

expeditioninside
association

culture



steps

of the
workshop

Guide for leaders



9 steps of the workshop

Grzegorz Mazurkiewicz with
Anna-Maria Baciú, Lucian Ciolan,
John Fischer, Jennifer Praslan
Ewa Stoecker, Sylwia Żmijewska

Guide for leaders

*The promise
of multicultural teams
lies in using differences,
not just living with Them*

John Dewey

toolkit

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design >>> Michal Minor, Milosz Pytel

illustrations >>> Mateusz Kolek

back cover photography >>> Anna Zachorowska-Mazurkiewicz

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Expeditions inside Culture >>> ul. Pilsudskiego 29 >>> 41-800 Zabrze

Introduction

This guide introduces

This guide introduces the method designed and implemented during the specific educational project – Expedition Inside Culture.

Every year

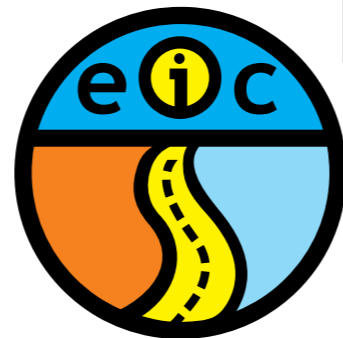
Every year an international group of young people prepares and conducts a scientific expedition to explore issues connected with multicultural aspects of history, contemporary life and also their own attitudes towards others.

The method takes inspiration from different pedagogical streams and perspectives that focus on an active, constructive and democratic process of learning.

This guide

and the process it shares, might be used by all kinds of leaders working with students and young adults in preparation for life in culturally diverse environments. It might be used to work in groups or to help young people understand modern reality. The guide might be followed in sequence as a logical system or it might be divided into parts and the sections might be used separately.

We are always looking for partners and support for this project. If you are interested please find our contact information at the end of this guide and do not hesitate to use it.



www.expedition.org.pl

expedition inside
association culture

Foreword

Education is a promise.

It is also the best invention created by human kind. As everything, it might be used for positive or negative purposes. Education can also be good or poor. But it is a promise and hope, maybe a naive hope, but still possible to fulfill. In our time, education is a critical issue that decides about our presence and future. Education will decide if we are able to face numerous challenges or if we fail. School is one of the oldest institutions and unfortunately this is visible. Disappointment is one of the most common words used when people describe the educational system. It is possible to find successful schools, but it is almost impossible to find working, efficient, fair and open system of education around the world. This guide introduces a method of teaching and learning that could be used for improvement of the educational processes in schools everywhere. Although until now this method was used in special conditions and in special environments, it is believed that it might be replicated as an attitude towards the process of teaching and learning in every school that is able to follow the rules of democratic education. There are three main conditions and three values that are associated with these conditions that one needs to know and agree with to be able to understand and use the Expedition Inside Culture method.

While learning,

young people do it better, faster and with stronger involvement when they feel and see support from a teacher who acts as a guide, not as an authority. Every expedition needs the experienced guide, but this guide has to cooperate with a group, has to be aware of the needs, advantages and disadvantages. The guide has to invite all participants of the expedition into collaboration. Collaboration is necessary to get input from all group members, making the guide a helpful resource not a burden. Experienced guides know not only the region, route or potential dangers during the trip, but also how to use the whole group's capacity to reach the destination point. Guides have knowledge to share, in a skillful way, that others might use during the project. This condition will never be established without certain values. One of them is an involvement. If we agree that involvement is a value, we need to create an environment that will invite and support every participants' voice and activity.

Learning is a process

that needs real participation. This state of mind is possible to achieve, in the best way, through open and authentic dialogue. When we need people to participate in the educational process, we need to create communication systems that allow the flow of information in two ways. Unfortunately even today it is still rare to find dialogue as a typical communication style in the classroom. This is difficult both for teachers and students because it demands honesty, openness, involvement, creativity and agreement that we are not sure where we will end when we finish it (dialogue). Dialogue brings uncertainty, because it is difficult to predict the final result, the final product. For our schools it is rather unusual, but it is a learning situation! We need to stop asking the obvious questions and stop expecting that students will learn through memorizing teachers' wisdom. They need to create their own knowledge, to be able to make this condition real (learning through dialogue, not monologue). It is important to allow certain values to be present during the learning situation and these values include openness for different points of view, perspectives and attitudes, and readiness to understand or change if needed.

Successful learning

includes the conviction that in the process of creating knowledge, teachers and students act as co-learners. They seek together new skills and information. Teachers have to admit, agree and act accordingly to the belief that during this process they learn together with their students. Only this democratic attitude, in which the value of equality is protected, allows us to create an environment for authentic learning. Those who teach have to be aware that they are also involved in developing themselves. They need to be ready for learning along with their students.

Without an agreement that education is a process that changes all actors participating in it, without admitting that together we discover new meanings and worlds, nobody will be able to create a satisfying educational system. It is impossible to build new and efficient ways of dealing with new demands if we do not want to reconstruct old and unexamined ways and means. To be able to find answers for a new world we need schools that can examine the external world, schools that have to create a world through the influencing of citizens, participants in the public life.

During Expedition Inside Culture we try to remember that people learn from others, that a real learning situation and learning process truly happens in the outside world, not only in the classroom. We are convinced that our knowledge is created, not given by external factors, that learning is an active process which should also be democratic.

Maybe it is possible that schools will fulfill all the challenges that they are faced with: increasing number of elders within societies, communities differentiated culturally and ethnically, increasing importance of human capital, rapidly enlarging amount of knowledge that nobody can use and need for being able to use new technologies, the strong possibility for cultural conflicts. Maybe we are also able to prove the popular conviction that education may play a role in solving contemporary and future problems, in defeating poverty, intolerance, xenophobia, hatred, indolence and stupidity. But the way is not that straight forward.

One of the potential directions of change proposed by the project Expedition Inside Culture are the method, values and conditions it introduces. Every person that reads this guide and uses some of our experiences will involve themselves in the process of making education more a bridge than a wall. Let's try together to reconstruct education in a way that will not create closed elites, but will, instead, support everyone to live a life that will bring good for individuals and society.

Young people that have participated in our project trusted people who were able to honestly work with them. Our main advice for leaders working with others is: be open, do not be afraid to show your real face, admit mistakes, help and be ready to accept others' help. It is only one of the thousands of efforts around the world that have as their purpose to change reality into a better place. We hope that we are doing it.

First Condition:

Second Condition:

Third Condition:

The main objectives of the Expedition Inside Culture

to raise awareness of world integration problems connected with the understanding of intercultural values;

to increase the visibility of values focused on international cooperation, respect of minorities and equal rights regardless of ethnicity, religion, gender and national identity; that will influence the quality of cooperation in the future;

to increase understanding of the stereotypes and biases present in each persons' life and the impact these have on daily interactions with others;

to build capacity to analyze and interpret complex issues.

WHAT DO WE WANT TO ACHIEVE?

The process of world integration and globalization creates situations that lead to a reality in which cultural distances are much smaller. Are young people ready to deal with this situation? How much will their national stereotypes disturb them when they find themselves in the multicultural and multinational reality of the contemporary world? In this time of the globalization, it appears to be extremely important to engage students in multicultural education in order to avoid the harmful results of xenophobia and to strengthen the awareness of the diversity and consequences of the relationships between different cultural and ethnic groups. The Expedition Inside Culture *is designed to address tolerance, openness and understanding in a global society. An international cooperation of high school students and future teachers enables participants to interact in a collaborative learning environment while simultaneously residing in a diverse region. While in this setting, participants discover how to use cultural and ethnic diversity as a resource for the development of future societies in the unified world.*

HOW DO WE PROCEED?

It is believed that all individuals construct their own knowledge and understanding of the world. Independent, but guided inquiry-based learning, should enable students to face the difficult question of their own identity and beliefs that appear as a result of social interaction. It also should allow the integration of learning activities with the "real world" learning that takes place in life contexts which help students attach their personal and social meanings to the learning activities. Independent inquiry integrates also three dimensions of learning: cognitive, social and emotional and creates the internal and external conditions for successful learning. The project consists of several important steps that participants have to go through in order to profit completely.

During each step of the project, critical activities focus on:

- >>> discovering and sharing individual, local and national history;
- >>> studying and exploring local culture (including ethnic, social and religious traditions) by gathering, analyzing, comparing and discussing information;
- >>> studying and analyzing perceptions of cultural groups and nations in the society;
- >>> analyzing, discussing and reflecting on the group work dynamic and experiences.

STUDENT OUTCOMES

After Expedition Inside Culture students should be able to achieve and show a variety of skills, values and attitudes essential for effective cooperation and a successful life in the reality of the multicultural world, such as:

- >>> open attitudes towards cross cultural interaction;
- >>> the ability to talk about individual cultural identity and to deliberate about the consequences of this identity;
- >>> keeping the balance between the understanding of cultural similarities and differences and encouraging students to maintain and broaden their own cultures and cultural perspectives;
- >>> the ability to communicate about ones' own biases and to deliberate with others about shared biases;
- >>> the ability to critically understand messages, both explicit and implicit, provided by the media and school;



After Expedition Inside Culture students should also be able to:

understand their tasks

create tools of inquiry

understand and use different methodological perspectives

acquire relevant data independently from different sources

interpret data

understand mechanisms of the creation of stereotypes understand their own and others' stereotypes, and treat them as a socially constructed phenomena and not a given truth

show open attitudes towards different races, religions and nationalities

work in multicultural groups

include different perspectives in their daily work.

The community shall contribute to the flowering of the cultures of the Member States, while respecting their national and regional diversity and at the same time bringing the common cultural heritage to the fore.
Article 128 of the Maastricht Treaty



Choosing and Researching the Site for Expedition



The place that is chosen
for the expedition
becomes a scene upon which
your actions will take place.
THE CHOICE CANNOT BE ACCIDENTAL.



You have to consider,
among other things, the following criteria:

- >>>the diversity of the region in religious, cultural, historical or other aspects;
 - >>>the presence of forgotten traditions and customs;
 - >>>the presence of minorities;
 - >>>the richness of the natural environment;
- the infrastructure enabling the project to be executed.

It is important to be aware of the reasons for the choice. The decision should be preceded by gathering some information about the proposed sites for the expedition. After analyzing the information it is discussed by participants. You can use the Internet for organizing a 'forum' to share your opinions or arguments "for" and "against" proposed places. This will be the first time that participants of the expedition "meet" each other, get to know each other and, most importantly, start working together.

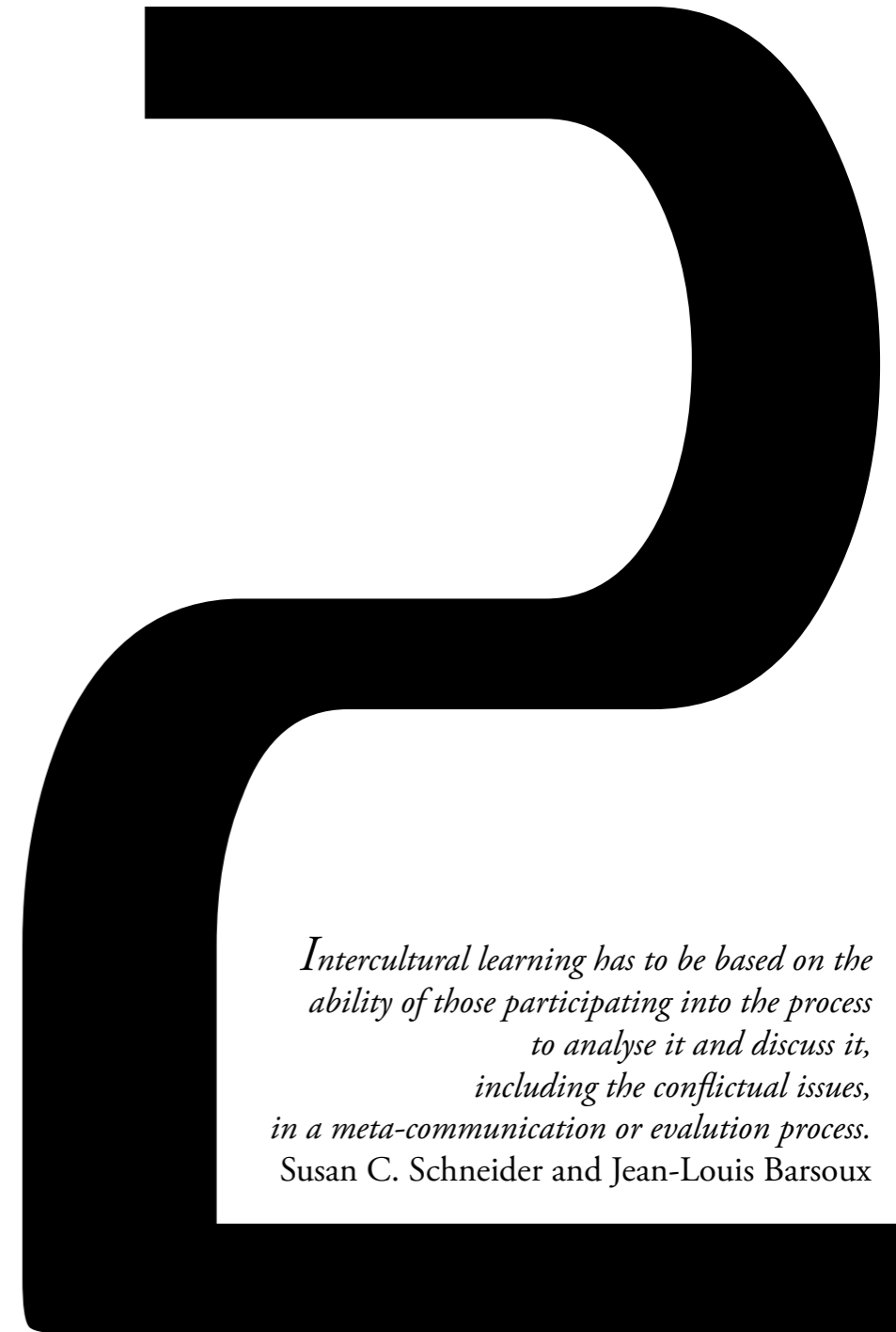
PLACES WE WERE

According to the definition of Expedition Inside Culture, the last four workshops took place in different regions of Poland and Slovakia. The first two expeditions, in the year 2001 and 2002, took place in North-Eastern Poland in the Podlasie and Suwalszczyzna regions. Both places, in the past and presently have contained material and soul traces of ethnic, religious, historical and social diversity. The strong influence of different cultures such as Polish, Russian, German, Lithuanian and Jewish has resulted in considerable amalgamation of people at present times. Architecture, local history, legends and other traces of the past speak about the diversity. In one place you see the orthodox monastery, Jewish synagogue and evangelic church that are signs of diverse communities that existed in the past and that influenced to the present. In 2003, the Expedition Inside Culture summer workshop took place in Lesnica, a small village which is situated in the north – eastern part of Slovakia. The region of Spis is culturally, religiously and ethnically interesting and complicated, giving participants a great opportunity to explore the regions' diversity. A number of natural and cultural monuments are concentrated in this area forming an integral unit and both their beauty and historical witness provide evidence for the history and folk traditions of the local people. Preserved examples of the original way of life can be seen in many villages even today. In 2004 the Expedition took place in Wetlina, a small village in the south- western part of Poland, in the Bieszczady mountains. Polish-Ukrainian relations were the background for religious, ethnic and social research that could take place in one of the wildest regions in Poland. Political decisions had a huge influence on today's demographic and cultural situation in this region. This area offers its visitors a lot of interesting places during any season of the year. In the year 2005 we visited Upper Silesia (Poland), the region that used to be German before II w. w. Also the painful history we explored in Lower Beskid, which we visited in the following year. Lemko ethnic group and its history was the main focus of 2006 expedition inside culture camp.

GOOD ADVICE

After you make the decision of where to go for the expedition, ask yourself and the students you work with: *Why have we chosen this region?* Write down the all possible answers. Upon completion of the expedition, you can compare your expectations written down with the reality you faced and the results gained.





Intercultural learning has to be based on the ability of those participating into the process to analyse it and discuss it, including the conflictual issues, in a meta-communication or evaluation process.
Susan C. Schneider and Jean-Louis Barsoux

step
**Preparation
for the Expedition**



Before the expedition begins, participants should be introduced to the subject of the selected region.

Encourage students to individually seek basic information about the region, in which the expedition will take place. They can study demographic data, historical documents, analyze information about social, political, historical and economic issues, etc. During the preparation period, students should use all available – traditional and new – sources of information: archives, libraries, Internet or press. This is also the moment you should try to define all sources of information that would be useful and, more importantly, accessible at the place of expedition.

It is also vital to establish a way of communication between students, before they meet each other at the camp. This is why students need to be introduced to the research methods they will use at the Expedition. They should also be given some skills that seem to be helpful in exchanging and sharing the information with other participants during the camp, i.e.:

- >>> working in the groups;
- >>> open discussion and debates;
- >>> non-verbal communication;
- >>> preparing and giving presentations;
- >>> writing reports and feedback, making press notes.

There are three levels of preparation that should be done before the project. First is connected with the general awareness of the participants. They need to be interested in the issues that are the main goals of the Expedition. They should want to know more about it and also they should really want to be involved in the project. One of the biggest, possible, mistake is to involve participants without deep and group inquiry on it what is our major focus. This discussion should also help to see other people around. Questions like: why are you here or where are you going? And answers to them, shared through Internet forum, should help to understand what is our direction. Second level of preparation is focused on information about region and on the question how to connect it with already possessed knowledge (usually about participants' own countries). Third level of the preparation is connected with skills and specific tools. Tools for use during the research at the expedition are to be prepared by teams of project leaders. They create surveys, interview schedules, and observation tools that will be later used during data gathering, but participants receive very simple information about basic research methods (survey, interview, observation).

EXAMPLE OF ACTIVITY

Exercise - Family histories

A. For this section of the project focused on inter/multi-ethnic relationships, participants work as a national group to research and prepare a presentation on the ethnic minorities in their own country, following several steps, including:

1. Data gathering
2. Group meetings to prepare the presentation, taking into account:
audio/video material, visual aids, interactive delivery techniques.

The individual presentations of the national groups should be followed by a panel discussion focused on the culturally determined similarities/differences in terms of attitudes/stereotypes/official discourse regarding ethnic minorities.

B. Each participant in a national group should prepare a 5-minute presentation of their own family history and, possibly, a list of questions to be asked to the other participants on the same topic. Both activities should be done to place participants, as individuals, in the larger context of their group membership at several levels: national, local, inter-cultural, etc.

GOOD ADVICE

Remember, you will become “the other” or the “stranger” when you come to a place whose inhabitants have lived for ages. Therefore, be ready for different situations. Get as much information as you can in order to be prepared for any situation. Study the habitats, traditions and lifestyles of people residing in the place where you plan your expedition. As for technical preparation for the expedition, make yourself a personal guide with the most important information. During the camp, you can add new information, revise collected, etc.



3

*Multicultural teams
must be willing to identify and negotiate
differences in expectations.*
Schneider and Barsoux



Participants' Integration



The reality of the human world is to work in groups. The skill of cooperation within a group is an important characteristic of the valuable employee, member of society or project team.

In all human interactions, there are three main ingredients – content, process and structure. While preparing for group work no element should be omitted. Unfortunately, process which refers to the dynamic of group interaction is difficult to define and often receives less attention. However this determines whether a group works effectively or not. Many sources have attempted to establish clear definitions of a group. According to David Jaques, a group can be said to exist as more than a collection of people when it possesses the following qualities:

- ››› collective perception: members are collectively conscious of their existence as a group;
- ››› needs: members join a group because they believe it will satisfy some needs or give them some rewards;
- ››› shared aims: members hold common aims or ideals that to some extent bind them together;
- ››› interdependence: members are interdependent inasmuch as they are affected by and respond to any event that affects any of the group's members;
- ››› social organization: a group can be seen as a social unit with norms, roles, statuses, power and emotional relationships;
- ››› interaction: members influence and respond to each other in the process of cohesive communicating: members want to remain in the group;
- ››› membership: two or more people interacting for longer than a few minutes constitute a group.

Integration is a condition of authentic learning, as well as a supportive environment. Expedition Inside Culture is based on group communication. During the camp participants work in different groups (national and multicultural) on various tasks and have many opportunities to face difficulties caused by different backgrounds, opinions or carried prejudices. To make the expedition successful, it is necessary

- ›››to get to know each other and share personal and national histories;
- ›››to define personal needs and goals;
- ›››to establish rules for the group.

EXAMPLE OF ACTIVITY

Exercise - Arms of Coat

The purpose of this activity is to get to know and become more open with each other. Participants divide a sheet of paper into four sections and draw something that is very important to them in each section. Then participants get into pairs and try to guess what his/her partner meant to show. The author of the drawing explains what he/she wanted to show if his/her partner is not able to guess the meaning of the picture. When all pairs have shared their pictures, all participants - one after another - present their partner's pictures and explain the meaning to the rest of the group. The exercise takes approximately 45-50 minutes.

Before you start, prepare a piece of paper and a pen for every participant.

Questions for Debriefing:

After each activity it is important to hold a debriefing session.

During the debriefing participants are lead to see that the activity was more than playing or a game. For example at the end of the 'Four Pictures' activity group leaders might discuss the similarities and differences between various symbols: Did particular national groups use particular symbols? Did everyone understand what the symbols meant? Were there common themes to the pictures? For example, did 'family' symbols show up on lots of slips of paper? Finally, discuss what these images tell us about ourselves. What things did the group identify and share? What did they not draw?

EXAMPLE OF ACTIVITY

Exercise - Three questions

The three questions exercise is designed to get to know and become more open to each other. All participants write down three questions, which will help them learn as much as possible about somebody they do not know. Participants are asked to write down questions that ask for important, in their opinion, details: when you meet someone for the first time what would you like to know about this person? Please write those questions. Think what, for you, is really important information about another person. Next, they walk around and talk with people asking their own created questions and also answering other participants' questions. They should try to remember as much as possible. Facilitator keeps time, and every 3 minutes, signals time for changing partners. At the end of the activity, every participant presents his/her questions to the rest of the group and tells what he or she found out about others while asking those questions. The exercise takes approximately 45-50 minutes.

Before you start, prepare a piece of paper and a pen for every participant.

Questions for Debriefing:

As part of the debriefing discuss the questions that seemed to help us learn the most about each other: Which question really made you think? What questions caused us to share surprising information? As you talk think about how questions and discussions help us get to know about each other.

EXAMPLE OF ACTIVITY

Exercise - Who is tossing to me?

The activity is intended to get to know each other's names. All participants stand in a circle. The leader starts by saying his/her name and then throws the ball to one of the participants, whose task is to repeat the leader's name and add his/her own. Then he/she throws the ball to another person and the procedure repeats for a while. The next step is, to make the task more difficult, the person who is throwing the ball says just the name of the person from whom he/she received it. Everybody who makes mistakes or does not remember the name should sit down and may not play anymore in this round. The winners are those who stay in the circle. The exercise takes circa 25-30 minutes. A ball is needed for the exercise.

EXAMPLE OF ACTIVITY

Exercise - Global Bingo

Global Bingo is intended to demonstrate the connections between countries and people around the world. Ask the participants to think of three ways that their lives are connected to people in other parts of the world. Write their ideas on the board. Pass out Global Bingo to each student and explain how it is played. Each student writes his/her name in the "free" spot. Then each student finds members in the class who fit the different descriptions of the bingo card. The students write their names in the appropriate spaces. A student can only sign a persons' card once. When a student has names in all of the spaces (or in spaces that represent a bingo) he/she is to hold up the card and say "Global Bingo." The student then shares the questions and answers with the class. You may wish to provide prizes for your students. The exercise takes roughly 30 - 45 minutes.

Before you start, prepare global bingo cards (you will find the cards in the Annex section).

Questions for Debriefing:

Debrief the activity by assessing the understanding the students have about the world being a global community. What are the categories of connections people have with other countries and people (such as cultural, economic, political, technological, environmental, linguistic, etc.)? Compare findings with the original list on the board. Are there other connections the class can think of? Which are the most important? Students could also ask their parents or neighbors about their own connections to other people or countries and "map" their findings on a world map.

REFLECTION TIME

Every evening the whole group gathers together to close the day. By forcing participants to think again about things that happened during different activities, we try to deepen their process of learning. Examples of the questions for discussion and/or starting sentences for participants to finish:

- >>>Talking with all those people was like ...
- >>>How do you feel when you have to talk with someone who you do not know very well?
- >>>How is it possible to help people get to know each other better?
- >>>What was difficult today?
- >>>What was interesting today?

GOOD ADVICE

Each day of the expedition camp should contain activities that warm-up and re-establish relations between participants. It is also essential to clearly describe the day's tasks, monitor and present the effects of the group work and to end the day with common reflection. What is also important and really works at the expedition, are the proposed activities: the participants will not only introduce themselves, but also they will introduce each other to the group. This helps to engage all participants in building the camp community, exploring each other and building a strong friendship

Sharing expectations and establishing rules

One of the most important moment during the time spent for integration of participants is a group discussion about expectations, fears, needs and desires. Together we try to establish common ground for work and play. We also try to "give a floor" to all possible opinions and statements. Usually, young people agree that they are there for presenting, discussing and sharing different ideas. They want to be positive and respectful. Easily one may see their need for support and cooperation. They are ready to work in groups, divide tasks by abilities and to compromise their own attitudes (words of the participants). During those opening discussions it is obvious that they are eager to stay involved and to take responsibility. Among things pointed as not desired during expedition participants listed hiding feelings, creating pressure on others, ignoring people and giving up. They expect that all will try to break stereotypes and learn how to be more tolerant, to have new friends and fun, to improve social skills and English. Young „expeditioners" want: *to take ideas from EIC back home, learn about themselves and others, make life-long memories, to grow through sharing and to improve teamwork.* During first two days we also establish ground rules. This is typical group activity, every rule is created by participants. Typical rules are: *be on time, be respectful, not judgmental, consider others abilities, think about others feelings, treat others like you would like to be treated, concentrate on the task, try to socialize with other people, be active, do not be afraid to ask question, in multinational groups use English only.*



4

By putting cultural differences on the table rather than under the table, the potential problems can be anticipated and addressed and the potential opportunities can brought to light.

Schneider and Barsoux



Sharing Beliefs About History and Culture



Every nation's history is composed of the personal histories of its members. During the expedition, we try to draw a picture of a nation's history.

They start with individual experiences of participants (students share their personal experience in multicultural groups), through stories connected to their families up through the common nation/state history (in national groups), and – in a broader context – world history. The next step is to compare and contrast all histories, paying attention to both individual and general ones (coming back to the multicultural groups). The process of identity formation and development is seen as a cycle. Attempting to define the relations between the social and the individual in the dynamics of identity articulations, Turner identifies three levels in defining the self:

- 1. a supra-ordinate level, that establishes connections at the level of the human species, the human being and the differences between it and other species (I am / we are human beings);**
- 2. an intermediary level, of defining oneself as a member of a group; it is about a social identity based on the similarities inside a group and the differences between one's group and the other groups (I am / we are Roma; I am / we are catholic; I am / we are teachers, etc.)**
- 3. a subordinate level, of defining oneself as a unique, special being; identity is now based on interpersonal relationships, on differences between 'I' and 'the other' inside the group one belongs to (X and I are 3rd graders, but, unlike X, I have three brothers, I am a member of the art club and I don't like cartoons with Pokemons).**

The dynamics of identity building depends greatly on obtaining a positive self-image and, as research shows, the best way to obtain this positive image seems to be a simultaneous experience of similarities and differences. Thus, identity is built at the intersection of:

- 1. Who and what you are;**
- 2. Who and what you tell the others you are;**
- 3. What you think the others say about you.**

All the activities that take place during this step focus on defining each participant's identity: personal, local/geographical and national. At this moment of world globalization, it is important to be conscious of the differences, while also taking care of individual experiences and common grounds and similarities. All of them can be useful in any multicultural cooperation – now and in the future. Discussing cultural differences, however, is a high risk activity for the team since all sorts of value laden preferences and prejudices are exposed. This requires a high level of sensitivity, trust and real commitment to integration. The differences have to be identified, discussed and channelled, rather than accommodated, absorbed or ignored. Sometimes this means that if these differences are truly integrated, everyone ends up feeling somewhat uncomfortable, as they have had to give up some of their taken for a granted assumptions. High performing intercultural teams are those, however, that risk identifying their differences to create more intricate and colourful patterns of interaction. The promise of multicultural teams lies in using differences, not just living with them. Cooperation is a key word in learning groups, but it doesn't just happen. We learn to cooperate through practice and this requires strategy for learning and working together. Individuals are less effective than a team thus creativity is at its highest potential when all team members are creative and can act in a creative way. Cooperation also means every member of the group taking a part and sharing responsibility for its success. Individuals as members of the team can still act in a creative way, while simultaneously using the effects of others' work. In the moment of successful cooperation we talk about synergy. Webster defines synergy as the action of two or more substances, organs or organisms to achieve an effect of which each is individually incapable. Most importantly synergy is the close coordination of efforts and resources of individuals working together so that the outcome or performance of the whole is greater than the sum of the parts. There are some components of synergy that must be followed in order to make it effective. Some of these elements are establishing a clear purpose, listening actively by focusing on the individual who's speaking, flexibility and openness to another persons' viewpoint. Furthermore, for the phenomenon of synergy to function effectively, members must speak clearly about personal points and perspectives while acknowledging that they are, merely, personal perspectives. There may be times, as well, that team members may have to agree or disagree when their perspectives differ. It must be noted that an atmosphere of synergy cannot be present when one team member becomes a self-proclaimed expert who has the "right answer". These individuals need to be told the truth about their expertise and encouraged to look at different ways of both thinking and doing things.

EXAMPLE OF ACTIVITY

Exercise - Time line

The Time line exercise is designed to learn about partnership countries' history and to look upon common history from different perspectives. Divide participants into groups; if there are 4 countries taking part in the expedition project, make international four-people groups. The groups work separately; firstly – each member of the group of four tells a family story to the rest of the group. After all members of the group tell their stories, the group is supposed to choose the most interesting/touching individual history. Then, the representative (it cannot be the author of the story) of the group presents the story to the public. He/she may use various means of presentation i.e. role play, dialogue, storytelling. After all stories are told, all participants gather in national groups and they make a list of the ten most important historical events for their nation/country. When all lists are done, the presenter of every group, one by one, puts their dates on a larger timeline. All groups are supposed to explain what happened at each specific time and why they think it's important. The last thing to do is to identify differences and similarities, first between nations and then discuss the reasons for this statement. In the third round of this activity, all participants meet back in multicultural groups to revisit their personal stories they told in the first round so they can add their stories.

(The exercise takes approximately 90 -120 minutes. Before you start prepare a piece of paper and a pen for every group of participants, and a long sheet of paper on which the "timeline" will be drawn).

Questions for Debriefing:

Why did you chose those events? What similarities and differences between countries can you see on the Time Line? What kind of similarities/differences can you see between family histories?

REFLECTION TIME

The evening after the "historical activities" needs to be spent on a conversation about perceptions of the history, reasons for differences and individuals' findings. It is difficult to discuss different perspectives, sometimes almost opposite, of the historical or cultural events. Therefore participants need support in thinking and maybe even in the emotional process.

We talk about what was difficult during the last activities and why it was difficult. We try to establish certain ways of thinking that allow participants to see and understand various differences without judging them. It will be rewarding if we succeed in creating a friendly and open atmosphere in which all kinds of issues might be discussed, debated or negotiated.

GOOD ADVICE

To explain to participants the best approach to understanding history as proposed by EIC, we use Zygmunt Bauman words: *every time in the history when somebody is sure that the ideal world is possible to create and that there are some groups able to convince the others to follow their example, horrible things happened.* When people are sure that "the right is on their side" they are able to create horror in the name of this ideal world, certain values or for some ideological purposes. As an example, during the reflection session we take a chair and say that although we may look at this chair from different directions or distances, the images we make will all be different, but still of the same chair.

Multicultural groups can also help to minimize the risk of uniformity and pressures for conformity that can occur in groups where there are too many like-minded individuals.

I.L. Janis

step

Local Field Research



Before participants arrive at the expedition site they must complete preparatory-research. Divided into multinational groups all participants are supposed to answer a few questions connected with the place of the expedition.

The task is interdisciplinary and needs various abilities and attitudes to be fulfilled. The answers to the questions may be successfully achieved only through researching the area. If students were not introduced to the certain techniques during the preparation phase (before coming to the camp site) they take part in training workshops in this step, in order to develop two types of skills:

- a) **Basic research skills, focused on ability to find, collect, analyze and interpret data from the field, as well as from bibliographic sources. Documentary research, observation and interviewing are the most important research methods used in order to fulfil the tasks.**
- b) **Modern technology operation skills, focused especially on manipulation of digital photo and video cameras, as well as on techniques for taking pictures and for taking video. The use of computers for image and movie processing is also part of this training.**

One of the important characteristics of the expedition method is a significant impact of the participants on the final shape of the conducted research. Only full involvement of the young "expeditioners" in the planning process give them the feeling of the responsibility for the final "product".

Focus of the field research is agreed together by all members of the Expedition Inside Culture. They also need to understand the environment, in which they look for questions of their interest. Just before leaving for the field research, participants are prepared for the expedition by raising awareness of the necessity for openness. One of the possible ways to do it is to invite them to participate in the simulation Communication Our Way which provides the chance for one to understand that people may mean the same things while doing completely different things. Students prepare for the field research also by gaining basic information and skills about social science research methods, artistic perspective in seeing natural environments, art and architecture, and historical methods in studying material artefacts.

The character of the proposed task involves students participating in individual and group searching, direct communication with local society, asking questions, carefully observing the neighbourhood while looking for signs, symbols, comparing the official and written information with so-called folk stories and numerous other ways of collecting information. This activity also provides proof for the selection of the expedition site. Learning through cooperative research (team research) might be seen as a continuation of the cooperative learning. It prepares students to be more demanding, dynamic and coherent in the future. During team research participants are expected to gather and analyze information, propose and check hypotheses and support each other in the gathering process. Through this they are exposed to the basic rules of the scientific research and its steps.

Students – working together on any research – stimulate and motivate each other more than compete with each other. During the team research process students learn from each other; social and cognitive conditions of this situation lead students to empowering their intellectual activity. They not only learn more, but also gain the feeling that they are respected, and there are others who are interested in what they think, feel, and their viewpoint. The more they work as a team, the more effective they are as a team. Often during the team research time, students are faced with problematic situations. They expected to recognize the problem, to define it and to seek out the best solution/answer. They work in reality, with each step bringing some news they have to cope with. That is why they must know all the details of the research methods they use. Team researchers need different information sources: libraries, archives or the Internet. Students should be encouraged to look for information "outside" the usual places by talking with people and visiting some outside locations. Team research also needs both from the students and from the teachers some flexibility and new skills such as: communication, making decisions, self-providing research, discussing findings, self-discovering etc. Team researching leads to social integration and the social learning process. It works on every level of education and brings the visible effects that students are more open; they want and can cooperate and are more sensitive to other people's situations. After team research process students, work more harmoniously and the tolerance and maturity in their decisions increase.

EXAMPLE OF ACTIVITY

Exercise - Communication Our Way

Divide all participants into four groups. Hand out instruction sheets (one instruction sheet for each group). Ask participants to walk around and talk with other people about the region of residence and how it is similar to your homeland. During all of the conversations participants need to act according to the instructions.

Group A: Instructions: Avoid eye contact when speaking to your partner. Do not show any emotion or reaction to your partner when he or she is speaking.

Group B: Instructions: Stand about six inches closer to your partner than you normally would. Use gestures often when you are speaking.

Group C: Instructions: Speak louder than you normally would and interrupt your partner frequently. Initiate conversation by asking a lot of questions (including personal ones).

Group D: Instructions: Speak softer than you normally would and do not interrupt your partner. Do not initiate conversations or ask questions.

(The exercise takes about 60 minutes: 30 minutes for the exercise and 30 minutes for the discussion)

Questions for Debriefing:

Have you ever experienced in real life a similar situation?
How would you explain it now?

EXAMPLE OF ACTIVITY

Exercise - Scavenger hunt

The exercise is proposed to learn more about the region, its history, local customs and people's beliefs. In essence, trying to look at the place from the inside.

Action: Divide participants into 4-6 people international groups, hand them a list of questions with the instructions to look for the answers in any possible way. When the task is finished the facilitator runs the discussion asking how every group gathered their information, what was easy and what they found difficult, what was helpful during the task, if they noticed anything interesting while gathering answers (The exercise takes about half a day. Before you start, prepare a piece of paper and a pen for every group of participants, you will find the list of example questions in the Annexes part)

Questions for Debriefing:

What was the most exciting or interesting? What went wrong and why?
What have you learned today?

EXAMPLE OF ACTIVITY

Exercise - Basic social science research-jigsaw

Dependently on needs different methods are introduced. Divide whole group into as many smaller groups as many methods you have. Every group receives teaching material describing one research method. During 15 minutes all participant of this group have to read the material and agree on the most important information about particular (assigned method). They need to remember those information.

In next step new groups are created. Every group should include "an expert" in every presented research method. Participants of the group teach each other about "their" method. During the third and last step, participants come back to the original groups and share what they have learnt about all methods.

REFLECTION TIME

The field research ends with the presentation of findings. All groups that participated in the research have an opportunity to share what have they found. After the presentation there is a discussion time. Expedition Inside Culture is about changing, developing and learning. Participants of the Expedition need to be aware of these processes. We asked them: what was the most valuable thing you learned today? What will you use in the future? What will you not use in future? What was not new? What more do you need to conduct local field research?

GOOD ADVICE

Prepare participants for a variety of different reactions that they may see from people they question. The majority of our experiences showed great and supportive reactions from the people, however young people need to be open, friendly, respectful and interested. It is possible to find numerous sources of information. Encourage participants to be creative in searching for their answers.



*People simply need the confidence
to transfer these skills
to other situations.
Sandy Adirondack*

*Teams are now seen as solutions
to problems of external adaptation,
responding to complexity
by bringing together
a diversity of perspectives
while responding to dynamic changes
by encouraging teams
to make decisions
at the front line where the action is.
Schneider and Barsoux*

step

Making Connections To the Area



At this stage of the expedition camp all participants are led to interact and deepen their contact with the local community.

All activities proposed and all methods used bring the occasion for meeting in different situations, which are more or less natural for inhabitants. Students explore the area through visits and meeting people in public places – schools, parishes, monasteries, offices; through expanding their historical knowledge about the place by visiting many local historic sites; through overcoming nature - hikes, kayak trips, rafting. During this stage of the expedition long-day trips are organized to let participants create links and connections. There is an underlying assumption that the expedition will help participants understand global problems as connected with their individual life, to let them see local issues in a global perspective and to examine global issues from the point of view showing the local consequences. This time should help members of the expedition, through discussions, observation and research, create logical connections between the surroundings of the place of the expedition, people who live in the neighbourhood and their studies and life. If it is possible we try to use every opportunity to be involved in the events important for the local community, like regional festival, cultural or religious holidays, sport events or other activities (for example cleaning the local river). It is important to give participants of the project the opportunity to experience “real world”, in which they stay for two weeks. All activities are planned and developed in a way which is typical for experiential learning: first experience, then moment for analyses of this what happened, later drawing conclusions from analyses and finally implementation of the learnt skill or using gained information. Every activity and also the whole project follow this order.

EXAMPLE OF ACTIVITY

Exercise - Catch the Moment

During an organized trip to interesting places like cities or national parks ask participants to pick a way to bring some evidence of their feelings, notations, thoughts. They can take photos or make drawings of something that was interesting for them or touched their feelings.

It is very important to ask participants also to write something about a piece of work/art they have done – for example: why they picked that object or what did they felt/thought at this moment. This collection of memories can be used during reviewing/debriefing at closing session that day.

Another version of this activity is to stop the hiking group from time to time and ask them to write down answers to the questions that you ask (one question per stop). Examples of the ques-

Questions for Debriefing:

One of the values of the debriefing meetings is to show participants the importance of the process they are going through and also the role of this process structure.

How has describing the object changed my understanding of the object? What was changed in my thinking and myself because of the questions asked during hike?

EXAMPLE OF ACTIVITY

Exercise - Panel Discussion with Local Leaders

Arrange a panel discussion with local important/interesting citizens from the region you are visiting. They may be: people from the local government, headmaster of a school, priest/monk/nun or other cleric, somebody famous from the region, a local businessman, firefighter, policeman or forester.

Prepare participants for the discussion by talking about different interests, aims or perspectives your guests may have. During the panel discussion bring up one issue at a time and try to learn how it is seen by different local representatives.

Questions for Debriefing:

How has this meeting enriched your vision of the region? Have you noticed any different points of view among invited guests? If yes, what was the reason for that? Who seemed to be the most influential?

EXAMPLE OF ACTIVITY

Exercise - Map Sketching

Divide participants into groups of 4-6 people each and ask them to sketch a map of a place you are visiting. Let participants to choose technique, material etc. If the place to be explored is rather big divide it into sections, but be sure that each section is being explored by at least two groups. When the task is finished compare results of the groups, ask them what was surprising, interesting and what they learned from this task (such as any stories, songs of the past, etc.) Compare experiences, thoughts of group members, try to find differences in maps – and ask why it may happen that the same thing can be seen in a different way.

Questions for Debriefing:

Perspective in seeing and describing "things" – how is it important, how does it change our view? How is perspective in seeing and describing "things" important?

EXAMPLE OF ACTIVITY

Exercise - Nature Hike

Organize a guided trip/hike around the expedition's campsite. Ask participants to gather as much information as possible about local animals, plants, nature processes that happened in the past and that occur right now. Encourage participants to "read" from the nature – what it says about it's history and the people that live there. Ask participants to collect some evidence (pictures of animals or their traces, flowers etc.) and prepare a small exhibition at the camp.

Questions for Debriefing:

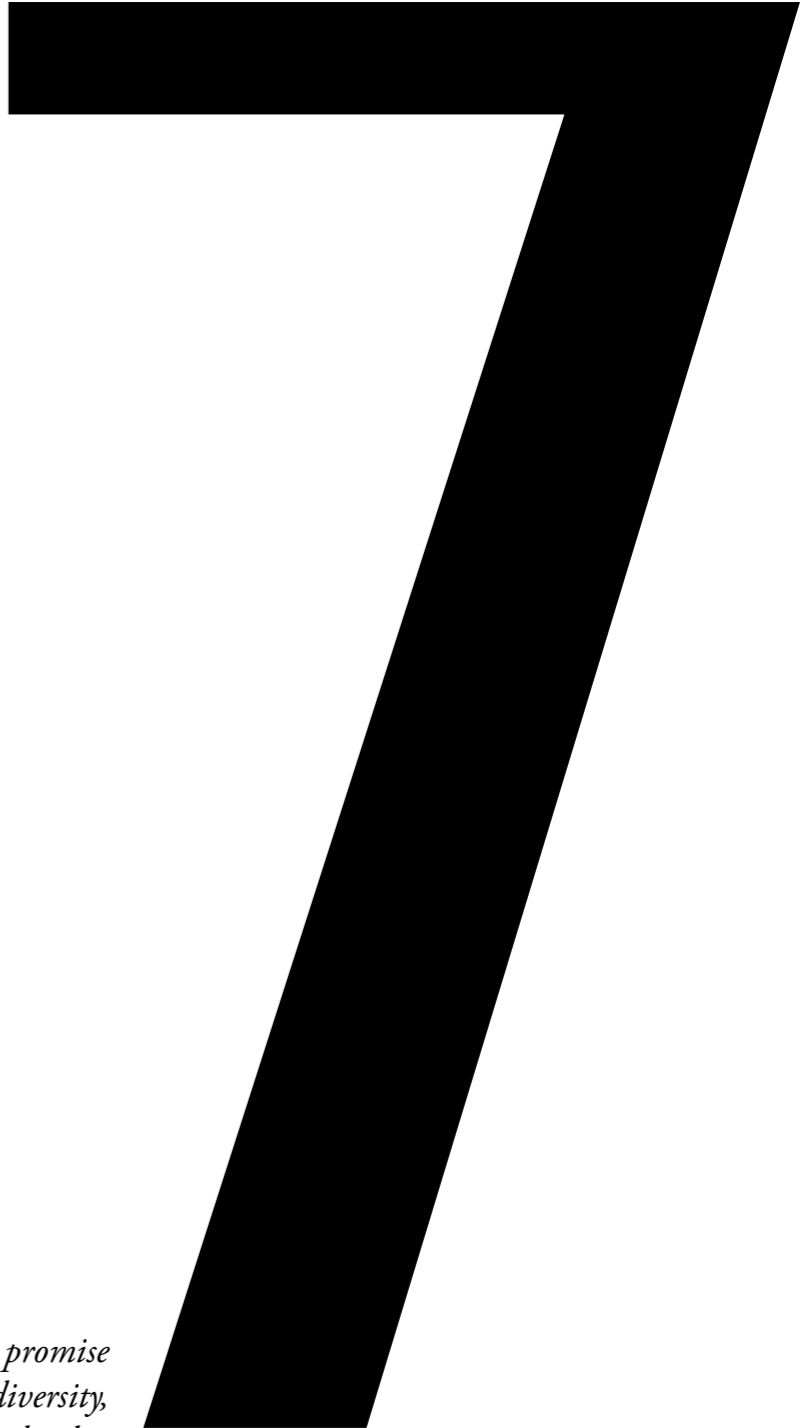
What have you found? What have you learned?

REFLECTION TIME

Everything something important appears from the trips that needs to be discussed. For instance, while visiting a Polish school a group of the students at the school acted inappropriately. As a result during reflection time we discussed why this happened, why and how could we have avoided it or prepare the meeting better. In another place with a Roma minority, during a meeting in the city hall, one person's remark sounded racist for part of our group, so we discussed it during the reflection time. At this stage of the expedition reflection time is tailored every time to actual needs.

GOOD ADVICE

Always discuss with participants what they would like to do. It is very easy, with really good intentions, to prepare something uninteresting. The whole idea of the expedition is to involve everybody in the planning process and taking responsibility for the quality of things, which we are doing. Requiring participants to make decisions is an easy way to keep them constantly connected with the idea.



For multicultural teams to deliver on the promise of better performance through diversity, there is a need to develop culturally appropriate strategies to manage the task as well as the process.
Schneider and Barsoux



Coming back to students



A very important goal of the expedition project is to show all participants strategies for their personal development in or through intercultural and experiential education.

At this time the participants have the chance to look inside themselves and examine themselves in a broader context (gathering all experiences together and looking at it from another point).

This is also a way of improving intercultural communication skills, the chance for intercultural comparison by the multicultural work throughout the camp time. Students are given the opportunity to express their knowledge about group work, personal relations and communication and different global and cultural issues. This step of the expedition project is usually the starting point for deeper discussions about human rights, stereotypes and prejudices.

The whole expedition is designed in this way, that participants are coming back to the certain issues and subjects for few times during the Project. One may say that they are “moving in circles” making a “bigger circle” every time. We, as participants of the expedition, are in permanent movement all the time, both physically and mentally, so it is quite correct to compare our search during the project to search for the path in the forest – they say you should walk in the circles when you lost your way in deep forest and it will let you find your way out. This step of the EIC is the bigger circle again – we are trying to use what we have found and learnt for particular purpose: we want to change participants, we want to invite them for a great journey inside them, inside their convictions and values, we want to reflect together on it what they may to achieve if they want to do it.

After few days of working and learning in the multicultural environment, participants are ready to accept the basic beliefs of the expedition, they already voluntarily participate in common work, they usually feel empowered and they experience learner centered learning process that leads to changes in behavior and increase of their awareness. This is good time to touch more general ideas and issues. For example during this step we introduce and discuss human rights.

During the whole expedition participants learn to work in diverse groups, to actively listen to each other and freely express their feelings, opinions and emotions in order to understand the mechanisms of creating the stereotypes. During the seventh step, they are challenged to question their style of thinking, reasoning and seeing the world. At this step we usually face the most difficult issues and problems when individuals or groups go through painful processes of change.

Through carefully planned activities we help participants to build and upgrade their self-esteem, to develop responsibility and concern for each other, for learning process, for social relationships, and also to develop the responsibility for the nature. There are numerous possible ways and activities to achieve it. We organize complex simulations, round-table discussions and also outdoor challenges during which the whole group has a great opportunity to learn solidarity, responsibility and ability to see things from different perspectives.

Every society, every existing reality is a matter of a choice, it could be bad or good, but also always may be better. Every future may be different. And this message is passing to participants. We are not sure how an ideal world should look and this is good for us. We should create our world every minute according to our needs and dreams. During Expedition all people participating in this process should be directed by five conditions:

Responsibility
Engagement
Awareness
Curiosity
Humor

The contemporary world is a world of challenges and questions to answer. The political, religious and economic differences are obstacles for development. The growing globalization brings changes in all spheres of human life, personally, socially, culturally. Individual responsibility seems to grow and disappear at once. The significance of time and space vanishes. Increasing communication technology brings us closer together, lets our knowledge grow – but not necessarily to help develop our ability to integrate it. People from different cultural backgrounds live together in one society. We try to answer the question whether people from different cultures can merely live beside each other in multicultural society or in a kind of intercultural society with deep interaction and with all its possible implications. How does the encounter of cultural differences impact on us personally? Can different cultures co-exist, based on curiosity, mutual acceptance and respect?

EXAMPLE OF ACTIVITY

Exercise - Looking beyond the picture

Certain number of photographs, cut in the middle, are used in this activity. Participants take one of the picture pieces. Before finding the person with the second part of the photo, students try to imagine what is the story behind this photograph, what it is about? Later they look around in the group for a person with matching part of the picture. After finding the person with the other half they share with each other the ideas and then they connect both pieces and see a “real” story. (The exercise takes approximately 15-25 minutes. Before you start, prepare few pictures chosen earlier and divide them into two. You should choose such photos that, after cutting them into two, will deliver quite different messages, i.e.: the photo in the annexes part).

Questions for Debriefing:

How often do you judge nature, people, events on the base of the superficial information? What have you learnt from this activity?

EXAMPLE OF ACTIVITY

Exercise - Why did these advertisements fail?

Introducing exercise

1. An airplane company was established and named itself after a well-known Australian bird, the "Emu". Unfortunately, the tickets did not sell – why is that so?
2. An ad presenting dirty clothes on the left-hand side of the picture, washing powder in the middle and clean clothes on the right-hand side picture was not successful in some Arabic countries. Why?
3. A commercial showing a young girl cleaning the room after her brother using a very efficient cleanser raised serious discussion in Canada. Why?

In small groups students discuss these ads and try to come up with possible solutions. Solutions are discussed in a forum and if there are some doubts about solutions another sheet of paper is distributed with results, but not in order. Again in groups students have to match the problem with the right solution. Answers:

1. Emus do not fly.
2. In Arabic we read from right to left.
3. The commercial was considered sexist.

Questions for Debriefing:

There are differences between nations and cultures which we have to take into consideration. How may these differences impact our daily lives?

EXAMPLE OF ACTIVITY

Exercise - Magazine cover project?

Introducing exercise

Divide students into national groups. They are going to work on a successful magazine aimed at young women aged 20-35. They are working on the cover, content and marketing strategy. (30 min). After 30 minutes all groups present their magazines. The conclusion would probably be that all groups – with different backgrounds – used the same or a similar way of expression calling upon typical stereotypes, expectations and so on. This activity has been followed by the raised question: Are there some universalities shared by all nations (or a majority)? Students usually answer NO. Comments: If there are universalities that are shared by everybody in a trade (like our magazines for women) we can also introduce some laws that are going to build a universal framework followed by everybody. Presentation of the list of Human Rights guaranteed in main international treaties (e.g.):

- Right to self-determination;
- Non-discrimination;
- Prohibition of apartheid;
- Right to life;
- Prohibition of torture and of cruel, inhuman or degrading treatment or punishment, etc.

and present a list of countries that accept those rights

Questions for Debriefing:

How difficult is to decide about other people's life?

EXAMPLE OF ACTIVITY

Exercise - Violated human rights

Introducing exercise

Divide the students into small groups (3-4 people). Each group receives an example of a violation of one of the human rights (radical ones – easy to judge) that is being practiced in some countries (e.g. burning widows, FGM (female genital mutilation), human trafficking, etc.).

1. They are supposed to find the adequate human right guaranteed that is being violated.
2. They have to agree if international institutions have the right to intervene in those cases. Should the law be enforced?

Conclusions: Are there universal rights that should be followed by everyone?

Questions for Debriefing:

There are no easy questions, please think about it which problem was the most difficult to talk about?

EXAMPLE OF ACTIVITY

Exercise - Gail case

Introducing exercise

Divide the class into groups (they might be national groups). Each of the group gets information about the Gail case: Gail is a successful manager in a Swedish company. She is the next candidate to be promoted. Unfortunately the promotion is for the post in Japan. She will have to find contractors (buyers) among big Japanese companies who are known to not like doing business with women. In this case, the company might have problems with expanding its business into the Japanese market. On the other hand, Gail made it clear that she deserves and wants the post and thinks she can deal with the masculine culture of Japan, and if she will not get the post she will quit (leave) the job and the Swedish company. Consequently there is a meeting between the Chief Executives of the company. There is a second candidate, second in the line for promotion; a successful male, married with one daughter (school aged). Some of the CEOs seem to favor Gail but are wondering if her husband and children would like to travel to Japan. Will it be possible for Gail's husband to find a job there, and if not is Gail willing to accept being apart from her family? Others seem to favor the other candidate, he seems to be perfect. They know that they are going to lose Gail but the profits from the Japanese market seem to be much more important to the company, and in this case if the man is chosen those profits are much more possible. The groups have to decide what they are going to do (they are CEOs of the company so they have to think about the good of the company the most). They also have to explain their choice.

Questions for Debriefing:

How is gender equality in your country ?

EXAMPLE OF ACTIVITY

Exercise - Euro-rail 'a la carte'

Introducing exercise

You are boarding the 'Deer Valley Express' train for a week-long ride from Lisbon to Moscow. You are traveling in a couchette compartment which you have to share with three other people. With which of the following passengers would you prefer to share the compartment with?

- 1) A Serbian soldier from Bosnia;
- 2) An overweight Swiss financial broker;
- 3) An Italian DJ who seems to have plenty of dollars;
- 4) An African woman selling leather products;
- 5) A young artist who is HIV positive;
- 6) A Roma man from Hungary just released from jail;
- 7) A Basque nationalist who travels regularly to Russia;
- 8) A German rapper living a very alternative life-style;
- 9) A blind accordion player from Austria;
- 10) A Ukrainian student who doesn't want to go home;
- 11) A middle-aged Romanian woman who has no visa and a 1 year old child in her arms;
- 12) A Dutch hard-line and aggressive feminist;
- 13) A skinhead from Sweden ostensibly under the influence of alcohol;
- 14) A wrestler from Belfast apparently going to a football match;
- 15) A Polish prostitute from Berlin;
- 16) A French farmer who speaks only French and has a basket full of strong cheese;
- 17) A Kurdish refugee living in Germany who is returning from Libya.

Instructions for participants: Individually select your three top choices of the people whom you would most like to travel with and the three you would least like to travel with. You have 15 minutes to do this. In groups, share your choices of the best 3 and worst 3 companions, and discuss the reasons, which led to your decisions. Next try to come to a consensus on a common list of the 3 most and 3 least favored companions. You have 45 minutes for this part of the activity. In closing, each group presents it's conclusions followed by a debriefing and evaluation

Questions for Debriefing:

Which person are you in the simplified, stereotyped, perspective?
Would you like to travel with a person like you? What do we need to remember when we approach other people? What is the most important aspect of this exercise?

REFLECTION TIME

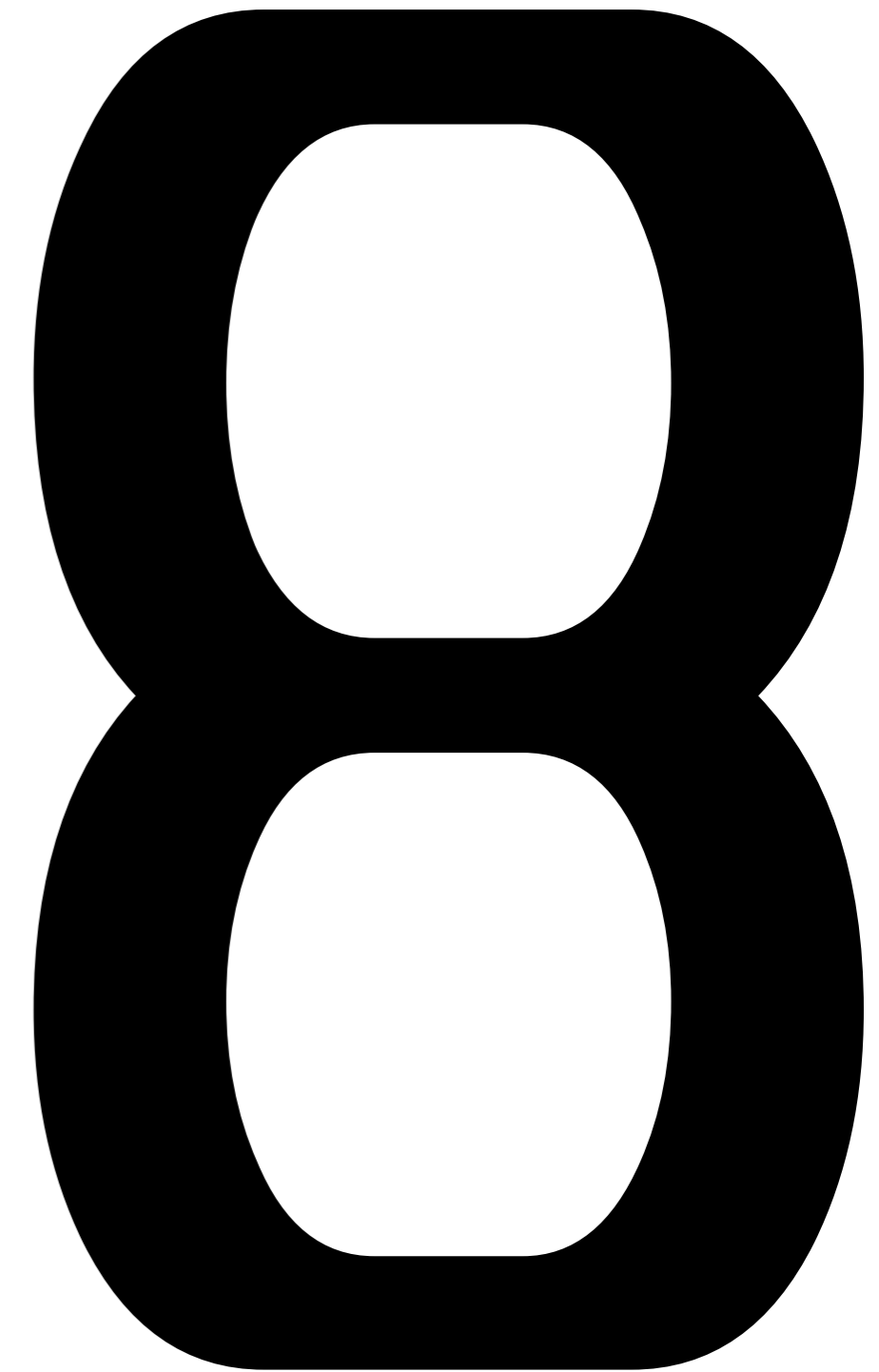
Workshop Evaluation. Ask all participants:

1. What key ideas did I learn about multicultural education / communication / interaction in this session?
2. What aspects or issues related to multicultural education / communication / interaction do I want to learn more about?
3. How was I able to use the information presented to think about multicultural education within the Polish / Romanian / American / German / Ukrainian (etc.) context?

The value of every workshop or activity might be increased if the leader asks participants to reflect on the experiences that they went through during the process and to then create certain conclusions. At the expedition we build situations supporting this kind of behavior very carefully. One of the best practices is to go through three steps similar to typical circle of the experiential learning (after certain activity or experience). First, to ask participants to describe what they have done, what they have seen, thought and felt. Second, to ask them: and now what? What benefits have you gained? What have you learned? About yourself, about others? What are possible consequences? How is it real? Third, to ask about future: how will you use this experience? From this point we are smoothly moving to the next steps of the expedition which are challenges for the future and evaluation of our efforts.

GOOD ADVICE

Be very careful during these activities and during closing time when creating conclusions. This is time for constant learning and the readiness to do it is at the highest point during the expedition. Use this opportunity.



step →

Challenge for the Future



Cultural differences can also contribute to new ways of looking at old problems, creating the opportunity for greater creativity and innovation.
Schneider and Barsoux



The Expedition project is designed to emphasize practical knowledge and the advantages that it can bring to its participants.

It is significant and determines how knowledge and skills gathered during the camp can be used in the future. EIC claims this knowledge and skills can be useful while traveling, learning, teaching, planning a professional career and in daily life. That is why students will learn how to prepare a resume, cover letter, complete different kinds of application forms, etc. Presentation is the last stage of each project. This is the moment – in the Expedition Inside Culture as well – for recapitulation and expression of new experiences participants gathered. The presentation is the moment when students can prove skills they gained, show effects of their hard exploring work and the crucial ability to express themselves publicly. This is also the chance to improve some abilities, like public speaking, synthetic thinking, deciding what is the most important and the most interesting for a more or less casual audience, concentrating on the value, presenting ourselves etc. This should be a moment when participants fully and spontaneously express learning.

All groups follow the same format of the presentation although have freedom in using presentation method and choosing the content of the presentation. One year “expeditioners” needed to answer the question: Final presentation – did you learn anything? They formed a group and divided tasks (key ideas) among themselves. They decided that their final presentation would be a plan for workshop focused on multicultural issues for teachers and school administrators. They prepared this plan and activities for a workshop. Finally they conducted it with EIC participants.

The Expedition Inside Culture project aims at building new kinds of citizenship in the multicultural world. All activities proposed create a new strategy for the future – they raise the awareness of stereotypes and prejudices among people with different backgrounds and they raise discussions on the issues and prepare young people to take responsibility for world issues concerning the cultural, religious, ethnic diversity and its consequences.

After the presentation – thinking about the future – the national groups work on planning the activities in their home environment. Young participants create an action plan: how to increase the awareness of the world multicultural issues in their schools and communities.

As a result of their participation in Expedition Inside Culture, we expect the students to:

- »» **Make evidence based judgments and take into account the perspective of different actors when it comes to human beings;**
- »» **Being aware of patterns of mind and behavior in different cultures and use this knowledge in interaction with others;**
- »» **Have the capacity to reflect on their own learning, both in terms of “What I learned” and “How I learn best”, and to contribute to the development of meaningful learning experiences in their schools;**
- »» **Understand different perceptions of time, space and history, according to cultural and social backgrounds;**
- »» **Feel challenged to ‘uncover’ the stories, characters and happenings that each ‘small’ community carries with it;**
- »» **Understand the process in which a ‘foreigner’ could become, through communication and interaction, a ‘significant other’, a part of your personal history.**

Divided in multinational groups participants have the task of preparing a presentation that expresses what happened during the expedition. They are completely free in deciding about the form of the presentation. Creative reports of students work can sometimes serve as a useful review. Here are some possibilities you may want to use during the camp.

EXAMPLE OF ACTIVITY

Exercise - Examples of the presentation format

One minute report. Students tell the group, in 60 seconds, about something they personally learned. It is a good idea to start each day with reports from five students.

This is continued until everyone has had a turn.

Poster or model. Students are supposed to create a poster or model (scheme) in any way they want. It must reflect the books they have read, the tasks they have done, etc.

The group skit. Presentation of a skit must be related to something students have learned about. It must be interesting - funny or dramatic. All members of the group must be involved in preparing and presenting the presentation.

Book or history report. From the group pick any student. His/her job will be to wear something - a hat, a badge, or anything that represents a person they have been learning about during the camp. The rest of the group will then guess who the presenting person is. Or he/she can say something that the person may have said and then the rest will guess. The presenter can even team up with someone, get them to play a part and act out a little skit showing something that person did or might have done.

Pantomime or puppetry. The presentation or report can include either puppetry or pantomime.

Without words students act out the principle of science or a key learning they got from expedition.

Compact disc design. Students choose some song titles that might have come from the expedition and design a cover representing those songs.

Dramatic reading. Students read a selection composed by a person they learned something about and as they read it to the rest of the group, they think about the words and place themselves fully into the character.

Mural. Each trio produces one mural that shows different applications of what was studied during the camp.

Design. Students - using only geometric figures - create a design that communicates something about the area of the camp and/or experiences from the camp.

Collage. Students prepare a collage. They can cut words, pictures or designs from old magazines or newspapers. It can be pasted on small objects. In some creative way students are supposed to communicate an image or learning that they got from the expedition.

Short story. Students write short stories-funny or dramatic, that tell what they did or learned.
Movie. Using material recorded during the expedition students prepare movie presenting their work.
Webpage. The easiest is to prepare project of the future webpage informing about expedition and/or the visited region.
Photography collection. Students prepare exhibition of the work during EIC and create descriptions for their photographs.

EXAMPLE OF ACTIVITY

Exercise - return to home country

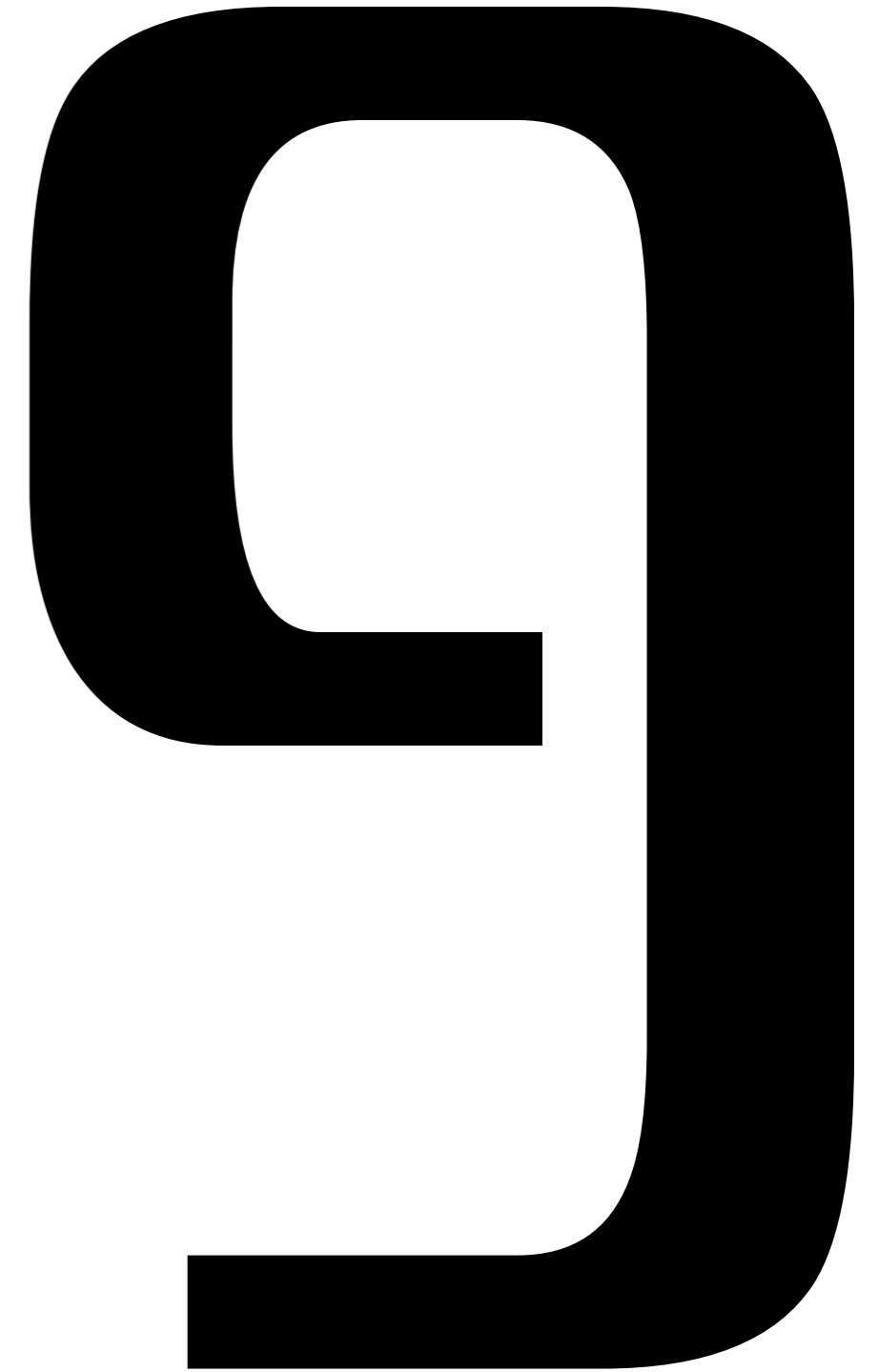
Return to home country. As participants go back to their own countries, they should focus on ways of disseminating the information and techniques acquired during the camp. They could compile a presentation CD for their school/university containing: description of activities, pictures, diary entries. The visual material should be accompanied by a presentation delivered by the participants. Students can deliver workshops throughout the school year, both to their colleagues and to their teachers. The workshops should be both issue-related (debates, presentations, panel discussions on various topics previously raised in the camp) and technique-related (interpersonal communication games, teambuilding activities, research techniques, evaluation questionnaires, etc.) Students should also seek to exchange knowledge outside their own institution, involving participants from other schools as well. They might initiate various extra-curricular activities such as debate clubs, educational trips, etc.

REFLECTION TIME

Participants should think about their work as a group during the preparation of the presentation. What was good in our group work? What was difficult? How did we react to problems? This is also time for broader view, for starting summarizing their experiences during the project. It is impossible to think about future and other people when one has no stable vision of herself or himself. Young people build their self-esteem to ensure their persistence and discipline in promoting certain values when they come back home. They have learnt a lot, but now they need to understand what they have learnt. They need time for thinking about their thinking. There are numerous good questions. What is really important in life? What I would not give up? When it is my responsibility to do "something"? Education needs time and space. Space might be understood as physical space, but also in metaphorical way, as intellectual space. Important thing is to constantly look for this space in our lives. Certainty is not the best condition for learning. Those who are very sure in this what they are doing usually are not open for things that come from outside. We need curiosity and respect for places we visit during life, because every place and every person has their own character – this needs to be clarified during reflection time at the end the eighth step.

GOOD ADVICE

Trust the participants. Remember to check recording equipment – you will be disappointed if it fails in the best moment.



step

Evaluation



The promise of multicultural teams lies in using differences, not just living with them.
 Schneider and Barsoux



Every valuable experience of a learning situation brings certain effects for participants. It might be expected that they have changed feelings, knowledge and behaviour.

The best way to help them to understand it is to involve them in the self-evaluation process. In this way we invite them to accelerate the process of learning and also we can collect important data about the quality of the experience created by the Expedition Inside Culture, which should be used to improve it in the future.

There are often doubts about any evaluation that attempts to judge complex phenomena in simplistic terms. The major part of this problem is possibly that a sense of being judged is likely to create a defensive reaction. The defensive climate results from the sort of communication that displays evaluation, control, strategy, superiority or certainty. Supportive and cooperative climates have the following qualities: description, problem orientation, empathy and equality. The way evaluation is handled is clearly of great importance if the results are to be accepted and acted on positively. A lot of threat can be taken out of an evaluation if as much initiative and responsibility as possible rests with the person being evaluated. At the final step of the expedition we encourage participants to evaluate the whole project, but firstly to self-evaluate their involvement.

It is obvious that a productive group is one that realizes that there will be process problems and is willing to evaluate its progress in managing these problems effectively. Evaluation presents an opportunity not merely to improve quality of the group but to give individuals the chance to reflect on their own behaviour in groups.

Before the end of the expedition we talk about two things: how was it, what should be changed in the Expeditions itself and also what will they do with the experience of EIC? How should they act from now on? Is it possible to change something around them?

EXAMPLE OF ACTIVITY **Exercise - Let's talk about the Expedition**

The exercise is designed to evaluate the project.

All participants are divided into pairs in which they answer the question: "Is camp a real life experience?" In other words they should discuss if it is possible to transfer the situations that we met at the camp into real life situations. We should think about why it is (or isn't) possible and whether it's easy or not. Then pairs make fours and the question is "How are you going to tell your friends at home about the camp?" After answering that, we create different four-people groups and think about the next question, which is: "What kind of barriers may appear while we're coming home?" After a few minutes discussion in groups we form a circle and we make a list of those obstacles we would have to face.

The next task is to form new groups (no smaller than 3 people each) and try to find strategies to fight the proposed problems. Then we make a circle again and one by one every group gives one strategy for every obstacle (there must be at least one strategy for every barrier but could be more).

The exercise takes approximately 90-120 minutes. Before you start prepare a piece of paper and a pen for every participant, and one big sheet of paper or a board.

Questions for Debriefing:

How is the group working out for you?
Is there anything that you would like to change in the group work?
How will you use it in the future?

EXAMPLE OF ACTIVITY **Exercise - King of the social commercial**

The exercise is done to evaluate the project.

Divide participants into 6-8 people international groups. The task is to advertise the camp. It can be done as a TV or radio commercial or leaflets or posters.

(The exercise takes roughly 90-120 minutes. Before you start prepare all materials you supposedly need)

Questions for Debriefing:

How effectively are you learning?

REFLECTION TIME

Two basic questions for conversation in pairs, later in fours and finally in the whole group:

- 1/ Things you found most valuable, and why?
- 2/ Things you found least valuable, and why?

GOOD ADVICE

Although usually at the end of every activity some things (like evaluation) does not look critically important, appropriately committed evaluation will allow the effects of the project to last much longer than without it.

Instead attachment

>>> for young leaders:

1. Added value few remarks from EIC leaders

During the preparatory meeting for EIC 2005 young leaders met and talked about their role during expedition. They decided that the priorities are:

1. To help participants stay active
2. To be a role model – to be active together with participants
3. To enable the EIC work as a group
4. To provide service (logistic, “a hand”)
5. To facilitate, help and monitor during all activities
6. To be flexible and offer feedback to participants
7. To stay consist and predicible
8. To be involved in constant self- evaluation

2. Basic advice for inexperienced learning facilitators

Remember!

Learning is not a receiving information but processing it. To accelerate learning process ask people to: state information in their own words, give examples of it, recognize it in various circumstances, see connections with other facts or ideas, make use in various ways, foresee some of its consequences, state its opposite or converse.

Try to secure qualities of the program design: moderate level of content, balance between affective, behavioral and cognitive learning, variety of learning approaches, opportunities for group participation, utilization of participants' expertise, recycling of earlier learned concepts and skills, real-life problem solving, allowance for future planning.

Follow the steps in designing learning process:

- >>> Assess the need for training and the participants
- >>> Set general learning goals
- >>> Specify objectives
- >>> Design training activities
- >>> Sequence training activities
- >>> Start detailed planning
- >>> Revise design details
- >>> Evaluate the total result

Assessing the need for training and the participants

helps to determine the training content, allows to obtain case material, permits to develop a relationship with participants. What information may be obtained? Training needs, nature of the participants' situation, knowledge, skills and the attitudes, conditions that will affect participant involvement. How? Observation, questionnaires, interviews, group discussion, tests, reports, work samples.

Developing active training objectives

should be the most important step for designing any program.

Three types of learning: affective, behavioral, cognitive.

Communicating training objectives to others

Creating opening exercises has three goals:

team building, on-the-spot assessment, immediate learning involvement. What to keep in mind: level of threat, appropriateness to group norms, relevance to training content.

Ways to obtain participation: open discussion, response card, polling, subgroup discussion, partners, go-arounds, games, calling on the next speaker, panels, fishbowls

Effective lecture

Introductory exercise, leadoff story or interesting visual, initial case problem, test question, preview the content.

Ways to maximize understanding and retention: opening summary, headlines, examples, analogies, visual backup

Ways to involve participants during lecture: listening role, guided note taking, spot challenge, synergetic learning, illuminating exercise
Ways to reinforce lectures: press conference, participant review, group processing, postlecture case problem, experiential activity.

Alternatives methods to lecturing

Demonstration, case study, guided teaching, group inquiry, information search, study group, jigsaw learning, learning tournament.

Experiential learning approaches

Role playing, games and simulations, observations, mental imagery, writing tasks, action learning projects.

Sequencing and planning activities

opening exercises, building blocks, middle activities, advanced knowledge and skills, application activities. Basic guidelines: build interest and introduce new content before exploring deeply, easy before demanding, mix activities, group together concepts and skills that build on each other, sub-skills before skills, close with so what...

Feedback (descriptive rather than evaluative, specific rather than general, needs, directed toward behavior, well timed, it is clear) and evaluation. What? So what? Now what?

Hints for trainers (learning facilitators)

Involve participants in activity in first five minutes, Frequently check for understanding, Modify plans based on participant feedback, Use self-disclosure and humor to develop an open climate, Listen carefully and match what's happening to the needs of the participants, Use a wide variety of learning methods, Give participants the what why how for every training activity, Review where the group has been, give an overview of where it's going and summarize periodically along the way

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Knowledge is power

Francis Bacon

YOU should know
that YOU are
the member of the

expeditioninside culture
association



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