

International Exchanges as a Learning Tool

“Exchanges for All”



Photo: Claus Kloster Jeppesen

Research on the learning outcomes of art-based international youth exchanges involving young people from Denmark, Latvia, Lithuania, Poland and Sweden.

Project Manager Bennyé D. Austrung and Special Consultant Ditte Schlüntz

University College Zealand
January 2016



“This trip and all the amazing experiences with so many other lovely young people and teachers from other countries will remain standing as an utterly fantastic landmark in [my daughter’s] life - and well, my amazing girl has got a brand new start out in the world after all this, and her self-confidence, pride and personal drive have grown enormously”.

(Excerpt from an e-mail of a Danish mother)

Acknowledgements

This report and all the research behind it is a product of not only the authors, but also of a lot of engaged people inside and around the “Exchanges for All” project. Without all these co-researchers this work had not been possible. Therefore we want to thank the highly engaged young people, teachers and leaders participating from:

Draudzīgā aicinājuma Liepājas pilsētas 5. Vidusskola, Liepaja (LV)
Falkenbergsskolan, Kalmar (SE)
Fjordskolen, Nykøbing F, Guldborgsund (DK)
Gargzdu Minijos progimnazija, Garzdai (LT)
Klaipėdos Sendvario progimnazija, Klaipėda (LT)
Liepājas Valsts 1.ģimnāzija, Liepaja (LV)
Społeczna Szkoła Podstawowa I Gimnazjum, Wejherowo (PL)
Stubbekøbing Skole, Stubbekøbing, Guldborgsund (DK) and
Zespół Szkół nr 3, Gimnazjum, Wejherowo (PL)
– including the students of the control groups staying home.

Many thanks also to our observers during camp and our respondents of the pilot inquiry:
Christian Rosenkvist, Ida Otterstrøm, Daniela Stoian, Patrycja Dorsz, Dalia Milvyde, Svetlana Biktimirova, Evija Mikkelsone, Nicoline Kjerulff, Lydia-Holstein-Ledreborg and Jan Axelsen.

We also want to say thank you to European Union program “Erasmus+” and to the partnership behind the application “Exchanges for All”:

Rostocker Freizeitzentrum (DE)
Center for Education (Guldborgsund, DK)
Liepaja Children & Youth Ctr. (LV)
Klaipėda Children & Youth Ctr. (LT)
Wejherowo Cultural Ctr. (PL)
Falkenbersskolan (Kalmar, SE)
and the coordinating organisation, CultHus (Guldborgsund, DK)

Finally a special thanks to Camilla Salimi, Center for Undervisning, Municipality of Guldborgsund, and of course to the key-person of the entire project – Bo Otterstrøm representing both CultHus and Artrain.

Ditte Schlüntz and Bennyé D. Austring, University College Zealand (UCZ)

Indholdsfortegnelse

1. Summary	4
2. Introduction	6
2.1 About Exchanges for All	6
2.2 Research design	7
3. Analysis of learning outcomes	11
3.1 Foreign language speaking	11
3.2 Knowledge about other countries.....	14
3.3 Understanding of democracy and human rights.....	16
3.4 Personal development	19
3.5 Art-based learning.....	22
3.6 Inclusion and motivation of young people.....	24
4. Literature.....	28
Appendix 1: Method description	29
Appendix 2: Questionnaire	37
Appendix 3: Observation form	42
Appendix 4: Regression results	44

1. Summary

This secondary school student exchange project is the latest in a long row of exchange projects involving Poland, Sweden, Latvia, Lithuania and Denmark and using art-based activities as a learning tool. With “Exchanges for All” (EFA) 2015, however, the project manager, Bo Otterstrøm from CultHus in Guldborgsund, Denmark, has for the first time chosen to include research as part of the project. The purpose of the research has been to examine the perceived outcome of EFA in order to point out the learning and developmental benefits for young people involved.

The research field consisted of three camps in Poland, Latvia and Denmark, each offering 40-50 8th grade students from three or four countries one intensive week (May 29th - June 3rd, 2015) of art-based activities through workshops on dance, theatre/circus, music and songwriting. The camps were all rounded off with a public performance involving all the young people and their teachers.

Six specific learning outcomes were subject to the research, carried out by two researchers from University College Zealand. The learning outcomes in focus were:

- Foreign language speaking
- Knowledge about other countries
- Understanding of democracy and human rights
- Personal development
- Art-based learning
- Inclusion and motivation of young people.

The research was carried out by conducting an outcome evaluation wherein triangulation of methods and data sources was used: A student questionnaire before and after camp, observations of students and focus group interviews with both students and teachers during camp.

The quantitative part of the research made use of a difference-in-difference design, which is often used in outcome evaluations within the social sciences. Here, the difference between the students’ average assessment of the outcome in focus (e.g. their pronunciation of English) before and after the exchanges was calculated – both in the group of students who participated in the youth exchanges and in a comparison group of student, who could potentially have participated in the exchanges but did not. The difference in the differences between the intervention group and the comparison group was then calculated and the outcome of the exchanges was thus estimated.

The results

First and foremost, the quantitative and qualitative research data indicate that the investigated international youth exchanges have a significant and positive impact on the students’ knowledge of other countries. This appears to be quite an essential result of an Erasmus-funded project, but, above all, it fully accords with current trends and policies on internationalization, both in general terms and specifically in educational terms. Thus, the overall aim of using international exchange as a learning tool, the “Exchanges for All” project appears to be successful.

Moreover, the quantitative data alone indicates that the exchanges have a significant and positive impact on the students' understanding of democracy and human rights in terms of respect for other people regardless of their religion. In these times of severe religious tensions in Europe, this result also seems very important and encouraging.

Furthermore, the qualitative data alone indicates that the exchanges may have a positive impact on the students' ability to speak a foreign language, their understanding of democracy and human rights, personal development, art-based learning and inclusion within the group of classmates.

As is shown below, the quantitative and qualitative data differ in several cases. A fundamental reason for this is probably due to the fact that the quantitative after-measurement was carried out four months after the exchanges, whereas observations and interviews were conducted during the exchanges while all parties were practically and emotionally engaged in the art-based activities.

Also worth noting is the fact that the relatively small number of participants in the quantitative study limits the ability to demonstrate statistically significant effects. Thus, it is possible that a larger group of respondents would allow us to demonstrate more and greater effects. One example is that the improvements regarding "ability to take part in a conversation in English" might very well have exceeded the limits of statistic uncertainty had we had a larger group to work with, since results are already close to that point as it is.

2. Introduction

“International Exchanges as a Learning Tool”, also called “Exchanges for All”, is a project within the Strategic Partnership for Youth, supported in 2014 by the European Union. The project involves nine schools from five partner countries and is planned and coordinated by the Danish organisations ARTTRAIN and CultHus in cooperation with Guldborgsund Kommune, Denmark. The research side of the project is conducted by the authors of this rapport on behalf of University College Zealand (UCZ), Denmark.

The purpose of the research is to examine the learning outcomes from an art-based international youth exchange. In concrete terms, the research will assess the outcomes of three simultaneous youth exchanges between schools in Latvia, Lithuania, Poland, Denmark and Sweden focusing on:

- Foreign language speaking
- Knowledge about other countries
- Understanding of democracy and human rights
- Personal development
- Art based learning
- Inclusion and motivation of young people.



In order to investigate this, UCZ has conducted an outcome evaluation with the aim of examining whether and to what extent the expected outcomes of the youth exchanges are met. In the following, we describe the activities of “Exchanges for All” (EFA) and briefly introduce the three different camps.

2.1 About Exchanges for All

Groups of young people from Latvia, Lithuania, Poland and Denmark were transported by bus to camps in Liepaja (LV), Wejherowo (PL) and Stubbekøbing (DK) in order to spend a week together working with theatre, circus, dance, DJ’ing, music and song writing. The young people were accompanied by some of their own teachers and they were met on location by professional workshop instructors and the local camp leaders. Besides taking part in practical daily routines, an introduction to each of the participating nations, sightseeing and a finishing performance were mandatory parts of all three exchanges.

In Wejherowo the camp was situated at Wejherowo Cultural Centre, in Liepaja at Sport Hotel and in Stubbekøbing at Stubbekøbing Skole. 30-40 students, a handful of teachers and a camp leader took part in each of the three camps. The camps were conducted simultaneously, all running from May 29th to June 3rd. Also the contents of the camps were very much alike.

This is the week program of the Liepaja camp:


Youth-exchange "Exchanges for All"
 hosted by CultHus
Erasmus+ in Liepaja, LV, 28/29.5-4.6.2015  **Erasmus+**
 with participants from DK, LV, LT & PL

Time:	Fri. 29.5	Sat. 30.5	Sun. 31.5	Mon. 1.6	Tue. 2.6	Wed. 3.6	Thur. 4.6
	07: Arr. Wejh.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	07: Arr. Wejh.
9-10	breakfast &	Warming-up	Warming-Up	Warming-Up	Warming-Up	Warming-Up	breakfast &
10-12:30	shower	Circle-contract	Workshops	Workshops	11:00 Perf. at orphanage	11:30 Perf. Youth House	shower
	09: Dept. Bus to LV						09: Dept. Bus to DK
13:00		Lunch & walk in neighbourhood	Lunch	Lunch	Packed Lunch	Lunch	
15:00	Bus on the road	Pres. & choice of art-workshop	Workshops	Internal presentation of workshop- results	14:00 Perf. School no. 8	Evaluation, Youthpass & Closing circle Dinner	
		Workshops			Sight-seeing & Free-time		
18.00		Reflection-time	Reflection-time	Reflection-time			
19:00		Dinner	Dinner	Dinner	Dinner out	Dept. Busses for LT, PL & DK	
20.00		Intercultural Evening.	Info about Youthpas	Dressed Rehearsal	Performance Skater park	Watching project-video in the bus	
	23:00 arr. Bus from	Presentation from each country	YiA, DfP & Erasmus+		21: Evening Circle-Reflection		
22:00	DK, PL & LT						

2.2 Research design

The purpose of the research is met by conducting a so-called outcome evaluation, which is a term applied to activities designed primarily to measure the results of programs, rather than their inputs or processes (e.g. Kellaghan & Madaus 2000; Hoggarth & Comfort 2010). In the outcome evaluation, we have made use of a broad research design with a mixed methods approach in which qualitative and quantitative methods are combined and different data sources are used.

The research design can be divided into three phases. Firstly, an explorative study phase, which has identified perceived results of previous exchanges, and clarified the expected learning outcomes of EFA as well as the indicators and criteria for success by which the exchanges should be assessed. Second, a wide range study phase, where focus has been on comparing the before-and-after changes in outcomes for the group of students participating in EFA to the before-and-after changes for a group of students that did not participate in EFA. And finally, an in-depth study, which has explored the outcomes of the youth exchanges in depth by means of observations and focus groups. The contents of the three phases are unfolded below. For a more thorough description of the methods and data in the research, see appendix 1.

Figure 2.1: The three phases of the research



Explorative study

The purpose of the explorative study is to identify the perceived results of previous exchanges and on this basis clarify the expected outcomes of EFA. Furthermore, the purpose is to develop the indicators and criteria for success by which the learning outcomes will be assessed.

The explorative study was carried out by means of four telephone interviews with teachers and school leaders who had participated in previous and similar youth exchanges. Each telephone interview lasted about 20 minutes and concerned the participants, activities and perceived outcomes of previous exchanges. Based on analysis of these interviews, the Erasmus+ application for the project (2014) and on discussions with the international coordinator and exchange project manager, Bo Otterstrøm, we deduced and clarified what learning outcomes the research should focus on. Additionally formed the interview along with a small literature search on the internet of studies exploring similar dimensions of learning outcomes and discussions with Otterstrøm the background for the development of indicators and success criteria by which the learning outcomes should be assessed.

Wide range study

The purpose of the wide range study is to examine the prevalence of the learning outcomes of interest, i.e. whether and to what degree the expected outcomes of the youth exchanges are met.

The wide range study is based on a questionnaire for the students that allow observation of the perceived learning outcomes of the exchanges among all the participants. The questionnaire is developed by UCZ and is structured according to the six dimensions of learning outcomes of interest to this research. The dimensions cover phenomena which are examined by means of a series of follow-on questions. This approach provides insight into the students' learning outcomes within each dimension. For a review of which questions each dimension contains, we refer to the questionnaire, which is included in appendix 2.

The wide range study uses a difference-in-difference design (Angrist & Pischke 2009) in order to estimate the outcomes of the youth exchanges. More specifically, a comparison is made of the before-and-after difference in assessment of the outcomes in focus of the group of students receiving the intervention to the before-and-after difference in the assessment of the outcomes of a group of students who did not - where the two groups of students have not been randomly selected. The before-and-after differences are

ascertained by means of the students' questionnaire responses immediately before the start of the exchanges and four months after the end of the exchanges. Of the 191 students invited to participate in the survey, 152 (80 %) participated in the before measurement and 123 participated (64 %) in the after measurement.

The advantage of using the difference-in-difference design is that, in contrast to a plain before-and-after measurement, it takes into account that many factors other than the exchanges are likely to influence the outcome in focus (e.g. foreign language speaking). At the same time, the advantage is that the design takes into account that only if a comparison is made between an intervention group and a comparison group is it impossible to know whether a potential difference is due to the program, or whether the difference was already present before the program was initiated. Therefore, results from a difference-in-difference analysis can be interpreted as actual causal relationships – whether the exchanges have had a positive (or negative) outcome.

To test whether the estimated differences between the intervention group and comparison group are statistically significant, the "t test" is used. In the tables in chapter 3, the significance level for each estimate is presented using stars (*). In the study the significance levels used are respectively 0,10 (low), 0,05 (moderate) and 0,01 (high), which means that there are either 10 %, 5% or 1 % probability that an observed difference is a coincidental finding.

In-depth study

In the in-depth study, the purpose was to acquire a thorough and detailed knowledge of the expected learning outcomes of the exchanges that could simultaneously complement and nuance the picture provided by the wide range study. Therefore, this study addressed the same questions as the wide range study, but focused on understanding the background of attitudes and arguments relating to the perceived learning outcomes rather than statistics and figures.

The in-depth study consisted in two parts: Semi-structured focus group interviews with respectively students and teachers and structured observations at all three camps. The interviews were carried out exclusively at Camp Stubbekøbing and conducted as well as moderated by a researcher from UCZ.

Both interviews were semi-structured, based on interview guides concerning the learning outcomes focused on. 5 young people from Latvia, Lithuania, Poland and Denmark participated in one group interview, 4 teachers from the same countries in the other. The interviews took place at Stubbekøbing Skole, Wednesday June 3rd, 2015, and lasted about an hour each.

The research observations were carried out throughout the entire exchange in all three camps. They were conducted by a researcher from UCZ and 8 teachers at the three camps. The observations were based upon an observation guide and observation form. The observation form was developed and designed for the teachers to fill in during or immediately after any observation of interest. In total, the observations resulted in 22 completed observation forms that were subsequently analyzed by UCZ.

The observation category is 'open participant observation', meaning that the intention of using observation as a research tool during camps was made known to the young people beforehand alongside the fact that the observers were part of the activities observed upon.

During the process of qualitative analysis, all the observations were initially categorized, analyzed and condensed after which the two focus group interviews were treated in the same manner. Finally, all the observation and interview data were clustered together and condensed even more to render them publishable in this rapport.



Photo: Claus Kloster Jeppesen

3. Analysis of learning outcomes

This chapter presents the main results of the research on the perceived learning outcomes of the international youth exchanges. The chapter is structured according to the six dimensions of learning outcomes in focus, where the results of each dimension are presented using both the quantitative and qualitative data.

3.1 Foreign language speaking

One of the expected learning outcomes of the youth exchanges is that young people improve their foreign language speaking. This outcome is operationalized into three questions concerning whether the young people become better at understanding what they hear in English, better at pronouncing English and finally whether they can more easily take part in an English conversation. Table 3.1 shows the development in the young people's average assessments of these questions, rated on a scale of 1 - 5 (1 = strongly disagree – 5 = strongly agree), divided into groups and times of responding.

Table 3.1: Development in average assessments of questions regarding foreign language speaking

Question	Group	Before exchange	After exchange
I can understand what I hear in English (reception)	Intervention group	4,12 (n=76)	4,37 (n=76)
	Comparison group	4,22 (n=45)	4,27 (n=45)
I can pronounce English so others understand me (production)	Intervention group	3,84 (n=73)	4,01 (n=73)
	Comparison group	3,84 (n=44)	3,95 (n=44)
I can easily be a part of a conversation in English (interaction)	Intervention group	3,74 (n=72)	4,04 (n=72)
	Comparison group	3,78 (n=41)	3,73 (n=41)

Note: n= Observations.

It appears from table 3.1 that, for the intervention group, there has been a positive development in the young people's average assessment of all three aspects regarding their foreign language speaking during the period from before to after the exchanges. However, as mentioned in section 2.2, this in itself is not sufficient to conclude that the exchanges have a positive outcome – the positive development may just as well be due to factors other than EFA influencing foreign language speaking over time. It is likewise apparent from the table that for the comparison group there has also been a positive development in the young people's average assessment of their understanding and pronunciation of English during the same period of time. As regards the ability to take part in a conversation in English, there has been a minor negative development in the young people's average assessment.

In order to investigate the outcome of the exchanges on foreign language speaking, a difference-in-difference regression is carried out, where a comparison is made between the intervention group and comparison group with respect to the development in their average assessments of the three aspects of foreign language speaking. Furthermore, the difference-in-difference regression is conducted in order to test whether the differences in the development of the average assessments between the two groups are statistically significant. The main results of the regression analysis are shown in table 3.2.:

Table 3.2: Outcome of EFA on foreign language speaking

	Difference-in-difference regression
Outcome of EFA on understanding of English	0,21 (0,18)
Outcome of EFA on pronunciation of English	0,06 (0,18)
Outcome of EFA on ability to be a part of a conversation in English	0,35 (0,23)

Note: Standard errors are in parentheses. For more estimation results see appendix 4.

***significant at the 0,01-level, **significant at the 0,05-level, *significant at the 0,10-level

Table 3.2 shows the difference-in-difference estimates of the outcomes of the exchanges on the three aspects of foreign language speaking. It is apparent that the largest estimate is that of the ability to take part in a conversation in English. 0,35 on the scale of 1-5 is then the outcome of the exchanges with respect to a self-rated ability to take part in a conversation in English. At the same time, the table shows that the outcomes of the exchanges in relation to foreign language speaking are not statistically significant (none of the estimates are marked with stars *) and therefore we cannot conclude with high probability that these outcomes are real.

Student: It is just that normally I would have to think what I actually want to say and of words I want to use, but now it's more like I just speak and don't really think about it

The qualitative data obtained from observations and focus group interviews support the tendency pointing in the direction of improvements regarding the young people's foreign language speaking. Especially a positive development within English communication skills seems clear.

Understanding English (reception)

Several observations as well as the teacher interview indicate that, to begin with, most of the students had problems understanding spoken English. They had to 'tune in' to the different national accents and also to the workshop teachers subject related vocabulary. However, also according to the students themselves, soon they understood most of what was said, developing strategies such as asking each other or their teachers and physically copying and adapting to what was going on.

English pronunciation (production)

All sources agree that there were different levels of English pronunciation between the nationalities and also individual differences due to personal courage with regard to communication. However, during camps the young people activated new parts of their passive vocabulary. According to observations, the driving force behind this change was the step-by-step increased challenges presented by the instructors and teachers. At the end, their various pronunciations (accents) had become more identical. The young people's language production strategy was based upon trial and error, repetition, 'learning by doing' and complementary use of body language.

Ability to be part of a conversation in English (interaction)

The teachers note that, in the beginning, the young people did not talk much; almost only mandatory language interaction (introductions etc.) took place. In public, the young people answered questions but did not initiate conversation themselves. Observations note a rather significant silence at the dinner table where they were seated in mixed national groups. But, according to the students, after one or two days, it became easier for most of the young people to speak English in public and to address students of other nationalities. Observations point out that as the workshop groups were aiming at the final performance in front of an external audience, this pressure forced the young people to overcome their shyness and to strengthen the urge to communicate effectively. At the end, all of them were speaking and taking part in conversations. According to the student interview, some of the most skillful young people even ended up feeling that they did not at all have to translate words and sentences in their mind before speaking.

Interviewer: Did you ever give up communicating in English during this camp (...) try to start a sentence, but then give up?

Student: Yeah. Then I try to again. I start explaining something and then I get confused and then I'm like la, la, la. - And then I start again like.

Table 3.3 summarizes the results of the research with respect to the outcome of the exchanges on foreign language speaking in relation to the set success criteria and indicators.

Table 3.3: Results regarding the outcome of the exchanges on foreign language speaking

Indicator	Success criteria	Quantitative results	Qualitative results
Changes in the young people's understanding of what they hear in English (reception). (Q, O and GI with T and YP)	The young people become better at understanding what they hear in English (reception)	EFA cannot be demonstrated to improve the young people's understanding of what they hear in English.	Positive development: The data supports the tendency that young people's understanding of what they hear in English is improving during camp.
Changes in the young people's pronunciation of English (production). (Q, O and GI with T and YP)	The young people become better at pronouncing English understandably (production)	EFA cannot be demonstrated to improve the young people's pronunciation of English.	No clearly improved pronunciation, but at the end of the period the various national pronunciations (accents) had become more similar which made them more understandable across national groups.
Changes in the young people's ability to take part in an English conversation (interaction). (Q, O and GI with T and YP)	The young people can more easily take part in an English conversation (interaction)	EFA cannot be demonstrated to improve the young people's ability to take part in an English conversation.	Clearly positive development: The young people obtained better skills and more courage with regard to taking part in English conversation due to an increasing vocabulary and the need for collaboration.
The teachers and the young people can	The teachers and the young people		Positive development: Both students and teachers describe improvement

give examples of the young people's improvements in oral English (<i>GI with T and YP</i>)	can give examples of the young people's improvements in oral English		in the use of oral English, due to a growing active vocabulary, less shyness and natural curiosity between nations and genders.
--	--	--	---

Note: The following abbreviations for the data collection methods are used: Questionnaire (Q), Observation (O), Group interview (GI) with respectively teachers (T) and young people (YP).

3.2 Knowledge about other countries

Student: Danish people really love their flag because anywhere I go I can see their flags.

Another expected learning outcome of the youth exchange is that the young people will acquire greater knowledge about other countries. In the before-and-after questionnaire, the young people were asked to assess whether they have knowledge of other countries. Figure 3.1 illustrates the development in the young people's average assessment of this question, rated on a scale of 1 - 5 (1 = strongly disagree – 5 = strongly agree), divided into groups and times of responding.

Figure 3.1: Development in average assessments of the question “I have knowledge of other countries”

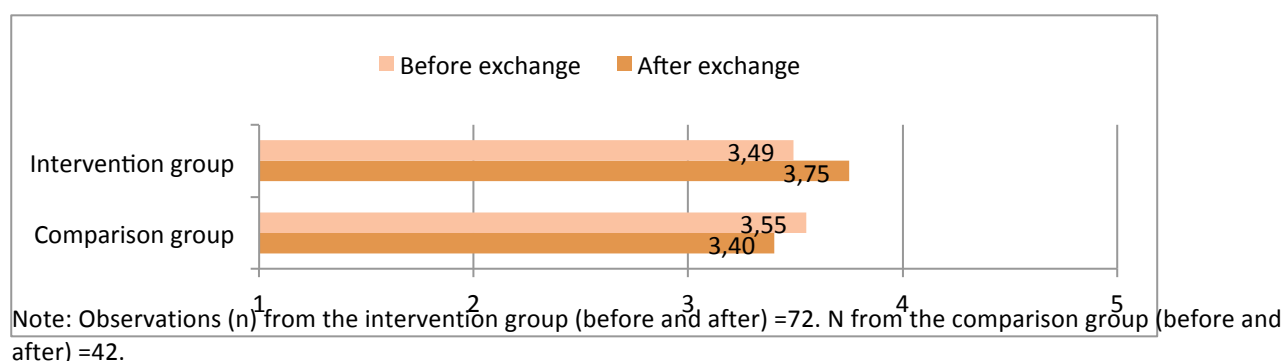


Figure 3.1 illustrates that, for the intervention group, there has been a positive development in the young people's average assessment of their knowledge of other countries during the period of the exchanges (3,49-3,75). For the comparison group, there has been a minor negative development in the young people's average assessment in the same period (3,55-3,40). This gives an immediate impression of the outcome of the exchanges on knowledge of other countries. For the purpose of looking closer on the outcome of the exchange on knowledge of other countries, a difference-in-difference regression is carried out again. The main results of the regression analysis are shown in table 3.2.

Table 3.4: Outcome of EFA on knowledge of other countries

Difference-in-difference regression	
Outcome of EFA on knowledge of other countries	0,41* (0,21)

Note: Standard errors are in parentheses. For more estimation results see appendix 4.

***significant at the 0,01-level, **significant at the 0,05-level, *significant at the 0,10-level

It appears from table 3.4 that, on the scale of 1-5, 0,41 is the outcome of the exchanges with respect to a self-rated knowledge of other countries. Moreover, it appears that the development in assessment of knowledge of other countries in the intervention group is significantly different from the development in assessments in the comparison group. This result indicates that EFA has a positive effect on the participants' knowledge of other countries.

- Teacher 1: They are also comparing the countries, comparing the languages, tradition, everyday life, like: "how is it in your country" and "In my country it is like this". They are comparing, also learning lots of words like: "teacher, teacher how is this in English? - Oh, okay" and continuing.
- Teacher 2: And I know today they had a very political discussion, a very serious one about importance of Euro and Europe. So they are touching very different subjects.

The qualitative data support the picture of EFA improving the young people's knowledge of other countries.

Knowledge of other countries

Teachers and observers point out that, as a starting point, most young people did not know much about the other countries involved in the exchange project, but they were curious. One evening during camp, all national groups introduced their own country/region to the others. During the events, the young people talked to each other about many aspects of life: clothes, food, leisure time etc. The interviewed students support this narrative: Most young people were talking and listening, but even though not everybody posed additional questions, this arrangement seem to be a catalyst for comparisons also afterwards during leisure periods when the young people got together discussing differences between their countries within categories of personal interest: types of candy, meals, flags, traditions, pop music, houses (using also photos), living costs, home towns, languages, social medias, gadgets etc. They all learned something new, especially within their own interests, one observer commented.

Similarities and differences between various countries

Observations show that, during the first two days, conversations gradually changed from small talk to larger issues, such as geographical differences and similarities / differences in religion, habits and behaviour etc. Teachers add that some prejudices were disarmed: Some young people seemed to believe that other countries represented were very poor or underdeveloped, but then found out that the countries are more or less alike. Also political issues were mooted: As Poland and Lithuania share a complex history, some Polish youngsters wanted to test the Lithuanians' views on this subject. However, they soon dropped the subject, realizing that the purpose of the camp was collaboration, not competition. In general, the young people communicated across genders and nationalities. While doing this they gradually established their own personal opinion on what it means to be Polish, Lithuanian, Latvian, Swedish or Danish.

Table 3.5 summarizes the results of the research with respect to the outcome of the exchanges on knowledge of other countries compared to the developed success criteria and indicators.

Table 3.5: Results regarding the outcome of the exchanges on knowledge of other countries

Indicator	Success criteria	Quantitative results	Qualitative results
Changes in the young people's knowledge of other countries. <i>(Q, O and GI with T and YP)</i>	The young people have gained a greater knowledge of other countries	The results indicate that EFA has a positive effect on the young people's knowledge of other countries.	Clearly positive results: The young people spent much time comparing habits, social conditions, languages and lots of other subjects between the nations represented at camp.
The extent to which the young people can reflect on similarities and differences between various countries. <i>(O and GI with YP)</i>	The young people will to a greater extent be able to reflect on similarities and differences between various countries		Positive development indication: From knowing only little of each other's countries the young people increased their knowledge by observing, discussing and reflecting on national similarities and differences.

Note: The following abbreviations for the data collection methods are used: Questionnaire (Q), Observation (O), Group interview (GI) with respectively teachers (T) and young people (YP).

3.3 Understanding of democracy and human rights

Improving the young people's understanding of democracy and human rights is the third expected learning outcome of the exchanges. In the research, this outcome is operationalized into four questions concerning whether the young people meet other individuals more respectfully regardless of their gender, nationality and religion and whether the young people participate to a greater extent in school class by expressing their own opinions. Table 3.6 shows the development in the young people's average assessments of these questions, rated on a scale of 1 - 5 (1 = strongly disagree – 5 = strongly agree), divided into groups and times of responding.

Table 3.6: Development in average assessments of questions regarding the understanding of democracy and human rights

Question	Group	Before exchange	After exchange
I meet others with respect regardless of their gender	Intervention group	4,61 (n=74)	4,76 (n=74)
	Comparison group	4,65 (n=43)	4,58 (n=43)
I meet others with respect regardless of their nationality	Intervention group	4,64 (n=74)	4,70 (n=74)
	Comparison group	4,65 (n=43)	4,49 (n=43)
I meet others with respect regardless of their religion	Intervention group	4,62 (n=74)	4,72 (n=43)
	Comparison group	4,61 (n=41)	4,32 (n=41)
I express my own opinions in my school class	Intervention group	3,87 (n=75)	3,84 (n=75)
	Comparison group	3,59 (n=44)	3,52 (n=44)

Note: n= Observations.

As it appears from table 3.6, for the intervention group there has been a positive development in the young people's average assessment of all three aspects regarding meeting others with respect during the period of the exchanges. As regards the question about expressing their opinion in school class, there has been a minor negative development in the assessment. For the comparison group, on the other hand, there has been a negative development in the young people's average assessment of all four aspects regarding

understanding of democracy and human rights in the same period. Table 3.7 below shows the main results from the difference-in-difference regression.

Table 3.7: Outcome of EFA on the understanding of democracy and human rights

	Difference-in-difference regression
Outcome of EFA on respecting others regardless of gender	0,22 (0,18)
Outcome of EFA on respecting others regardless of nationality	0,22 (0,18)
Outcome of EFA on respecting others regardless of religion	0,39* (0,20)
Outcome of EFA on expressing own opinions in school class	0,04 0,20

Note: Standard errors are in parentheses. For more estimation results see appendix 4.

***significant at the 0,01-level, **significant at the 0,05-level, *significant at the 0,10-level

The difference-in-difference estimates of the outcomes of the exchanges on the four aspects of the understanding of democracy and human rights are seen in table 3.X. The largest estimate is that of respecting others regardless of their religion (0,39). Furthermore, the table shows that only the outcome of the exchanges in relation to respecting others regardless of their religion is (marginally) statistically significant. Thus, the result indicates that EFA has a positive effect on the participants' respect for others regardless of their religion.

Teacher: I think that now they know that people all over the world have the same problems and the same things to talk about and there, at one point they are the same and that they are not at all that different.

show much development as the young people acting in this new context (camp) seem to present the best side of themselves.

Understanding of Democracy and Human Rights: Gender

In Stubbekøbing, the interviewed young people of all nationalities agreed that there are fewer status differences between girls and boys in Denmark than in the other countries involved. However, there were no examples of one gender disrespecting or dominating the other within or across the nationalities. At the beginning, observations show, girls mostly talked to girls, but later on boys and girls talked to and became more curious about each other. In general, due to the teachers, the girls managed the different social environments a little faster than the boys, who found this harder to do.

Understanding of Democracy and Human Rights: Nationality and Ethnicity

According to all sources, the symbols of different nationalities, such as flags and how they are used, was a subject of discussions, but also politics came up. Even though some of the young people were to some degree nationalists, as one teacher informed, they gradually found out that people all over the world have the same problems and the same things to talk about and that they are not at all that different. It seems

that young people in general have a very strong acceptance of the fact that the world is becoming more global, one observer reflected.

One teacher stated that some of the boys from his group were in some ways right wing orientated and not very tolerant towards other ethnicities or homosexuals. At camp, some young people for the first time in their life met black persons as several of the workshop instructors had black or brown skin. However, observations stress that no negative reaction from any student or group was observed. On the contrary, they reacted very positively on meeting these people and did not show any sign of intolerance. One student even said: *“How can anyone be racist, these guys are so cool”* (teacher quoting a student at camp Stubbekøbing).

Understanding of Democracy and Human Rights: Religion

In one of the camps a Polish group of students went to church alone. Observers note that few people asked why; all young people accepted the explanation that it was more common in Poland to go to church. When speaking about religion on the tour, the young people were very neutral and did not talk about opinions or own religious views. Seemingly, religion does not stand in the way of young people creating bonds between each other. The neutral behavior of the young people can be seen either as tolerance of the different countries' religions or as limited interest in religion in general.

Teacher 1: ... and they had contact with black people I think for the first time in their life.
 Teacher 2: Is it true?!?!
 Teacher 1: Yeah, Yes - like real contact - and they had to admit that these guys are awesome!!

Table 3.8 summarizes the results of the research with respect to the outcome of the exchanges on the understanding of democracy and human rights compared to the set success criteria and indicators.

Table 3.8: Results regarding the outcome of the exchanges on the understanding of democracy and human rights

Indicator	Success criteria	Quantitative results	Qualitative results
Changes in the way young people meet other individuals regardless of their gender	The young people meet other individuals more respectfully regardless of their gender. (Q, O and GI with T and YP)	EFA cannot be demonstrated to have an effect on the young people's respect for other individuals regardless of their gender.	No clear development: During the whole camp period, the young people generally acted helpfully and with mutual respect regardless of gender.
Changes in the way young people meet other individuals regardless of their nationality	The young people meet other individuals more respectfully regardless of their nationality. (Q, O and GI with T and YP)	EFA cannot be demonstrated to have an effect on the young people's respect for other individuals regardless of their nationality.	Positive development: Already to begin with young people met other national groups with positive interest and respect, Still, observations show an increasing respect aligned with the increasing workshop challenges.

Changes in the way young people meet other individuals regardless of their religion	The young people meet other individuals more respectfully regardless of their religion. (Q, O and GI with T and YP)	The results indicate that EFA has a positive effect on the young people's respect for other individuals regardless of their religion.	No clear outcome: The young people respected each other's religious views from day one, so the data shows no development.
Changes in the young people's participation in school class by expressing their own opinions	The young people participate to a greater degree in school class by expressing their own opinions/want to participate to a greater degree in school class by expressing their own opinions. (Q)	EFA cannot be demonstrated to have an effect on the young people's expression of own opinions in school class.	

Note: The following abbreviations for the data collection method are used: Questionnaire (Q), Observation (O), Group interview (GI) with respectively teachers (T) and young people (YP).

3.4 Personal development

Another expected learning outcome of the youth exchanges is that the young people will develop personally. This outcome is operationalized into five questions concerning whether the young people have acquired more self-confidence, a greater consciousness regarding their own strengths and weaknesses and whether they have gained more courage in terms of contacting and cooperating with young people of other nationalities. Table 3.9 shows the development in the young people's average assessments of these five questions, rated on a scale of 1 - 5 (1 = strongly disagree – 5 = strongly agree¹), divided into groups and times of responding.

Table 3.9: Development in average assessments of questions regarding personal development

Question	Group	Before exchange	After exchange
My self-confidence is generally...	Intervention group	3,34 (n=73)	3,41 (n=73)
	Comparison group	3,49 (n=43)	3,37 (n=43)
I generally know my own strengths	Intervention group	3,93 (n=74)	3,84 (n=74)
	Comparison group	3,98 (n=41)	3,88 (n=41)
I generally know my own weaknesses	Intervention group	3,84 (n=74)	4,00 (n=74)
	Comparison group	4,00 (n=42)	3,98 (n=42)
I have courage to contact young people of other nationalities	Intervention group	3,85 (n=73)	4,00 (n=73)
	Comparison group	3,75 (n=40)	3,80 (n=40)
I have courage to cooperate with young people of other nationalities	Intervention group	3,92 (n=73)	4,07 (n=40)
	Comparison group	3,92 (n=37)	3,95 (n=37)

Note: n= Observations.

It appears from table 3.9 that, for the intervention group, there has been a positive development in the young people's average assessment of all aspects regarding personal development except for the aspect

¹ The question regarding self-confidence is rated on the scale 1-5 (very high - very low).

regarding knowledge about their own strengths (3,93-3,84). With respect to the comparison group, it appears that there has been a negative development in the young people's average assessment of their self-confidence and knowledge about their own strengths and weaknesses and a minor positive development in their assessment of their courage to contact and cooperate with young people of other nationalities. Table 3.10 demonstrates the main results from the difference-in-difference regression:

Table 3.10: Outcome of EFA on personal development

	Difference-in-difference regression
Outcome of EFA on self-confidence	0,19 (0,22)
Outcome of EFA on knowing own strengths	0,00 (0,21)
Outcome of EFA on knowing own weaknesses	0,19 (0,20)
Outcome of EFA on courage to contact young people of other nationalities	0,10 (0,24)
Outcome of EFA on courage to cooperate with young people of other nationalities	0,12 (0,23)

Note: Standard errors are in parentheses. For more estimation results see appendix 4.

***significant at the 0,01-level, **significant at the 0,05-level, *significant at the 0,10-level

The difference-in-difference estimates of the outcomes of the exchanges on personal development are seen in table 3.10. The two largest estimates are those regarding the young people's self-confidence and knowledge about their own weaknesses (both 0,19). The table also shows that none of the outcomes of the exchanges in relation to personal development are statistically significant, and therefore we cannot conclude from the quantitative results that EFA has made a difference with respect to personal development.

Student: But it's interesting to... (...) if I would be only in a Latvian group I wouldn't maybe feel so much of happiness because I know them, but if I am like with other people it is something new and interesting you can do.

The qualitative data on young people's personal development within self-confidence and courage when contacting and cooperating with other nationalities differ a little from the quantitative data, pointing towards an increase in students' self-confidence and cooperation courage, but there is also a minor positive development regarding the courage to contact other nationalities.

Personal development of self-confidence

All the qualitative sources indicate a positive development of self-confidence during the EFA camps: First, the nervous young people practice their chosen art-based activities, then they feel more confident and are told by the instructors that they are doing better, and finally they experience success by overcoming the challenge of performing to an audience. During the student interviews, the young people were still 'high' from this experience.

Personal courage when contacting young people of other nationalities

There were different individual starting points. Observers report that some young people had to be dragged out of their comfort zone before contacting strangers; other had no problems at all doing it. Still, the general pattern was this: They started by sticking to their own country groups day one, second day they began nationally mixed conversations, and after that the workshop groups became the most common frame of conversation. In this way, a strong bond had been established between young people from the different nationalities at the end of the week. It seemed as if once one made contact, others soon followed. According to both teachers and students, group leaders' games and icebreakers were great tools, mixing and engaging the young people. According to observers the teachers and workshop leaders were important catalysts in making the young people interact.

Personal courage when cooperating with young people of other nationalities

The performative project structure and the fixed deadline helped or forced the young people to collaborate, observers reflect. They trusted each other more as they got to know each other better. Interviewed young people argued that it felt easier to thread new paths in a mutually new context together with people you do not know and that you are not dependent upon later on; then it is not that dangerous to fail. During the exercises, collaboration felt 'like a game'. E.g. the dance workshop is very physical and dance and movements are the same no matter the nationality. Observers mention that collaboration accelerated when the young people were put into smaller groups, but the young people also showed courage when collaborating across different workshops, e.g. working with props and setting the stage, simply helping each other. According to more observers the gap between cultures seemed invisible when working in the same context towards common goals.

Table 3.11 summarizes the results of the research with respect to the outcome of the exchanges on personal development compared to the set success criteria and indicators.

Table 3.11: Results regarding the outcome of the exchanges on personal development

Indicator	Success criteria	Quantitative results	Qualitative results
Changes in the young people's self-confidence	The young people have gained more self-confidence. GI and (Q)	EFA cannot be demonstrated to have an effect on the young people's self-confidence.	A clearly positive outcome: In their own opinion, most young people acquired greater self-confidence when observing and feeling their own artistic progress and increased personal courage.
Changes in the young people's consciousness regarding their own strengths	The young people have gained a greater consciousness regarding their own strengths. (Q and GI with T and YP)	EFA cannot be demonstrated to have an effect on the young people's consciousness regarding their own strengths.	Positive development indications: The young people showed consciousness regarding own strengths, referring to both performance at school and to improved mastering of art based activities during camp.
Changes in the young people's consciousness regarding their own weaknesses	The young people have gained a greater consciousness regarding their own weaknesses. (Q and GI with T and YP)	EFA cannot be demonstrated to have an effect on the young people's consciousness regarding their own weaknesses.	No clear development indications: Some young people showed consciousness regarding own weaknesses, referring to performance in school.

Changes in the young people's courage to contact young people of other nationalities	The young people have gained more courage in terms of contacting young people of other nationalities. (Q, O and GI with T and YP)	EFA cannot be demonstrated to have an effect on the young people's courage to contact young people of other nationalities.	Positive development: At the outset, most young people lacked courage to contact young people of other nationalities, but with the help of teachers, group leaders and each other almost all of them gained it rapidly.
Changes in the young people's courage to cooperate with young people of other nationalities	The young people have gained more courage in terms of cooperating with young people of other nationalities. (Q, O and GI with T and YP)	EFA cannot be demonstrated to have an effect on the young people's courage to cooperate with young people of other nationalities.	Clearly positive outcome: The whole camp setting, aiming at collective performances with a fixed deadline, both urged and encouraged the young people to cooperate across nations, which they did quite enthusiastically.

Note: The following abbreviations for the data collection methods are used: Questionnaire (Q), Observation (O), Group interview (GI) with respectively teachers (T) and young people (YP).

3.5 Art-based learning

Student 1: The guitar... For the first time of my life I actually played the guitar! It goes pretty well, so...

Student 2: I'm thinking about start playing the guitar, because a couple of years ago I tried some accords and then I left it. - And now when I had to play I like it and I want to start it.

The fifth expected learning outcome of the youth exchanges is that the young people will gain a positive outcome in relation to art-based learning. The outcome concerns more precisely whether the young people have acquired better skills in relation to art-based activities (e.g. music, dance and drama) and whether they have gained greater motivation when involved in art-based activities. Table 3.12 shows the development in the young people's average assessments of these two questions, rated on a scale of 1 - 5 (1 = strongly disagree – 5 = strongly agree), divided into groups and times of responding.

Table 3.12: Development in average assessments of questions regarding art-based learning

Question	Group	Before exchange	After exchange
I am good at art-based activities	Intervention group	3,51 (n=76)	3,72 (n=76)
	Comparison group	3,43 (n=40)	3,48 (n=40)
I feel motivated when involved in art-based activities	Intervention group	3,89 (n=74)	3,99 (n=74)
	Comparison group	3,59 (n=41)	3,51 (n=41)

Note: n= Observations.

As it appears from table 3.12, for the intervention group there has been a positive development in the young people's average assessment of both aspects regarding art-based learning in the period from before to after the exchanges. Especially their assessment of their skills in relation to art-based learning has developed positively (3,51-3,72). For the comparison group, there has been a minor positive development in the young people's average assessment of their skills in relation to art-based learning and a minor

negative development in their assessment of their motivation when involved in art-based activities. Table 3.13 shows the main results from the difference-in-difference regression:

Table 3.13: Outcome of EFA on art-based learning

	Difference-in-difference regression
Outcome of EFA on skills in relation to art-based activities	0,16 (0,27)
Outcome of EFA on motivation when involved in art-based activities	0,17 (0,26)

Note: Standard errors are in parentheses. For more estimation results see appendix 4.

***significant at the 0,01-level, **significant at the 0,05-level, *significant at the 0,10-level

It appears from table 3.13 that, on the scale of 1-5, 0,16 and 0,17 constitute the outcomes of the exchanges with respect to a self-rated average assessment of, respectively, skills in relation to art based activities and motivation when involved in art-based activities. Furthermore, it appears that none of these two outcomes are statistically significant and therefore we cannot conclude that these outcomes are real.

Student: I got surprised that I could the dancing in front of people, many people. Normally, I'm very shy and nervous to talk or anything in front of lots of people.

Again, the qualitative and quantitative data differ. One reason for this may be that the young people's outcome of art-based learning is linked to the camp context. Back home at school where art-based activities may be few, the student's perspective may have changed.

Skills in relation to art-based activities

The young people were astonished about how much they learned during the workshops, this is indicated by both the student interview and observations. Most of the interviewed young people wanted to continue dancing and playing music when they returned home. Teachers report that, at the beginning, one group was insecure and tried to challenge their workshop instructor by making fun of it all, but already on day two they began to realize the creative and technical potentials of doing art-based activities and they relaxed. When doing art, there is no fixed upshot or conclusion to reach. Observers' reflections: The boundaries of 'everyday normality' are per definition crossed when doing art work, which makes it perfectly alright to fail and even for boys to use makeup, for example. They do not have to do the same thing in the same way. There is an emphasis on different characters to play with in order that participants develop themselves. They see that being different is ok, that obtaining different results is ok and that nothing is seen as being as such wrong. As an interviewed teacher points out, learning how to act, in the face of failure and in a small group where everyone does the same thing, was an important experience. So, dealing with the arts had a positive impact on the young people's belief in their own potentials, which is crucial regarding personal growth.

The learning part was hard but at the same time fun. That is why the young people felt motivated to practice a lot, to learn, to show good results. As noted by an observer from Camp Liepaja, it seemed as if

they had a small competition with themselves to become better. Everybody improved what they were doing and had a taste of personal success.

Motivation when involved in art-based activities.

One teacher from Camp Wejherowo stated: *“The kids were very focused on it as workshop time, which is a kind of concentration you wouldn’t find in normal teaching scenarios, I think”*. Students agree that the attraction of the arts is very strong; some of the young people even asked for permission to practice in the evenings, too. In some of the workshops, students showed up in time or even before time, and several enthusiastic boys and girls stayed after workshop closing time, just to practice one more time.

Table 3.14 summarizes the results of the research with respect to the outcome of the exchanges on art-based learning compared to the set success criteria and indicators.

Table 3.14: Results regarding the outcome of the exchanges on art-based learning

Indicator	Success criteria	Quantitative results	Qualitative results
Changes in the young people’s skills in relation to art-based activities (e.g. music, dance, drama, painting)	The young people have acquired better skills in relation to art-based activities. (Q, O and GI with T and YP)	EFA cannot be demonstrated to have an effect on the young people’s skills in relation to art-based activities	A clearly positive development: The young people obtained new skills and became proud of themselves.
Changes in the young people’s motivation when involved in art-based activities	The young people have gained a greater motivation when involved in art-based activities. (Q and GI with YP)	EFA cannot be demonstrated to have an effect on the young people’s skills in relation to art-based activities	A clearly positive result: The young people surprised their teachers by being highly motivated. Motivation even increased when approaching the performance deadline.

Note: The following abbreviations for the data collection methods are used: Questionnaire (Q), Observation (O), Group interview (GI) with respectively teachers (T) and young people (YP).

3.6 Inclusion and motivation of young people.

Teacher: I really liked the fact that they supported each other with really kind words on how they were doing on the workshops, so when they were able to see other people’s heart souls (...) they were like “You are doing so great - I just really think your dancing is fantastic and your bass-playing.... I would never could do that” - really supportive. I was really amazed as well.

Finally, the last expected learning outcome of the youth exchanges is that the young people will experience a positive outcome in relation to inclusion and motivation for learning in school. This outcome is operationalized into five questions concerning whether the young people have obtained greater acceptance among classmates and teachers, whether they actively participate to a greater degree in class

and whether they have gained a higher level of well-being at school and a higher motivation for learning in school. Table 3.15 shows the development in the young people's average assessments of these questions rated on a scale of 1 - 5 (1 = strongly disagree – 5 = strongly agree²), divided into groups and times of responding.

Table 3.15: Development in average assessments of questions regarding inclusion and motivation

Question	Group	Before exchange	After exchange
I am accepted among my classmates	Intervention group	4,17 (n=71)	4,20 (n=71)
	Comparison group	4,38 (n=42)	4,29 (n=42)
I am accepted among my teachers	Intervention group	4,21 (n=73)	4,32 (n=73)
	Comparison group	4,31 (n=42)	4,36 (n=42)
I am participating actively in my school class	Intervention group	4,04 (n=73)	4,01 (n=73)
	Comparison group	3,95 (n=43)	4,02 (n=43)
My well-being at school is generally...	Intervention group	3,85 (n=74)	3,68 (n=74)
	Comparison group	4,07 (n=42)	3,88 (n=42)
My motivation for learning in school is generally...	Intervention group	3,72 (n=75)	3,75 (n=75)
	Comparison group	3,58 (n=43)	3,58 (n=43)

Note: n= Observations

It appears from table 3.15 that, for the intervention group, there has been a positive development in the young people's average assessment of their own acceptance among classmates, acceptance among teachers and motivation for learning in school, whereas there has been a negative development in their assessment regarding active participation in school class and well-being at school. With respect to the comparison group, it appears that there has been a positive development in the young people's average assessment of their own acceptance among teachers and active participation in school class, while there has been a negative development in their assessment of their acceptance among classmates and well-being at school. The average assessment of motivation for learning in school is status quo. Table 3.16 shows the main results from the difference-in-difference regression:

Table 3.16: Outcome of EFA on inclusion and motivation

Difference-in-difference regression	
Outcome of EFA on acceptance among classmates	0,12 (0,18)
Outcome of EFA on acceptance among teachers	0,08 (0,17)
Outcome of EFA on active participation in school class	-0,10 (0,22)
Outcome of EFA on well-being at school	0,02 (0,21)
Outcome of EFA on motivation for learning in school	0,04 (0,23)

Note: Standard errors are in parentheses. For more estimation results see appendix 4.

***significant at the 0,01-level, **significant at the 0,05-level, *significant at the 0,10-level

² The questions regarding well-being at school and motivation for learning in school are rated on the scale 1-5 (1= very high – 5= very low).

It appears from table 3.16 that the largest estimated outcome is that regarding acceptance among classmates (0,12). The table also shows that none of the outcomes of the exchanges in relation to inclusion and motivation are statistically significant, and therefore we cannot, based on the quantitative results, conclude that EFA has made a difference with respect to inclusion and motivation.

Interviewer: Are there differences between the very bright 'good at school, good at mathematics' people and those people who are not very good at it, when you are dancing?

Student 1: No. - No, not at all.

Student 2: No, because the very smart guys, can do like, he have to do a full thing and he can't; and - sorry I use the terms - it turns out that the stupid guy can do better.

Here, the *qualitative data* offer information on the young people's acceptance among classmates and also some info related to the handful of 'non-academic' students some schools chose to bring to camp. As researchers we did not know who they were or in which camp they participated.

The young people's acceptance among classmates

According to observations and the teacher interview, the young people were curious to talk to each other and play games together. Some were shy, but no one was excluded. Again, at the beginning the national groups stuck together, but during camp the young people became still more communicative, talkative and friendly across nations. The more forthright young people encouraged the shy ones to be more confident. According to an observer in Wejherowo one reason for this acceptance is that the normal frame of expectations was broken down and the young people became aware that they were dependent on each other. One teacher at Camp Liepaja stated that: *"no – to my knowledge - there wasn't any conflict during the camp even though many people lived and worked closely together for 4 days"*.

Allegedly, there were only a few 'non-academic young people participating, maybe 5 or 6, chosen by their own teachers with the purpose of seeing whether they would benefit from a context such as this. However, observations which might indicate that they stood out from the rest of the young people were few. Instead, the teachers point at an increase of the young people's motivation and contribution during camp in general. On the part of both students and teachers, the class hierarchies from back home were repealed during camp, because this was a new situation for everybody. An observer offered the suggestion that the reason lay within the very nature of the activities offered. When playing the guitar, it does not matter much whether you are good at math or Latvian literature. Finally, also the common working goals had a positive influence on mutual acceptance: Everyone was needed to perform the show. Teachers identified no differences in the performances of academic and non-academic young people what so ever, neither did the students who were interviewed. Once the everyday education frames disappeared, they were all the same, it seemed. The non-academic young people showed calmness and patience and making mistakes worked as motivation to practice more – *"the opposite of class learning"*, as an observer from Camp Wejherowo put it.

Table 3.17 summarizes the results of the research with respect to the outcome of the exchanges on inclusion and motivation compared to the set success criteria and indicators.

Table 3.17: Results regarding the outcome of the exchanges on inclusion and motivation

Indicator	Success criteria	Quantitative results	Qualitative results
Changes in the young people's acceptance among classmates	The young people have gained greater acceptance among classmates. <i>(Q, O and GI with T and YP)</i>	EFA cannot be demonstrated to have an effect on the young people's acceptance among classmates.	A clearly positive outcome: Both teachers and students report complete mutual acceptance already from the beginning of the workshops, and even increasing during camp.
Changes in the young people's acceptance among teachers	The young people have gained greater acceptance among teachers <i>(Q,)</i>	EFA cannot be demonstrated to have an effect on the young people's acceptance among teachers.	
Changes in the young people's active participation in class	The young people actively participate to a greater degree in class/want to actively participate to a greater degree in class. <i>(Q)</i>	EFA cannot be demonstrated to have an effect on the young people's active participation in class.	
Changes in the young people's feeling of well-being at school	The young people have gained a higher level of well-being at school <i>(Q)</i>	EFA cannot be demonstrated to have an effect on the young people's well-being at school.	
Changes in the young people's motivation for learning in school	The young people have gained more motivation for learning in school. <i>(Q)</i>	EFA cannot be demonstrated to have an effect on the young people's motivation for learning in school.	

Note: The following abbreviations for the data collection methods are used: Questionnaire (Q), Observation (O), Group interview (GI) with respectively teachers (T) and young people (YP).

Student: The worst thing is that I would love to try any group more! Because like I said it was hard for me to decide, because I would love to try DJ'ing. It was something I thought: "Oh, my God how would they do that!" - And I would dance because I love dancing, it is my passion. And I also love making music. I was so cool, we were just making chords and making music ourselves - and I was like: "Oh, my god! I did that!" It was so interesting, and (...) I would love to try every workshop!

4. Literature

Angrist, J. D & Pischke, J (2009): *Mostly harmless econometrics. An empiricist's companion*. Princeton: Princeton University Press.

European Commission (2005). *Impact assessment guidelines*. SEC2005 (791), European Commission, Brussels.

Hoggarth, L. & Hilary, C (2010). *A practical guide to outcome evaluation*. London: Jessica Kingsley Publisher.

Kellaghan, T. & Madaus, G (2000): Outcome evaluation in: Stufflebeam et al. (red.). *Evaluation models. Viewpoints on Educational and human services evaluation*. London: Kluwer academic publishers.

Kvale, Steinar (2002). *InterView. En introduktion til det kvalitative forskningsinterview*. Copenhagen: Hans Reitzel.

Launsø, L. & Rieper, O. (2005). *Forskning om og med mennesker. Forskningstyper og forskningsmetoder i samfundsforskning*. Nyt Nordisk Forlag Arnold Busck, Aarhus.

Smith, TW. (2004). Developing and evaluating cross-national survey instruments In: Presser S. et al. (red.). *Methods for testing and evaluating survey questionnaires*. New Jersey: Wiley.

Sørensen. N. U. et al. (ed). (2013). *Unge motivation og læring*. Copenhagen: Hans Reitzel.

Appendix 1: Method description

The research into the learning outcomes of the art-based international youth exchanges is based on the following data collection activities, carried out February 2014 - October 2015:

- Telephone interviews with school leaders and teachers
- Survey with students
- Observation study of students
- Group interview with, respectively, students and teachers.

The purpose of the research is met by conducting an outcome evaluation where the focus is on examining whether and to what extent the expected outcomes of the youth exchanges are met. The results that form the focus of the outcome evaluation were observed at varying points of the exchange program; during its course, at the end of it and about four months after its completion to assess the longer-term outcomes.

In order to render the six learning outcomes of interest to the research evaluative, UZC developed an evaluation matrix that shows the indicators and success criteria by which the results of the exchanges should be measured (see table 1). Furthermore, the matrix shows which data collection methods are used to explore which indicators. As clearly stated in the matrix, the research has to a great extent involved triangulation since most of the indicators are examined by several data collection methods and sources - which help strengthen and nuance the research conclusions.

An indicator is a quantitative or qualitative specific, observable and measurable characteristic that can be used to evaluate input, process and/or results of a program, while a success criterion expresses the desired level for a given indicator.

The matrix is constructed on the basis of explorative telephone interviews with school leaders and teachers, a limited investigation of studies exploring similar dimensions of learning outcomes and discussions with the international coordinator of the project³. After dialogue with the international coordinator we have chosen not to set numbers for the success criteria (e.g. 70 % of the young people can better understand what they hear in English), as the project is a pilot-project and previous evaluations of similar exchanges are not known by the researchers.

³ For the development of indicators, we have moreover made use of the so-called RACER criteria, that is the indicators should be: Relevant – i.e. closely linked to the objectives to be reached, Accepted – e.g. by staff and stakeholders, Credible for non-experts, unambiguous and easy to interpret, Easy to monitor (e.g. data collection should be possible at low cost), and Robust – e.g. against manipulation (European Commission, 2005).

Table 1: Evaluation matrix

Learning outcomes	Indicators	Success criteria
Foreign language speaking	<ul style="list-style-type: none"> Changes of the young people's understanding of what they hear in English (reception) (<i>Q, O and GI with T and YP</i>)* Changes of the young people's pronunciation of English (production) (<i>Q, O and GI with T and YP</i>) Changes of the young people's ability to be part of an English conversation (interaction) (<i>Q, O and GI with T and YP</i>) The teachers and the young people can give examples of the young people's improvements in oral English (<i>GI with T and YP</i>) 	<ul style="list-style-type: none"> The young people can better understand what they hear in English (reception) The young people can better pronounce English understandable (production) The young people can more easily be part of an English conversation (interaction) The teachers and the young people can give examples of the young people's improvement in oral English
Knowledge about other countries	<ul style="list-style-type: none"> Changes of the young people's knowledge of other countries (<i>Q, O and GI with T and YP</i>) The extent to which the young people can reflect on similarities and differences in various countries (<i>O and GI with YP</i>) 	<ul style="list-style-type: none"> The young people have gained a greater knowledge of other countries The young people can to a higher extent reflect on similarities and differences in various countries
Understanding of democracy and human rights	<ul style="list-style-type: none"> Changes in the way young people meet other individuals regardless of their gender, nationality and religion (<i>Q, O and GI with T and YP</i>) Changes of the young people's participation in school class by expressing their own opinions (<i>Q and GI with YP</i>) 	<ul style="list-style-type: none"> The young people meet other individuals more respectfully regardless of their gender, nationality and religion The young people participate to a greater degree in school class by expressing their own opinions/want to participate to a greater degree in school class by expressing their own opinions
Personal development	<ul style="list-style-type: none"> Changes in the young people's self-confidence (<i>Q</i>) Changes in the young people's consciousness regarding own strengths and weaknesses (<i>Q and GI with T and YP</i>) Changes in the young people's courage to contact and cooperate with young people of other nationalities (<i>Q, O and GI with T and YP</i>) 	<ul style="list-style-type: none"> The young people have gained a higher self-confidence The young people have gained higher consciousness regarding own strengths and weaknesses The young people have gained more courage to contact and cooperate with young people of other nationalities
Art based learning	<ul style="list-style-type: none"> Changes of the young people's skills in relation to art based activities (e.g. music, dance, drama, painting) (<i>Q, O and GI with T and YP</i>) Changes of the young people's motivation when 	<ul style="list-style-type: none"> The young people have gained more skills in relation to art based activities The young people have gained a greater motivation when involved in art based activities

	involved in art based activities (<i>Q and GI with YP</i>)	
Inclusion and motivation of (non-academic) Y.P.	<ul style="list-style-type: none"> Changes in the young people's acceptance among classmates and teachers (<i>Q, O and GI with T and YP</i>) Changes in the young people's active participation in class (<i>Q</i>) Changes of the young people's feeling of well-being at school (<i>Q</i>) Changes of the young people's motivation for learning in school (<i>Q</i>) 	<ul style="list-style-type: none"> The young people have gained higher acceptance among classmates and teachers The young people actively participate to a greater degree in class/want to actively participate to a greater degree in class The young people have gained a higher level of well-being at school The young people have gained a higher motivation for learning in school

*There is used the following abbreviations for the data collection methods: Questionnaire (Q), Observation (O), Group interview (GI) with respectively teachers (T) and young people (YP).

Methods and data

In the following, the different methods and data in the research are described.

1. Explorative telephone interviews

The explorative telephone interviews were carried out at the beginning of the research in order to identify perceived results of previous and similar exchanges and on this basis, to clarify relevant and expected outcomes of EFA. Furthermore, the purpose of the interviews was to develop the indicators and criteria for success by which the learning outcomes should be assessed.

Four telephone interviews were conducted. Three telephone interviews with teachers and one telephone interview with a school leader. Each telephone interview lasted about 20 minutes.

Approach

The interviews were conducted by a researcher from UCZ. Prior to the interviews, interview guides targeted the individual type of informant, were prepared. Besides having participated in similar student exchanges and camps earlier – some of them more times - the four interviewees were all enthusiastically and personally engaged in achieving the goals and perspectives of the internationalization of elementary school as a learning tool. They are:

- Christian Rosenkvist, departmental head at Fjordskolen, Nykøbing F.
- Lydia-Holstein-Ledreborg, teacher at Fjordskolen
- Jan Axelsen, headmaster of Fjordskolen
- Nicoline Kjerulff, teacher at Stubbekøbing Skole, Stubbekøbing

Some of the young people participating from Stubbekøbing and Nykøbing were part of a special 'International Track'-class. The standard participating amounts to 9-12 students joining camps. Previously,

the partner schools were from Poland, Germany and Spain. A student exchange agreement still running connects schools in Nykøbing F. and Rostock. Incoming students were from Poland, Latvia, Sweden, Lithuania and Germany.

2. Survey

The purpose of the survey with students was to examine whether and to what degree the expected outcomes of the youth exchanges were met. The survey consisted of a measurement immediately before the start of the exchanges (May 6 - May 28 2015) and a measurement approximately four months after the end of the exchanges (September 14 - October 6 2015). The survey was conducted via online questionnaire with reminders sent out via e-mail.

The questionnaire was developed by UCZ and structured in accordance with the six dimensions of learning outcomes of interest to the research. The questionnaire was formulated in English, but in case of any student not understanding a question put in English, versions of the questionnaire in their own language could be consulted by the students. Translations of the questionnaire were made by English teachers at the participating schools, using a translation procedure called *parallel translation* (Smith 2004), where two translators first independently of one another translate the questionnaire and then compare the results in order to achieve the best version. The translators were all supported by a guide for the translation work developed by UCZ.

Pilot test

To ensure the quality of the questionnaire in English, a pilot test was completed involving four Danish students from the target group. The pilot test was conducted by the students filling out the questionnaire followed by telephone interviews in order to determine primarily whether the questionnaire was structured logically, the questions were clear and unambiguous and the response categories comprehensive and relevant. After the telephone interviews with the pilot testers, minor adjustments were made to the questionnaire, mainly addressing linguistic corrections.

Population and responses

The survey population consists of a group of students that participated in the international exchanges (the intervention group) and a group of students that did not participate in the exchanges (the comparison group). Both the intervention and comparison groups consist of students of the age group 13-16 from Denmark, Sweden, Poland, Latvia and Lithuania. All the students come from a total of 9 schools that are partner organizations in the EFA project (see table 2).

Table 2: Schools and partner organizations

Camp Wejherowo:	Zespół Szkół nr 3, Gimnazjum, Wejherowo (PL)
	Spółeczna Szkoła Podstawowa I Gimnazjum, Wejherowo (PL)
	Klaipėdos Sendvario progimnazija, Klaipėda (LT)
	Stubbekøbing Skole, Stubbekøbing, Guldborgsund (DK)
	Falkenbergsskolan, Kalmar (SE)

Camp Liepaja:	Liepājas Valsts 1.ģimnāzija, Liepaja (LV)
	Draudzīgā aicinājuma Liepājas pilsētas 5. Vidusskola, Liepaja (LV)
	Klaipėdos Sendvario progimnazija, Klaipėda (LT)
	Zespół Szkół nr 3, Gimnazjum, Wejherowo (PL)
	Fjordskolen, Nykøbing F, Guldborgsund (DK)
Camp Stubbekøbing:	Stubbekøbing Skole, Stubbekøbing, Guldborgsund (DK)
	Liepājas Valsts 1.ģimnāzija, Liepaja (LV)
	Draudzīgā aicinājuma Liepājas pilsētas 5. Vidusskola, Liepaja (LV)
	Gargzdų Minių progimnazija, Garzdai (LT)
	Spółeczna Szkoła Podstawowa I Gimnazjum, Wejherowo (PL)

The original population of the *intervention group* consisted of a total of 109 students who were selected by their teachers to participate in the international exchanges. Afterwards, one more student was added to the group, increasing the total to 110 students. No sample was extracted and the questionnaire was sent out to all the students. As for the selection of the students of the intervention group, the primary selection criterion was that the students expressed their desire to participate in the exchanges, while another selection criterion was that the students could communicate reasonably well in English.

The original population of the *comparison group* consisted of a total of 85 students. Later, 8 more students joined the group and a total of 12 subsequently withdrew due to “missing mail” (10) and “failure mail” (2). The total population of the comparison group represents 81 students, all of whom are included in the survey. In the comparison group, students who potentially could have participated in one of the three camps in EFA were selected from the same schools as the students in the intervention group. The selection was made on the basis of a sizeable population of students from the different schools. The concern here was to give the teachers who were responsible for the selection the opportunity to make a selection that interrupted teaching and students least.

Table 3 shows the population, responses and non-responses of the survey, representing both intervention and comparison group. A total of 80 % (152 students) responded the measurement before the exchanges and a total of 64 % (123) responded the measurement after. The number of non-responses is 20 % in the measurement before and 36 % in the measurement after. Only students who responded both the before and after measurement are included in the relevant study in order to ensure that the analysis are carried out on the same group of students. This means that the students who only have responded the before-measurement are disregarded. The proportion of responses in the survey is considered satisfactory.

Table 3: Population, response and non-response in numbers

	Total population	Number of responses in before measurement	Number of responses in after measurement
Students, camp in Denmark	31	27	20
Students, camp in Latvia	35	29	25
Students, camp in Poland	44	39	33
Intervention group in total	110	95	78
Comparison group	81	57	45
In total	191	152	123

The robustness of the analysis of the outcomes depends largely on there not being a systematic dropout in the population from the before measurement to the after measurement. It is therefore necessary to examine whether the population, who has answered both the before and after measurement (the analysis population) differ from the population, who has answered the before measurement (the original study population).

A descriptive study of differences between the analysis population and the original study population in terms of gender, age, nationality and participation in camps (Denmark, Latvia or Poland) shows that there is no systematic dropout in the population from the before measurement to the after measurement. In the analysis population is 36 % male and 64 % female, while in the original study population is 39 % male and 61 % female. Regarding the young people's age, is the mean 14 years in both the analysis population and the original study population. If you look at the nationality in the analysis population is 22 % from Denmark, 14 % from Latvia, 26 % from Lithuania, 26 % from Poland and 12 % from Sweden, while in the original study population is 24 % from Denmark, 16 % from Latvia, 26 % from Lithuania, 24 % from Poland and 10 % from Sweden. Finally, with respect to participation in camps in the analysis population is 16 % going on exchange in Denmark, 20 % in Latvia, 27 % in Poland and 37 % is in the comparison group, while in the original study population is 18 % going on exchange in Denmark, 19 % in Latvia, 26 % in Poland and 38 % is in the comparison group.

Difference-in-difference

The analysis of the outcomes of the youth exchanges is made by means of a difference-in-difference design, where the difference between the students' outcome-measures before and after the intervention is calculated – both in the comparison group and in the group of students who have received the intervention. The difference in the changes between the comparison group and the intervention group is the outcome of EFA. This can be written:

$$\delta = (\bar{y}1^I - \bar{y}0^I) - (\bar{y}1^C - \bar{y}0^C)$$

Where $\bar{y}1$ is the students' average assessment of the outcome in focus (e.g. pronunciation of English) after the intervention and $\bar{y}0$ is the students' average assessment of the outcome in focus before the intervention. I denotes the intervention group, and C denotes the comparison group.

The average progression in the students' assessment of the outcome in focus in the absence of intervention is therefore equal to $\bar{y}1^C - \bar{y}0^C$, while the average progression with the intervention (and including the students' general progression) is $\bar{y}1^I - \bar{y}0^I$. The average outcome of the intervention is therefore expressed by δ .

This model is estimated by OLS-regression with a dummy variable for each time period and a dummy variable for the intervention/comparison group, to take account of the time and group fixed effects.

3. Observation study

The observation study consists of structured observations at all three camps carried out by teachers and camp leaders.

The observations can be described as 'open' in the sense that all students were aware of the research being conducted and that observation was part of it. On the other hand, they did not know exactly when the actual observations took place. In this way, the observers, 8 camp leaders and teachers of different nationalities, were not visible in the role of observers, but in other roles during camp, and the young people were not distracted. In Liepāja and Stubbekøbing, only one person was observing in each camp, while 6 persons observed the camp activities in Wejherowo. As the observing teachers and camp leaders all took part in the workshops as well as in the daily routines, they were present together with the young people all round the clock. Thus, the research method can be described as 'participant observation' (Launsø & Rieper, 2005).

All observers received a brief observation guide ahead of camps and questions and answers were exchanged so that everybody would feel sure of how to perform the task. The observation template used was structured in a way reflecting the survey and interview questions. The form made room for 1) description of circumstances, 2) observation of possible changes during activities and 3) short analysis or interpretations of what was observed in relation to the questions used also in the surveys and interviews. All three categories mentioned were commonly used. One observation form typically contained several observations during the same day, written down in the evening or during breaks. However, a few observation forms (from Wejherowo) merely contained reflections and analyses covering the camp period as a whole. The observation form is found in appendix 3.

During the process of qualitative research, all the observations were first analyzed and condensed, after that the two focus group interviews underwent similar treatment. Finally, the observation and interview data were clustered together and condensed to the level published in this rapport.

4. Group interview

The group interview consists of focus group interviews with one group of students and one group of teachers, performed by an UCZ-researcher on camp location.

The focus group interviews were carried out in Stubbekøbing exclusively. They took place on the very last day of the exchange in the two groups of respectively 5 students and 4 teachers. Both interviews lasted about an hour. Compared to the number of survey respondents in the quantitative part of the research, 9 interview respondents may seem few. However, significant studies of e.g. Freud, Piaget and Skinner stress the power and importance of interviewing a small number of respondents as a research tool. The qualitative interview can activate a large number of observations done by each respondent, at the same time revealing relations between behavior and context, the individual and the given circumstances (Kvale 2002).

The current interviews were conducted as semi-structured interviews, based upon a structured guide concerning the learning outcomes of interest. Here, the term 'semi-structured' refers to both the use of a structure mirroring the surveys, observations and interview guides, and to an openness and flexibility towards new tracks, comments and interactions occurring 'here and now'. The flexibility became extra necessary especially during the interview of the five young people – two girls and three boys representing Latvia, Lithuania, Poland and Denmark – as they were all in high spirits due to a successful performance a few hours earlier and the farewell ceremony scheduled right after the interview.

The four teachers interviewed – one male and three female - represented all four countries involved in Camp Stubbekøbing. Giving also the teachers the possibility to express their experiences within the EFA project's field of interest is important as a supplement to the young people's statements through both surveys and student interview.

Before turning on the recording equipment, for ethical reasons, each interview began with the researcher briefly framing the interview by means of personal introductions, purpose and main contents so that everybody involved had a common overview, common expectations and the possibility of asking questions. Also after the recording equipment was turned off again, there was room for questions and comments and a short debriefing by the thankful researcher. All respondents seemed content and aware of what was going on and why.

After a transcript of the statements of the two group interviews these were analyzed and categorized, ready for conjunction with the observations made during the week.

Appendix 2: Questionnaire

Background questions

1. I am...

- q going on exchange in Denmark
- q going on exchange in Latvia
- q going on exchange in Poland
- q not going on exchange this spring

2. I am a...

- q boy
- q girl

3. I am...

- q 13 years old
- q 14 years old
- q 15 years old
- q 16 years old
- q other age

4. I live in...

- q Denmark
- q Latvia
- q Lithuania
- q Poland
- q Sweden

Other thematic questions

In the following questions, please rate to what extent you agree or disagree with the statements. It is important that you are honest, and please remember there are no right or wrong answers.

Oral English

5. I can...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
understand what I hear in English	q	q	q	q	q	q
pronounce English so others understand me	q	q	q	q	q	q
easily be a part of a conversation in English	q	q	q	q	q	q

Knowledge of other countries

6. I have knowledge of other countries...

q strongly agree

q agree

q neither agree nor disagree

q disagree

q strongly disagree

q Don't know

Understanding of democracy and human rights

7. I meet others with respect regardless of...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
their gender	q	q	q	q	q	q
their nationality	q	q	q	q	q	q
their religion	q	q	q	q	q	q

8. I express my own opinions in my school class...

q strongly agree

q agree

q neither agree nor disagree

q disagree

q strongly disagree

q Don't know

Personal development

9. My self-confidence is generally...

By self-confidence is meant: Your feeling of trust in your own abilities, qualities and judgement.

q Very high

q High

q Moderate

q Low

q Very low

q Don't know

10. I generally know my own...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
Strengths	q	q	q	q	q	q
Weaknesses	q	q	q	q	q	q

11. I have courage to...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
contact young people of other nationalities	q	q	q	q	q	q
cooperate with young people of other nationalities	q	q	q	q	q	q

Art based learning

"Art based learning" means what you learn when dealing with art based activities - e.g. visual art, music, drama/theatre, song writing, dance and circus.

12. I...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
am good at art based activities (e.g. music, dance, drama, painting)	q	q	q	q	q	q
feel motivated when involved in art based activities (e.g. music, dance, drama, painting)	q	q	q	q	q	q

Inclusion and motivation**13. I am...**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
accepted among my classmates	q	q	q	q	q	q
accepted among my teachers	q	q	q	q	q	q
participating actively in my school class	q	q	q	q	q	q

14. My well-being at school is generally...

q very high

q high

q moderate

q low

q very low

q Don't know

15. My motivation for learning in school is generally...

q very high

q high

q moderate

q low

q very low

q Don't know

Appendix 3: Observation form

Camp location:	
Observer's name and nationality:	
Date:	

1. Foreign language speaking

OBSERVATION 1	Description:	Any changes or developments during event:	Short analysis or interpretation:
Observer's function / task during observation: Duration: Setting:			
The young people's understanding of what they hear in English (<i>Reception</i>)			
The young people's pronunciation of English (<i>Production</i>)			
The young people's ability to be part of a conversation in English (<i>Interaction</i>)			

2. Knowledge of other countries

OBSERVATION 2	Description:	Any changes or developments during event:	Short analysis or interpretation:
Observer's function / task during observation: Duration: Setting:			
The young people's knowledge of other countries			
The young people's expressed views on similarities and differences regarding various countries			

3. Understanding of democracy and human rights

OBSERVATION 3 Observer's function / task during observation: Duration: Setting:	Description:	Any changes or developments during event:	Short analysis or interpretation:
The way young people meet other individuals because of / regardless of their gender, nationality and religion <i>(Focus upon possible prejudices, stereotypes, acceptance, condemnation, curiosity, surprise, tolerance ...)</i>			

4. Personal development

OBSERVATION 4 Observer's function / task during observation: Duration: Setting:	Description:	Any changes or developments during event:	Short analysis or interpretation:
The young people's personal courage when contacting YP of other nationalities			
The young people's personal courage when collaborating with YP of other nationalities			

5. Art based learning

OBSERVATION E Observer's function / task during observation: Duration: Setting:	Description:	Any changes or developments during event:	Short analysis or interpretation:
---	--------------	---	-----------------------------------

The young people's skills in relation to art based activities (e.g. music, dance, drama, painting...)			
---	--	--	--

6. Inclusion and motivation of young people

OBSERVATION 6 Observer's function / task during observation: Duration: Setting:	Description:	Any changes or developments during event:	Short analysis or interpretation:
The young people's acceptance among classmates			
Level of non-academic young people's contribution and motivation during camp			

7. Other important observations

OBSERVATION 7 Observer's function / task during observation: Duration: Setting:	Description:	Any changes or developments during event:	Short analysis or interpretation:
Other important observations related to the YP at camp:			

Appendix 4: Regression results

Dependent variable	Understanding English	Pronunciation of English	Conversation in English
Constant	4,222	3,841	3.780
Dummy_intervention (I)	-0,104	-0,005	-0,044
Dummy_after (A)	0,044	0,114	-0,049
I*A	0,206	0,064	0,354
R^2	0,021	0,014	0,027
Observations	242	234	226

Dependent variable	knowledge of other countries
Constant	3,548
Dummy_intervention (I)	-0,062
Dummy_after (A)	-0,143
I*A	0,407
R^2	0,030
Observations	228

Dependent variable	Respecting others regardless of gender	Respecting others regardless of nationality	Respecting others regardless of religion	Expressing own opinions in school class
Constant	4,651	4,636	4,610	3,591
Dummy_intervention (I)	-0,043	-0,001	0,012	0,276
Dummy_after (A)	-0,070	-0,148	-0,293	-0,068
I*A	0,218	0,216	0,387	0,042
R^2	0,012	0,012	0,035	0,037
Observations	234	235	230	238

Dependent variable	Self-confidence	knowing own strengths	knowing own weaknesses	Courage to contact young people	Courage to cooperate with young people
--------------------	-----------------	-----------------------	------------------------	---------------------------------	--

Constant	3,488	3,976	4,000	3,750	3,919
Dummy_intervention (I)	-0,146	-0,043	-0,162	0,099	-0,001
Dummy_after (A)	-0,116	-0,098	-0,024	0,050	0,027
I*A	0,185	0,003	0,186	0,101	0,124
R^2	0,004	0,005	0,010	0,013	0,007
Observations	232	230	232	226	220

Dependent variable	God to art based activities	Motivation when involved in art based activities
Constant	3,425	3,585
Dummy_intervention (I)	0,088	0,307
Dummy_after (A)	0,050	-0,073
I*A	0,161	0,168
R^2	0,014	0,040
Observations	232	230

Dependent variable	Acceptation among classmates	Acceptation among teachers	Active participation in school class	Well-being at school	Motivation for learning in school
Constant	4,381	4,310	3,953	4,071	3,581
Dummy_intervention (I)	-0,212	-0,104	0,088	-0,220	0,139
Dummy_after (A)	-0,095	0,048	0,070	-0,190	-2,035
I*A	0,123	0,080	-0,097	0,015	0,037
R^2	0,014	0,010	0,001	0,032	0,008
Observations	226	229	232	232	235