
- **Freedom and Control:**
 - Did people feel free to express their political opinions?
 - Were there topics people avoided discussing?
 - Did people fear being monitored or reported to authorities?
 - Did you ever personally experience censorship, restriction, or pressure?

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3. Family life

Topics to follow: Most remembered memories , influence on daily life (what was a typical day like) , restrictions on travel, school, work, or food , adaptation of people to these conditions , informal networks/associations , personal experiences of pressure/repression , general reaction of people , forms of opposition , and trusting/betraying neighbors or authorities.

- **Possible questions:**

- What do you remember most about everyday life during that period?
- How did the political system influence daily life?
- Were there restrictions on travel, work, education, religion, or personal choices?
- How did people adapt to these conditions?
- What role did the government play in people's everyday lives?
- Did you or someone you know ever experience political pressure, discrimination, or repression?
- How did people react to government policies?
- Were there forms of resistance, disagreement, or quiet opposition?
- Did people trust the authorities? Why or why not?

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4. Education, communication and social life

Topics to follow: History in school (topics and methods) , propaganda (events and methods) , information from TV/newspapers (trustworthiness) , access to information , relationships affected by political conditions , safety of discussing politics and community support , right of association and walking in groups , social life, parties, and satisfying social needs.

- **Possible questions:**

- How was history taught in schools during that period?
- What kind of messages did schools communicate about the government or the political system?
- What role did propaganda play in education or public life?
- Did people trust the information provided by the media? Why or why not?
- How did political conditions affect relationships between people?
- Did people feel safe discussing politics with friends, colleagues, or neighbors?
- How did communities support each other during difficult times?

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5. Gender roles, social norms and inclusion

Topics to follow: General perception of women , violence/discrimination , expectations for men and women in family/work/education , treatment of different groups (religion, ethnicity, class, rural/urban) , open talk about inequality , and LGBTI people.

- **Possible questions:**

- How were women generally seen or perceived in society during that period?
- Were there different expectations for women and men in family life, education, or work?
- Did women and men have equal opportunities? In what ways?
- Were some groups treated unfairly because of gender, ethnicity, religion, politics, social class, disability, or location?
- How were minorities or those seen as “different” treated at that time?
- Did people openly talk about inequality and discrimination, or was it avoided?

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6. Transition and change – at the end of the regime

Topics to follow: The end of the regime and transition , changes in everyday life, education, and work , and whether life improved or became more difficult.

- **Possible questions:**
 - How did you experience the end of the regime or the political transition?
 - What changes did you notice afterward in everyday life, freedoms, or opportunities?
 - Did life improve, become more difficult, or change in unexpected ways?

7. Reflection and take home messages

Topics to follow: Talking today about that period , the younger generation's understanding , and lessons for young people.

- **Possible questions:**
 - How do people today talk about that historical period?
 - Do you think younger generations understand what life was like then?
 - What lessons should society learn from that time?
 - What would you like younger people to understand about democracy, freedom, and rights?
 - What message would you like to share with young people today?

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