

Informal and Intercultural Learning Among Young Europeans



Anholt 2013

RESEARCH REPORT

by

Karen Bjerg Petersen

Department of Education/
Institut for Uddannelse og Pædagogik (DPU)
Aarhus University
Denmark
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Student fieldworkers: Maria Bang, Tanja Damgaard Christiansen,
Stine Skovbjerg Hansen, Aarhus University, Department of Education, Denmark
Data processing: VIFIN/by Nina Parivash Ziari, student of social science, AAU Denmark
Data collection: Hubert Höllmüller, Fachhochschule Kärnten, Austria et al.

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Preface

In April 2013 I was contacted by the head of Syddjurs Ungdomsskole (South Djurs Youth School, Denmark), who was responsible for a project titled 'Anholt 2013'. As a researcher at Aarhus University, Department of Education (DPU), I was asked 1) to head the research and further develop the overall research design of the project, and 2) whether students from our department could participate in fieldwork in the implementation of the project, on the island of Anholt in the summer of 2013. Three students and I agreed to this. We did so because of the project's specific ideas regarding educational intervention forms, the underlying educational considerations, and the international dimension. It should be emphasized that no funding was sought for this part of the research work. Hence, the implementation of the research design, research activities, and report are made as part of the researcher's volunteer 'pro bono publico' research. The students also participated in the project on a voluntary basis.

I would like to thank these students for their field work and reflections during the project: Stine Skovbjerg Hansen, Maria Bang, and Tanja Damgaard Christiansen, all from the Department of Education, Aarhus University. Thanks also to those who were in charge of data processing, and contributed their valuable input and discussions to the data. Furthermore, thanks to the organizers, educators, residents and young people who made following this project an exciting experience.

Karen Bjerg Petersen, Department of Education, Arts, Aarhus University, Denmark
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Introduction

This research report is based on studies of a European exchange project for young people, titled 'Anholt 2013 - Part II', which was sponsored by the EU programme, 'Youth in Action'. Henceforth, the project will be referred to as 'Anholt 2013'. The project was implemented on the Danish island of Anholt in the summer of 2013.

Behind the implementation of 'Anholt 2013' are youth organizations from six European countries, with South Djurs Youth School, Denmark as the leading organization. Also participating were youth organizations from Italy (Vicolocorto in the town of Pesaro), Spain (Centre d'Estudis de l'Esplai in Palma de Mallorca), Portugal (City Council - Youth House, located in Grande Porto), Austria (Verein Sozialmana arr Styria), and Germany (Kinder und Jugendwerk der Natur Freund Jugend Erfurt, Verein zur Förderung der Natur Freund Jugend Erfurt eV). The German and Italian youth organizations were new participants since the 'Anholt 2011' project.

The primary intention of the project was to create conditions for informal learning processes in specific natural settings, such as the island of Anholt offers. A second intention was to 'seek to document and evaluate the influence of informal learning - looking (...) across cultural and social backgrounds' (Project description 2012).

On the basis of the foregoing goals, the project was granted resources for an educational leader and an observer from each of the participating youth organizations. According to the project description, the observers' tasks were to 'observe, document, write, take photos, facilitate activities, etc.' (ibid).

The project aim is formulated as follows in the project description:

General aim of the project:

To create an informal process through the participants' creation of and participation in a micro-society in an adventurous and protected natural environment, to attempt to document and evaluate the impact of informal learning processes across various cultures and individual social backgrounds.



History and intentions of 'Anholt 2013'

The basic idea behind 'Anholt 2013 - Part II' was originally articulated in 2008, and has since been developed and tested by some of the partners over a longer period. A pilot project was conducted in Germany in autumn 2010, in which the educational ideas were tested on one day during a week-long course.

In the summer of 2011, the educational ideas were tested in a project which was also carried out on Anholt, but this time over a nine-day period. This first Anholt project (henceforth, 'Anholt 2011') has been described in a book, a research report and, on a website (see Schroeder/Stenumgaard Lind et al. 2012; Höllmüller et al. 2011, and the website, Anholt 2011 www.learning-competence.eu/).

'Anholt 2013', described in this report, is a direct sequel to the previous projects implemented under the same EU programme.

The description of 'Anholt 2013' addresses this as follows:

What if we could do a follow-up project to the Anholt project of 2011, based on the results from the 2011 Anholt Project, and still with the aim of improving the existing research in the field of informal and non-formal learning methods and tools, pedagogy, and anthropological and social pedagogy fieldwork? What if our follow-up project could bring us closer to valid documentation of the values and importance of the learning methods we explore in the project? (Project description 2012).

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The purpose of repeating the project in roughly the same form as in 2011 was to further document and identify possible informal and intercultural learning among the young people involved, given the project's specific educational and methodological framework and approaches.

Data collection methods that were added to the research component of 'Anholt 2013' since the 2011 project included 1) the collection of data through the use of anthropological fieldwork, conducted by students from the Department of Education and Pedagogy, University of Aarhus, 2) interviews with the young people, before, during, and after the project, and 3) individual interviews with leaders and participants, conducted by the research leader.

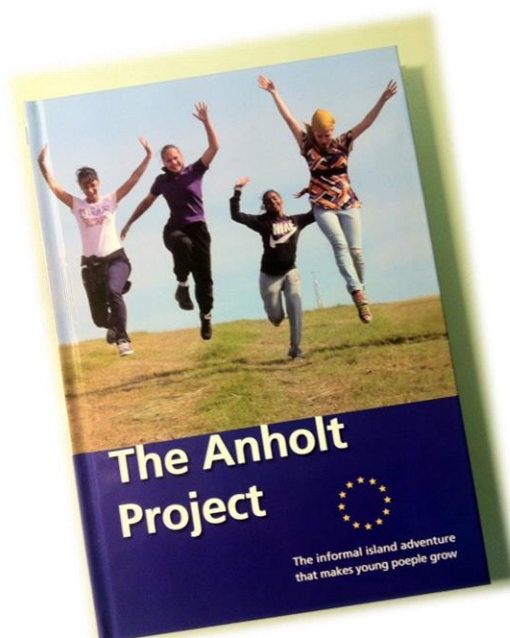
The EU 'Youth in Action' projects bring together young people from various European countries in exchange projects; therefore the research questions of 'Anholt 2013' were extended, since 2011. **In addition to asking whether informal learning took place in the project, and in what ways, it is asked whether intercultural learning also occurs, and what kinds.**



Preceding project: 'Anholt 2011'

The book, *The Anholt Project - The informal island adventure that makes young people grow*, describes the background and educational considerations behind 'Anholt 2011', on which 'Anholt 2013' is also built. The history of the project is also disclosed. The project's thinking about 'informal learning' is emphasized as fundamental (See Schroeder/Stenumgaard Lind 2011).

In addition to the implementation of the educational principles, the question of whether it would be possible to 'make informal learning visible' was one of the essential issues of the 2011 project. Another goal was to discover 'in what ways informal learning can be supported by non-formal situations' (ibid, and Höllmüller et al. 2011). The dilemma of making informal learning visible through the application of scientific methods was discussed in 2011. This dilemma is articulated in questions such as: 'Can a scientific approach be combined with the culture of youth work?' (ibid p 44). Researchers and authors emphasize that they managed to observe a large number of specific, informal learning processes (ibid).



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As a result of 'Anholt 2011', the following was outlined: 'the combined collected results of the observation charts, reflection charts, and daily questionnaires show that the Anholt project succeeded in making a considerable number of informal learning processes more visible', so that 'in quantitative terms, it may be said that a large number of specific informal learning moments were identified over the nine-day period on the island' (Schroeder/Stenumgaard 2011: 44).

A conclusion of the 2011 project was that the pedagogical approach to self-determination and responsibility seem to have helped support informal learning processes: 'the open setting and the self-determination approach of the Anholt project were important supports to the informal learning process' (ibid). However, it is debatable whether these results would have been obtained elsewhere, with different participant profiles, and in other environments (ibid). 'The study also emphasizes that some participants' understanding of the concepts of 'informal learning' and 'non-formal learning' was unclear (ibid p 51).

Finally, the 'Anholt 2011' study emphasizes that, the young people seemed to have been able to adapt to the open educational framework that was implemented, while the group of leaders had numerous discussions about how to implement the project idea (ibid p 51).

The research report on 'Anholt 2011' further discusses that in 2011 the observers were co-leaders and youth workers themselves, and were responsible for, and accessible to the young people. Moreover, it is emphasized that better preparation of the observers would have been appropriate (Höllmüller 2011).

'Anholt 2013': a question and one possible answer

One of the questions asked in the project description is whether the educational thinking behind the ideas of the implementation of 'Anholt 2013' and its documentation could help the young people become better able to take greater responsibility for their own need for education. Might young people even become aware of the direction in which they would like to continue when they were back in the more formal education systems, after participating in this project? The project description formulated this question in the following way:

What if we could document the reason this method that we want to explore could be useful in the field of working with an informal/non-formal approach applying youth work towards motivating young people to take responsibility for their own need for education, and clarify the direction they would prefer when getting back into the more formal educational system? (Project description 2012)

It is difficult to answer the foregoing question clearly. However, some reflections and considerations that emerge in an interview with one of the young people, conducted one month after she returned from 'Anholt 2013' can give us a direction.

In response to the questions, 'What was new for you in "Anholt 2013", and what did you learn from it?' and 'Did you change some of your thinking about others after "Anholt 2013"? What in particular - and why? Explain, please', the young participant replied that she never felt particularly at home in a formal classroom with many people, but now she has come to feel more open, and started to talk to many different people. This particular young woman appears to have subsequently found that her particular problem in a formal classroom may not have been so much with the school, her knowledge, or grade, but perhaps more that she 'never really opened up to others'. The Anholt project seems to have helped her with this. In this case, the specific educational principles behind the project apparently helped this young person to achieve a new form of social skill, which is also useful in a formal education system. The person's responses are shown in text boxes below.

What was new for you in "Anholt 2013" and what did you learn from that?

It was new to me to be so open about people and how fast you are linked together. How much one can have in common across cultures..



Did you change some of your thinking about others after "Anholt 2013"? What in particular - and why? Explain please..

I used to be much more confined around new people, but after Anholt, I have been much more open and talked to many different people.

I have never felt comfortable in a classroom with many people. But I do now and I just started a new education. I then just decided to change education and work with people instead...

I have discovered that maybe it's because I never really opened myself up to others and this project has helped me...

'Anholt 2013'

'Anholt 2013' took place on the Danish island of Anholt, as a fourteen-day project for adolescents. This period consisted of the arrival at South Djurs Youth school on the 26th of July, the departure to Anholt on the 27th of July, the stay on Anholt from the 28th of July to the 8th of August (12 days), the departure from Anholt on the 9th of August, and the return to home countries after a trip to Tivoli and the arrival in Aarhus same day.

A total of twenty-four young people participated in the project. Four of the young people came from Germany (two girls and two boys), three from Italy (two boys and one girl), four from Spain (two boys and two girls), four from Austria (two boys and two girls), four from Portugal (two boys and two girls), and five from Denmark (three boys and two girls). Thus, the gender distribution among the young people was eleven girls and thirteen boys. The participants were aged thirteen to nineteen years. Some of the young people faced academic problems or other problems, such as substance abuse, or were 2G young people, ethnic youth, foster children, or school-leavers.

As mentioned above, there were two educators and leaders from each of the six European countries also participating. From Denmark furthermore, the head of the youth school participated.

One resident from Anholt was also permanently attached to the project; throughout the project, she was responsible for organizing activities and contacts, on Anholt. She was also the contact person with respect to arranging the free of choice internship opportunities arranged for the young people in shops, inns, cafes and other places on Anholt during the project.

A British film crew (four men) was also present, making a documentary about the project as part of the project documentation. The British film crew followed and filmed three of the young people, in particular: a girl from Austria, a boy from Spain, and a boy from Denmark.

Finally, three students from the Department of Education, Aarhus University, Denmark participated in the process. As mentioned in the preface, anthropological fieldwork was conducted during the project, as part of the research. The researcher from Aarhus University participated in the Anholt project for two three-day periods, from the 31st of July to the 2nd of August, and from the 7th to the 9th of August.

A total of twenty-one adults were permanently attached in various ways to the process and project, and the researchers and other adults participated for various periods throughout the process. This and a number of other issues will be addressed and discussed later in this report.



Participants: 'Anholt 2013'

The educational considerations underlying 'Anholt 2013'

The educational considerations driving the project were developed over the years by five educational leaders, and – apart from discussions about informal learning – are based on the awareness that many young people in today's Europe leave the formal educational system. According to the developers of the educational ideas under discussion, the formal educational system is often not prepared for, or geared to at-risk young people. The experience of youth organizations is that the recently increased focus in primary and secondary schools, technical schools and other schools, on professional skills, tests, and exams, along with increasing student ratios per teacher, does not improve the situation of the group of young people who, in various ways, are disadvantaged, and therefore less likely to be able to keep up with the schools' increasing demands for exam-sitting (See Schroeder/Stenumgaard Lind 2011: 6-7).

Based on thinking grounded in experience-based pedagogy, on situated and independent learning theories, ideas regarding young persons' responsibility for their own learning, and the European approach to informal learning, in the past years the pedagogical leaders of this project set out to develop a specific educational concept that could accommodate and develop young people at risk, who have either left the formal education system or who, in various ways, have difficulties coping with and functioning in it.

The educational ideas are based on the concept that young people, especially vulnerable young people, instead of being faced partly with daily academic requirements, authorities, in a formal school context, and partly with constant media and information processing via social media, the Internet, mobile phones, need to be put in a particular context that is secluded, protected, and different from their everyday contexts. Moreover, the context must also establish a structural framework that requires them to organize their lives and activities, from cooking, to organizing their accommodation and housework, and to considering opportunities for participating in various recreational and work activities offered.

The educational hypothesis is that young people, if left to care for themselves and to organize their lives, are first confronted with a variety of novel situations, and second, must take responsibility for their own lives and actions.

The project constructed an informal and non-formal space around the young people for a period of about 2 weeks, where, in relatively safe but isolated settings, they managed all aspects of their lives without any adult assistance interfering in the young people's ways of life and choices (despite the extensive presence of adults). The idea was conceived of and implemented as an opportunity for young people to engage in various informal learning processes.

A further assumption behind the pedagogical considerations was that, left to individually choose and self-organize, young people are capable of much more formal organization than adults expect of them. They are able to take responsibility for their own lives, and to choose activities and training, based on their own, and not someone else's choices. Finally, the project organizers believed that some of the skills the young people acquired in the course of the project may to some degree be transferred to formal educational settings (e.g. Project description 2012 and documentation from 'Anholt 2011').

The idea

The youngsters will have to organize their own social structure in the camp across intercultural differences. They will have to organize the camp structure, eventual rules and cook all meals themselves. They will be supplied with the basic items for their maintenance in the island (money for food, equipment, tools, other materials ...etc.)

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The youngsters will have to use their skills (e.g. cooking, fishing, camp life, knowledge of nature, navigation, theatre, music, teambuilding and cooperation...) and share their experiences peer to peer in order to facilitate an informal/non formal learning environment that will provide the participants with informal and non-formal experience from the preparation phase until the end of the project. (Project description, 2012)

The practical implementation and activities of 'Anholt 2013'

Similar to the preceding project, 'Anholt 2013' created both opportunities and structure for the 24 young people, in terms of providing the opportunity to voluntarily and electively participate in various more or less 'adventurous' **leisure volunteer activities**, as mentioned in the project description. The recreational activities in which the young people could participate during 'Anholt 2013' are listed in the figure below:

Activities if the young people wanted

- Guided historical city tour
- 20 km hike to the lighthouse
- Gospel workshop and concert
- Creative workshops 24/7
- Driving hay for the peasant
- Jam workshop
- Spear fishing
- Dinghy sailing
- BBQ evening for local





The young people also had the opportunity to work and acquire **work experience/internships** in various positions on the island of Anholt. The internship opportunities were made available to young people, as set out below:

Internship on Anholt

If the young people wanted....

- Store 'Brugsen'
- The inn
- Kindergarten
- The tourist office
- The lifeboat station
- The carpenter
- Coffee Shop
- School janitor
- Gardening



Following the educational thinking driving the project, it was up to the young people themselves whether they participated in extracurricular activities and internships. However, they were required to cook and take care of their basic daily living tasks.

On informal and non-formal learning: research question 1

The intent to create conditions for **informal learning** to take place among the young people through leisure activities and internship opportunities is crucial to the project. The project description for 'Anholt 2013' refers to the European Commission's official definition of 'informal learning' (see text box to the right).

The reference to UNESCO's (1973) publication, referred to as 'The Faure Commission Report' is important (Simmons, 1973). Here, it is noted that about 70% of all learning processes are informal, and that informal learning has a great influence on formal learning processes (Project description 2012).

The book about the earlier 'Anholt 2011' project addressed the foregoing issue as follows: 'The term 'informal learning' includes anything we do outside of organized courses to gain significant knowledge, skill, or understanding. It occurs either individually or with other people (Livingstone, 2002). An interesting aspect of informal learning is that although it may be intentional, in most cases it is unintentional, incidental, random, or ad hoc' (Schroeder 2011: 6). Robinson's (2010) ideas about 'changing education paradigms' were also significant to the project partners.

The concepts of formal, informal, and non-formal learning are described and defined in many different contexts. For example, the OECD defines 'formal learning' as organized, structured, and intentional learning, whereas 'informal learning' is seen as a contrast; as 'never organized' and 'never intentional from the learner's standpoint. Often, it is referred to as learning by experience or just as experience'. The concept of non-formal learning is often considered a mid-point between the two preceding concepts. 'Non-formal learning is rather organized, and may have a learning objective' (see tdm.au.dk: 2013). However, discussions and ambiguities in both the literature and the practical understanding of the distinctions between informal and non-formal learning persist.

It is characteristic of informal learning that those involved often do not even realize that they are learning: 'Formal learning refers to learning in educational institutions, which leads to a formal recognition of the training. Non-formal learning refers to learning that takes place outside the established educational institutions, and typically does not lead to an exam. Examples of these are learning in workplaces, communities, within organizations and groups. Informal learning is about the learning that takes place in everyday life, which is not necessarily deliberately arranged for learning, and may not be perceived by participants as something that develops their knowledge and skills' (Ministry of Education, 2013).

The question of whether informal learning occurred on Anholt 2013 is crucial for to the first research question.

Research question 1:

Does informal learning occur on 'ANHOLT 2013' and, if "yes" – in what ways?

What is informal learning?

Informal learning is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognized even by individuals themselves as contributing to their knowledge and skills. (EU Commission)

"any activity involving the pursuit of understanding knowledge or skill which occurs without the presence of externally imposed curricular criteria (...) in any context outside the pre-established curricula of educative institutions" (Livingstone 2001)

On informal intercultural learning: research question 2

A key part of the EU programme, 'Youth in Action', addresses how young Europeans learn to know adolescents from other EU countries, through exchange programmes. This aspect of 'Anholt 2013' is addressed in the following way in the project description:

The youth exchange is designed to give participants the opportunity to live and to reflect upon their own experience of being an actor/observer in informal/non-formal learning among young people. The youth exchange is designed as a mutual learning situation, where participants can learn from one another and from their experiences during the youth exchange. Informal and non-formal learning methods will be the main feature of the youth exchange, with the respect to developing the intercultural competence of each participant. (Project description, 2012)

Our and other researchers' understanding of the concepts of culture and intercultural learning are the starting points for this research report, and the studies carried out during 'Anholt 2013' (e.g. Petersen 2010, 2011, 2013).

The British scientist Michael Byram's work on intercultural competence and intercultural issues has been a source of inspiration for the second research question (Byram 1985, 1989, 2000). The aim is to investigate whether it is possible to track any intercultural learning among the young participants in 'Anholt 2013', and, subsequently, how the young people expressed their intercultural experiences.



Research question 2:

Does intercultural learning occur in 'ANHOLT 2013' and, if "yes" - in what kinds?

What is intercultural competence?

'Someone with some degree of intercultural competence is someone who is able to see relationships between different cultures – both internal and external to a society – and is able to mediate, that is interpret each in terms of the other, either for themselves or for other people'.

'It is also someone who has a critical or analytical understanding of (parts of) their own and other cultures – someone who is conscious of their own perspective, of the way in which their thinking is culturally determined, rather than believing that their understanding and perspective is natural' (Byram 2000).

Data collection

Comprehensive data was collected during 'Anholt 2013'. The following five kinds of data collection were used:

- 1) Observation and reflection charts (see Appendix 1)
- 2) Daily individual interviews with the young people (see Appendix 2)
- 3) Three in-depth individual interviews with the young people, before, during, and after the project (labeled 'personal interview' see Appendix 3, a, b, c, respectively)
- 4) Field notes and related reflections on fieldwork during the two weeks of the project, written up by three students from the University of Aarhus
- 5) Oral interviews with selected young people and leaders during the first and second weeks of the project

In extension of the first project of 2011, in the 2013 project, the partners wanted to avail themselves of the same data collection methods as in 2011 (see Höllmüller 2011). In the 2011 report, the focus was on quantitative studies of observed informal learning. However, as previously discussed, in 2013 the aim was to extend the studies of informal learning, and to add investigations of intercultural learning among young people to the research design of the project. Therefore, in 2013 the research was supplemented by a research design (see Appendix 4), and qualitative research approaches such as fieldwork, in-depth personal interviews before, during, and after the project, and oral interviews on Anholt (points 3-5 above).

Ad 1) Observation and reflection charts

In total, 711 observation charts were completed by fifteen different people. The observation charts were completed partly by the educational leaders from each of the six participating countries, and partly by the three students. In total, 36 reflection charts were completed. The students did not complete reflection charts.

Ad 2) Daily interviews with the young people

The partners adopted the approach of conducting short daily interviews with the young people from the preceding 'Anholt 2011' project. Every evening, the educational leaders conducted interviews with the 24 young people in their native languages. In total, 312 daily interviews were conducted.

Ad 3) Three in-depth individual interviews: before, during, and after 'Anholt 2013'

In the two weeks before, during the stay, and two to four weeks after the stay on Anholt, the educational leaders conducted three in-depth, personal interviews with the young participants (in their native languages). The 2nd personal interview was conducted during the period between days 5 and 9 on Anholt. In total, 72 personal interviews were conducted.

Ad 4) Field notes and related reflections on fieldwork during the 2 weeks of the project

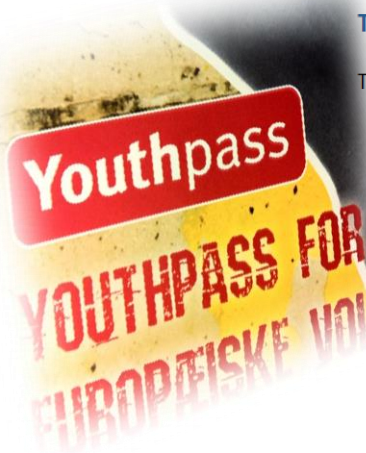
As mentioned, anthropological fieldwork was carried out. This was conducted as daily field observations - including notes recording reflections - by the 3 students from the Department of Education, who, throughout the process, followed the project, and wrote down their observations, reflections, and considerations. The reason for using qualitative observations was to observe and investigate lived experiences and situations in the field, in order to expand the information that could be observed via other data collection methods (Brinkmann & Tanggaard 2010).

Ad 5) Oral interviews conducted by the researcher (author) with selected young people and group leaders. The interviews were carried out in native languages (Danish, German) and in English. The interviews, conducted by the researcher, were recorded on a mobile phone, and subsequently written down.

Skills investigated – an understanding of the key EU Youth Pass competences

In the data processing, in the encoding and categorization of the data, the 8 EU Youthpass Key Competences were taken into account (i.e. Communication in the mother tongue, Communication in foreign languages, Mathematical competence, and basic competence in science and technology, Digital competence, Learning to learn, Social and civic competences, Sense of initiative and entrepreneurship and, Cultural awareness and expression, see Youthpass Guide 2011 p 20). However, an adjustment was made to the data collected for the specific purposes of this project. The use of Internet, mobile phones, and other electronic devices was not allowed during 'Anholt 2013'. The study of the EU Youthpass categories, 'Digital competence' and 'Mathematical competence, and basic competence in science and technology and basic competence in science and technology' were hence omitted. However, in appendix 6 the quantitative analyses of some of these categories may be found. The report from 2011 indicates that no particular evidence of skills in these categories was found in 2011, particularly because of the educational ideas underlying the project (Höllmüller 2012). In this report, in the statistical processing and analysis of data, the following seven variables have been investigated, and will henceforth be used:

- 1. Communication in foreign languages:** Respondent indicates having learned something new related to language, or in terms of improving language skills.
- 2. Self knowledge:** Respondent indicates having undergone personal development, or having learned something new about him- or herself.
- 3. Basic skills:** Respondent indicates having learned something with respect to everyday skills and the ability to fend for him- or herself, for example, cooking (also preparing dishes from other countries, and related activities), cleaning, housework.
- 4. Other skills:** Respondent indicates having learned new skills (in addition to everyday skills), for example, surfing, sailing, photography, and a variety of job-related skills.
- 5. Social and Civic competences:** Respondent indicates having developed with respect to social skills and behavior.
- 6. Entrepreneurship and sense of initiative:** Respondent indicates being better to take initiative.
- 7. Intercultural competences:** Respondent explicitly indicates having learned something about other cultures, and being able to navigate among different cultures (In the data, this category is separate from the Social and Civic competences, although the intercultural aspect was originally included in that category).



To the point – The Key competences framework

The framework sets out eight Key competences:

- 1. Communication in the mother tongue;*
- 2. Communication in foreign languages;*
- 3. Mathematical competence and basic competences in science and technology;*
- 4. Digital competence;*
- 5. Learning to learn;*
- 6. Social and civic competences;*
- 7. Sense of initiative and entrepreneurship; and*
- 8. Cultural awareness and expression.*

Data processing

Sociologists, political science graduates and a student of social science from the VIFIN organization carried out data processing. All data were anonymized, and then entered and organized in 3 data sets which were processed quantitatively (in SPSS). The 3 data sets for 'Anholt 13' include:

- 1) observation and reflection charts
- 2) daily interviews with young people
- 3) personal interviews with the young people (1st, 2nd, and 3rd personal interview).

The students' field observations (written in Danish) were anonymized and numbered. Additionally, observations tabulated in Excel files were compared with the students' field notes, so that the observation charts and students' anonymized field notes complemented each other.

During the entire data collection and processing process, there were regular meetings between the head of the research and the various participants involved, which included a) group educational leaders and partners in the project, b) a researcher from 'Anholt 2011', c) the students carrying out the field work on 'Anholt 2013', and d) the group of data processors, who entered and compiled the data sets. As mentioned, the design of the observation and reflection charts and daily interview forms were the same as those used in 'Anholt 2011'. The 'intercultural competence' category added 4 subcategories to the observation and reflection charts of the previous project (see Appendix 1).

Methodology discussions and limitations of the data sets and data collection methods

Before examining the results, a number of more general reservations and limitations related to the data collection process and the various methods of data collection for the three data sets will be addressed. Many of the comments are highlighted in a Methodology Note, written in Danish by the data processors (Vifin 2013).

Language

English, the lingua franca of 'Anholt 2013', is a foreign language for all participants, including the young people and leaders from all partner countries. As a result, some of the language usage in the written data 'are sometimes unintelligible or ambiguous'. Regarding both the daily interviews and the 1st, 2nd and 3rd personal interviews, it 'should be taken into account that the statements are the interviewer's translation and description of the people's responses'. For example, this may be seen in the use of foreign words, or words that are not typically used by young people in this age group. Therefore it is noted that 'the problem of the non-direct translations affects the validity of the answers'. It can sometimes be 'unclear, whether the interviews are the 'young person's "real" perceptions and meanings' (Methodology Note, VIFIN 2013, p. 3).

Specifying days

The 'uncertainty regarding which day is considered the first project day applies to all data'. This also applies to some of the students' observations (ibid). Thus, in the data processing, observations and interviews are adjusted for dates (see Appendix 5 with dates and day numbers). Furthermore, a number of discussions and limitations on the various data collection methods are mentioned in the methodology note.

In the following sections, the reservations are addressed.

Ad 1) Limitations in data set 1: observation and reflection charts

There is generally 'a shortage of identical briefing'. In the Methodology Note, this is addressed in the following way:

'It is obvious from the data collected by the observers/interviewers that they have not been briefed in such a way that their collection methods are similar. For example, the completed observation and reflection charts are characterized by a lack of uniform briefing, as the observers apparently had different focuses' (VIFIN, Methodology Note 2013, p. 2)

The way in which the observed situations were described in the observations charts is discussed: 'Although some observers satisfactorily account for a given observed process, there are others who instead analyze and interpret, which means that the actual process was not noted in the observation charts' (ibid p 2). Overall, this influences the quality and validity of the data collection method, and also identifies 'limitations on applicability' (ibid p 3).

The Methodology Note also suggests 'confusion in relation to the EU's Youthpass Key Competences, the Intercultural skills, and the concepts of intended/non-intended learning'.

The validity of the reflection charts is also discussed: 'Throughout the data entry process, it was clear that the reflection charts are very problematic. On the one hand, there are doubts about whether the reflection charts were completed by/with the young people, or whether the leaders' own experiences that have been listed'. Furthermore, 'In most of the reflection charts, it is not known which young people responded to the different reflection charts, or which situations/persons are described' (ibid). As a variety of qualitative data were collected in this project, the reflection charts were not included and used in this report.

During data processing, the uncertainties of the observation and reflection charts were taken into account, and the statistical data set for observation charts related to the above-mentioned seven skills was not recorded (see page 15). Conversely, the eight EU Youthpass Key Competences were maintained in the data set, despite the mentioned uncertainty about the understanding and interpretation of the key competences among the observers. However, the observation charts were coded on the basis of the young persons' countries of origin, which makes it possible to 'explore intercultural dynamic' to some extent (ibid p 6).

Ad 2) Limitations in data set 2: daily interviews

According to the methodology note, several aspects of the daily interviews conducted by the observers/group leaders were understood in different ways. Some questions are very broad, or have various interpretations, for example, the question, 'Did you have enough time to yourself?', and 'Think of any normal situation today (preparing a meal, washing the dishes, shopping, etc.) - was there anything worth mentioning?' These questions were not further categorized, and this could 'affect the comparability and validity of the responses, which should be taken into account' (ibid p 19). As mentioned above, it is also emphasized in the methodology note that it may be unclear in 'all the interviews' whether 'the answers are direct translations of the young people's statements, or the interviewers' summaries of the young people's statements', and this 'affects the validity' of the responses (ibid p 19).

Ad 3) Limitations in data set 3 - personal interviews

The question of whether the young people's statements are direct translations of their statements in their native languages, or summaries of their statements created by the interviewers affects the validity of the answers.

Compared to the quantifiability and validity of the answers in the personal interviews, the data processors note that the convergence of a number of questions in the same cell field 'may have caused confusion for some of the interviewers'. Thus, in 'many cases the questions are not answered one by one', which makes

it 'difficult to separate the answers' and also leads 'to a higher proportion of missing responses, since many of the questions have not been answered individually' (ibid). Similarly, there is some confusion related to questions such as 'Have you spoken/interacted extensively with other participants? Who?' Such questions also affect the answers to some of the subsequent questions. In the review of the results of this report, particularly in the qualitative analyses of the data, these limitations are addressed by all interviews being read individually before being quoted.

Ad 4) Limitations of oral interviews

A problem with the oral interviews is that not all the young people involved in the project were interviewed in both weeks. The oral interviews were however, mainly used for qualitative explorations of educational leaders' and young people's moods, opinions, at the specific times of their completion.

Ad 5) Limitations of the field work

In a number of cases in the field notes of the students, the young people's names do not occur, especially those from the first days of 'Anholt 2013', and particularly with respect to the youngsters from Italy, Spain, and Portugal. For example, participants in an observed situation were described as 'a boy/girl from Portugal, Spain, or Italy'. This partly hampers the possibility of following individual development, and their interconnections with certain observation charts, daily interviews, and personal interviews. In the analysis of the results, this was taken into account, as the unnamed young people may be identified by other parameters, such as a personal knowledge or the close comparison of various data, such as observation charts, daily interviews, personal interviews, and the students' field notes.

Advantages of the comprehensive data

Although it is not possible to establish statistical links among the three data sets as initially intended, because of the varied nature of the data, the five different data collection methods, the vast number of data, the systematic data processing and compilation, and the individual data sets, ample opportunities to examine a wide variety of conditions and situations existed throughout the entire project.

The data enabled us to follow the development of individual young people, for example, by analyzing the personal interviews and comparing them with the daily interviews, the students' field notes, and selected observations. Observations from the students' field notes, but also information from the observation charts provided opportunities to uncover a variety of conditions. The personal interviews gave a variety of insights into the young participants' perceptions of their learning, even after they returned to their own countries. Despite the general reservations, the personal interviews nevertheless provide valuable, qualitative information about the young participants' experiences, reflections and thoughts. Hence, the very comprehensive and systematically-processed data form the basis for many different types of investigations.

In the following sections, selected parts of the results - with the above caveats - are presented.

Results

In the following review, a number of quantitative and qualitative data are presented, in order to answer the two research questions investigated by the project. The research questions are addressed by investigating each of the seven learning categories presented on page 16, as they have been found relevant to this project, research, and report.

Following the presentation, the outcomes of 'Anholt 2013' are briefly compared with selected outcomes from the preceding project of 2011. Finally, some recommendations for future projects are presented.

In the presentation, quantitative data from the three SPSS-processed data sets – data set 1) observation charts, data set 2) daily interviews, and data set 3) personal interviews – are analyzed and presented. Data set 3: 'personal interviews' is grouped and analyzed in three separate sections: the first personal interviews, carried out two weeks prior to 'Anholt 2013', the second personal interviews, conducted on days five to nine during 'Anholt 2013', and the third personal interviews, conducted two to four weeks after the completion of 'Anholt 2013'.

In the presentation of the qualitative data, the students' field notes and reflection notes are presented in line with extracts and statements from the individual daily interviews, the three in-depth personal interviews, and the oral interviews. Similarly to the quantitative data, the qualitative data are presented along the divisions of the seven learning categories.

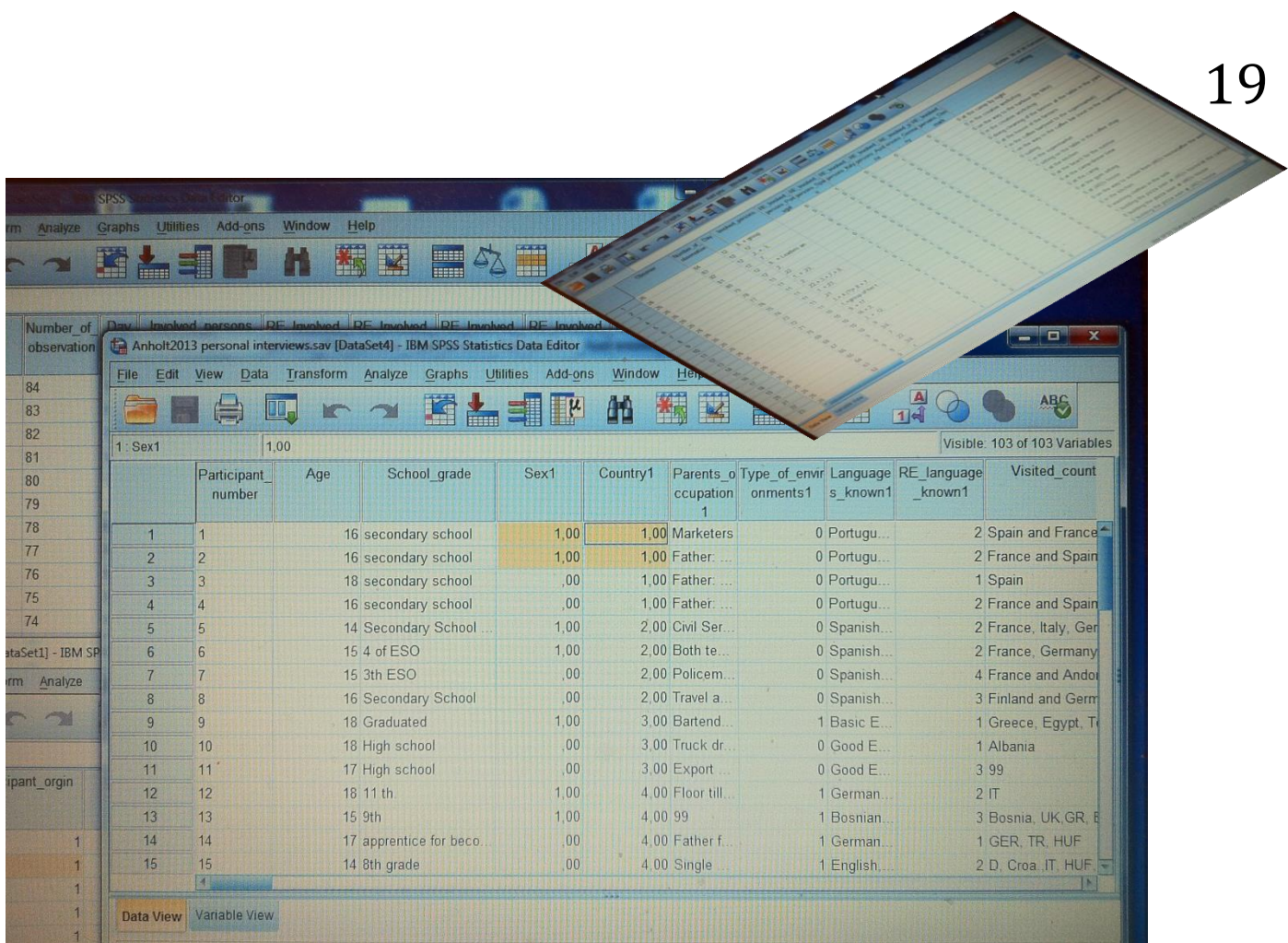


Photo: The three data sets

Learning category 1: Communication in foreign languages

Respondent indicates having learned something new related to language, or in terms of improving language skills.

'Yes, I've learned something new in terms of language and/or have improved language skills' (marked in blue)

In the quantitative analysis of the three data sets we find some interesting results in relation to the young people's answers. In the **daily interviews** with the 24 youngsters, conducted over a 13-day period,* when asked whether they had learned anything new in terms of language, only **16.3%** gave 'yes' responses as shown in the 'Valid Percent' column.

In contrast, **45.8 %** of youngsters answered with 'yes' to the question in the **2nd personal interview**, also conducted on Anholt. This percentage drops to **20.8%** in the **3rd personal interviews**, conducted 2-4 weeks after the youngsters returned home.

In **52%** of the cases (a total of 711 observation charts, filled in during the 13-day period on Anholt), the observers considered the situation to be communication in a foreign language.

'No, I haven't learned anything new in terms of language or improving language skills' (marked in green)

In the quantitative analyses of the three data sets, with special analyses for 2nd and 3rd personal interviews, the figures for 'no' responses are 77.6% (daily interviews) , 41.7% and 70.8% (2nd and 3rd personal interviews, respectively), and 52.8% (observation charts).

Daily interviews; communication in foreign languages

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	242	77.6	77.6
	Yes	51	16.3	93.9
	Missing	19	6.1	100.0
	Total	312	100.0	100.0

2. Personal interview; communication foreign languages

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	10	41.7	41.7
	Yes	11	45.8	87.5
	Missing	3	12.5	100.0
	Total	24	100.0	100.0

3. Personal interviews; communication foreign languages

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	17	70.8	70.8
	Yes	5	20.8	91.7
	Missing	2	8.3	100.0
	Total	24	100.0	100.0

Observation charts; communication in foreign languages

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	298	42.0	42.0
	Yes	375	52.8	94.8
	Missing	37	5.2	100.0
	Total	710	99.9	100.0
Missing	System	1	0.1	
Total	711	100.0		

*The term "Total" under the column "Frequency" indicates total number of cases, i.e. 312 daily interviews, 24 personal interviews, both with respect to 2nd and 3rd personal interview, and a total of 711 observation charts.

In the quantitative analyses of the daily interviews (with 'Communication in foreign languages' recoded as a variable), only a relatively small percentage of young people (16.3%) answered 'yes', when asked whether they had learned something new, or improved their language skills, which may be explained by the fact that this question does not explicitly appear in the daily interviews (see Appendix 1). In contrast, in both the 2nd and 3rd personal interviews, the young people were asked directly about language. It is noteworthy that in the 2nd personal interviews, conducted between days 5 and 9 on Anholt, 45.8% answered 'yes' when asked whether they had learned something new with respect to language. Interestingly, the percentage of 'yes' responses dropped to 20.8% in the 3rd personal interview, after the youngsters returned to their homes. In a possible extension of the previously mentioned considerations regarding informal learning, which 'may not be perceived by participants as something that develops their knowledge and skills' (Ministry of Education, 2013), this may indicate that informal learning occurred, and that subsequently, the young people returning to their home countries were not conscious of it. However, it might also indicate that as soon as the young people learned something, they no longer saw it as anything special. A further explanation could be that in the 3rd personal interview, in general, the young people were more focused and reflecting on the overall experience of the stay on Anholt. However, there may be no clear explanation for the relatively sharp drop in the percentage of 'yes' answers in the 3rd interview, although – as will be seen later, with respect to other learning categories – this is not only true for the 'communication in foreign languages' learning category. The observers register more than half (52.8%) of the observed settings to include communication in a foreign language. Their observations, all collected at Anholt while the project was in progress, are comparable to, and roughly consistent with the young people's own perceptions of their language skills in the 2nd personal interview, while they were still staying on the island of Anholt.

Qualitative data: Communication in foreign languages - Situations including language and language learning

If we examine some of the qualitative data, including the students' field notes and the youngsters' statements in the daily, personal, and oral interviews, the qualitative data confirm that, in fact, 'communication in foreign languages' took place on 'Anholt 2013'.

Incidents and situations from student field notes and interviews

In the conversation on the beach from 'Anholt 2013', presented in the box to the right, a Danish boy and an Austrian girl talk, and try to understand each other in the German language. The Austrian girl says, in German, that the Danish boy almost understands her. He answers in English, reflecting on the various forms of German: he discovered that one of the German girls (L.) could not understand what one of the Austrian boys (D.) said, although they both speak German. An analysis of this conversation indicates the Danish boy's meta-awareness of foreign

Language & Community

A boy (Denmark) and a girl (Austria) are trying to understand each other in German language.

Girl (in German): "Er versteht mich fast" (he almost understands me)

Boy: (laughs as if he doesn't understand it, and continues in English): "we have German in school. But D. (from Austria) and L. (from Germany) don't understand each other".

They go together the rest of the way to the beach and when they arrive, they are invited (by other participants) to take a swim.

The Austrian girl decides to jump in. Standing in the water she shouts to the Danish boy: "Can you take a picture"? He takes a picture while she is standing in the water.

Intercultural learning

language understanding. The Danish boy has a 'lived experience' of the relatively different spoken German of Germany and Austria, and tries out some German words. While doing so, the two youngsters simultaneously establish a personal connection, which caused the Austrian girl to ask him to take a picture later on, when they arrived at the beach.

Below are 3 different situations from the students' field notes, which each, in various ways, illustrate how young people in different situations experiment with both teaching each other language, and learning something new about other young people's languages.

Case 1

Body language helps On the ferry to Anholt

A Spanish and an Italian girl sitting alone at a table (+ the students at the end of the table). The Spanish girl looking out over the water says: "*It is so pretty but sooooo cold*". The Italian girl looks at her and smiles, but says nothing. The Spanish girl tries again, but as she says it once more that she puts her arms around herself and shakes her body. The Italian girl says: "*Cooooold*".



Case 2

Writing words in the diary In the camp

I (the student) am standing at the window in my room about to brush my teeth when I discover that a group of young people and is already up and sitting together on a bench outside the camp. All the other young people in the camp are sleeping. The five young people write a lot in one of their black diaries. An Italian boy writes something and shows it to a Spanish girl who sits next to him. She writes something and shows it to the others. Everybody writes something and talks. [10 minutes after I went out and sat down on the bench next to their bench]. I realized that the young people are sitting and trying to teach each other how to write certain words in their respective languages



Case 3

Learning words In the camp

Five young people are sitting together on a bench: two boys and a girl from Denmark, and two from Austria, a girl and a boy. The two girls are sitting and trying to learn words from each other's language (Danish and German). The Austrian girl is trying to read aloud from the back of a Coke Cola. Every time she has a hard time with a Danish word, the Danish girl pronounces it, after which the Austrian girl imitates the sound. Each time the Austrian girl says a sentence without being stopped either by the other girl or herself both girls are really happy and laughing. It is difficult for the Austrian girl to pronounce the Danish word "*Indhold*" (*content*).



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Situation 1 illustrates how body language was used to help, when the Spanish girl tried to communicate in a foreign language (English) with the Italian girl, who apparently did not understand the English word, 'cold'. Situation 2 detects a student's surprise about assumptions made from a distance (room) about the youngsters writing a shopping list, realizing, on closer inspection, that the young people were in the process of writing words in their own and other languages in their diaries. Situation 3 illustrates how the Austrian

girl tried to learn some Danish words by reading, repeating, and asking questions of the Danish youngsters sitting next to her.

Cases 1 through 3 show that the young people in 'Anholt 2013' tried to help one another with language problems. They used body language, but they also tried to learn words, terms, and phrases in languages other than English. Furthermore, they used several modes, such as writing, pronouncing aloud, reading, and negotiation. The excerpts also show that the young people tested language: not only the common language, English, but also all the other young people's languages.

The little conversation among 3 participants from 3 different countries in the box to the right is an example of collaboration and language negotiation around the word 'tissue'. The youngsters use English as a lingua franca, in combination with their native languages (Spanish and Portuguese), and visual objects.

Language negotiation and collaboration language:

M. (Spain): "I don't know what this is in English

(Shows a tissue) but in

Spanish it is ...

(pronouncing in Spanish)

A. (Portugal): "Arh, I think it is a kind of tissue"

M. (Denmark): "Yeah, it is a wet tissue"

Portuguese girl in 3rd personal interview:

- I learned a new expression in Spanish that is: "si no te callas te voy a dar una ostia".

- I learned basic phrases in Italian like: "Me chemo Ana e vivo in Portugal"

- I learned some words in Danish but I can't spell them.

Efforts to try to learn a bit of a language and use it, the desire to learn words and phrases in the languages/mother tongues of the other young people was a hallmark of the project.

Many youngsters learned words such as 'tak' in Danish, Portuguese ('obrigada/obrigado'), German ('danke'), Italian ('grazie'), and still remembered these words, when asked in the 3rd personal interviews, after they returned to their home countries.



As may be seen in the photograph to the left, in the description of an observed situation on the beach during 'Anholt 2013', some of the Italian boys tried to talk to the locals in Danish (case from the student's field notes). The case witnesses how the young people tried to learn the language of the country they are visiting, and thus indicates an open attitude to the surroundings.

How was “Anholt 2013”?

The island was great. The project was ok. I didn't like, that my English was not good enough to speak a lot to others.

Some young people, especially those who had some difficulty in speaking English, seem to have reflected extensively on this fact after returning to their home countries.

For example, as may be seen in the text box, in the third personal interview one of the boys reflects on his experiences, admitting that it was 'difficult because of English', and that he 'didn't like, that [his] English was not good enough' to communicate with the others. He reflects on his English skills, and realizes that his stay on Anholt might have been different had he spoken better English. When asked in the 3rd personal interview what he thought, he addressed the difficulties in the following way: 'I thought about how it'd be, Anholt would be, if I could speak English'. And even if he liked the project, perhaps one of the most important insights for this particular youngster was this new awareness about what it means to be able to speak a foreign language, English, for example.

That English is indeed important for communication among Europeans is evidenced in a response from another of the young people in the 3rd personal interview. Asked about what she learned on Anholt she answers: '... that English is really useful, because if you know English, it is much easier to interact with the others'.

SUMMARY: Communication in foreign languages.

In general, both quantitative data analyses of observation charts and interviews, and the qualitative data, such as field notes and responses from the youngsters in the personal interviews, indicate that there was significant learning in the 'communication in foreign languages' category of the 'Anholt 2013' project.

Learning Category 2: Self knowledge

Learning Category: Self knowledge

Respondent indicates having undergone personal development, or having learned something new about him- or herself.

'Yes, I've learned something new'.

If we again start looking at the quantitative data, we see that, similarly to the first learning category, **in the daily interviews**, only **5.1%** of young people said that they had learned something new about themselves. However, in comparison, **33.3%** of the young people **in both the 2nd and 3rd personal interviews** stated that they had learned something about themselves. Apparently, this did not change after they returned home.

'No, I haven't learned anything new'

A very large number of the young people, namely 88.1% in the daily interviews, and 54.2% and 58.3% in the personal interviews, responded that they had not learned anything new about themselves.

Daily interviews; Self knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	275	88.1	88.1	88.1
Valid Yes	16	5.1	5.1	93.3
Missing	21	6.7	6.7	100.0
Total	312	100.0	100.0	

2. Personal interview; Self knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	13	54.2	54.2	54.2
Valid Yes	8	33.3	33.3	87.5
Missing	3	12.5	12.5	100.0
Total	24	100.0	100.0	

3. Personal interview; Self knowledge

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	14	58.3	58.3	58.3
Valid Yes	8	33.3	33.3	91.7
Missing	2	8.3	8.3	100.0
Total	24	100.0	100.0	

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In the second learning category, a marked difference can be observed in the daily interviews, in which only 5.1% of young people said 'yes' with regard to having learned something new about themselves, in comparison to both the 2nd and 3rd personal interviews, in which the percentage was constant on 33.3%. Compared to the 'communication in foreign languages' category, no decrease was thus seen in the percentage after the youngsters returned to their home countries. It should be noted that this category is a recoded variable in the daily interviews, so that in the daily interviews the youngsters were not explicitly asked whether they had learned something new about themselves - the question was 'what was new for your today?'. However, the same is also true of the personal interviews, where the question was 'what is / was new for you and what have / did you learn from that?'. One explanation could be that the responses in the daily interviews were often very short and related to specific activities, whereas in the personal interviews, the young people answered in greater depth. This is reflected in the more elaborate answers. **It may be considered remarkable that both during and after 'Anholt 2013', a third of the young people stated that they had learned something new about themselves, and had undergone personal development.** The category is not part of the observation charts, and therefore no data is available from this data set here.

Qualitative data - Self knowledge

If we examine the qualitative data, it is evident that many of the young people – particularly in retrospect in the 3rd personal interviews – reflect at length on their experiences on Anholt, and what they gained from the project. This applies to both their own personal development, and to their reactions to and understanding of interpersonal relations. This is particularly evident in the answers to two questions: 1) ‘What was new for you, and what did you learn from that?’, and 2) ‘Did you change your thinking about others after “Anholt 2013”? What, in particular, and why? Explain, please.’

Personal development

In the section to the right, some examples are highlighted. As described on page 8, one of the girls emphasized that she had ‘become more open in dealing with others’. This was also true of one of the Danish boys, when he said: ‘I think I have learned to be more open’. In the box to the right, the Spanish girl mentions that she has gained more self-confidence and is less shy. So did an Italian girl, who, in the 3rd interview, said: ‘I discovered what positive qualities I have’, whereas the German girl emphasized that she had learned to take care of herself. An Austrian girl mentioned that she had learned to remain neutral towards others.

Interpersonal relations and attitudes towards others

Similarly to the Portuguese boy quoted in the column to the right saying that he learned how to live in a community, one of the Spanish boys also mentioned that he had learned to meet and live with many different people, and additionally, that he had learned to work with them. The Austrian boy’s statement indicates that young people from other countries being nice to him was a new experience, and an Austrian girl highlights her increased neutrality towards others, following ‘Anholt 2013’: ‘meine Einstellung zu jedem neutral zu sein hat sich sehr verstärkt’. One of the Portuguese boys highlighted how he had improved his relationship with one of the other participants, with whom he was initially angry, but later learned to establish a more peaceful relationship. He says: ‘It was new for me the fact that I had to deal with NN’s rage. I was angry with NN but after the project I made peace with NN. I was angry with NN because NN was always shouting with everybody, but now I spoke with NN and everything is ok.’

SUMMARY: Self knowledge

Both quantitative analyses and qualitative data, especially the personal interviews with the young people, reveal that many of them gained new knowledge about themselves, and also about themselves in various interpersonal relations.



Knowledge about oneself

Quotations from third personal interviews

Danish girl:

It was new to me to be so open about people..... I used to be much more confined around new people, but after Anholt, I have been much more open and talked to many different people.

Austrian boy:

It was new for me that the other young people from other countries were nice to me.

Spanish girl:

Before the program I thought I was going to be a quiet and shy girl..... I stopped being shy and started to talk with most of them. That never happened to me, I never felt confident enough to talk with someone that I recently met, and talked about me or my favorite things and tastes.

Portuguese boy:

I also learned how to live in community, because it was a totally new experience to spend two weeks just with young people, making our own rules, and I learned a lot with that.

German girl:

the language, taking care of myself for two weeks

Italian boy:

I’ve learned a lot of things and for me [it] was [a] new life ...

Learning Category 3: Basic skills

Learning Category: Basic skills

Respondent indicates having learned something with respect to everyday skills and the ability to fend for him- or herself, for example, cooking (also preparing dishes from other countries, and related activities), cleaning, housework.

'Yes, I have learned basic skills'

In comparison to the previous category 'knowledge of one self' more young people, a total of **18.9% in the daily interviews** stated that they had learned basic skills on Anholt.

This also applies to a total of **25%** of young people in the **2nd personal interviews** conducted on Anholt, although only **8.3%** of young people gave positive responses in the **3rd personal interviews**, after they returned home.

'No, I haven't learned basic skills'

In correspondence to the few 'yes' responses, 75% of young people in the daily interviews, 62.5% in 2nd personal interviews, and 83.3% in the 3rd personal interview indicated not having learnt 'basic skills'.

Daily interviews Learning categories; basic skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	234	7.0	75.0	75.0
Valid Yes	59	18.9	18.9	93.9
Missing	19	6.1	6.1	100.0
Total	312	100.0	100.0	

2. Personal interview Learning categories; basic skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	15	62.5	62.5	62.5
Valid Yes	6	25.0	25.0	87.5
Missing	3	12.5	12.5	100.0
Total	24	100.0	100.0	

3. Personal interview; Learning categories; basic skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	20	83.3	83.3	83.3
Valid Yes	2	8.3	8.3	91.7
Missing	2	8.3	8.3	100.0
Total	24	100.0	100.0	

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In the third personal interview, the high percentage (83.3%) of young people who denied having learned basic skills after returning to their home countries, may suggest that informal learning in this category was not conscious, and partly forgotten or no longer seen as something remarkable by the young people once they left. At the same time, all the responses in the 3rd interviews suggest that, after returning, the young people focused much more on the overall impression, and the great experiences, feelings, and reflections related to 'Anholt 2013'. However, the responses from the young people in the daily interviews and the 2nd personal interview, while they were still on Anholt, indicate that about a quarter expressed the belief that they had learned basic skills such as cooking (e.g. how to make an Indian dinner, bake bread on a grill), cleaning or housework.

Summary: Basic Skills

While staying on the island of Anholt, approximately one quarter of the young people explicitly indicate having learned basic skills such as cooking, cleaning or housework.

Learning Category 4: Other skills

Respondent indicates having learned new skills (in addition to everyday skills), for example, surfing, sailing, photography, and a variety of job-related skills.

Daily Interviews: Learning categories; other skills

	Frequency	Percent	Valid Percent	Cumulative Percent
No	149	47.8	47.8	47.8
Yes	144	46.2	46.2	93.9
Missing	19	6.1	6.1	100.0
Total	312	100.0	100.0	

2. Personal interview: Learning categories; other skills

	Frequency	Percent	Valid Percent	Cumulative Percent
No	15	62.5	62.5	62.5
Yes	6	25.0	25.0	87.5
Missing	3	12.5	12.5	100.0
Total	24	100.0	100.0	

3. Personal interview: Learning categories; other skills

	Frequency	Percent	Valid Percent	Cumulative Percent
No	18	75.0	75.0	75.0
Yes	4	16.7	16.7	91.7
Missing	2	8.3	8.3	100.0
Total	24	100.0	100.0	

'Yes, I have learned other skills'

Compared to the category of 'basic skills', significantly more young people, **46.2% in the daily interviews** said that they had learned other skills. However, this trend is not as pronounced in the **2nd personal interview**, in which **25%** said 'yes' to this question. Finally, **in the 3rd personal interview** only **16.7%** indicated having learned other skills.

'No, I haven't learnt other skills'

47.8% in the daily interviews, 62.5% in the 2nd personal interviews, and 75% in the 3rd personal interviews indicated that they had not learnt other skills.



While the young people in the 'self knowledge' and 'basic skills' learning categories in the daily interviews indicate not having learnt much, their indication of having learnt 'other skills' is significantly high. 46.2% have 'Yes' responses. Many factors indicate that in their responses to the question '*What was new for you today?*', particularly in the daily interviews, the young people emphasize the new skills that they learned: surfing, sailing, photography, and so on. That is, they mention some of the skills they could have acquired if they participated in the **leisure volunteer activities** outlined on page 11 of this report.

Skills acquired during the **work experience/internship** (see page 11) also constitute part of the learning category, 'other skills'. These skills were acquired if the young people chose to participate in the internship opportunities made available to them during 'Anholt 2013'. This indicates that the young people took advantage of the constructed settings and optional activities. As mentioned above, the 2nd and 3rd personal interviews did not focus on specific other skills that the youngsters learned, and this may explain the relatively low number of 'yes' responses. If we examine the qualitative data, they seem to support the analyses of the daily interviews. Both the students' field notes and the young people's responses during the various kinds of interviews indicate the acquisition of 'other' skills during 'Anholt 2013'.

Qualitative data – Other skills

Many situations described in the qualitative data show how the young people - above all in practical situations - tried out new roles and skills. For example, the German girl, observed in case 1 below, who worked with the carpenter on day 7 and, really enjoyed acquiring new skills. Another example is the Danish girl in case 2, who had her first experience of waitressing at the inn, and apparently enjoyed it.

Case 1 - from the students' field notes - day 7

"A German girl is telling a group leader how happy she was to be at work with the carpenter this morning. She has made a lot of holes and proudly shows how to do them. She tells that she is going to the carpenter again as soon as she has finished meal (She has signed up to both jobs at the carpenter today)."

There are also examples of how the young people helped one another to understand and explain what and why something needed to be done, like the two German girls in case 3, who helped each other to understand the tasks at the supermarket.

Case 2 - from the students' field notes - day 7

"A Danish girl tells her boyfriend what she did during the day. She says: "It was fun to work in the inn. We should Hun siger bl.a.: "Det var sjovt at arbejde på INNen [kroen], we served at the different tables. I have never tried this before – have you?"

Case 3 – from the students' field notes – day 10

Two German girls have signed up to work at the supermarket today. When I [student] came to the supermarket I saw them from a distance and could hear them talk in German. They are about to unpack a product and are helping each other with this task. As I walk closer, I can understand from their German that one German girl is trying to explain to the other what their Danish colleague has just explained to them in English. It is something about how the products should not be pressed into the shelves...

Case 4 – from the students' field notes – day 10

Three boys are "crushing" pebbles into powder so that it can be used to make mortar. One of the boys explains to the others that the crushed pebbles will be used as binding for the pizza oven (see photo)



Another example is case 4, in which one of the boys explains to the others that they have been asked to crush pebbles into powder, in order to make mortar for the hand-built pizza oven. It is also obvious from the statements that building the pizza oven made a significant impression on the Portuguese boy, who mentioned this case as particularly exciting, in his 3rd personal interview. From the statements in the sidebar to the right, it is clear that the youngsters liked both the leisure activities and the internship opportunities offered. For example, the German and Portuguese girls mention the hike in the desert to the lighthouse on Anholt, the boat trips, diving, and cycling as some of the most exciting activities they experienced. Apart from surfing, activities such as fishing, and catching crabs and mussels were exciting and special for the Austrian boys interviewed.

Many of the young people also seem to have changed their perceptions of work. Furthermore, they developed various relationships to the local residents for example, the Danish boy. The statements of the Portuguese, Danish, and Austrian boys, in the sidebar to the right, all highlight experiences in which they have 'done something' or 'worked'. Thus, they were active, and emphasize this as something important they remember after returning home.



Photo: Young people about to build a pizza oven

What was the most exciting in "Anholt 2013"? Why?

3rd Personal interview

Portuguese boy:

Building the pizza oven (...) because for me it was a really complicated thing, but, we did it, just with our own hands and work...

Danish boy:

To be with L. (local carpenter) and put roof paper on. I was surprised at the confidence I got. I was accepted, although I do not know him and even though I did not know what I was doing.

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Austrian boy:

To work in the "Inn" Restaurant, to fish in the ocean for this poisons fish, wind surfing. Because I had contact to Danish strange people, because I learned wind-surfing and because I could catch fish alone and crabs and mussels.

Portuguese girl:

Diving; sailing; riding bike

German girl:

the hiking trip through the desert - how we talked to each other, sometimes it wasnt nice

Italian girl:

Experiencing something new everyday in a friendly and cheerful context and being in the middle of a bright and quite nature. My daily life, on the contrary, sees days passing by one like the other and boring.

Spanish girl:

Being with people from other countries, visiting a different country and having to cook for 10 people. It was exciting because it was something new, and what is new is exciting.

Tell about 3 of the most striking experiences in Anholt? Why so?

Building the pizza oven, the dancing workshop and working at the inn.

Building the pizza oven is striking because for me it was a really complicated thing, but, we did it, just with our own hands and work;

the dancing workshop because I am not really a dancing-type person but I did it, and when I was dancing I felt really relaxed;

the work in the inn because it was a new experience too, I never really worked in a serious way in any place.

Summary: Other skills

The young people indicate having learned various new skills and taken new roles. In general, the observation charts, field notes and the responses in the daily interviews indicate that there was significant learning in the 'other skills' category of the 'Anholt 2013' project.

Learning Category 5: Social and civic skills

Respondent indicates having developed with respect to social skills and behavior.

‘Yes, I have developed with respect to social skills and behavior’

Here too, we see differences in the responses. **In the daily interviews**, only **14.7%** of the young people responded that they had developed their social skills. In contrast, **in the 2nd personal interviews**, also conducted on Anholt, **50%** of the young people stated having developed with respect to social skills and behavior, conducted on Anholt. Additionally, in the **observers' view**, **53.4%** of the young people had developed their social skills during the ‘Anholt project’. This is roughly equivalent to the young people's own perceptions in the 2nd personal interviews. However, as in other learning categories, the percentage decreases **in the 3rd personal interviews** with **33.3%** of the young people responding ‘yes’, after they returned home.

‘No, I have not developed with respect to social skills and behavior’

The corresponding negative responses show that 88.1% in the daily interviews, 54.2% in the 2nd, and 58.3% in the 3rd personal interviews responded ‘no’ to this question. The observers’ percentage is 41.4%.

Daily interviews: Learning categories; social and civic skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	247	79.2	79.2
	Yes	46	14.7	93.9
	Missing	19	6.1	100.0
	Total	312	100.0	100.0

2. Personal interview: Learning categories; social and civic skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	37.5	37.5
	Yes	12	50.0	87.5
	Missing	3	12.5	100.0
	Total	24	100.0	100.0

3. Personal interview: Learning categories; social and civic skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	58.3	58.3
	Yes	8	33.3	91.7
	Missing	2	8.3	100.0
	Total	24	100.0	100.0

Data set ‘Observation charts’; Social and civic skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	294	41.4	41.4
	Yes	379	53.3	94.8
	Missing	37	5.2	100.0
	Total	710	99.9	100.0
Missing	System	1	.1	
Total	711	100.0		

As evidenced in the tables above, the quantitative analyses of the learning category 'social and civic competencies' display significant results. Although the young people gave positive responses in the daily interviews on Anholt in only 14.7% of cases, in contrast, in the 2nd personal interviews, also conducted on Anholt, 50% indicate that they developed their social skills. As was seen with respect to other learning categories, one explanation could be that the question of social skills was not explicitly addressed in the daily interviews, and that the focus was primarily on the interviewees' individual experience of the day. In contrast, although the questions were often stated in cultural terms – for example: *'Is it easy/difficult or normal for you to live with people from other cultures/countries'* - many of the questions in the 2nd personal interview addressed how the young people experienced and dealt with the other participants.

Qualitative data - Social and civic skills

In the examples of 'interpersonal relations and attitudes towards others' in the 'Self knowledge' category on page 26 of this report, it is evident that after returning to their home countries, several of the youngsters reflected intensely on their relationships - including the more difficult ones - with the other participants. The Portuguese boy reflecting on his rather difficult relationship with one of the other participants in the project is one example. However, many of the statements, including that of the Portuguese boy, indicate that several of the young people developed their social skills during the project.

The description of a breakfast preparation from one of the student's field notes (in the box below) illustrates how a range of social skills was developed in this particular case: coordination and negotiation among the young people about the things to be bought at the supermarket; development of traditional gender roles, such as boys preparing breakfast while the girls purchased ingredients; sharing knowledge about the sustainability of scrambled eggs; social control and self-control in the group and by individuals, for example when the Austrian girl waited to eat her scrambled eggs.

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Breakfast case - from the students' field notes - day 3

It's morning in the camp. A conversation about shopping is going on between a boy and girl from Denmark and a girl and boy from Austria. What to buy and what is left from the day before.. After ending the conversation the girls take their bikes and drive to the supermarket, while the boys start cooking back in camp. They prepare scrambled eggs and bacon, while talking about how to do it.

A Spanish boy joins them asking: "What are you doing with the eggs? Is it possible to keep some of it until lunch?" The Danish boy quickly answers that this is not possible. About 10 minutes later the girls return. They bought "Havrefras" (sweet corn flakes), causing the boys to break out a jubilation. .. The Danish and Austrian boys continue their cooking (...)

Many of the other youngsters are gathering around them. An Italian boy asks if they have not eaten yet (in general, many are interested and asking whether it is breakfast or lunch they are cooking (the time is 11.30 am).

Finally, the food is finished. The Austrian boy pours up to the girls; one of them immediately begins to eat.

The Austrian boy says: "Wait for us, we didn't get anything yet." The Austrian girl answers: "But I am hungry". By no response to her complaints, she stops eating. When everyone has food on the plates, everybody in the group begins to eat.

Summary: Social and civic skills

Overall, the observation sheets, responses from the young people in personal interviews, and field notes indicate there was significant learning in the 'Social and civic skills' category of 'Anholt 2013'.

Learning Category 6: Entrepreneurship and sense of initiative

Respondent indicates being better to take initiative.

'Yes, I have learned to take the initiative'

In this learning category, the observers indicate having detected initiative and entrepreneurship among the young people. They believe, they saw initiative and entrepreneurship in **37.7%** of the 711 observed situations in which this could be seen. Only the 2nd personal interviews have a very small proportion of the young people, **4.2%** - numerically, one person – reporting having learned to take initiative. In the other interviews, indications are missing.

'No I have not learned to take the initiative'

37.7 % of the observers, 93.9% of young people in the daily interviews, 83.3% in the 2nd personal interviews and 91.7% in the 3rd personal interviews did not think they had learned to take the initiative. Among the young people there was hence a significant trend of not seeing their own behavior as enterprising, or as taking initiative. Apparently, this category is difficult to evidence in the answers of the young people.

Data set 'Observation charts'; entrepreneurship and sense of initiative

	Frequency	Percent	Valid Percent	Cumulative Percent
No	404	56.8	56.9	56.9
Yes	268	37.7	37.7	94.6
Valid	7	.1	.1	94.8
Missing	37	5.2	5.2	100.0
Total	710	99.9	100.0	
Missing System	1	.1		
Total	711	100.0		

Daily interviews: Learning categories; entrepreneurship and sense of initiative

	Frequency	Percent	Valid Percent	Cumulative Percent
No	292	93.6	93.9	93.9
Valid	Missing	19	6.1	6.1
Total	311	99.7	100.0	100.0
Missing System	1	.3		
Total	312	100.0		

2. Personal interview: Learning categories; entrepreneurship and sense of initiative

	Frequency	Percent	Valid Percent	Cumulative Percent
No	20	83,3	83,3	83,3
Valid	Yes	1	4,2	87,5
Missing	3	12,5	12,5	100,0
Total	24	100,0	100,0	

3. Personal interview: Learning categories; entrepreneurship and sense of initiative

	Frequency	Percent	Valid Percent	Cumulative Percent
No	22	91,7	91,7	91,7
Valid	Missing	2	8,3	100,0
Total	24	100,0	100,0	

Summary: Only the observers find that the youngsters have shown sense of initiative

Learning Category 7: Intercultural skills

Respondent explicitly indicates having learned something about other cultures, and being able to navigate among different cultures

'Yes, I have learned about other cultures and to navigate in different cultures'

Again, we see interesting results in the quantitative analyses of the data sets. In the **daily interviews** on Anholt, **11.9%** of young people agreed that they had learned about other cultures. In comparison, **33.3%** of the young people agreed that this was the case in the **2nd personal interviews**, also carried out on Anholt. Especially interesting is the percentage of those who answered 'yes' in the **3rd personal interviews** after returning to their home countries; it had risen to **41.7%**. In contrast, the observers believed they had observed cultural awareness in 27.2% of the cases.

'No, I have not learned about other cultures or to navigate in different cultures'

The observers registered 67.3% of the cases as showing no cultural awareness. In comparison, 82.1% of the young people in the daily interviews, 54.2% in the 2nd personal interviews, and 50% in the 3rd personal interview said 'no' when asked about having learned about other cultures.

Daily interviews; intercultural skills

	Frequency	Percent	Valid Percent	Cumulative Percent
No	256	82.1	82.1	82.1
Yes	37	11.9	11.9	93.9
Missing	19	6.1	6.1	100.0
Total	312	100.0	100.0	

2. Personal interview; intercultural skills

	Frequency	Percent	Valid Percent	Cumulative Percent
No	13	54.2	54.2	54.2
Yes	8	33.3	33.3	87.5
Missing	3	12.5	12.5	100.0
Total	24	100.0	100.0	

3. Personal interview; intercultural skills

	Frequency	Percent	Valid Percent	Cumulative Percent
No	12	50.0	50.0	50.0
Yes	10	41.7	41.7	91.7
Missing	2	8.3	8.3	100.0
Total	24	100.0	100.0	

Data set 'Observation charts'; Cultural awareness and expression

	Frequency	Percent	Valid Percent	Cumulative Percent
No	478	67.2	67.3	67.3
Yes	193	27.1	27.2	94.5
Valid 8	2	.3	.3	94.8
Missing	37	5.2	5.2	100.0
Total	710	99.9	100.0	
Missing System	1	.1		
Total	711	100.0		

As is seen with the previous learning categories in this report, in the statistical analyses of the 3 different quantitative data sets, we find similarly large variations in the percentage of what the young people indicated about the 'intercultural competencies' learning category. Regarding the daily interviews, in which only 11.5% responded 'yes' when asked whether they had learnt anything new about other cultures – a similar tendency is found with respect to the other learning categories, except for the 'other skills' category – it should be emphasized that no explicit questions address the question of intercultural competence. As mentioned previously, the daily interviews focused on the individual young people's well-being and whether or not he or she learnt anything new.

The observers' indications that in just under a third of the observed cases (27.2%) they believe they have observed cultural awareness seems plausible. As has been pointed out for other learning categories, the observers focused on a range of situations and learning categories. Additionally, the observation charts, originally developed for 'Anholt 2011', primarily focus on whether informal learning could be visualized quantitatively in a number of observed situations. However, in the 2013 project, subcategories of intercultural competence were added to the observation charts. In contrast, the personal interviews were prepared with a special focus on the development of intercultural competences and learning.

It is worth emphasizing that while they were still on Anholt, one third (33.3%) of the youngsters emphasized that they had learned about other cultures, and to interact with others. Especially interesting and noteworthy, albeit perhaps not surprising, is that in the 3rd personal interviews, after they had returned to their homes, many more of the youngsters (41.7%) emphasized that they had learnt about other cultures, and were able to interact with people from other cultures. Thus, there was an increase in the number of 'yes' responses.

What is remarkable in a comparison of all the quantitative analyses of the 2nd and 3rd personal interviews, is that the category of 'intercultural competence' is the only one of the 7 learning categories examined, in which the 3rd personal interview show an increase in the percentage of young people who indicated 'yes' to this question.

Much indicates that the learning category of 'intercultural competence', and the fact that the young people participating in 'Anholt 2013' learned about other cultures and were able to interact with others, left an especially lasting impression on the young participants.

Other selected analyses from the quantitative data

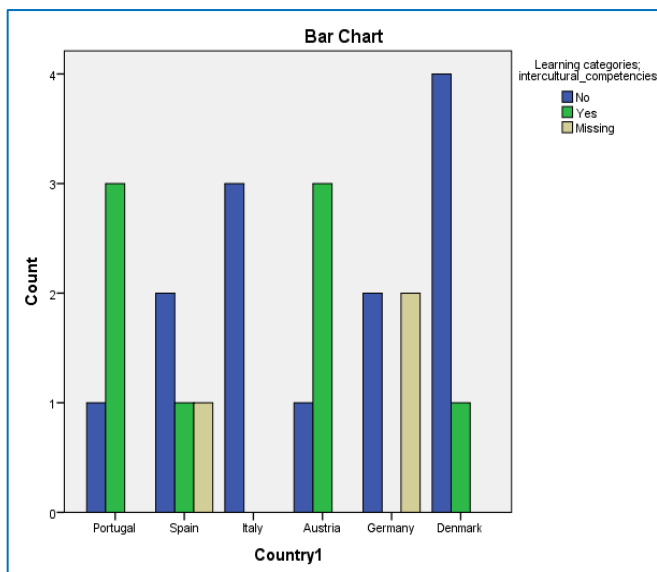
The comprehensive number of data in the 'intercultural competence' category sets the stage for a variety of analyses. In the following section however, only two examples will be presented:

- 1) the distribution of yes/no responses in the 2nd and 3rd personal interviews, in relation to the participants' countries of origin;
- 2) the distribution of ticks in the 1st, 2nd, and 3rd personal interviews for the variable, 'I can live with and talk to people from other countries'.

Distribution: countries of origin and intercultural skills

2. Personal interview - Country * Learning categories; intercultural skills – Cross tabulation

		Learning category: intercultural skills			Total
		No	Yes	Missing	
Portugal	Count	1	3	0	4
	% within Country1	25.0%	75.0%	0.0%	100.0%
Spain	Count	2	1	1	4
	% within Country1	50.0%	25.0%	25.0%	100.0%
Italy	Count	3	0	0	3
	% within Country1	100.0%	0.0%	0.0%	100.0%
Austria	Count	1	3	0	4
	% within Country1	25.0%	75.0%	0.0%	100.0%
Germany	Count	2	0	2	4
	% within Country1	50.0%	0.0%	50.0%	100.0%
Denmark	Count	4	1	0	5
	% within Country1	80.0%	20.0%	0.0%	100.0%
Total	Count	13	8	3	24
	% within Country1	54.2%	33.3%	12.5%	100.0%

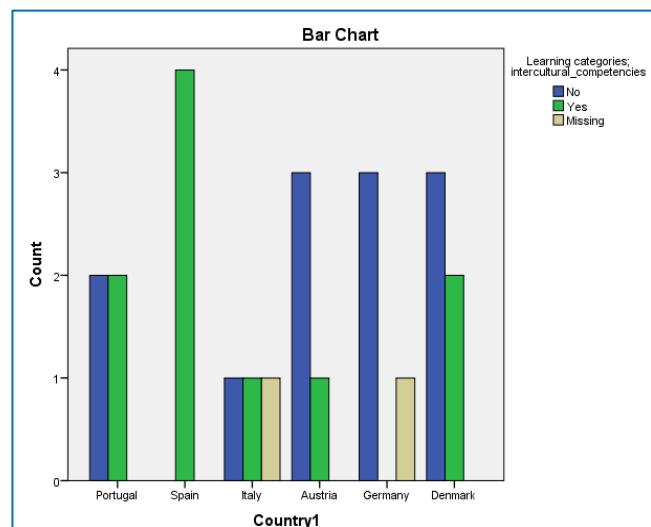


On Anholt in particular, the participants from Italy and Denmark, respectively 100% and 80%, stood out by denying having learned something about other cultures. In contrast, 75% from Portugal and Austria gave positive replies to this question.

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3. Personal interview Country * Learning categories; intercultural skills - Cross tabulation

		Learning category: intercultural skills			Total
		No	Yes	Missing	
Portugal	Count	2	2	0	4
	% within Country	50.0%	50.0%	0.0%	100.0%
Spain	Count	0	4	0	4
	% within Country	0.0%	100.0%	0.0%	100.0%
Italy	Count	1	1	1	3
	% within Country	33.3%	33.3%	33.3%	100.0%
Austria	Count	3	1	0	4
	% within Country	75.0%	25.0%	0.0%	100.0%
Germany	Count	3	0	1	4
	% within Country	75.0%	0.0%	25.0%	100.0%
Denmark	Count	3	2	0	5
	% within Country	60.0%	40.0%	0.0%	100.0%
Total	Count	12	10	2	24
	% within Country	50.0%	41.7%	8.3%	100.0%



After Anholt, the participants from Austria and Germany stood out by having 75% denying having learned about other cultures. In contrast, 100% of the participants from Spain and 50% of those from Portugal said 'yes' having learned about other cultures.

I can live with and talk to people from other countries

1. Personal interview: I can live with and talk to people from other countries

	Frequency	Percent	Valid Percent	Cumulative Percent
Neither agree nor disagree	3	12.5	12.5	12.5
Agree	10	41.7	41.7	54.2
Valid Strongly agree	10	41.7	41.7	95.8
Missing	1	4.2	4.2	100.0
Total	24	100.0	100.0	

In total **83.4 % agree**

2. Personal interview: I can live with and talk to the people from the other countries

	Frequency	Percent	Valid Percent	Cumulative Percent
Disagree	3	12.5	12.5	12.5
Neither agree nor disagree	1	4.2	4.2	16.7
Valid Agree	6	25.0	25.0	41.7
Valid Strongly agree	14	58.3	58.3	100.0
Total	24	100.0	100.0	

83.3 % agree
12.5 % disagree

3. Personal interview: I can live with and talk to people from other countries

	Frequency	Percent	Valid Percent	Cumulative Percent
Neither agree nor disagree	4	16.7	16.7	16.7
Valid Agree	8	33.3	33.3	50.0
Valid Strongly agree	12	50.0	50.0	100.0
Total	24	100.0	100.0	

83.3 % agree

The total number of 'agree' reports related to the statement 'I can live with and talk to people from other countries' is constant throughout the 3 personal interviews with the young people before, during, and after 'Anholt 2013'. However, as may be seen in the tables above, this covers fluctuations in the categories 'agree' and 'strongly agree'. The percentage who 'strongly agree' (58.3%) is highest on Anholt, least before staying on Anholt (41.7%), and in between (50%) after leaving Anholt. Interestingly, the 'disagree' category occurred only during their stay on Anholt. It illustrates that before their stay on Anholt, some young people probably generally agreed that they were able to interact with others, but confronted with the reality on Anholt, discovered the difficulties that occur in intercultural communication.

Nonetheless, the all young people seem to have moved past this, after returning home.

Difficulties in the intercultural communication during ‘Anholt 2013’ and, increased intercultural understanding after return.

Difficulties related to intercultural communication were observed in the young people's reactions to meeting young people from other countries. In particular, in the 2nd personal interview on Anholt, several of the youngsters articulated their thoughts about various kinds of barriers to intercultural communication, and in dealing with young people from other countries. For example, one of the youngsters said:

“For me it was easy to live with people from Spain, Italy and Denmark but it wasn’t that easy to live with people from Austria and Germany because most of them were so strange (except NN)”.

However, it is apparent that most of the young people developed, matured, and in retrospect, understood the cultural difficulties after they returned to their home countries. In the 3rd personal interview, the person just mentioned said:

In the beginning I looked at them they were in groups: the Germans, Austrians and Danish in one group; the Italians in another group and the Spanish in another group, but when we introduced ourselves the “Latinos” started to talk. (...) Then we meet the Danish and they were all a unique character. They were funny and a little crazy. We played Uno at night and at that moment all the participants were together. I lived with them for two weeks, I felt that I knew them for my entire life. That kind of feeling doesn’t happen often in life. In the beginning I thought some of them were arrogant and thought they were superior. It was the feeling that I had when I met them, but during the time we spent together I talked with them and that first impression wasn’t correct or I wouldn’t have become friends with them.

Another example of cultural difficulties that subsequently appears to be reflected and re-imagined in new ways after the youngster has returned to his homeland, is the following excerpt from the third personal interview:

1. Tell about 3 of the most striking experiences on Anholt?	- that we had difficulties with the other group, the Italian and Spanish people
2. Why was/is it striking for you?	- that we had an argument with two Italians
3. What do you think about it now?	- now I understand what really happened, I couldn’t understand it in the moment

Qualitative data: Intercultural skills – new insights

It is evident in the young people's comments that meeting, living, and talking with young people from other countries is exciting, but sometimes also very (too) demanding; to live so close together, to be in charge of cooking, cleaning, and organizing one’s own life is a challenge for many. As one of the young people said: ‘Some live in a big mess, they have different eating habits’. Other youngsters referred to ‘new ways of communicating, new habits’ and ‘other traditions’, which they pay attention to. However, much changed for young people after their stay on Anholt, which is indicated by both the foregoing statements and many others mentioned earlier in this report.

Interestingly, after ‘Anholt 2013’, some of the young people seemed to almost 'forget' the cultural contexts, and emphasized the other youngsters far more as friends and people, rather than as individuals coming from other countries or cultures.

The changed perspectives on 'culture' are suggested by the following statement:

<p>Do you remember your expectations before Anholt? Has something changed after "Anholt 2013"?</p>	<p>It was to learn about other cultures and make it easier for me socially. It was much more personalized than culture-oriented. I ended up having to focus on people rather than culture.</p>
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In response to the question in the third personal interview about the youngsters' recollections of his/her expectations regarding 'Anholt 2013', one of the participants replied that she expected to learn about other cultures, but ended up with focusing more on individuals than on culture. Nevertheless, in general, many of the young people both explicitly and tacitly indicated that they learnt a lot about other cultures and their ability to cope with people from other cultures. This is expressed in the statement below, made by one of the youngsters after his return:

o Has something changed after Anholt?

Yes, my way of thinking, my knowledge about other countries and cultures, I made new friends, and now I look to these youth exchanges programs in a completely different way, because I know how much they can change and affect a person's life.



Summary: Intercultural skills

In general, the quantitative and qualitative data, the observation charts, field notes and responses from the young people in the interviews indicate that there was significant learning in the learning category 'intercultural skills' in the 'Anholt 2013' project.

Other results

In this section, the youngster's evaluations and replies from the 3rd personal interview, responding to the question, 'How was Anholt 2013?' are presented. Furthermore, selected results from 'Anholt 2013' and the preceding 2011 project are briefly compared. The research results are summarized in the end of this report.

The young people's views: 'How was Anholt 2013?' - Answers from the third personal interviews.

In the 3rd personal interviews, conducted with the students after they had left Anholt most cultural difficulties, discussions about cleaning, anger, irritation, and responsibilities seemed to be forgotten.

Country-by-country responses from the young people:

Youngsters from Denmark:

"Anholt was new, inspiring, a huge experience, funny, new and serious. It was exciting to be able to live that way and it was unforgettable and very useful."

"It was entirely well. Normally I can have bad days, but on Anholt, I only had bad moments. It was fun and educational. I learned so much about myself and about others."

"It was a good learning experience, an experience of a lifetime and if others got the opportunity they have to take it. It boosts your confidence. You get something socially together and learn about other cultures just by talking to each other."

"It was different, interesting and, a very positive experience".

"Luxury-it was great. Unforgettable ... It's not something you experience every day. Anholt has made me more social and I have found out I can fill my life with other things."

Young people from Portugal:

" It was really awesome, a completely different and new experience, I got to know lots of people, that I really enjoyed to meet, and that I would like to see again, and I really miss them now that I am at home. I got to live with young people for two weeks, where we really had to do pretty much everything by ourselves, and we just helped each other, so there was no problem at all, it was, if not the best, one of the best experiences of my life"

"Anholt was a really good thing for me. I met new people and I've learned a lot of things to do in group".

"The most amazing experience I have ever had, that's all I can say."

Adolescents from Italy:

"Fantastic, I will never forget it"

"Anholt 2013 was an amazing experience, one of the best experiences that I ever did"

"An incredible experience, I learnt a lot"

Young people from Germany

"I found Anholt cool. Because the island was great. Anholt was something new"

"The island was great. The project was ok. I didnt like, that my english was not good enough to speak a lot to others. And how we devided the groups, we could have done that better. We could have worked better as a group, like with the cooking. I liked that we had the freedom to self organise our day. I liked the offers, that we could work somewhere. And I liked the landscape."

"Very great"

Adolescants from Spain:

"Anholt 2013 was a fucking awesome project. I think it was the best experience I've ever lived; I want to live it another time".

"Funny, interesting, entertaining, friendly..."

"I think that Anholt 2013 was amazing, It's an amazing experience and I would like to do it again. I think that is something unique and you have to take the chance!"

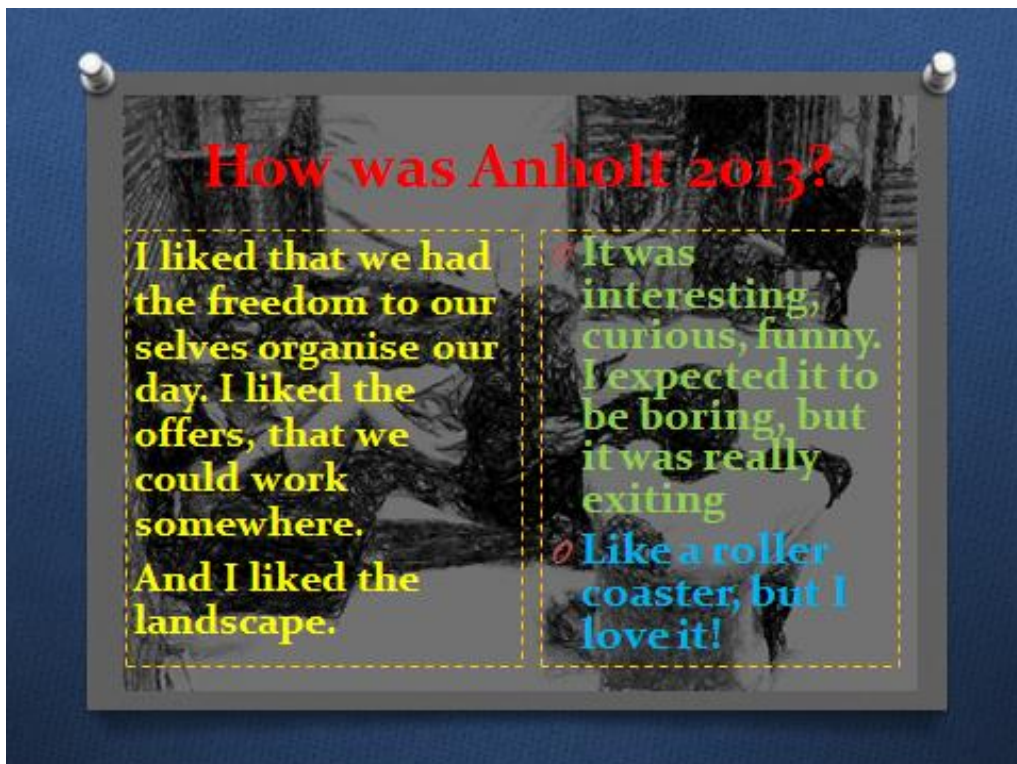
"Great"

Youngsters from Austria:

"Like a roller coaster, but I love it"

"Very nice and beautiful"

"It was interesting, curious, funny (spannend). I expected it to be very boring but it was really exiting".



Comparison of results from 'Anholt 2011' and 'Anholt 2013'.

In this section, comparisons between a few selected results related to the observation charts collected from 'Anholt 2011' and 'Anholt 2013' are presented. However, it should be noted that the previously-mentioned reservations and limitations must be taken in to account when comparing results. It should be further noted that this report uses SPSS statistical analysis, whereas for 'Anholt 2011', Excel sheets were used to tabulate data. Another difference is that in 2011, 225 observation charts were collected, compared to 711 in 2013. This represents a significant increase in the number of observation charts.

Intended or unintended learning in 'Anholt 2011' and 'Anholt 2013'

As mentioned, the research report and book on the 2011 project are available. In a comparison of the observers' perceptions of whether the situations they observed are perceived as intended or unintended, there seems to be a surprising coincidence between the data from 2011 and 2013.

"Yes, I perceive of this situation as intended"

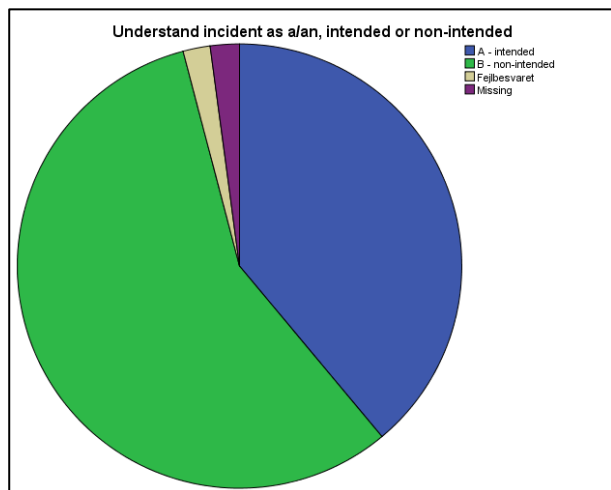
Observers at 'Anholt 2011': 38 %

Observers at 'Anholt 2013': 38.9 %

"No, I perceive of this situation as unintended"

Observers at 'Anholt 2011': 62 %

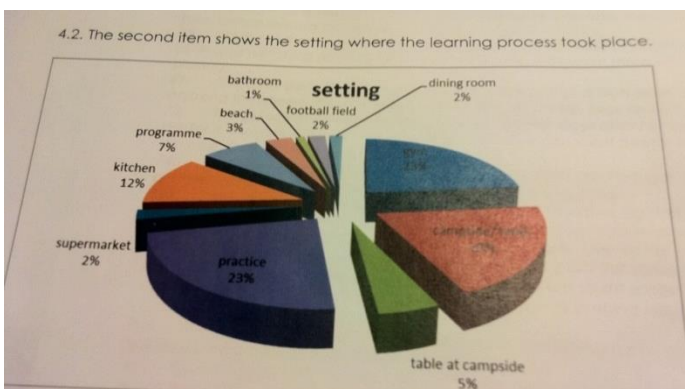
Observers at 'Anholt 2013': 57 %



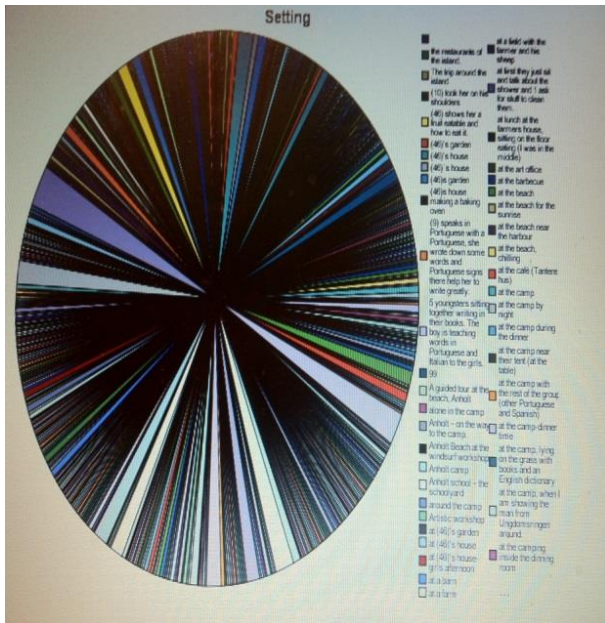
42

In the summary of the 2011 project, 'the number of informal learning moments which the observers perceived as intended (38%) by the participants' is 'compared to those which they perceived as unintended (62%)' (Schroeder 2011: 42). The results from 'Anholt 2013' are shown in the diagram, above right. However, based on the available data, it is very difficult to conclude or extract anything from this coincidence between the observers' perceptions in 2011 and 2013, which appears arbitrary.

Settings for 'Anholt 2011' and 'Anholt 2013'.



In 'Anholt 2011' (see model to the left) 30% of the settings were linked to the 'non-formal frame' of reference, defined as either internship work (23%) or leisure activities (7%) (Hölmüller 2011: 7). As mentioned, the number of observation charts increased significantly for 'Anholt 2013', and so did the various settings registered.



The pie chart (to the left) from the statistical analyses of the 'Setting' category in observation charts from 'Anholt 2013' illustrates the comprehensive number of settings connected to various learning categories in 2013. In the statistical data analysis from 2013, hence the categorization from 2011 and the specific linking of settings to either leisure activities or internship work as the 'non-formal frame' of reference was not used.

As was evident in the review of the seven learning categories investigated in this report, both the quantitative and qualitative data revealed that the observers and the students observed a wide variety of situations/settings in which informal and intercultural learning took place.

It was also shown that in both daily interviews and personal interviews, the young people indicated that they had learned new skills in almost all seven learning categories investigated. Hence, owing to the different methods of data collection for 'Anholt 2013', it seems inappropriate to single out particular situations or settings as more attached to informal learning than others. Situations and settings associated with a specific 'non-formal frame of reference' are hence not specified in this research report. As has already been noted in this report, in the daily interviews many of the youngsters indicated that they had learnt 'other skills', a category that includes both leisure activities and internship activities. However, it does not seem appropriate to compare the results of the two reports with respect to settings and informal learning.

Persons involved in 'Anholt 2011' and 'Anholt 2013'

The problems mentioned in the preceding section apply to the question of persons involved in the informal learning situations. The data from 2011 and 2013 do not seem comparable, owing to the different methods of statistical data analysis used. It should be noted that in both 2013 and in 2011, mainly those learning situations in which more than one person was involved were observed and described as situations in which informal learning took place.

Reflection charts for 'Anholt 2011' and 'Anholt 2013'

The research report from 'Anholt 2011' examines the results from the reflection charts. In total, 89 reflection charts were completed in 2011, whereas in 2013 only 36 were completed. This, combined with the methodological comments on limitations with respect to the reflection charts from the 2013 project resulted in the decision to not include the reflection charts in the research results of this report. It may also be noted that the added and implemented qualitative data collection methods of 2013, combined with the quantitative data processing of the 3 data sets, which were subsequently studied and analyzed, facilitated many other types of studies. The students' fieldwork, field notes, and reflection notes, the young people's reflections in the 2nd and 3rd personal interviews were also found to be valid and essential sources of evidence of both informal and intercultural learning.

Discussions about 'Anholt 2013'

In the review of 'Anholt 2011', the organizers and authors have mentioned some challenges arising in connection with the implementation of the project in 2011 (see page 7). Firstly, they emphasize that the understanding of the concepts of 'informal learning' and 'non-formal' learning was unclear to some of the participants, and secondly, it was noted that the educational leader team of 2011 had comprehensive discussions and disagreements about the implementation of the educational ideas in the project. The report also stated that better preparation of the observers would have been appropriate (Schroeder & Stenumgaard 2011).

The data from 'Anholt 2013' do not suggest that there were discussions about the concepts of 'informal' and 'non-formal' learning, as in the preceding project. Neither did many discussions and disagreements about the educational ideas and implementation take place at the daily meetings of the leaders.

However, some of the data show that there may still be a few factors and questions that should be thoroughly discussed among the educational leaders, if a further project is envisaged. This is addressed in the next paragraphs.

Isn't it appropriate to brief the youngsters about the educational considerations of the project before travelling to destination (Anholt in 2013)?

It is evident in the data from 'Anholt 2013' that a significant difference was observed in the educational leaders' attitudes towards the young people on the day of their arrival in Denmark (in the little village Kolind, where the Danish youth school is situated), compared to the days following their arrival on the island of Anholt. In the Danish youth school, most leaders interacted with the youngsters as 'authority figures'. However, from the moment the group arrived on Anholt, the leaders' attitudes and interaction with the young people changed significantly, without any warning. This irritated and confused them and was articulated as a problem in interviews with the youngsters, in field notes, and in interviews with selected local residents. The reflection notes from the students' field work identify some of these considerations:

Reflection Notes - from a student's field notes - Day 1:

On the first day in Kolind all the adults/leaders helped and talked to young people. Some youngsters were even told to help with practical tasks such as packing the cars and so on. What impact could this have?

Reflection Notes - from a student's field notes - Day 3:

Is it strange that the young people are asking for permission? The first day in Kolind they had to ask for everything, and when we arrived at Anholt, they were never told that this had changed. Maybe it would be different if they had been told they would have to fend for themselves?

From these comments a few questions rise: Should the intended educational ideas about self-responsibility for the young people start from the first day of arrival? Alternatively, it would be both ethically correct and appropriate to brief the youngsters explicitly before departing for Anholt, for example, during a morning meeting in which it is made clear that from this point on responsibility will devolve on the young people, and the leaders will no longer act as leaders. This way, the young people would not wonder why the leaders suddenly began acting extremely differently than they had on the previous day.

Regularly negotiations of rules – how aware are the pedagogical leaders?

The research visit, students' field notes, and comments from various pedagogical leaders raise a question about making 'negotiation of rules' a conscious and visible event. It was observed that during the daily meetings, the educational leaders regularly discussed and even negotiated the rules regarding the youngsters' comings and goings; this was ongoing, despite the underlying pedagogical ideas about the youngsters' self-determination and decisions. For example, during evening meetings, the leaders discussed whether the young people should be allowed to stay in the kitchen or outside the kitchen, whether they had to clean up, or could use the same facilities as the leaders, and so on.

There are indications that a principal consequence of the idea of self-determination seems to be frequent/daily negotiation and discussion of rules among the educational leaders. This occurs, despite the underlying idea of non-interference, and despite the idea that the young people should take the initiative themselves. This raises the question of whether **the educational leaders should accept and consciously recognize that negotiation of rules appears to be an integral, sensible, and perhaps even necessary and appropriate way to handle daily situations** within the chosen educational framework. If recognized by the leaders and discussed as such, the number of rules might be minimized, or at least might be made consciously, by the leaders themselves. Additionally, they might become more aware that they are in fact negotiating rules for young people on a regular basis.

Are the leaders allowed to help the youngsters? To praise them? How do the pedagogical leaders understand their roles?

A third question emerging from the oral interviews, field notes, and comments is the extent to which the educational leaders were allowed to help the youngsters. This question seems to be open to interpretation, discussion, and individual decision by the educational leaders. The uncertainty and lack of clarity related to this question is evident in the reflection notes:

Reflection Notes - Day 6

The difficult balancing act: What are the limits for helping, and in which situations? When to intervene?... Boundaries [are] not clear. Have we agreed that we should not interact with the youngsters? Several of the leaders seem to have little trouble with this. But it's a matter of definition - how much and how little.

Reflections following a detailed description of an incident in which the young people were barbecuing - Day 6

Many leaders came along and sometimes praised the youngsters. Has how to react to the youngsters been discussed? What influence does this praise have on the young people and their choice of activities?

Reflection Notes - Day 8

The leaders become increasingly visible, as time goes by. Are the leaders becoming restless?

Reflection Notes - Day 8

Experiencing that the pedagogical-leaders seem to feel worse than the young people – currently, it would be interesting to focus on the leaders...

Apparently, the question of the leaders' roles as neutral participants was to some degree challenged by the daily participation. If another project is envisaged, it might be relevant to address such observations.

Should the number and distribution of leaders and youngsters participating in activities be discussed?

Field notes and oral interviews show that leaders, local residents, contact persons, and students reflected on how leaders and young people should participate in each activity (leisure as well as internship activities).

Reflection Notes - Day 13

Spoke with M. today about the activities in general. She believes that the leaders have great influence on the activities. If many leaders participate, and then leave because of something else, it will affect the young people's involvement.

If possible – although always subject to negotiation - the team of leaders should discuss how the leaders should act appropriately in the activities.

Better briefing of observers?

The evaluators in the research report from 'Anholt 2011' emphasize that the observers should have been more thoroughly briefed. As mentioned on page 17 of this report, in the data processors' methodology note for this project, similar concerns with respect to the observers' roles and briefing were expressed: 'It is obvious from the data collected by the observers/interviewers that they were not briefed in such a way that the collection methods are similar. For example, the completed observation and reflection charts are characterized by a lack of uniform briefing, as the observers had apparently different focuses' (VIFIN, Methodology Note 2013, p. 2)

If the project is to continue in a new version, it may be worth considering in-depth whether this reiterated observation should be considered.

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Summary: future concerns and recommendations

As is apparent from the comments above, it could be useful to discuss and consider the following three recommendations for any future project:

- 1) Briefing young people and observers
- 2) Leaders' roles
- 3) Conscious negotiation of rules as part of the project



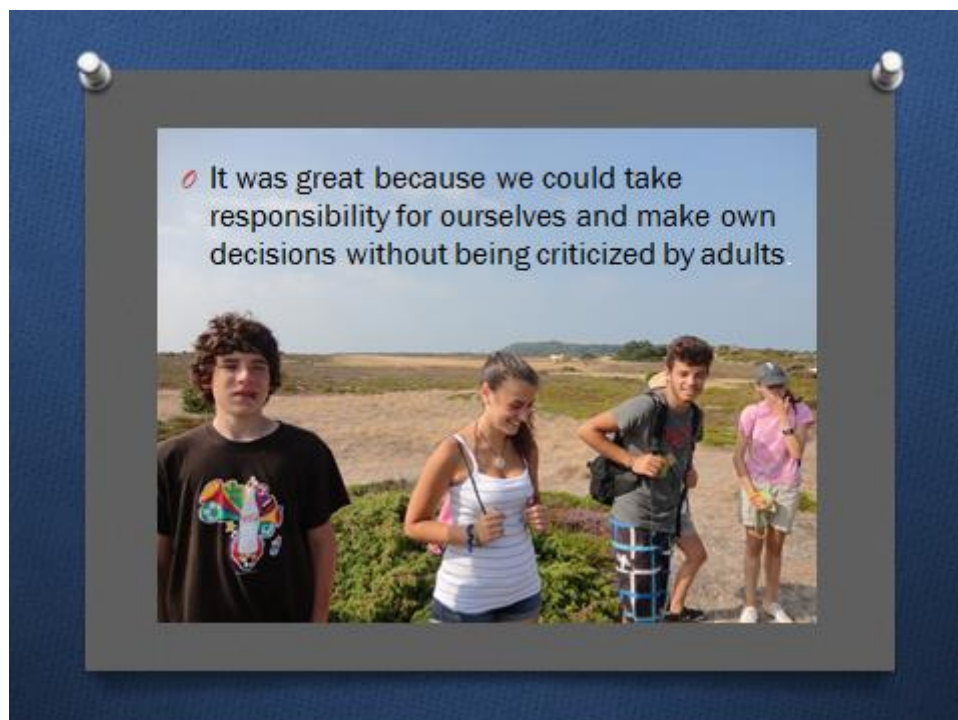
Conscious negotiation of rules –
a necessary part of projects like 'Anholt 2013'?

Informal and intercultural learning in Anholt 2013: Research questions and answers

This report presented two research questions: firstly, whether informal learning would take place among the youngsters during 'Anholt 2013', and in what ways this might occur. Secondly, there was the question of whether intercultural learning would occur, and if so, what kinds.

This report studies the two research questions by investigating seven learning categories, adapted from the EU Youthpass key competencies to the project and the particular circumstances, including the specific educational considerations underlying the project. The seven learning categories explored in this report, based on both quantitative and qualitative data are:

1. **Communication in foreign languages**
2. **Self knowledge**
3. **Basic skills**
4. **Other skills**
5. **Social and Civic skills**
6. **Entrepreneurship and sense of initiative**
7. **Intercultural skills**



Summary of results from the investigations in the project “Anholt 2013”

- 1) **Communication in foreign languages;** in general, quantitative data analyses of observation charts and interviews, and the qualitative data, such as field notes and responses from the youngsters during the personal interviews, indicate that there was significant learning in the category of ‘communication in foreign languages’ in ‘Anholt 2013’.
- 2) **Self knowledge;** both quantitative analyses and qualitative data, especially the personal interviews with the young people, reveal that many young people gained new knowledge about themselves, and also about themselves in various interpersonal relationships.
- 3) **Basic skills;** while the young people stayed on the island of Anholt, approximately a quarter explicitly mentioned having learned basic skills such as cooking, cleaning, and other things.
- 4) **Other skills;** the young people indicated they had learnt new skills and explored new roles. Overall, the observation charts, field notes, and responses of the youths in the daily interviews indicated that there was significant learning within the category of ‘other skills’ in ‘Anholt 2013’.
- 5) **Social and Civic skills;** overall, the quantitative analysis of observation charts and personal interviews, combined with the qualitative data, such as responses from the young people and field notes, indicate that there was significant learning in the ‘Social and civic competencies’ category of ‘Anholt 2013’.
- 6) **Entrepreneurship and sense of initiative;** only the observers found that the youngsters showed a sense of initiative.
- 7) **Intercultural skills;** overall, the quantitative and qualitative data, the observation charts, field notes, and responses from the young people in the interviews indicate that significant learning occurred in the learning category of ‘intercultural competence’ of ‘Anholt 2013’.

The studies carried out in this report, based on five data collection methodologies, and quantitative and qualitative analyses of the data, indicate that both informal and intercultural learning occurred during the ‘Anholt 2013 – Part II’ project.

Both informal and intercultural learning have been identified and analysed occurring in the interaction among the young people in very different situations, especially in connection with the activities and internship opportunities made available to the young people, but also in everyday situations, and other situations in which young people stayed on the island of Anholt during this project.

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Appendix

Appendix 1: Observation and reflection charts

Appendix 2: Questionnaire: Daily Interviews

Appendix 3: Questionnaire: Personal interviews

Appendix 3a: 1. Personal interview guide – before the 'Anholt 2013' project

Appendix 3b: 2. Personal interview guide – during the 'Anholt 2013' project

Appendix 3c: 3. Personal interview guide - after the 'Anholt 2013' project

Appendix 4: Research Design of the 'Anholt 2013' project

Appendix 5: Coding dates of the 'Anholt 2013' project

Appendix 6: Quantitative data processing of data set 'Observation Charts' of three of EU YouthPass Key Competences: 1) Digital competences; 2) Mathematical and basic competences in science and technology and; 3)'Learning to learn'

Observation chart – daily - “Anholt 2013”

Observing Chart Nr.:Day: Observer:.....

1. Involved persons:.....
.....
2. Setting:.....
.....
3. Pro-
cess:.....
.....
4. I understand this incident as a/an
a. Intended learning process
b. Non-intended learning process
5. What I observed refers to one of the **four categories of intercultural competence***.....
.....
6. What I observed refers to one of the **eight categories****:.....
.....
7. I asked a person to fill in a reflection chart: yes no

***(1)Knowledge about others (2) Ability to cope with others (3) Ability to change perspective (4) Ability to act in multicultural settings**

**** (1) Learning to learn; (2) Communication in mother tongue (3) Communication in foreign languages; (4) Basic competence in science and technology (5) Digital competence; (6) Social and civic competence; (7) Entrepreneurship/sense of initiative (8) Cultural awareness and expression**

Reflection chart – if possible: daily - “Anholt 2013”

Reflection-charts
(related to the observing Chart nr..... /Name:)

1. There was something new in what I saw/experienced
Yes No
2. I learnt something I asked for
Yes No
3. I learnt something about other people and their way of living
Yes No
4. I learnt something new about my self
Yes No
5. I was not aware of learning till the observer asked me for reflection
Yes No, I was aware of learning
6. In the process I felt accepted as a person
Yes No
7. personal statement: (what was the learning about; how did I feel in the process; etc.)
.....
8. What I observed refers to one of the **four categories of intercultural competence***.....

.....
9. What I observed refers to one of the **eight categories**** :.....

***(1) Knowledge about others (2) Ability to cope with others (3) Ability to change perspective (4) Ability to act in multicultural settings**

**** (1) Learning to learn; (2) Communication in mother tongue (3) Communication in foreign languages; (4) Basic competence in science and technology (5) Digital competence; (6) Social and civic competence; (7) Entrepreneurship/sense of initiative (8) Cultural awareness and expression**

Appendix 2: Questionnaire for Daily Interviews

Daily Questionnaire: (in mother-tongue, translated in English)

1. Please, tell me what happened during your day? (If you took part in any organized activity, please tell me about it.)

2. What was new for your today?

3. Think of any "normal" situation today (preparing the meal, washing the dishes, shopping etc.) – was there anything worth to be mentioned?

4. Was there something you learnt today?

5. What were the things that helped you feel good today?

6. What were the things that made you fell not so good today?

7. Did you have enough time to stay by yourself?

Appendix 3a: 1. Personal interview guide – before the 'Anholt 2013' project

First personal interview – “ANHOLT 2013”: 1-14. July 2013 in home country - return to kp@dpu.dk 14. July 2013 – thanks ☺

- Name of interviewed person:
- Date of interview:
- Language used for interview:
- Place of interview (home/club):
- Interview carried out by:

1. Information about the individual/young person	
Name:	
Age and School grade:	
Male/Female:	
Country	
Parents occupation:	
Living in urban or rural environments	

2. Person’s knowledge about another country/culture	
Languages known according to the young person him/herself:	
Visited other countries:	
Knows persons from other countries (who? Age? Relation? Country? Area?):	
Knowlegde about other European countries? from where: Television/Internet/Facebook/other	
Will you search knowledge about other countries before “Anholt 2013”? How? Why/Why not? Explain..	

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3. Person’s expectations and feelings about Anholt 2013	
What do you expect from “Anholt 2013”?	
Whom do you expect to meet? What could their names for example be? Why?	
What feelings do you have about meeting young people from other countries?	
What feelings do you have about being in another place and country? Any fears? Any hopes	
Other thoughts?	

4. Ability to cope with others: Statements: I know how to..../ I can...					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I know how to live in another place					
I know how to talk to people whom I don’t know					

I can understand other persons					
I can live with and talk to people from other countries					
I know what to do, if I feel insecure in another place					
I know how to solve my own problems					
I know how to solve the problems of others					

Appendix 3b: 2. Personal interview guide – during the 'Anholt 2013' project

Second personal interview – Anholt 2013 -: between 5th and 9th August on Anholt. Collect and return to Karen

Name of interviewed person:

Date and time of interview:

Language used for interview:

Interview carried out by:

1. Information about the individual young person's knowledge about persons from other countries/cultures	
1. Tell me the names of those you have talked with during "Anholt 2013"	
2. Are there some of the others you've spoken/interacted really a lot with?	
3. Who?	
4. Tell about her/him/them	
5. Where does she/he/they come from?	
6. What is her/his/their interest?	
7. Do you have common interests?	
8. Do you know how she/he/they live back home?	
9. What is his/her/their language?	
10. Can you say something in that language?	
11. Why do you talk a lot to him/her/them? Can you explain..	

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2. Feelings, experiences, reflections about Anholt 2013	
1. How is "Anholt 2013" up till now?	
2. Tell about one of the most strange things on Anholt	
3. Why was/is it strange? Explain	
4. Tell about one of the most exciting experiences	
5. Why was/is it exciting?	
6. Who participated?	
7. Can you tell what you have learnt in Anholt?	
8. Is it easy/difficult or normal to you to live with people from other cultures/countries?	
9. Explain..	
Other remarkable things and thoughts?	

3. Ability to cope with others: Statements: I know how to..../ I can...					
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I know how to live and participate in "Anholt 2013"					
I know how to talk to people, whom I did not know before "Anholt 2013",					
I can understand the other persons here					
I can live with and talk to the people from the other countries					
I know what to do, if I feel insecure here					
I know how to solve my own problems					
I know how to solve the problems of others					

Appendix 3c: 3. Personal interview guide - after the 'Anholt 2013' project

Third personal interview "Anholt 2013": 19-30. August 2013 in home country return to kp@dpu.dk 1. September 2013 – thanks 😊

Name of interviewed person:

Date of interview:

Language used for interview:

Place of interview (home/club):

Interview carried out by:

1. Information about the individual young person's knowledge about and interaction with persons from other countries/cultures	
1. What did you learn in "Anholt 2013" about the other young people? Tell 3 important things..	
2. With whom did you spend the most time during "Anholt 2013"?	
Tell about her/him/them 3. Where did she/he/they come from? 4. What was her/his/their interest? 5. Did you have common interests? 6. What did you do together? 7. Can you say something in that/those languages? 8. Why did you talk a lot to him/her/them?	
9. What was new for you and what did you learn from that? 10. Did you change some of your thinking about others after "Anholt 2013"? What in particular - and why? Explain please..	

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2. Feelings, experiences, reflections about Anholt 2013	
10. How was "Anholt 2013"?	
11. What were the 3 most exciting things you experienced?	
12. Why was/is it exciting?	
13. What do you think about it now?	
14. Tell about 3 of the most striking experiences in Anholt?	
15. Why was/is it striking for you?	
16. What do you think about it now?	
17. Has something surprised you? What?	
18. Was it easy/difficult or normal to you to live with people from other cultures/countries?	
19. Do you remember your expectations before Anholt?	
20. Has something changed after "Anholt 2013"?	

3. Ability to cope with others: Statements: I and ...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I know how to live in another place					
I know how to talk to people whom I don't know					
I can understand other persons					
I can live with and talk to people from other countries					
I know what to do, if I feel insecure in another place					
I know how to solve my own problems					
I know how to solve the problems of others					

Appendix 4: Research Design of the 'Anholt 2013' project

Research Plan – Anholt 2013	June	July	July	July	July	July-Aug	Aug	Aug	aug	Aug-sep	Sep – Nov/Dec
	24-30	1.-7.	8.-14	15.-21	23.-28	29.-4	5.-11.	12.-18	19.-25	26-1.	
Activity	<p>Research plan and charts:</p> <p>Send Response to Karen kp@dpu.dk by latest:</p>	<p>FIRST Interview with young people in home country</p> <p>Send to Karen kp@dpu.dk by latest:</p>		<p>ANHOLT 26.7-10-8</p> <ol style="list-style-type: none"> Daily observation charts (observers) Daily reflection charts (youngsters) Daily Fieldwork observations (students) Daily interviews <p>AND:</p> <p>SECOND interview with young people on Anholt</p>		<p>THIRD Interview and Final self-assessment of Intercultural Experience with young people in home country</p> <p>Send to Karen kp@dpu.dk by latest:</p>		<ol style="list-style-type: none"> Data Collection Data Analysis Preliminary presentation at Ministry Conference, DK (Sep. 20th) Research Report & Booklet 			
Deadline:	30. June	14. July		6. August				30. August		15. December	

Appendix 5: Coding dates of the 'Anholt 2013' project

Days	mentioned as	to be coded as
arrival Kolind		
26.7.2013		26.7.2013
Departure to Anholt		
27.6.2013	day 1	27.6.2013
Anholt		
28.7.2013	day 2	28.7.2013
29.7.2013	day 3	29.7.2013
30.7.2013	day 4	30.7.2013
31.7.2013	day 5	31.7.2013
1.8.2013	day 6	1.8.2013
2.8.2013	day 7	2.8.2013
3.8.2013	day 8	3.8.2013
4.8.2013	day 9	4.8.2013
5.8.2013	day 10	5.8.2013
6.8.2013	day 11	6.8.2013
7.8.2013	day 12	7.8.2013
8.8.2013	day 13	8.8.2013
Departure day from Anholt to Kolind		
9.8. 2013		9.8. 2013

Appendix 6: Quantitative data processing of data set 'Observation Charts' of:

- 1) Category 'Knowledge about others' and, two of EU YouthPass Key Competences:
- 2) Learning to learn and,
- 3) Basic skills in science and technology

Observation charts: Knowledge about others

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	360	50,6	50.7
	Yes	221	31,1	81.8
	Missing	129	18,1	100.0
	Total	710	99,9	100.0
Missing	System	1	,1	
Total	711	100,0		

Observation charts: Learning to learn

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	482	67,8	67.9
	Yes	191	26,9	94.8
	Missing	37	5,2	100.0
	Total	710	99,9	100.0
Missing	System	1	,1	
Total	711	100,0		

Observation charts: Basic skills in science and technology

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	470	66,1	66.2
	Yes	203	28,6	94.8
	Missing	37	5,2	100.0
	Total	710	99,9	100.0
Missing	System	1	,1	
Total	711	100,0		

The Anholt Project 2013



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**Informal and Intercultural Learning Among Young
Europeans
ANHOLT 2013
RESEARCH REPORT**

By
Karen Bjerg Petersen

Department of Education
Institut for Uddannelse og Pædagogik
DPU

Aarhus University
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