BAS
BEYOND APPARENT
STEREOTYPES

BAS TOOLBOX

A Practical Guide for the Implementation of school Intercultural Exchanges with

Table of Contents

WHY BAS? THE STORY BEHIND THE PROJECT AND THE TOOLBOX.

In the past decade, we are experiencing a rise in nationalism and conflicts between communities. The reaction to the refugee crisis in 2015 and the closure of borders during the pandemic are the latest expression of the fear of the "other". Such events tend to reinforce existing prejudices in a community (culture or country) of another group/community/nation. As prejudice we can define the animus, or negative bias, toward social groups and their putative members[1]. The reaction to the increasing growing cultural diversity is often reclusion and retraction, and a growing support of community, 'nativism' and nationalism. In the realm of institutional politics, this movement leads to an increase in anti-European stands from populist parties in many European countries[2]. One of the key questions that needs to be addressed in this context is how European societies characterized by a growing diversity can promote (European) citizenship and tolerant attitudes towards 'others' in a way that does not stigmatize or misrecognize cultural identities.

To respond to this question, the project looks into intercultural competences and skills among young people at secondary school level of 15/16 years of age. Building cultural skills and competences teaches pupils to analyse people as distinct and multifaceted individuals and moves beyond natural stereotyping and clichés fostering social inclusion. The aim of BAS is to tackle and surpass the existing stereotypes and to lower prejudice. The best way of doing so is to immerse the students in another cultural context.

The BAS project wishes to provide students with a deeper insight into cultural characteristics, such as lifestyle, cultural heritage and social habits. This is achieved with the help of a transnational approach and the encounter with the 'other' through a series of intercultural exchanges. In addition to the positive and constructive cognitive experience, the mobility of youngsters contributes to the shaping of a sense of place and a European identity through the building of bridges encompassing geographical and cultural boundaries.

Intercultural Exchanges: A impactful tool for schools

Within the framework of the BAS project, four intercultural exchanges for secondary education students were realized within the project's lifespan. Students from the four partner countries, namely Belgium, Bulgaria, Greece, and Spain were provided with the opportunity to meet the students of the partner school and participate in a wide range of activities.

But what are the benefits of the intercultural exchange trips for the students? Why we chose this path to address the objectives mentioned previously?

---

[1] Paluck et al., 2020

[2] Kneuer, 2019

In the Horizon Report on trends, challenges, and technologies for schools in Europe, Johnson et al. (2014) pointed on implementation of informal education outside the school walls as one of the main challenges of the educational system of Europe for the upcoming years. Outside class activities, such as educational field trips, are recognized as valuable educational tools for environmental and scientific education by promoting an appreciation and understanding of classroom concepts.

In general **field trips**:

- ➢ **increasing the student's knowledge foundation**[3].

- ➢ **promoting further learning** and **higher-level thinking strategies**[4].

- ➢ can **enhance students' interest, motivation**[5].

When it comes specifically to intercultural communication and understating, **field trips**:

- ➢ can **contribute** significantly **to cross-cultural understanding** through the encountering of another culture[6].

- ➢ help to **prevent and reduce conflicts** and deal in a constructive and peacebuilding manner with stereotyped representations[7].

- ➢ offer an opportunity for self-development and learning, and seeking experiences that **expand understanding of one-self and the surrounding world**[8].

The most important is that the learning coming from an intercultural exchange, as a non-curriculum-based learning, is 'free-choice' learning. That learning characterized by a reasonable amount of choice and control over what, where, when, with whom and why they learn'[9].

---

[3] Behrendt & Franklin, 2014

[4] Behrendt & Franklin, 2014

[5] Morag & Tal, 2011

[6] Diekmann et al, 2019

[7] Desboilles-Higgins, 2006

[8] Falk et al., 2012

[9] Bos et al, 2015

BAS project is therefore making use of the "tool" of non-formal intercultural exchanges in order to develop intercultural competences and skills among young people at secondary school level. The project wishes to tackle and surpass the existing stereotypes - in case they do exist - and lower prejudice. The best way of doing so is to immerse the students in another cultural context. This cultural immersion approach can be broadly described as a method in which participants engage in activities with people in a cultural environment different to their own. The aim is to, 'promote cross-cultural sensitivity, enhance self-awareness in relation to cultural contexts, focus on commonalities among cultures, and promote the awareness of the subjective level of culture'[10]. Towards that directions the intercultural exchange trips are a powerful asset.

The Toolbox

The BAS Toolbox aims at providing parties involved in the development and implementation of intercultural school exchanges with a set of tools and suggestions drawn from the BAS project experience with the organisation of such exchanges.

The document includes:

- An introduction to the BAS intercultural exchanges and the objectives behind them.
- A practical guide including:

    a step by step description of the phases of an exchange preparation and implementation.

    roles and responsibilities for all involved parties.

    a pool of activities planned and implemented within the context of BAS exchanges.

- A set of recommendations based on the BAS experience.
- A set of practical tools (Annexes) for the implementation and follow-up/reporting of exchanges.

---

[10] Walton et al, 2015

1. ORGANISING A CULTURAL EXCHANGE SCHOOL TRIP: A PRACTICAL GUIDE FOR THE ORGANIZATION AND PREPARATION OF SCHOOL INTERCULRUAL EXCHANGES BASED ON THE BAS EXPERIENCE.

In this section you'll find precise information for the preparation and implementation of a school intercultural exchange.

Based on the BAS experience the reader will have the opportunity to access:

suggested steps to be followed in each phase of the exchnage preparation and implementation	a set of roles and responsibilities for all parties involved
Guidelines for activities selection and the virtual mode alternative	a set of questions for the assesment of the impact of the exchange

For more information on the methodology and the theoretical background behind the BAS approach of implementing an intercultural exchange you can refer to the BAS Research Report.

1.1 PHASES OF EXCHANGE PREPARATION AND IMPLEMENTATION: STEP BY STEP GUIDE

For the needs of the BAS exchanges a three phased approach (pre-trip, on-trip, post-trip) was used for the preparation and implementation of the activities. In this section a step by step guide of going through each phase will be presented.
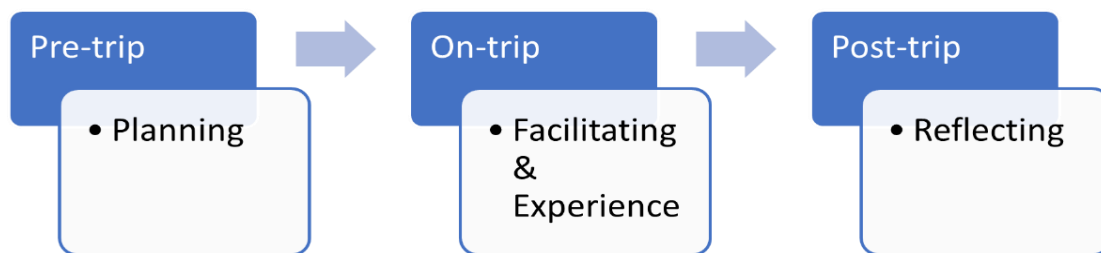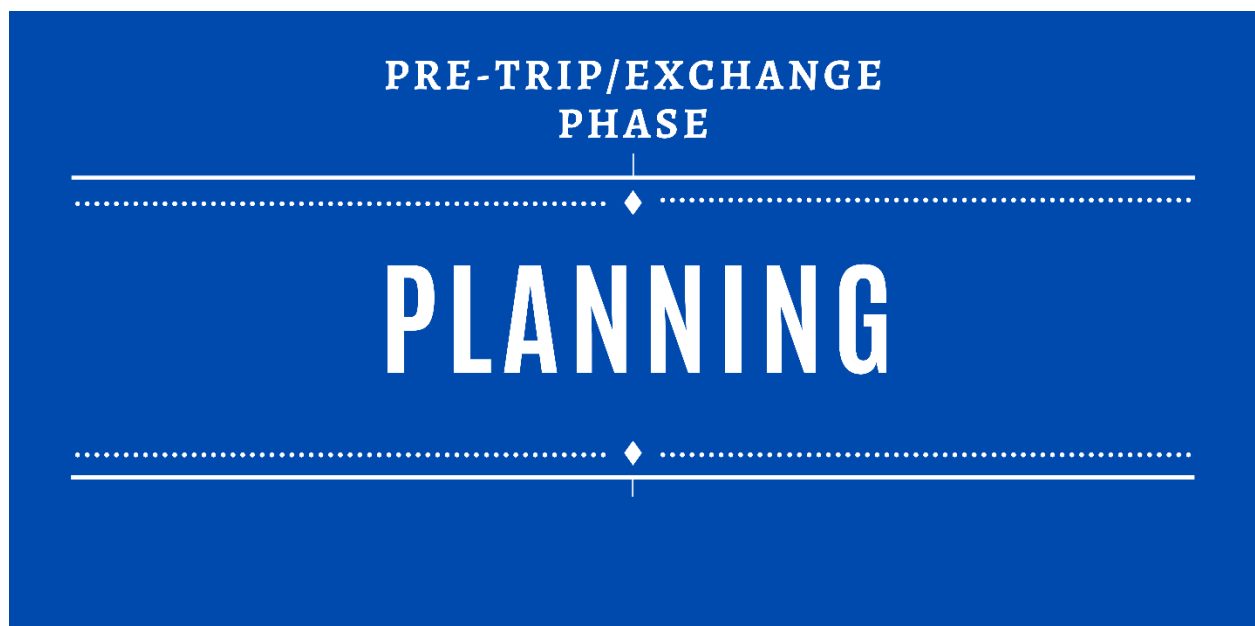
Pre-trip → On-trip → Post-trip

- Planning
- Facilitating & Experience
- Reflecting

Figure 1: The phases of the trip preparation and implementation

PRE-TRIP/EXCHANGE PHASE

PLANNING

Pretrip preparation is the most important of all the steps when organizing a trip/exchange, and careful planning is the key to success.

In more detail the next steps should be followed:

1. Set the aims and objectives of the trip and select the participating students: Once the partnership is settled the schools agree on the aims and objectives of the trip and select the groups (host and guests) of participating students.

2. Agree on trip dates: The incoming school decides, in collaboration with the hosting school, on the dates of the trip. A week long trip is suggested for an intercultural exchange.

3. Complete administrative paperwork: Each school is responsible for the completion and gathering of all the required administrative paperwork (such as contact lists and contact information lists for participating students).

4. Conduct a Pre-survey (on stereotypes and perception of own and "other" culture) with the participating students: At this stage it is important that a survey on the students' stereotypes and cultural perceptions is being developed and filled in by the students well in advance of the trip. The results of that survey will be revisited after the end of the trip and will provide a clear idea of the impact of the whole cultural exchange activity.

5. Organise the practicalities of trip: Each school take care of all the travelling practicalities associated with the trip. Those, include:

- the booking of tickets,
- the booking of accommodation in the hosting city,

Those issues should be settled in time, at least a month before the departure date.

6. Plan introductory workshop between the two groups with an initial cultural briefing:

An online meeting between hosting and visiting students. During this session students (split in groups) will have the opportunity to introduce themselves and do a small cultural briefing (inducted to the reality od the city they are going to visit). This session will pave the way for the smooth implementation of the exchanges and will help accompanying teachers have a better idea of the group dynamics and the intergroup contact and such identify possible issues on an early stage[11]

7. Draft the complete trip program: The host students, with the assistance of the teachers, will draft the complete exchange programme, which will include the exchange timeframe and the activities to be implemented. It should be noted that in the programme some slots/time should be allocated to visiting students in order to present aspects of their culture.

8. Draft a practical checklist: A practical checklist (link to pdf/admin forms) could be drafted and distributed to all students. Students should make sure to have it all checked before the departure[12].

ON-TRIP/EXCHANGE PHASE

FACILITATING & EXPERIENCE

The on-trip phase is important as it brings students from different backgrounds together and provide them with the opportunity to meet each other and self-grow through this interaction.

---

[11] see ANNEX I for workshop reporting template.

[12] See Annex V

For a smooth trip experience, the following should be kept in mind:

1. Teacher acts as an experience facilitator while providing the students with autonomy and freedom (the programme that is being followed is actually prepared by the students).

2. The two groups should be provided with plenty of opportunities to interact with each other: Interaction with local students could be one of the more meaningful experiences of the trip. Activities that will bring them together should be organised (exmpl: A joint welcome reception/dinner or A joint city tour where hosting students act as tour guides for the visiting group).

3. Accessing students' reactions and impressions: An activity evaluation question is suggested to be shared with students right after the end of each activity.

4. Make memories from the experience: The students are encouraged to record moments of the trip on camera and take photos in order to prepare an official trip vlog.

5. Do not forget to **Enjoy the trip!**

POST-TRIP/EXCHANGE PHASE

REFLECTING
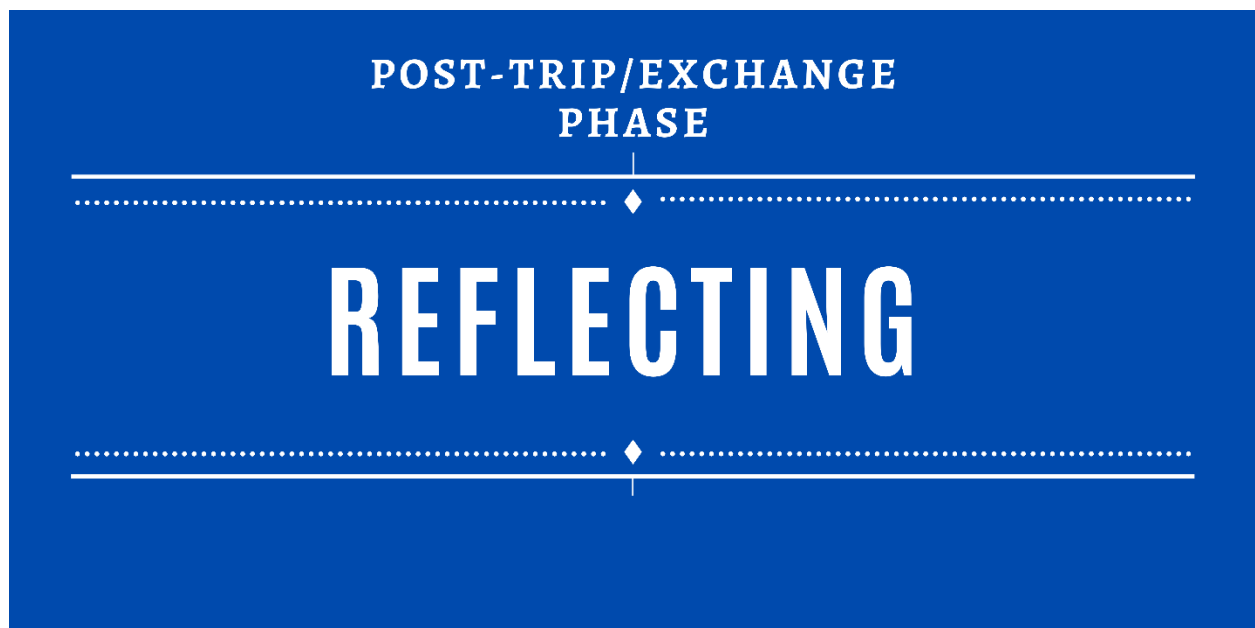
The post-trip phase provides an opportunity for participants to reflect on their authentic experience and integrate the on-site learning.

After the end of the cultural exchange trip experience participants should:

1. Access students' post-trip reflections: Students are asked to fill in a post-trip survey in order to compare the results with that of the pre-trip survey and see in which ways the trip objectives have been achieved or not. The survey highlights the benefits of such project in terms of learning experience and exposure to different cultural contexts while provides at the same time an assessment of the methods and activities implemented and opens the road for future improvements.

2. Run an unofficial debriefing session where students and teachers can evaluate and discuss their experience.

3. Disseminate the experience: The teachers and students participated in the exchanges are encouraged to share the experience and knowledge gained through the cultural exchange trip with other students and teaching staff within their schools.

1.2 ROLES AND RESPONSIBILITIES[13]

A clear distinction of the roles and the responsibilities of the participating parties (teachers/mentors, students, parents) is a matter of great importance for the proper organization and the smooth implementation of every cultural exchange school trip. A detailed overview of those roles and responsibilities follows:

The teachers

The sending school Teachers

The sending school nominates teachers/school staff who will facilitate the trip organisation and accompany students on the trip. The school will provide to the accompanying teachers all the means for the smooth implementation of the exchanges.

The sending school teacher, will:

o Select the group of students

o be well aware of the relationship dynamics within the group.

o Make sure that informed consents of students and their parents/guardians are provided in advance of the exchanges.

o Draft lists with students and parents/guardians contact details and pass the information to host school. Those data will be treated as confidential.

o Remind students of the trip practicalities (valid travelling documents etc.).

o Act as the link between the sending school and the host school and communicate regularly with the teachers in the host school.

o Provide students with freedom and autonomy to facilitate their learning during the trip

---

[13] Adapted by Guidelines on Organizing Students' Mobility from and to the European Schools, Source: https://www.eursc.eu/BasicTexts/2016-01-D-49-en-4%20+Annex.pdf

o While on a trip teacher, the teacher acts as a facilitator and interferes when needed.

o Ensure the safety of all participants and the smooth running of the trip.

The host school Teachers

The host school nominates teachers/school staff who will cooperate with the sending school teachers/staff for the smooth implementation of the trips. The host school will provide to the teachers all the means for the smooth implementation of the exchanges.

The mentor (teacher), will:

o Act as the link between the host school and the sending school and communicate regularly with the teachers in the host school.

o Treat all the personal data of guest students received as confidential

o Support the students and staff of the incoming school throughout the stay.

o Provide Certificates of Attendance to visiting students after the end of the exchange (see ANNEX III)

Teachers of the sending and host school are the ones that facilitate the implementation of the assessment research taking place in parahell of the exchange.

The Students

The student will:

o Provide the sending and host schools with all necessary information which might be relevant (Consent form, contact information)

o Prepare for the stay abroad (linguistic preparation if necessary, participation in training events/workshops provided at school before the trip)

o Ensure their travel documents are up-to-date

o Fill-in the surveys: pre-trip, on-trip and post-trip

o Actively participate in the development of the programme of the trip in collaboration with students from the host school

o Not take unnecessary risks and behave responsible

o Be sensitive to local codes and customs

The Parents/guardians
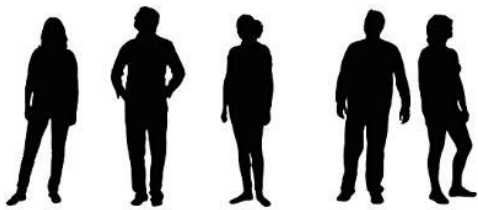
The parents/guardian will:

o Sign the Parental/Guardian consent form and get informed about the project and its aims

o Provide sending and host school with the needed contact details

1.3 ALTERNATIVE OF VIRTUAL EXCHANGES AND ACTIVITIES EXAMPLES

On some occasions, as happened with the BAS exchanges, physical exchanges have to be adapted into virtual exchanges due to a range of factors. In that case the content and nature of activities planned might differ from one context to the other.

To draw inspiration on your programme drafting in such cases, a pool of the activities for physical trips and their virtual exchanges alternatives, based on BAS experience, is presented below:

ACTIVITIES FOR PHYSICAL EXCANGES

"Guided tours" "off the beaten track visits organised by the host class" "pick-nicks"

"meeting sessions" "traditional dancing sessions" "workshop on stereotypes"

"music activities" "participative school graffiti session" "football team visit"

"workshop on climate action" "attending school classes in host school"

"participative traditional cooking" "field trips to near destinations" "workshop on languages"

"treasure hunt" "robotics activity"

ACTIVITIES FOR VIRTUAL EXCHANGES

"Videos of cities, neighborhoods" "meeting sessions" "sessions on culture, heritage and history"

"online participative dancing sessions" "music and singing sessions"

"workshop on stereotypes" "online session with local artist" "recipe exchange of local dishes"

"workshop on languages" "Online quiz sessions"

Figure 2: Examples of activities for physical and virtual exchanges.

Selecting Activities for your exchange: Some guidelines

Of the activities (virtual) implemented those that worked the best with the groups of outgoing and incoming students and had the biggest impact on the students included:

- The **"meeting sessions"** where students have the opportunity to present aspects of their everyday life, their school and their country.

- the **workshops on stereotypes** where students had the opportunity to discuss stereotypes about and in their respected countries.

- the **workshop on languages** which provide students with the opportunity to learn more about each other language while noting possible similarities in vocabulary and phrases.

- and the **Online quiz sessions** which can be informative and entertaining for the participating students at the same moment.

It was generally noted that students preferred the less structured activities that allowed the dialogue between them and the exchange of ideas. The sessions where students presented aspects of their culture (including youth culture) and their everyday actions acted as a bridge for finding common places and better understanding each other and in many cases can lead to fruitful discussions. In a similar manner the "language sessions" provided students with an opportunity to meet a very important aspect of the "other culture" and find common places between the languages of hosts and guest. Finally Quiz sessions as a closing day activity provide students an entertaining way to integrate learning they have done throughout the week.

It should be noted though that in order to get the most out the activities and spark real intercultural dialogue among students (thus tackling any stereotypes) **it's important**:

- **to equally engage both groups (hosts, guests)** in the activities. Guests should be allocated with time to present their culture and not be merely receivers of information provided by the hosts.

- **to provide time for discussion and reflection during and after each activity.** Dialogue is very important for the building of an intercultural understanding and the tackling of stereotypes.
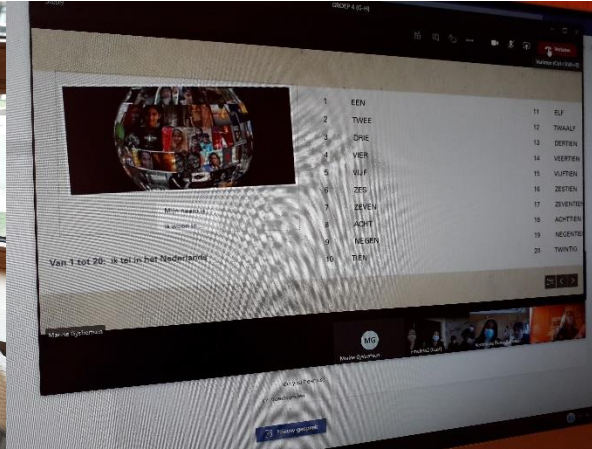

Image 1: Language Exchange Workshop   Image 2: Meeting Session

Image 3: Online Quiz Session (Kahoot)

1.4 ACCESSING THE IMPACT OF YOUR EXCHANGE

As mentioned in the previous for the assessment of the impact of the exchange on the participating students a research is suggested to be carried out in parahell with the exchange preparation and implementation. Below you can find a **suggested set of questions** that can be used:

- for the **general experience and activity evaluation.**
- for investigated the **intergroup contact** among participants and the **levels of intercultural communication and understanding.**
- for exploring the **impact** of the exchange **on** students' **cultural attitudes, stereotypes and perception of themselves and the "other"** (stereotypes, general cultural attitudes).

The questions provided here are selected items from the much wider BAS research.

Item for on-site activity evaluation

Q. Indicate how you felt about the main activities. (With date clarification…)

Were they challenging?

Were they interesting?

Did you enjoy what you were doing?

Did you wish you were doing something else?

Did you find the communication (verbal and non-verbal) with your peers in (country), within the mutual activities, easy?

For the on-site assessment of the activities impact a third party on-site observation is also suggested. You can refer to ANNEX II for an activity observation table example.

Items for Post-exchange activity evaluation

Q. How satisfied are you with the cultural exchange experience overall?

Very unsatisfied, Unsatisfied, Neutral, Satisfied, Very Satisfied

Q. Through the cultural exchange experience, I (pick the appropriate answer)[14]:

Completely Disagree, Disagree, Neither agree nor disagree, Agree, Completely Agree

I learned about the "other" country and its culture

I broadened my cultural horizons

I improved my intercultural communication skills

I increased my language skills

I become better at collaborating with my classmates

Q. Mention the most enjoyable part of your experience during the exchange activities. Reply briefly.

Open question

Q. Mention the least enjoyable part of your experience during the exchange activities. Reply briefly.

Open question

Items for accessing intergroup Contact

Q. On a scale from 1 to 10 how well did you communicated (verbal and non-verbal) with your peers from the "other" country during the activities you've participated in? With 1 being the worst on the scale and 10 the best.

Scale 1 to 10.

Q. Have you been in touch with your project peers (from abroad) since the end of the exchange?

Yes/No

---

[14] Item adapted from https://www.slideshare.net/gosiaa_g/evaluation-survey-students-be-globally-aware-2

Q. If yes, what is the main mean of communication? Select all that apply.

Instagram

Facebook/Messenger

Items on cultural attitudes, stereotypes and perception of self and the "other" (To be used in both pre- and post-survey as to allow comparisons).

Q. What is a culture, in your view? Completely agree Agree Disagree Completely disagree

A way of living, thinking, acting and feeling

A collection of practices: food, language, clothing style, religion, type of family, etc.

Different ways people look like, their external appearance

Q. Do you think that a country can have several cultures?

Yes/No

Q. All things considered, how satisfied are you with your life as a whole nowadays? Please tick the box.

Completely satisfied, very satisfied, Fairly satisfied, Neither satisfied nor dissatisfied, Fairly dissatisfied, very dissatisfied, Completely dissatisfied, can't choose

Q. Below are items that relate to the cultures of different parts of the world. Work quickly and record your first reaction to each item. There are no right or wrong answers. Please indicate the degree to which you agree or disagree with each item using the following fivepoint scale: 5 strongly agree, 4 agree, 3 neither agree or disagree, 2 disagree, 1 strongly disagre[15]

Most other cultures are backwards compared to mine. Can you give an example? (1)

My culture should be the role model for other cultures. (2)

People from other cultures act strange when they come to my culture. (3)

Lifestyles in other cultures are just as valid as those in my culture. (4)

---

[15] Neuliep, J. W., & McCroskey, J. C. . (2013), Ethnocentrism Scale

Other cultures should try to be more like my culture. Can you give an example? (5)

I am not interested in the values and customs of other cultures. (6)

People in my culture could learn a lot from people in other cultures. Can you give an example? (7)

Most people from other cultures just don't know what's good for them. (8)

I respect the values and customs of other cultures. (9)

Other cultures are smart to look up to our culture. (10)

Most people would be happier if they lived like people in my culture. (11)

I have many friends from different cultures. (12)

People in my culture have just about the best lifestyles of anywhere. Can you give an example? (13)

Lifestyles in other cultures are not as valid as those in my culture. (14)

I am very interested in the values and customs of other cultures. (15)

I apply my values when judging people who are different. (16)

I see people who are similar to me as virtuous. (17)

I do not cooperate with people who are different. (18)

Most people in my culture just don't know what is good for them. (19)

I do not trust people who are different. (20)

I dislike interacting with people from different cultures. (21)

I have little respect for the values and customs of other cultures. Can you give an example? (22)

Q. Please respond to items below[16]:

In what European Union country, if any, are people the most trustworthy?

In what European Union country, if any, are people the least trustworthy?

In what European Union country, if any, are people the most arrogant?

---

[16] Source: Pew Research Center

In what European Union country, if any, are people the least arrogant?

In what European Union country, if any, are people the most compassionate?

In what European Union country, if any, are people the least compassionate?

Q. What did you learn about yourself and others through your participation in this exchange?

Open question

2. RECOMMENDATIONS: FOR TEACHERS, DIRECTORS, PROVIDERS/PROGRAMME MAKERS AND POLICY MAKERS

The BAS experience and the feedback received from the parties involved and the observation of the activities by project partners allow us to provide a set of recommendations for the future implementation of school intercultural exchanges. As the BAS exchanges were implemented in virtual form many of the recommendations are referring to virtual exchanges but most can easily make sense within a physical trip context as well.

Recommendations for Teachers and Directors

Teachers and school directors, as parties directly involved in the organisation and facilitation of intercultural exchanges, can consider the points below for their smoother delivery.

> One thing I learned is that language and culture are definitely not barriers to making friends and building contacts. Also I gained new skills, I broadened my horizons and I developed my cultural awareness and open-mindedness. Furthermore, my language skills were improved and I made new friends from an international network. Now I can say for sure that Erasmus+ is about learning to love the diversity and discovering the uniqueness of every single voice you hear. I will end up by saying that, despite the hard time I had getting over the trip cancellation, I have no regrets for taking part!
>
> -Greek student participating in BAS-

Pre-trip/exchange

➢ Give students from the involved groups the opportunity to meet (virtually) each other before the actual exchange.

➢ A certain level of English proficiency among all participants would help the smoother implementation of activities and the active engagement.

On-trip/exchange

➢ Make sure to test the means of communication used for a virtual exchange in advance of the session (make sure wi-fi connection works properly in case of a virtual activity).

➢ Start some minutes earlier than the planned starting time to set up the technical aspects.

➢ Keep the teacher involvement to a minimum. Give students time to exchange ideas without the teacher supervision.

➢ Let students work in small rotating groups.

➤ Make sure that all students are getting involved in the sessions.

➤ Manage the time efficiently.

Post-trip/exchnage

➤ Encourage student reflection on what is presented/seen. Plan an unofficial debriefing session.

Recommendations for Providers of school exchanges/trips and program makers.

I was delighted to hear our school is going to be involved in a project which I deem highly relevant and needed in present-day Europe. No doubt the impact of the project would have been more significant if it had been executed as planned with face-to-face interaction but even as it is, I was impressed by the level of engagement and eager participation of out students. Inspired by the topic I have since incorporated stereotypes discussion into my English lessons and it has proven to be a very engaging and stimulating topic.

-Bulgarian teacher participating in BAS-

Specialised agencies that organise educational school trips as well as other parties (teacher etc.) that are getting involved in the drafting of related programmes are strongly recommended to:

➤ Include gaming/quiz session on exchange programs.

➤ Give a role to the guests. Perceive them not only as attendant but co-creators (active involvement in activities).

➤ Allow comparisons to be made between the two groups (hosts and guests).

➤ Try to avoid lengthy presentations.

➤ Provide independence and engage students in program drafting and choice of activities.

➤ Give space and time for free discussions between students when programming (that is very important for tacking any possible stereotypes from both sides).

➤ Virtual sessions (when used) should be considered as complementary to physical activities and not as a replacement.

Recommendations for Policy Makers

BAS research and observations highlighted two important barriers in the smooth implementation of the exchanges those had to do with the technical issues faced and the time limitations. Policy makers from their part can contribute to accommodate the smooth implementation of intercultural exchanges in school by working for the:

➢ Improvement of the technical facilities of schools.

➢ Provision of teacher trainings on new technologies and intercultural competences

➢ the revision of school curriculums and the allocation of more time for "out of classroom activities".

References

Behrendt, M., Franklin, T. (2014). A Review of Research on School Field Trips and Their Value in Education. *International Journal of Environmental and Science Education*, 9(3), 235-245.

Bos, L., McCabe, S., & Johnson, S. (2015). Learning never goes on holiday: an exploration of social tourism as context for experiential learning. *Current Issues in Tourism*, 18(9), 859-875.

Diekmann A., Vincent M., Patwardhan J. (2019). Outcomes and Challenges of a Cooperative and Intercultural Learning Project: A Critical Analysis. In Liu C., Schänzel H. (eds). *Tourism Education and Asia. Perspectives on Asian Tourism*. Singapore: Springer.

Falk, J. H., Ballantyne, R., Packer, J., Benckendorff, P. (2012). Travel and learning: A neglected tourism research area. *Annals of Tourism Research*, 39(2), 908–927.

Higgins-Desbiolles F. (2006). More than an "industry": The forgotten power of tourism as a social force. Tourism management, 27 (6), 1192-1208

Kneuer, M. (2019). The Tandem of Populism and Euroscepticism: a Comparative Perspective in the Light of the European Crises. Contemporary Social Science 14 (1), 26–42.

Morag, O., Tal, T. (2012) Assessing Learning in the Outdoors with the Field Trip in Natural Environments (FiNE) Framework, International Journal of Science Education, 34 (5), 745-777.

Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2020). Prejudice reduction: Progress and challenges. Annual Review of Psychology, 72.

Walton, J., Paradies, Y., Priest, N., Wertheim, E.H, Freeman, E. (2015). Fostering intercultural understanding through secondary school experiences of cultural immersion, *International Journal of Qualitative Studies in Education*, 28(2), 216-237.

Online resources

BAS project partnership. (2021). BAS Research Report, Reflecting on the BAS experience through the lens of the BAS tri-fold research.

https://bas.ulb.be/results/bas-research-report/

Scola Europea. (2016). Guidelines on Organizing Students' Mobility from and to the European Schools.

https://www.eursc.eu/BasicTexts/2016-01-D-49-en-4%20+Annex.pdf

ANNEX I: REPORTING TEMPLATE FOR PREPARATORY WORKSHOPS

The template can be used for the reporting and assessment of the "meeting each other" preparatory workshops or any other workshops organised in advance of the exchanges.

Template for Reporting Workshops

Date:	
Place:	
Title & No. of Workshop:	
Participants: (number)	
Summary of Activity:	

Teacher's comments and observations: On the impact of the activity and the students reactions.	
Photos	

ANNEX II: ACTIVITY OBSERVATION TEMPLATE

The adapted table below can be used from researchers for the observation of the activities on-site.

ACTIVITY FOLLOW-UP TEMPLATE: Adapted from Rubric cultural heritage

Activity (Name/Brief description):

Category (1, 2, 3)[17]:

Date:

Length:

Participating Schools:

Unexpected issues around the activity (positive, negative, referred to logistics or any other)

---

[17] * Categories as decided at the 4th partner meeting.

1. Doing things together; verbal and non-verbal ways of communication

- games; posters

- languages (exposure to hosts' and guests' languages, playfully and putting students in the position of 'experts')

2. Raising awareness about diversity

- social and cultural diversity at a local level

- breaking existing (international or other) stereotypes

3. Getting to know about and exchange cultures

- local cultural heritage (art, architecture, etc)

- youth cultural practices (meeting points, current leisure activities, etc.)

Adapted from Schep & UNESCO & ICCS															
PART I: DURING THE ACTIVITY															
Category Organisation & format		As program designer (applicability: 1 = not / 4 = high) IF MENTIONED BY ORGANIZERS				As audience (applicability: 1 = not / 4 = high)				As narrator/guide (applicability: 1 = not / 4 = high)				As facilitator (applicability: 1 = not / 4 = high)			
A. **Actors** involved																
	A1 Students	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	A2 Teachers	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	A3 Direction Staff	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

	A4 External actors	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	A5 Students (Guests)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	A6 Supervisors (Guests)	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
B. Format	Participating students are …	1. mainly listening				2. listening & participating				3. mainly participating							
Category Learning goals & outcomes	**Learning goal / outcome # …**	Indicate the corresponding answer(s) in the row below.															
A. Identity	1. **Hosting** students integrate in the activity **references** to one	National identity		Regional Identity	City Identity	Ethno-cultural identity Majority Group		Ethno-cultural identity Minority	Unspecified features of ethno-cultural identity	European Identity	World / Global citizenship						

	identity / multiple identities			Group(s)		
	2. **Hosting** students communicate in which **language**(s)?	0. Just one, namely the official language of their school	1. Multiple languages, although restricted to high status procedural languages (French and/or English and/or German)	2. Multiple languages, engaging various home languages of pupils as well	3. All communication is in English
	3. **Visiting** students communicate in which **language**(s)?	0. Just one, namely the official language of their school	1. Multiple languages, although restricted to high status procedural languages (French and/or English and/or German)	2. Multiple languages, engaging various home languages of pupils as well	3. All communication is in English

B. Knowledge & Understanding	4. The visiting student acquires **knowledge** of facts, concepts, people, developments and events.	0. No focus on knowledge & understanding.	1. Knowledge & understanding are present at a descriptive level (e.g. some data, yet without explanation).	2. Knowledge & understanding is present at a comparative level (e.g with the city/country of visitors).	3. Knowledge & understanding at an educative level (e.g. data supporting arguments against a certain framing or in favour of a certain position).
C. Bypassing "we" vs. "them"?	5. The visiting student is encouraged to consider divergent thinking / different **perspectives**	0. The main topic of the activity addresses a single view/ perspective.	1. The main topic of the activity addresses different views/perspectives, yet within the framework of the host city.	2. The main topic of the activity addresses different views/perspectives, including frameworks/views of visiting students.	3. The activity clearly justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.

		0. The activity did not integrate activities nurturing empathy with other or divergent positions/views.	1. The activity integrates evidence regarding different views, yet selective, not discerning fact from opinion or recognizing bias.	2. The activity gives students knowledge and understanding regarding how others see and feel differently; somewhat able to empathize with others; yet difficulty of making sense of odd or divergent views	3.The activity gives students the ability to see and feel what others see and feel; includes openness to difference; willingness to seek out new things.
	6. The visiting student is encouraged to develop **empathy**.				
D. Skills	10. visiting students learn to ask **questions** generating evidence-based answers	0. Visiting students are not asked for to collect any information / probe the city environment	1. Visiting students are asked to observe / look for visible information	2. Visiting students are asked to research/ probe information & digest answers themselves.	3. Visiting students are asked to probe information & digest answers by interacting with local organizations and/or inhabitants and/or other sources of information

	11. visiting students learn to place objects and events in a specific **context**	0. the context of sites, persons, events, … that pop up during the activity is never discussed	1. the context of sites, persons, events, … that pop up during the activity is occasionally (but not systematically) discussed	2. the context of sites, persons, events, … that pop up during the activity is systematically discussed	3. the context of sites, persons, events, … that pop up during the acitvity is systematically discussed and put in comparison (e.g. with the city of the visiting pupils)
E. Getting engaged / taking action	12. visiting students are invited to develop a position or **create** something	0. They do nothing (passive tour, just listening)	1. students are asked to take a position regarding a certain issue	2. students are asked to take a position on a certain issue and develop arguments defending it	3. Students are asked to create something (related to a certain issue)

ANNEX III: CERTIFICATE OF ATTENDANCE TEMPLATE

A template of Certificate of Attendance to be shared with participating students after the exchange/trip.

LOGO

Certificate of Attendance

This certificate is presented to

……………………………………… (student name)

For attending the cultural exchange virtual activities hosted by …………………………….(name of the host School) between……..(start date) and ……….(end date) of February 2021 within the framework of …………..

(Name and Signature)

……………………   ……………………….

Date   School Director

ANNEX IV: PRACTICAL CHECKLIST

A pre-departure practical checklist to be used for proper student/teacher preparation in case of a physical exchange/field trip.

Pre-trip check list

Well before leaving

☐Book flights & Accommodation

☐Find passport/national ID

☐Check passport/national ID validity

☐Check-in online & Print boarding passes

☐Keep copies of all important travel documents

Day before leaving

☐Charge phone/electronic devices

☐Prepare a folder with all traveling documentation

☐Provide your parents/guardians with emergency contact details while abroad

☐Pack Suitcases : ☐clothing

        ☐ hygiene

        ☐medication (if needed)

        ☐ Technology (phone, camera, cables, chargers)

<u>Just before leaving</u>

☐Make sure you have all valid travel documentation with you (Passport/id, boarding passes)

☐Get some cash with you