

**ARM EN RIJK ONTMOETEN ELKAAR**

Een onderzoek naar de impact van internationale studentenuitwisseling

op Filipijnse studenten uit het schoolsponsorprogramma van Young Focus

met een achtergrond van grote armoede.

Auteur Wilma Steenbeek-Vlug

Opdrachtgever Young Focus Nederland

Begeleider Jan van der Plas

Beoordelaar Henk Bakker

Opleiding HBO Godsdienst Pastoraal Werk Christelijke Hogeschool Ede

Inhoud

[**Voorwoord** 3](#_Toc429679726)

[**1. Inleiding** 4](#_Toc429679727)

[**2. Afbakening en Methode van onderzoek** 5](#_Toc429679728)

[**3. Theoretisch kader** 7](#_Toc429679729)

[**4. Visie van stichting Young Focus** 13](#_Toc429679730)

[**5. Impact van de selectie op de studenten** 16](#_Toc429679731)

[**6. Persoonlijke ervaringen** 20](#_Toc429679732)

[**7. Perspectiefveranderingen bij de studenten als gevolg van de uitwisseling** 26](#_Toc429679733)

[**8. Cultuurschok en cultuurschok bij terugkomst**. 30](#_Toc429679734)

[**9. Begeleiding en follow-up** 35](#_Toc429679735)

[**10. Impact** 37](#_Toc429679736)

[**11. Aanbevelingen** 41](#_Toc429679737)

[**Nawoord** 43](#_Toc429679738)

[**Literatuurlijst** 44](#_Toc429679739)

[**Bijlage I Interviews** 45](#_Toc429679740)

[**Bijlage II Interviewschema’s** 83](#_Toc429679741)

[**Bijlage III Interview Student Coach** 104](#_Toc429679742)

[**Bijlage IV Interview Student Coordinator Young Focus** 109](#_Toc429679743)

[**Bijlage V Interview Paul van Wijgerden** 111](#_Toc429679744)

[**Bijlage VI Interview met Coördinator Groevenbeek** 115](#_Toc429679745)

[**Bijlage VII Communicatiemodel internationale uitwisseling** 121](#_Toc429679746)

# **Voorwoord**

In het koude voorjaar van 2013 ontmoette ik vier wat verlegen maar glunderende Filipijnse jongeren. Ze maakten deel uit van het uitwisselingsprogramma dat Stichting Young Focus samen met Christelijke Scholengemeenschap Groevenbeek had opgezet. Voor de tweede maal waren vier studenten uit de sloppenwijken van Manilla uitgenodigd door Groevenbeek om naar Nederland te komen. Tijdens het uitwisselingsprogramma hebben ze kennis gemaakt met de leefwereld van vier Nederlandse Groevenbeek-leerlingen die een half jaar eerder bij hen op bezoek waren geweest.

Voor het eerst van hun leven waren ze in het buitenland. Alles wat ze zagen, hoorden, proefden was anders en onbekend. Hun zintuigen moeten gezinderd hebben van alle nieuwe indrukken. Ze genoten, zoveel was wel duidelijk. Ze hadden plezier met elkaar en met de Nederlandse studenten van Groevenbeek. Ze verbaasden zich aan een stuk door over deze nieuwe wereld die ze binnengevlogen waren. Bijzondere ervaringen stapelden zich op. Een unieke kans zo’n internationale uitwisseling!

Kort daarvoor was ik nog bij ze op bezoek geweest in de Filipijnen, hun families bezocht en met hen gegeten en gelachen, maar ook de onbeschrijflijke leefomstandigheden in de sloppenwijken van Manilla gezien. Nu waren ze hier te gast in mijn goed georganiseerde land met alle voorzieningen en rijkdom die een mens maar kan wensen.

De uitwisseling roept vragen op zoals: “Doe je er wel goed aan om ze vanuit hun armoede hierheen te halen, kan dat geld niet beter besteed worden”?

Het is altijd gevaarlijk om etiketten op mensen of groepen te plakken. Zo ook het etiket ‘arm’ op de kinderen en jongeren uit de achterbuurten van Manilla. Daarmee zou je kunnen vergeten dat het om mensen van vlees en bloed gaat en niet slechts om objecten van ons mededogen, waarmee we kunnen doen zoals het ons goeddunkt. Voor mij was het belangrijk om de inmiddels acht Filipijnse jongeren die aan de uitwisseling hebben deelgenomen allereerst zelf aan het woord te laten. Hun mening telt, ze zijn jongeren met een naam, een eigen persoonlijke geschiedenis en eigen opvattingen.

Mijn bijzondere dank gaat dan ook uit naar deze acht studenten die bereid waren om hun persoonlijke ervaringen te delen. Achter de mooie, indrukwekkende en soms ook verdrietige verhalen komen acht bijzondere jongeren tevoorschijn, die met hun levensvreugde en moed het in zich hebben om een inspiratie voor velen te zijn.

# **1. Inleiding**

**1.1 De vraagstelling**

Internationale uitwisselingsprogramma’s ontvangen omvangrijke subsidies van overheden en non-profitorganisaties. Zo investeert de Europese Unie bijvoorbeeld ruim 14 miljard euro in het zevenjarig Erasmus+ programma dat jongeren onder andere de gelegenheid biedt om te studeren en werkervaring op te doen in het buitenland.[[1]](#footnote-1) Doelstelling van dergelijke programma’s is toename van wederzijds begrip en betrokkenheid tussen mensen uit verschillende culturen en landen, het uitwisselen van kennis en werkervaring en het terugdringen van vooroordelen.

Het uitwisselingsprogramma van Young Focus met Scholengemeenschap Groevenbeek staat ook in het teken van bewustwording en wederzijds begrip. Waar het de Filipijnse studenten betreft, hoopt Young Focus dat de uitwisseling hen vooral zal motiveren hun opleiding goed af te ronden, en zal doen groeien in hun persoonlijke ontwikkeling, waardoor ze ook een rolmodel en inspiratie voor hun directe omgeving zullen zijn.

Naast culturele verschillen is het verschil in levensstandaard tussen de Filipijnse en Nederlandse studenten wel het meest opvallend. De Filipijnse studenten hebben een achtergrond van extreme armoede.

De studentenuitwisseling die Young Focus initieerde voor jongeren uit haar schoolsponsor programma maakte vragen los. Want hier ging het om jongeren uit de sloppenwijken van Manilla die te gast waren in het ‘rijke westen’. Zijn de verschillen niet te groot? Is het wel verantwoord om jongeren vanuit de armoede in de welvaart te brengen?

De vraag die daarop volgt is: Wat is de impact van de uitwisseling op de studenten?

**1.2 De aanleiding en context**

Stichting Young Focus (YF) werkt met ondersteunende programma’s op het gebied van onderwijs en gezins- en gezondheidszorg onder de allerarmste kinderen en jongeren uit de sloppenwijken in Manilla op de Filipijnen.

Young Focus heeft in 2012 in samenwerking met Scholengemeenschap Groevenbeek in Ermelo, een kleinschalig studentenuitwisselingsprogramma opgezet. In 2012/13 en 2014/15 vond een uitwisseling plaats tussen vier Nederlandse scholieren en vier studenten uit het schoolsponsorprogramma van Young Focus. Een week lang namen de jongeren deel aan een intensief programma met tal van activiteiten die gericht waren op ontmoeting en kennismaking met elkaars leefwereld.

De studenten uit Manilla zijn geselecteerd door een klein team. De eerste keer onder begeleiding van één supervisor (YF-Student Coach) naar Nederland afgereisd en de tweede uitwisseling met twee supervisors.

Young Focus vindt het belangrijk om onderzoek te doen naar de impact van de uitwisseling op de acht betrokken studenten, want het welzijn van de studenten uit Manilla staat voorop bij de uitwisseling. Een derde uitwisseling met Scholengemeenschap Groevenbeek staat gepland, en Young Focus heeft het voornemen om in de toekomst ook met andere scholen uitwisselingen te organiseren. Nu is het dus een goed moment om het programma te evalueren en de impact op de studenten in kaart te brengen.

**1.3 De onderzoeksvraag**

Wat is de impact van kleinschalige internationale studentenuitwisseling op studenten uit de Filipijnen en welke aanbevelingen kunnen o.b.v. de onderzoeksresultaten meegegeven worden voor nieuwe uitwisselingen?

**1.3.1 Uitwerking van onderzoeksvraag in deelvragen**

Deelvraag 1: Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*In deze deelvraag wordt onderzocht in hoeverre het internationale uitwisselingsprogramma past binnen het missionair paradigma van Young Focus.*

Deelvraag 2: Wat is de impact van de selectie op de studenten?

*De selectie procedure is een proces van maanden; een bijzonder spannende tijd voor de studenten. Over dit proces zijn een aantal vragen te stellen zoals: hoe interpreteren de studenten hun selectie tot deelname aan het uitwisselingsprogramma en wat zijn de reacties van vrienden en familie?*

Deelvraag 3: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

*Met deze deelvraag worden de persoonlijke ervaringen tijdens de uitwisseling in kaart gebracht van de YF-studenten. Wat hebben ze als positief ervaren, wat hebben ze geleerd, wat waren de lastige momenten en met welke suggesties komen ze zelf?*

Deelvraag 4: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

*Deze deelvraag wil de belangrijkste veranderingen in hun denken, beleven of zienswijze bloot leggen. Welke zaken trekken hun aandacht, wat heeft hen geïnspireerd of op nieuwe gedachten gebracht?*

Deelvraag 5: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

*Om bij eventuele toekomstige uitwisselingen studenten en begeleiders beter te kunnen voorbereiden is het van belang om te horen hoe studenten de kennismaking met een nieuwe cultuur ervaren hebben, evenals de terugkomst in eigen gemeenschap.*

Deelvraag 6: Welke gebieden van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Met deze deelvraag wordt onderzocht* *hoe de begeleiding en debriefing tijdens de diverse fasen van de uitwisseling verloopt. Welke zaken kwamen daarbij aan de orde en hoe ervaren de studenten de begeleiding?*

Deelvraag 7: Wat zijn de voordelen van interculturele ervaring voor de toekomst van de studenten?

*Welke veranderingen of ontwikkelingen zien studenten bij zichzelf na de uitwisseling en komt dit overeen met wat hun begeleiders waarnemen?*

# **2. Afbakening en Methode van onderzoek**

Via multidisciplinaire literatuurstudie en interviews is onderzoek gedaan naar de in de onderzoeksvraag genoemde problematiek. Het onderzoek naar de impact van de uitwisseling is een eerste algemene oriëntatie.

Onder ‘de internationale studentenuitwisseling’ wordt verstaan: *de selectie, de voorbereidingen, het verblijf in Nederland en de terugkomst*. Resultaten en conclusie van het onderzoek worden verwerkt in een aanbeveling met betrekking tot de inhoud en uitvoering van toekomstige internationale studentenuitwisselingen met Filipijnse studenten uit het schoolsponsorprogramma van Young Focus.

**2.1 Multidisciplinair literatuuronderzoek**.

Armoede begrijpen vraagt om een integratie van verschillende disciplines. Getracht is om complementaire inzichten uit de sociologie, psychologie, antropologie en theologie met betrekking tor armoede en interculturele communicatie met elkaar te verbinden.

**2.2 Kwalitatieve methode**

Bij dit praktijkgerichte onderzoek heb ik gekozen voor de kwalitatieve methode van onderzoek[[2]](#footnote-2). Bij de vroege normatieve benaderingen van crossculturele ervaringen wordt weinig of geen aandacht geschonken aan het proces van betekenisproductie. Vandaag de dag is het echter algemeen aanvaard dat betekenis steeds vorm gegeven wordt door een concreet individu met een persoonlijke ervaringsachtergrond, waardoor het in principe onmogelijk wordt een sociaal fenomeen te vatten zonder de betekenis ervan na te gaan voor het individu. Op die manier zouden we kunnen concluderen dat wetenschappelijk onderzoek naar crossculturele ervaringen onmogelijk wordt, omdat de bevindingen van onderzoek naar persoonlijke betekenis zo individueel en contextgebonden zijn dat ze moeilijk veralgemeend kunnen worden.[[3]](#footnote-3)

Grondleggers van de Grounded Theory zoals Strauss & Corbin en Glaser bieden een uitweg uit die impasse. Hun uitgangspunt is dat een onderzoeker niet aan zijn onderzoek begint met een voorgevormd beeld van de sociale werkelijkheid en een theorie ter verklaring ervan in het achterhoofd, welke de onderzoeksdata dan moeten ondersteunen of verwerpen. De onderzoeker selecteert daarentegen een studiedomein waarin hij de data en de theorie uit het studiedomein als het ware tevoorschijn laat komen. Data worden telkens in wisselwerking met de theorie veralgemeniseerd en teruggekoppeld naar studiedomein.[[4]](#footnote-4) Deze aanpak sluit aan bij dit praktijkgerichte onderzoek. Daarbij is de interpretatieve benadering, ook wel symbolisch interactionisme, gevolgd.[[5]](#footnote-5) Kwalitatieve analyse kent vele methoden en heeft als voordeel een open benadering, wat bij dit onderzoek de mogelijkheid biedt om in te spelen op situaties en personen. De onderzoeksgroep is beperkt, namelijk de acht YF-studenten. De beleving van de acht studenten staat centraal en is van belang bij het beantwoorden van de onderzoeksvraag.

**2.2.2 Interview**

Voor dit onderzoek is de vorm van het half-gestructureerde interview[[6]](#footnote-6) gekozen. Daarbij zijn interviewvragen geformuleerd die leermomenten, knelpunten en ervaringen bij de acht YF-studenten blootleggen. De informanten zijn om beurten geïnterviewd, aan de hand van een vragenlijst met open vragen met daarbij ruimte voor eigen inbreng van de geïnterviewde. De informanten antwoorden vanuit hun eigen referentiekader. Zo ontstaat een beeld van de werkelijkheid dat door de onderzochten zélf wordt aangereikt, waarin zij aangeven welke betekenis de uitwisseling voor hen heeft gehad.

Kwalitatief onderzoek, hoewel rijk aan inhoud, brengt uitdagingen met zich mee. Alhoewel de Filipijnse YF-studenten Engels spreken en schrijven, was bij sommige het vocabulaire te beperkt om het interview in het Engels af te nemen zonder hulp van een tolk. Zes studenten zijn bij het interview ondersteund door een tolk. Bij het interviewen van de YF studenten moest ook rekening gehouden worden met de hoge contextcultuur.[[7]](#footnote-7) De studenten vroegen regelmatig om toelichting van de situatie bij de vragen die hen gesteld werden. Zo konden ze de vraag beter plaatsen en beantwoorden. Als individu frank en vrij je mening geven over zaken is in de Filipijnse collectivistische cultuur vrij ongewoon. Door hun kennismaking met de Nederlandse cultuur, waren de YF-studenten bekend met de Nederlandse directheid en ook vrijer om hun werkelijke gevoelens en meningen te verwoorden.

Bij de kwalitatieve methode wordt niet of nauwelijks met cijfermatige gegevens gewerkt[[8]](#footnote-8). Numerieke gegevens vertellen in dit geval het verhaal niet. Bij de interviews zijn de vragen per deelvraag onderverdeeld. Per deelvraag zijn de relevante fragmenten uit de interviews schematisch gegroepeerd en geanalyseerd. Door woorden of emoties te labelen en door ervaringen in relatie te brengen met de theorie wordt de analyse verdiept. Patronen en effecten komen zo tevoorschijn en kunnen in meer algemene zin vanuit de theorie verklaard of voorspeld worden. Daarnaast bieden de betrokken begeleiders in de Filipijnen en in Nederland een blik van buitenaf op de impact van de uitwisseling op de studenten als groep maar ook als individu. Zo wordt duidelijk of de door de studenten genoemde effecten ook herkend worden door hun begeleiders.

# **3. Theoretisch kader**

**Inleiding**

Aangezien armoedebestrijding het achterliggende doel is van het werk van Young Focus zal de impact ook binnen dat kader beschreven worden. Armoede is een begrip dat op veel manieren wordt gebruikt en verstaan. Inmiddels is men het er wel over eens dat armoede veel meer omvat dan ‘te weinig geld hebben’. Armoede is een complex fenomeen waar geen simpele oplossing voor is. De oorzaken van armoede hangen samen met de geografische, religieuze, politieke en economische context. En oplossingen die relevant zijn voor armoedebestrijding in een wereldstad als Manilla op de Filipijnen met haar groei-economie en katholieke bevolking, kunnen verschillen van die voor bijvoorbeeld het Islamitische Sudan dat afhankelijk is van ontwikkelingshulp.

Een theologisch kader dat aansluit bij de Filipijnse situatie biedt het gedachtegoed van Bryant Myers die armoede verklaard als het resultaat van disfunctionele relaties en vanuit een holistisch perspectief naar aanpak en oplossingen kijkt.[[9]](#footnote-9)

Vanuit een meer sociale en educatieve invalshoek schetst Ruby K. Payne een kader dat armoede inzichtelijk maakt.[[10]](#footnote-10) Ze laat zien welke factoren een rol spelen bij armoede en met welke resources - de ‘kwaliteit van leven’ indicatoren - de vicieuze cirkel van generationele armoede doorbroken kan worden. Ook volgens haar bevindingen spelen positieve relaties bij het loskomen van armoede een sleutelrol. Aanvullende inzichten uit de antropologische, psychologische en sociologische literatuur over armoede, interculturele communicatie en cultuurschok zijn verwerkt in de beantwoording van de deelvragen.

**3.1 Theologische reflectie**

Hoe we de aard en oorzaak van armoede verstaan, is van groot belang volgens Myers. Dat bepaalt namelijk ook onze reactie op armoede. Myers vertrekpunt in het verstaan van armoede is dat deze ten diepste het resultaat is van disfunctionele relaties. Dat zijn relaties die niet rechtvaardig, niet vóór het leven, niet harmonieus en niet aangenaam zijn. De kern van dit relationeel verstaan van armoede is het idee dat de armen niet weten wie ze zijn of met welke reden ze geschapen zijn. Wanneer je als mens gelooft dat je minder waard bent dan de andere mens, dat je geen goed verstand, geen kracht of persoonlijkheid hebt die kan bijdragen aan je eigen welzijn en dat van anderen, ontstaat een verwrongen zelfbeeld. Hetzelfde geldt voor de armen. Wanneer ze geloven dat ze niets kunnen bijdragen, niet productief kunnen zijn, hebben ze een verwrongen beeld van hun roeping in het leven. Relaties die de armen hebben zijn vaak onderdrukkend en maken machteloos omdat de niet-armen ‘god spelen’ in het leven van de arme.[[11]](#footnote-11)

Maar hoe zouden gezonde relaties beschouwd moeten worden? Het Bijbelse beeld van sjalom helpt om hierover na te denken. Nicolas Wolterstorff merkt op dat sjalom meestal met vrede vertaald wordt. Maar sjalom betekent meer dan het afwezig zijn van twist. “Sjalom is een relationeel concept; in vrede zijn met God, met jezelf, met medemensen en met de natuur.”[[12]](#footnote-12) Wolterstorff suggereert dat we het idee van rechtvaardigheid, harmonie en genot daaraan mogen toevoegen om zo de volle Bijbelse betekenis van het woord te omschrijven.

Sjalom betekent behoren bij een authentieke en zorgende gemeenschap waar men volledig zichzelf mag zijn en zichzelf kan geven zonder arm te worden.

Ook de Britse theoloog Christopher Wright ziet de betekenis van sjalom breder dan de afwezigheid van conflicten. Sjalom slaat op allesomvattende welvaart en welzijn. Het verwijst naar volledige levensvervulling en de voorspoed die in het Oude Testament gezien worden als Gods zegen en als vruchten van verbondstrouw (Jer. 29:7a).[[13]](#footnote-13)

Dit idee van sjalom is verbonden met één van de interessante manieren waarop Jezus zijn missie omschreef. Ik ben gekomen opdat ze leven mogen bezitten, en wel in overvloed (Joh.10:10). Ten volle leven is Gods doel; hiertoe zijn we geschapen en hiervoor is Christus gekomen. Een vreugdevol leven is meer dan het hebben van bezit. Alhoewel sjalom en ‘leven in overvloed’ idealen zijn die we pas ten volle waar zullen zien worden met Christus’ wederkomst, blijft dit visioen van sjalom dat naar leven in overvloed leidt een krachtig beeld dat ons begrip van een betere humane toekomst inhoud geeft en vormt.[[14]](#footnote-14)

Gemeenschapsontwikkeling richt zich op versterking van lokale gemeenschappen. Dit gebeurt vanuit een bepaalde visie en volgens bepaalde principes. Ontwikkelingsorganisaties staan voor de uitdaging om een aanpak of strategie te ontwikkelen waardoor mensen weer een menswaardig bestaan kunnen opbouwen en het leven kunnen genieten zoals het bedoeld is.

Myers definieert ‘*transformational development’* als positieve verandering van geheel het menselijk leven in zowel fysiek, sociaal, mentaal als spiritueel opzicht. Dit zijn dan ook legitieme gebieden van aandacht voor *transformerend ontwikkelingswerk* vanuit een christelijke visie[[15]](#footnote-15)

**3.1.1 Holistische model**

Holisme is om verschillende redenen een belangrijke term voor christenen bij het nadenken over ontwikkelingswerk.

1. Holisme schets een holistisch beeld van het heilsplan van God met de mens zodat mensen kunnen begrijpen wat het evangelie voor hen kan en wil betekenen. Het is van belang om duidelijk te zijn over hoe de wereld bedoeld was, hoe zaken zijn ontwikkelt tot wat ze nu zijn. Daarbij wordt duidelijk wat God aanbiedt en wat ons aandeel als mens en gemeenschap mag zijn zodat zaken kunnen veranderen.

2. Gods redding scheidt mensen niet van de sociale systemen waar ze deel van uit maken; uiteraard gaat de eerste aandacht naar de mens uit. Door God veranderde mensen zijn het begin van elke verandering. Maar de sociale dimensie van de mens is ook ‘gevallen’ en daarmee ook doel van Gods reddende werk. Jezus gaf zijn leerlingen de opdracht om alle volken tot zijn discipelen te maken en hen te leren wat Hij hen geboden had. Kwame Bediako, de Ghanese theoloog, omschrijft de volle betekenis van de Grote Opdracht om volken tot discipelen te maken als volgt:

*“The Great Commission, therefore, is about the discipline of the nations, the conversion of the things that make people into nations - the shared and common processes of thinking; attitudes; worldviews; perspectives; languages; and cultural, social and economic habits of thought, behaviour and practice. These things and the lives of the people in whom such things find expression – all of this is meant to be within the call of discipleship.”*[[16]](#footnote-16)

3. Het evangelie van Jezus en Zijn koninkrijk is een boodschap van leven, daad, woord en teken, een ondeelbaar geheel die alle uitdrukking geven aan de volledige boodschap van het evangelie.

In Marcus 3:14 lezen we: *Hij (Jezus) stelde er twaalf aan, opdat zij met Hem zouden zijn en opdat Hij hen zou uitzenden om te prediken, en om macht te hebben boze geesten uit te drijven.*

Het is belangrijk om te realiseren dat we allereerst tot Christus zelf geroepen zijn. Om in zijn tegenwoordigheid te verblijven. De relatie met Jezus is het kader waar al het andere uit voortvloeit. In Marcus 6: 12, 13 zien we de discipelen aan het werk. *En zij* vertrokken *en predikten, dat zij zich zouden bekeren. En zij dreven vele boze geesten uit en zalfden vele zieken met olie en genazen hen.* Prediken, het evangelie als woord; dit omvat onderwijzen, prediken, theologie. Genezing is het evangelie als daad; dit omvat werken aan het fysieke, sociale en psychologische welzijn van mensen. Uitdrijven van demonen is het evangelie als teken; dit omvat de zaken die alleen God kan bewerkstelligen als ook die zaken die de kerk doet als een levend teken van Gods koninkrijk in het hier en nu, maar dat nog niet tot voltooiing is gekomen.

Alle vier de zaken – leven, woord, daad en teken – horen elkaar en vormen samen het evangelie.

Christopher Wright beschrijft zijn holistisch model naar aanleiding van de gebeurtenis die beschreven wordt in het Bijbelboek Exodus. De tekst laat zien hoe Israël in Egypte op politiek, economisch, sociaal en geestelijk gebied onderdrukt werd én hoe God hen verloste op alle vier gebieden. De exodus betekende een werkelijke verandering voor het volk in de werkelijke omstandigheden van dat moment terwijl het tegelijkertijd werd geroepen tot een nieuwe, werkelijke relatie met de levende God. Dit was Gods totale antwoord op Israëls totale nood. De exodus is een overgang van slavernij naar verbond. Het vormt het Bijbelse fundament voor een missiologie die het belang onderstreept van een holistisch handelen dat wijst op de totaliteit van wat God voor Israël heeft gedaan. Ze is een model voor een royale, verlossende reactie op de nood van mensen. God heeft zelf zo gehandeld en vraagt dit ook van zijn kinderen. Volgens Wright is de uittocht een van de belangrijkste interpretaties die het NT geeft van het kruis van Christus. We mogen het evangelie niet versmallen tot een oplossing voor ons persoonlijk probleem en een toegangspasje tot de hemel. Verlossing, zoals God het bedoeld heeft, neemt de vorm van een exodus aan. Het complete verlossingswerk van het kruis omvat ook bevrijding van alles wat de mens en de schepping tot slaven maakt en onderdrukt. De Bijbelse God is een God die zendt, waarbij Gods kinderen instrumenten zijn van redding en boodschappers van openbaring in het publieke domein. [[17]](#footnote-17) De missionaire opdracht beslaat een ruim betekenisveld waaronder een groot aantal verschillende activiteiten kunnen vallen. *“Het is van belang vals dualisme te onderkennen dat …. een onderscheid maakt tussen zogenaamde geestelijke en wereldlijke gebieden. De kerk moet zich tot de gehele wereld verhouden (dit omvat ook ecologische, economische, sociale en politieke dimensies) en dat blijven doen tot het einde van de wereld, tot een nieuwe wereld aanvangt.”[[18]](#footnote-18)*

**3.2. Sociaaleconomische, antropologische en psychologische perspectieven**

**3.2.1 Sociaal economische klassen**

Zoals al eerder opgemerkt, verklaart het wel of geen toegang hebben tot financiële middelen niet waarom de één wel in armoede blijft leven en de ander niet.

Aan armoede ontsnappen betekent van klasse veranderen. Dat is niet simpelweg een kwestie van geld. Iedere klasse heeft zijn eigen ongeschreven regels en vaardigheden. Dat begint voor de Filipijnse arme bevolking al met het verschil in taal zoals door McFarland beschreven in de *The Philippine language situation* . Op de Filippijnen zijn ruim honderd verschillende inheemse talen en dialecten te onderscheiden, welke alle deel uitmaken van de Maleis-Polynesische taalgroep. Na de onafhankelijkheid in 1946 werd Tagalog verklaard tot nationale taal en een verplicht leervak op school. Na 1946 bleef Engels gehandhaafd als de belangrijkste voertaal in de handel en de politiek. [[19]](#footnote-19) McFarland constateert dathet Engels in de Filipijnen vooral gesproken wordt in centra van macht, of in plaatsen waar de ‘machtigen’ verblijven. In Manilla is een scheiding te zien van taalgebieden. Gebieden waar Engels gesproken wordt ten opzichte van gebieden waar Tagalog de voertaal is. Engels wordt vooral gesproken in de zakenwereld, in de grote hotels en de ‘shopping malls’. Tagalog hoor je op de markt, bij de lage middenstand. Het is de taal van de ‘kleine man’.[[20]](#footnote-20)

**3.2.2 Relaties tussen de sociale klassen: Het additieve model**

Een van de grootste verschillen tussen sociale klassen komt tot uiting in de manier waarop ‘de wereld’ wordt gedefinieerd. De rijken zien de internationale gemeenschap als hun wereld. Zo kan een rijke Amerikaan een opmerkingen maken als: ‘Mijn favoriete restaurant is in Brazilië’. De belevingswereld van de middenklasse is voornamelijk nationaal/continentaal terwijl die van de arme vooral lokaal is.[[21]](#footnote-21)

Ieder individu draagt in zich de ongeschreven leefregels die horen bij de cultuur en de sociale klasse waarin hij of zij is opgegroeid. Veel overheidsinstituten, scholen maar ook bedrijven functioneren vanuit normen van de middenklasse en maken gebruik van de ongeschreven leefregels die horen bij die klasse. Deze ongeschreven regels en de normen worden echter niet onderwezen op school of binnen het bedrijf. Voor iemand die in armoede is opgegroeid en zich daaraan wil ontworstelen, is het van groot belang die ongeschreven regels van de middenklasse te leren kennen en ze eigen te kunnen maken.

Het additieve model van Payne[[22]](#footnote-22) biedt inzicht in hoe de ongeschreven en verborgen leefregels van de economische klasse werken en biedt tegelijkertijd een raamwerk om resources aan te vullen. Het is een manier om het ‘halflege glas’ te vullen. Het leren van de ‘overlevingsregels’ van je omgeving, je klasse is een proces van *osmose*. Je moet in feite gewoon blijven ademen. Door deel uit te maken van de omgeving leer je de leefregels van die omgeving. Omgeving en individu vermengen zich haast als vanzelf. Dit proces is voor iemand uit de middenklasse hetzelfde als voor iemand die opgroeit in armoede. Zolang je in eigen context functioneert is het glas vol. Maar heb je als middenklasser, geconfronteerd met armoede, wel de juiste hulpbronnen of vaardigheden tot je beschikking? Ben je in staat om te overleven wanneer je terecht komt in een arme buurt? Je glas is in die nieuwe context opeens halfleeg.

Om in armoede te kunnen overleven, moeten individuen reactieve, zintuiglijke en non-verbale vaardigheden bezitten. Ze kunnen snel een situatie inschatten, relaties leggen en urgente en concrete problemen snel oplossen. Maar wanneer een persoon uit de lagere sociale klasse de ‘middenklasse wereld’ van school, werk en andere instituties betreedt, heeft hij andere vaardigheden nodig om daarin te kunnen ‘overleven’. Proactieve, abstracte en verbale vaardigheden zijn nodig in die omgeving. Wanneer een persoon zichzelf opeens in een andere dan zijn eigen omgeving bevindt, is het maar de vraag of hij de middelen heeft om daar te overleven. Dat geldt zowel voor de rijke die in achterstandswijk terecht komt als voor de arme die zijn weg moet vinden in de wereld van de rijken.

Student: *“I am living in the Philippines the most basic way of life. I had lots of struggles because I am poor. When I may grow rich I will not be afraid to become poor again because I know how to survive in poverty.”[[23]](#footnote-23)*

De mogelijkheid om armoede achter te laten vraagt om meerdere resources dan alleen geld.

Om studenten en volwassenen met een achtergrond van armoede beter te kunnen begrijpen, geeft Payne werkdefinities van armoede en welvaart.[[24]](#footnote-24)

Deze definities zijn:

Armoede: de mate waarin een persoon moet rondkomen zonder resources.

Welvaart/duurzaamheid: de mate waarin een persoon of gemeenschap resources bezit.

Deze resources zijn:

Financieel: geld hebben om goederen en diensten aan te schaffen.

Emotioneel: in staat zijn om emotionele reacties te kunnen kiezen en reguleren, in bijzonder in negatieve situaties, zonder gebruik te maken van zelfdestructief gedrag. Dit is een interne bron die zichtbaar wordt in doorzettingsvermogen, uithoudingsvermogen en keuzes. Emotionele hulpbronnen geven iemand uithoudingsvermogen om moeilijkheden en oncomfortabele situaties en gevoelens het hoofd te bieden.

Mentaal: het bezitten van mentale mogelijkheden en toegeëigende vaardigheden (lezen, schrijven, computeren) om te kunnen functioneren in het dagelijks leven.

Geestelijk: geloven in goddelijk zingeving en leiding.

Een geestelijke/spirituele hulpbron vertaalt zich in het geloof dat hulp verkregen kan worden van een hogere macht. Dat het leven een doel heeft en dat waarde en liefde gaven van God zijn. Dit is een krachtige bron omdat het individu zichzelf daardoor niet als hopeloos en nutteloos ziet, maar veel meer als capabel, waardevol en waardig.

Fysiek: bezitten van fysieke gezondheid en mobiliteit.

Support systemen: het hebben van vrienden, familie en bronnen waar men op terug kan vallen in tijden van nood. Dit zijn externe bronnen, netwerken van relaties.

Relaties/rolmodellen: regelmatig toegang hebben tot één of meerdere geschikte volwassenen, die zich zorgend opstellen naar het kind en die geen zelfdestructief gedrag vertonen.

Kennis van ongeschreven leefregels: op de hoogte zijn van onuitgesproken hints en gewoontes binnen een groep. Deze kennis is cruciaal en bestaan binnen elke klasse of gemeenschap. Deze leefregels gaan over voedsel, kleding, gedrag, enzovoort. Wanneer iemand succesvol van klasse wil veranderen is het belangrijk dat deze een partner of mentor heeft die deel uitmaakt van die beoogde klasse. Deze fungeert als model of onderwijst over de ongeschreven leefregels die in acht genomen moeten worden. Het ontbreken van deze kennis maakt het over het algemeen praktisch onmogelijk om deel uit te maken van de klasse waartoe men hoopt toe te treden.[[25]](#footnote-25)

Payne noemt deze resources ‘kwaliteit-van-leven’ indicatoren. Wanneer we de impact van de uitwisseling op de YF-studenten willen onderzoeken, dan biedt de lijst van ‘kwaliteit-van-leven’ indicatoren een goede leidraad om de ervaring van de uitwisseling op positieve of negatieve impact te beschrijven. Op welke manier heeft de uitwisseling bijgedragen aan toename van resources bij de YF-studenten? Zijn hun mentale vaardigheden toegenomen? Is hun sociale netwerk verstevigd, hebben ze mensen ontmoet die als positief rolmodel voor hen kunnen fungeren? Wanneer deze hulpbronnen zijn toegenomen, betekent dat voor deze studenten dat zij een betere kans maken om aan de armoede te ontsnappen.

De resources die Payne definieert, laten zien dat iemand arm kan zijn in financiële middelen maar rijk in andere hulpbronnen. Ook andersom is mogelijk. Rijk in financiële middelen maar verarmt in andere opzichten. Deze aanpak houdt rekening met de cultuur én met de persoonlijke situatie van het individu. Tegelijkertijd stelt het additieve model dat Payne hanteert als algemene regel dat het altijd beter is om veel resources te hebben dan om niet veel resources te bezitten. Zo heeft financiële stabiliteit de voorkeur boven het niet in staat te zijn om in basisbehoeften te voorzien. Het is beter om vele positieve relaties te hebben dan om in isolatie te leven.

De optimale manier om resources op te bouwen volgens het additieve model is door het versterken van de al aanwezige resources van een individu of de gemeenschap[[26]](#footnote-26).

Ook vanuit het onderwijs wordt deze strategie herkent. Met 20 jaar ervaring als maatschappelijk werker in de achterstandswijken van Sacramento onderstreept Kate Hazarian deze bevindingen door te wijzen op het belang van een goede relatie tussen onderwijzer en student. Maar al te vaak richten onderwijzers zich op gebreken of tekortkomingen van jongeren en worden ze gewaarschuwd welke risico’s ze lopen met hun gedrag.

Hazarian moedigt onderwijzers aan om allereerst hun studenten goed te leren kennen als mens en waardering uit te spreken voor hun talenten en sterke kanten.[[27]](#footnote-27) Want dezelfde moeilijkheden die potentieel tot traumatisering van een kind kunnen leiden, kunnen ook volharding, veerkracht en vertrouwen doen toenemen. Zelfvertrouwen is van groot belang om te kunnen slagen op school en in het leven. Dat biedt een goede basis van waar uit kinderen hard zullen werken om te voldoen aan de uitdagingen die aan hen gesteld worden.

**3.2.3 Toekomst perspectief**

Ouders van meer welvarende gezinnen oriënteren zich op het type middelbare school of aansluitende vervolgopleidingen voor hun kind. Zij spreken met hun kinderen over beroepskeuze. Families die al generaties lang gevangen zitten in een vicieuze cirkel van armoede, zijn dag in dag uit aan het overleven. Elke nieuwe dag brengt weer zijn eigen onzekerheden en uitdagingen met zich mee. Zo vertelde een van de YF-studenten dat in haar buurt mensen niet eens op de hoogte waren van de mogelijkheid om na *high school* door te kunnen studeren. Zij was de eerste van haar familie die met de hulp van Young Focus door kon studeren aan college.[[28]](#footnote-28)

Hazarian stelt dat het zeer moeilijk is voor gezinnen die te kampen hebben met armoede om zich te richten op de toekomst.[[29]](#footnote-29) Het ontbreekt hen aan middelen, kennis, perspectief en tijd om toekomstplannen te cultiveren voor hun kinderen. Arme ouders hebben beperkte aspiraties als het gaat om de toekomst van hun kinderen wat zich mede vertaalt in een zeer beperkt onderwijsondersteunend gedrag van de ouders. Deze ouders houden ook van hun kinderen en hopen op een beter leven voor hun kinderen. Maar onderwijs is een investering op de lange termijn. Elizabeth Sterba, coördinator van informatiecentra voor gezinnen, wijt het gebrek aan toekomstvisie van gezinnen aan het feit dat gezinnen overgeschakeld zijn op de overlevingsmodus. Wanneer middelen schaars zijn, richt de aandacht van het gezin zich op overleven en niet op het openen van een spaarrekening of het nadenken over juiste scholing.[[30]](#footnote-30)

Armoede heeft ook invloed op het sociaal pedagogische klimaat in het gezin. Ouders missen de mogelijkheden maar ook de wil om bepaalde activiteiten te ondernemen die intellectuele ontwikkeling van kinderen stimuleren. Er is vaak geen geld voor aanschaf van schoolboeken of schoolreisjes. Ook de sociale omgeving heeft geen stimulerende invloed. In hun buurt vinden kinderen zeer weinig voorbeelden van mensen die het op een eerlijk manier gemaakt hebben in het leven. Naar school gaan met lage verwachtingen kan een handicap opleveren voor kinderen met een achtergrond van armoede. Maar het is onterecht om te veronderstellen dat vanwege de uitdagingen die een kind thuis of in de gemeenschap het hoofd moet bieden, hij of zij niet in staat zou zijn om te ontwikkelen naar en te presteren op een hoog niveau op school.[[31]](#footnote-31)

Onderzoek van Sassenberg en Matschke onderschrijft dat uitwisselingsprogramma’s vooroordelen tegengaan, omdat door contact tussen groepen in praktisch alle situaties vooroordelen worden weggenomen.[[32]](#footnote-32) Intensief contact met leden van ‘een andere groep’ zoals mogelijk is bij een uitwisseling kan er toe leiden dat deze ‘andere groep’ geïntegreerd wordt in het zelfbeeld van de uitwisselingsstudent, aangezien intensief contact de mogelijkheid biedt tot hoge kwaliteit-contactmomenten. (Bijvoorbeeld het maken van vrienden.) Dat integratie van de groep in het zelfbeeld van de uitwisselingsstudent plaatsvindt, blijkt bijvoorbeeld uit het aansluiten bij dezelfde activiteiten als de studenten van het gastland. Ook zaken als het dragen van kleding of oppikken van gewoontes die symbool staan voor het gastland of -groep wijzen op integratie. Wanneer voor de uitwisselingsstudenten duidelijk wordt dat hun gedrag lijkt op het gedrag van de gastgroep, zouden ze zichzelf uiteindelijk kunnen categoriseren in dezelfde groep. (Ik gedraag me zoals zij, dus ik ben net als zij.) Ze vormen een associatie met zichzelf en het *gedrag* dat sterk geassocieerd wordt met de gastgroep. Vervolgens wordt de gastgroep zelf geassocieerd met het eigen zelf.[[33]](#footnote-33)

**3.2.4 Hoge contextcultuur**

De Filipijnen is een hoge contextcultuur. Dit is een cultuur waarin de betekenis van een uiting wordt afgeleid uit de context en situatie waarin ze worden gedaan. Filippino’s zijn vanuit hun cultuur geneigd om positieve en sociaal wenselijke antwoorden te geven. Studenten of werknemers zullen zelden vervelende of kritische opmerkingen maken over hun leidinggevende. Eigen (kritische) mening of opvattingen worden eerder indirect dan rechtstreeks verwoord.[[34]](#footnote-34)

Vanuit de collectivistische cultuur is men ook niet gewend om als individu een mening over iets te ventileren. Het is de mening van de groep die meer van belang is. Kinderen leren te denken in termen van ‘wij’.[[35]](#footnote-35) In het uitwisselingsprogramma van Young Focus komen de Filipijnse Young Focus studenten in contact met de individualistisch Nederlandse manier van denken, communiceren, waarden en gedrag. In deze cultuur ontleen je identiteit aan jezelf en leer je als kind te denken in termen van ‘ik’ en niet van ‘wij’. De cultuur- en klassenverschillen bieden de studenten nieuwe perspectieven op hoe je de dingen kunt doen en de realisatie dat niet ieder mens volgens dezelfde waarden en normen leeft.

**3.2.5 Jongeren als vertegenwoordigers van transformatie**

Kinderen en jongeren worden veelal gezien als passieve ontvangers binnen gemeenschapsontwikkeling. Ze zijn vaak niet meer dan beelddragers van lijden en pijn. We zien ze droevig en hongerig geportretteerd op posters en ander pr-materiaal van hulporganisaties. Deze beeldvorming heeft ook zijn weerslag op ontwikkelingsplanning en het evaluatieproces waarin weinig van kinderen zelf wordt terug gehoord. Kinderen worden gevoed en geschoold maar tegelijkertijd niet serieus genomen. Ze hebben geen stem in al de plannen die voor hen bedacht en uitgevoerd worden.

Het is belangrijk om aandacht te schenken aan de rol van de jeugd. Ze zijn de toekomst van een gemeenschap.[[36]](#footnote-36) Tijdens de jeugd worden kracht, uithoudingsvermogen, gezondheid en verstand ontwikkeld en waarden gevormd. De meeste besluiten die richtinggevend en vormend zijn in het leven, inclusief geloofsbeslissingen, worden gemaakt voor het 18e levensjaar. Beslissingen die ook het verschil tussen een toekomst van armoede of een hoopvolle toekomst kunnen betekenen.

Ravi Jayakaran constateert dat in moeilijke tijden ouders in Indiase gemeenschappen het welzijn van hun kinderen uit het oog verliezen. In crisis of rampspoed heeft men de neiging om de aandacht te richten op het redden van volwassenen. De toekomst - en dus ook de kinderen - worden genegeerd om de acute problemen in het heden het hoofd te kunnen bieden. Jayakaran merkt op dat het een teken van transformatie is wanneer een gemeenschap de aandacht verlegt naar het welzijn van de kinderen. De gemeenschap is ‘gezond’ genoeg om te investeren in de kinderen.[[37]](#footnote-37)

Myers wil nog een stap verder gaan en bepleit een verandering in ons denken waardoor we kinderen gaan zien als vertegenwoordigers van transformatie. Kinderen zijn net als vrouwen in de positie om familieleden te beïnvloeden. De Filipijnse ontwikkelingswerker Nora Avarientos beaamt dat kinderen een boodschap van hoop kunnen zijn in een arme gemeenschap. In een aantal projecten van World Vision hebben kinderen comités gevormd rond onderwerpen die belangrijk voor hen zijn. Zo helpen sommige kinderen bij het geven van onderwijs aan jongere kinderen. Anderen richten zich op rechten van het kind, in bijzonder het recht om vrij te zijn van geweld. In de Filipijnen zijn werkgroepen van jongeren die het drankgebruik en andere verslavingen in hun gemeenschap willen tegengaan.

Sarone Ole Sena benadrukt hoe belangrijk het is voor jongeren om hun dromen te verwoorden als ze voor het eerst naar school gaan. Kinderen zien zichzelf als onderdeel van de droom van de gemeenschap. Hij ontdekte dat de dromen die jongeren hebben voor hun gemeenschap vaak groter zijn en meer verrijkend dan die van de volwassen gemeenschap.[[38]](#footnote-38)

# **4. Visie van stichting Young Focus**

In dit hoofdstuk wil ik deelvraag 1 behandelen:

*Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?*

**4.1 Missionair paradigma**

Stichting Young Focus werd in 1992 in Nederland opgericht en professionaliseerde als organisatie in de loop der jaren. Ze ontwikkelde een holistische visie op hulpverlening met aandacht in haar programma’s voor fysiek, sociaalmaatschappelijk, economische en geestelijk welzijn van kinderen en hun families die wonen in de sloppenwijken van Manilla in de Filipijnen.

Haar visie en missie omschrijft de stichting als volgt:

|  |
| --- |
| *Vision statement Young Focus*  *Young Focus’ vision is to improve the mental, physical and social well-being of young people in poor communities by means of education, health care and personal support* |

*“Young Focus heeft een christelijke grondslag. Young Focus gelooft dat God iedereen met een zeker talent begiftigd heeft. En dat niet alleen, maar ook dat wij een gezamenlijke verantwoordelijkheid hebben, deze talenten bij elkaar te ontdekken en een klimaat te scheppen waarin ze tot ontwikkeling kunnen komen.”*

De visie vertaalt zich in de volgende missie:

|  |
| --- |
| *Mission Young Focus*  *Young Focus gives underprivileged children and young people the chance to develop themselves intellectually, emotionally, psychologically, and spiritually by means of education and personal coaching.*  *The organization wants to see young people developing their (hidden) talents and gifts and, in doing so, escape the vicious circle of poverty.*  *Young Focus is an organization that gives a brighter future to children from poverty-stricken families in the Philippines.*  *In order to be as effective as possible, Young Focus works directly with the children in their own environment, including Manila slum areas such as Smokey Mountain, a huge garbage dump. [[39]](#footnote-39)* |

Niet alleen het kind maar ook leef- en studeeromgeving van het kind worden ondersteund. Vanuit haar holistische visie op hulpverlening is Young Focus ook binnen de ‘local community’ samenwerkingsverbanden aan gegaan. De holistische aanpak wordt in de literatuur ook wel omschreven als ‘transformational development’ zoals omschreven door Bryant Myers: dit staat voor positieve verandering van geheel het menselijk leven, in zowel materieel, sociaal als spiritueel opzicht.[[40]](#footnote-40)

In overleg en in samenwerking met wijkbestuurders van de wijk Tondo is een *Child Care Center* geopend met dagopvang voor ondervoede baby’s en kleuters. Ze worden gewassen, gevoed en verzorgd, en ontvangen de nodige mentale en fysieke stimulansen om hun ontwikkelingsachterstand te kunnen inhalen. Het *Child Care Plus* programma kijkt niet alleen naar de ontwikkeling van het kind, maar informeert ook de ouders over voeding, gezondheid, hygiëne en opvoeding. Ondersteunende onderwijsprogramma’s maken een belangrijk deel uit van de activiteiten. Naast voedsel programma’s ligt de aandacht vooral op het mogelijk maken voor kinderen om naar school te gaan met het instroom programma *Love2Learn*, bedoeld voor oudere kinderen die al op jonge leeftijd zijn gaan werken op de vuilnisbelt. Rond de 400 kinderen maken deel uit van het schoolsponsorprogramma dat ouders financieel in staat stelt hun kind naar school te laten gaan. Het Student Center speelt een belangrijke ondersteunende rol voor kinderen bij het succesvol afronden van hun opleiding.

Voor het merendeel van de kinderen uit de schoolsponsorprogramma’s die leven in de sloppenwijken rond de vuilnisbelt *Smokey Mountain*, is het Student Center aan de rand van de sloppenwijken een soort tweede thuis. Ze komen daar om hun huiswerk te doen, de computer te gebruiken, vrienden te ontmoeten en deel te nemen aan tal van activiteiten en workshops. De bovenste etage is een grote ruimte waar de belangrijke (christelijke) feesten en gebeurtenissen worden gevierd met elkaar. Het Student Center is dé ontmoetingsplek van deze spontaan ontstane hechte gemeenschap van jongeren van waaruit ook goede contacten ontstaan met de gezinnen van deze kinderen en tieners. De jongeren zijn bekend met het christelijk geloof en bezoeken kerken van verschillende denominaties. Het Student Center heeft een samenbindende rol. Met elkaar geven de jongeren inhoudelijk invulling aan hun geloof, maar worden ze ook uitgedaagd om kritisch na te denken over de ondersteunende rol van het geloof.

In de programma’s en workshops is veel aandacht voor life-skills. Voor studenten met een achtergrond van extreme armoede is het ontwikkelen van een gezond zelfbeeld en zelfvertrouwen heel belangrijk, wil hij of zij goed kunnen functioneren in een maatschappij die veel te bieden heeft, maar ook veel van hen vraagt. Deze studenten missen de voor ons vaak zo vanzelfsprekende ondersteuning die gezin en samenleving bieden in een welvarende samenleving. Life-skills worden op allerlei gebieden ontwikkeld variërend van het oefenen van een sollicitatiegesprek, grenzen leren stellen, leren afwegen van keuzes tot lichamelijke verzorging.

De acht uitwisselingsstudenten voelen zich daadwerkelijk ondersteund door de staf, de programma’s en het Student Center aan de rand van de sloppenwijk.[[41]](#footnote-41) Sommige studenten ervaren Young Focus zelfs als hun tweede familie. Young Focus biedt hen advies, (financiële) hulp, plezier, aanmoediging en onderwijs in de vorm van jeugdwerk, bijlessen en workshops. In de sloppenwijken was men niet op de hoogte van de mogelijkheid om na high school door te kunnen studeren. Door het programma van Young Focus studeren jongeren nu door na high school.

**4.2. Toegevoegde waarde van de uitwisseling**

Het is bekend dat armoede het voor ouders haast onmogelijk maakt bepaalde activiteiten te ondernemen die intellectuele ontwikkeling van kinderen stimuleert. Ouders hebben geen geld voor aanschaf van schoolboeken of schoolreisjes laat staan voor uitwisselingsprogramma’s.[[42]](#footnote-42) Het internationale uitwisselingsprogramma van Young Focus dient een tweeledig doel. De YF-studenten zijn ambassadeurs van Young Focus in het gastland. Zij zijn de belichaming van wat Young Focus nastreeft.[[43]](#footnote-43) Maar belangrijkste doel is de persoonlijke ontwikkeling van de YF-studenten te stimuleren door de nieuwe leerervaringen en uitdagingen die het uitwisselingsprogramma met zich meebrengt. De studenten brengen een week door in Nederland. In die week volgen ze lessen op scholengemeenschap Groevenbeek, bezoeken ze een aantal steden, musea en projecten (zoals daklozenopvang in Harderwijk) en bezoeken ze de families van de vier Nederlandse leerlingen die een half jaar daarvoor in Manilla op bezoek zijn geweest. De uitwisseling sluit als concept goed aan bij de missie en doelen die de organisatie zichzelf gesteld heeft.

YF-Student Coach: *“Young Focus wants to give the opportunity to those who want to make a good life for themselves and their families through studying. The selected student embody the goal of YF*.” [[44]](#footnote-44)

YF Student Coordinator: *“I would want them to dream higher. Because here they end up in the same cycle. It is the cycle school, job, and marry.” [[45]](#footnote-45)*

Met het uitwisselingsprogramma geven ouders of verzorgers hun kind over aan de zorg van YF wat spreekt van een groot vertrouwen.[[46]](#footnote-46) Zes van de acht studenten zeggen dat hun ouders of verzorgers vertrouwen hebben in Young Focus. Vier YF-Studenten gaven aan dat er zorgen en angsten zijn bij de ouders, maar het vertrouwen dat hun kinderen bij YF in goede handen zijn, voert de boventoon.

Student: *“YF is famous in our community. It is like good news when they see a social worker of YF knocking on doors. They know this will bring good opportunities for their children.”* [[47]](#footnote-47)

Managing director Paul van Wijgerden: *“Vertrouwen is gebaseerd op de relaties die al jaren lang gelegd zijn met de families. Ook de goede naam van YF geeft vertrouwen. Kinderen die meegaan zijn actief binnen programma’s die YF aanbiedt, en zijn vaak al jaren sponsorkind.* *Ouders wordt wel gevraagd een document te ondertekenen dat YF niet aansprakelijk is voor hun kinderen.” [[48]](#footnote-48)*

**4.3 Samenvatting en conclusie**

Er is duidelijk sprake van transformerend ontwikkelingswerk en een holistische aanpak zoals ook verwoord door Myers en Wright.[[49]](#footnote-49) Binnen de programma’s van Young Focus is aanbieden van ondersteunende onderwijsprogramma's een van de belangrijkste strategieën om de vicieuze cirkel van armoede te doorbreken. De doelstelling met betrekking tot de studenten van het uitwisselingsprogramma past binnen de visie en missie die Young Focus zichzelf gesteld heeft. Uit de interviews blijkt dat YF als organisatie het vertrouwen heeft gewonnen van de families in de krottenwijken. Een dergelijk vertrouwen brengt ook een grote verantwoordelijkheid met zich mee. Door ouders te vragen aansprakelijkheid voor hun kinderen te nemen wordt de verantwoordelijkheid bij de ouders terug gelegd. De vraag is of ouders goed beseffen wat dit inhoudt. En, zijn de risico’s hiermee wel voldoende afgedekt? Wat is bijvoorbeeld de status van kinderen wanneer een ongeluk gebeurd. Wie is er verantwoordelijk? Hoe groot zijn de risico’s en hoe kun je die afdekken? Wil het over de jaren opgebouwde vertrouwen dat de lokale gemeenschap heeft in Young Focus niet beschaamd worden dan is het van belang eerlijk en open hierover in gesprek te gaan. Met elkaar zou afgesproken moeten worden wie welke risico’s draagt. Hierbij moeten vier partijen rond de tafel. De ouders/verzorgers, YF Filipijnen, YF Nederland en Scholengemeenschap Groevenbeek.

# **5. Impact van de selectie op de studenten**

In dit hoofdstuk wil ik deelvraag 2 behandelen:

*Wat is de impact van de selectie op de studenten?*

**5.1 Verloop van de selectieprocedure**

De uitwisseling heeft een lange aanlooptijd. Voor de selectie is een vaste procedure. Twee coördinators van high school en college selecteren 12 studenten uit de ruim 300 die deel uitmaken van het sponsorprogramma. Criteria zijn bij de studenten niet bekend. Deze twaalf namen met daarbij de motivatie voor de keuze van betreffende student worden aan het vierkoppige management team voorgelegd. Ieder van het management selecteert de volgens hem of haar vier meest geschikte studenten. Zo ontstaat een ranglijst van studenten met het aantal voorkeurstemmen. Via een anonieme stemming komt het tot een uiteindelijke selectie.

Vervolgens worden alle studenten van high school 3 en 4 en van college 1, 2 en 3 bij elkaar geroepen in de bovenzaal van het Student Center. Op een ludieke manier bouwt men de spanning op onder de studenten. Op een videofilmpje komt uiteindelijk de foto van geselecteerde student in beeld. De vier studenten worden om de beurt naar het podium gehaald. De ouders zijn op dat moment nog niet ingelicht. De officiële papieren zoals geboortebewijs, paspoort, reispapieren en dergelijke worden na de bekendmaking geregeld.[[50]](#footnote-50)

**5.2 Impact van bekendmaking van de geselecteerde studenten** [[51]](#footnote-51)

Bij de bekendmaking van de selectie zeggen alle geselecteerde studenten blij en/of opgewonden te zijn om op reis te gaan en nieuwe ervaringen op te doen. Twee zijn in eerste instantie blij en zijn overdonderd, - alsof ze geluk hebben gehad - omdat ze niet verwacht hadden gekozen te worden.

Student: *“I can’t speak or stand after the announcement”.[[52]](#footnote-52)*

Student: *“A once in a lifetime experience. Only the rich can go abroad”.[[53]](#footnote-53)*

De opmerking van “alleen de rijken kunnen naar het buitenland” van een YF student, bevestigd de tweedeling van taalkundige en economische gebieden waar McFarland over spreekt.[[54]](#footnote-54) McFarland stelt het nog iets scherper. De Engels sprekende nemen het vliegtuig en de auto. De Tagalog-sprekende (of liever gezegd, zij die geen Engels spreken) nemen de boot en de jeepney. Door de selectie ontvangen alle studenten officiële identiteitspapieren en reispapieren, iets wat bijna niemand in hun omgeving heeft. Het verkrijgen van de papieren kost tijd en geld. Tijd omdat de papieren van de ouders ook in orde moeten zijn. Een van de studenten heeft met het op orde brengen van de officiële documenten na 12 jaar zijn moeder terug gevonden en kennis gemaakt met zijn halfbroers en - zussen.

YF-Student Coach: *“With B4 it was quite an experience working out the background of his family. To meet his mother and half-brother and half-sisters is a very, very positive thing for him. … he is more ‘together’ now. More complete as a person. Seeing his mother had a great impact on him. And his aunt and uncle are doing great in helping him processing everything*.”[[55]](#footnote-55)

Twee studenten zijn trots, omdat ze als eerste van hun familie naar het buitenland gaan of omdat ze als ambassadeur van YF naar Holland gaan.

Vier studenten noemen emoties als angst, nervositeit en bezorgdheid: bang om te vliegen, bang om in het openbaar te moeten spreken, bang voor het onbekende of zorgen over of de reis wel door kan gaan. Opwinding en angst gaan hand in hand. Het is duidelijk dat geselecteerd worden voor de uitwisseling de studenten uitdaagt grenzen te verleggen.

Met de uitwisseling worden ook de dromen en verlangens van ouders in het kind waargemaakt.

Student: *“My father was very happy because he felt his dream for himself came true in me.” [[56]](#footnote-56)*

Twee studenten ervaren de selectie als Gods persoonlijke bemoeienis met hun leven. De een ziet het als een onverwachte gebedsverhoring en de ander als een beloning.

De bekendmaking van de geselecteerde studenten wordt gedaan op een moment dat papieren nog niet in orde zijn en men blijkbaar ook niet goed op de hoogte is van persoonlijke omstandigheden. Twee geselecteerde meisjes konden uiteindelijk niet mee. Bij één meisje konden de identiteitspapieren niet op tijd geregeld worden en het andere meisje bleek zwanger te zijn. Dit levert stress, teleurstelling en schaamte op.

YF-Student Coordinator: *“About C, the whole experience is still really haunting her. She still feels sad and afraid for her mother. Her mother had false identity papers and she fears that her mother will go to jail. She is also happy because she found her father. He did not believe in God. He told himself: “If I ever see my daughter back then I will believe in God.” And then it happened.”* [[57]](#footnote-57)

YF Student-Coach: *“Having had this experience with the selected girl that turned out to be pregnant, and with papers not working out for other girl we might need to consider a different way of announcing the selected students, because this brought feelings of shame and great disappointment for the girls.” [[58]](#footnote-58)*

Payne wijst op de gecompliceerdheid van het dagelijks bestaan en van onderlinge relaties voor mensen die in armoede leven. Gebroken, matriarchale of samengestelde gezinnen waar één ouder of beide ouders ontbreken zijn eerder regel dan uitzondering. Voor velen is de gevangenis een regelmatig terugkerend onderdeel van het leven om uiteenlopende redenen. De scheidslijn tussen legaal en illegaal wordt vaak overschreden omdat de armen vaak de middelen niet hebben om illegaliteit te voorkomen. Alle individuen hebben rolmodellen maar de vraag is tot op welke hoogte deze ook zorgend of geschikt zijn voor de jongere. Vaak ontbreken positieve relaties en rolmodellen die het kind of de jongere leert om emotioneel sterk en weerbaar in het leven te staan. Beschikken over emotionele hulpbronnen is essentieel voor de ontwikkeling van een constructieve levensstijl die hoop biedt op een redelijk bestaan. School en kerk kunnen plaatsen zijn waar jongeren constructieve rolmodellen kunnen vinden. [[59]](#footnote-59)

**5.3 Gehanteerde criteria** [[60]](#footnote-60)

Young Focus heeft geen vaste criteria bij het selecteren van de studenten. Belangrijk voor Young Focus is dat de student verwezenlijkt wat YF nastreeft met haar programma’s. In die zin zijn de studenten ambassadeurs van YF. De uitwisseling is als het ware een extra aanmoediging voor de student om dat doel te behalen. Ook wil YF juist gemotiveerde studenten uit zeer arme of gebroken gezinnen deze kans gunnen. Om deze studenten en hun families niet in verlegenheid te brengen, wordt de studenten verteld dat ook ‘geheime criteria’ een rol spelen bij de selectie. *[[61]](#footnote-61)*

Bij de selectie wordt naar persoonlijkheidskenmerken gekeken als gezeglijk, gehoorzaam, gemotiveerd en bereid hard te werken, gekeken en naar sociale vaardigheden. De YF-staf probeert een goede match te maken en een meer expressieve aan de meer verlegen student te koppelen. Verlegenheid speelt bij alle studenten wel een rol omdat de studenten zich minderwaardig voelen ten opzichte van de rijke welvarende Nederlandse cultuur.

Alhoewel de studenten dus niet precies weten waarop geselecteerd wordt, hebben ze daar wel gedachten over.

Als mogelijke reden voor selectie noemen zes van de acht geselecteerde studenten het aanwezig zijn bij YF activiteiten. Ook goede prestaties op school wordt gezien als een mogelijke criterium. Uit commentaar dat studenten kregen, is duidelijk dat ook niet geselecteerde studenten criteria invullen en daar de geselecteerde studenten op beoordelen.

Student: “*Other students teas me and say nasty things. Like sarcastic remarks: ”You didn’t go to activities but still you go. Maybe you are just favourite.”* [[62]](#footnote-62)

Een individualistisch selectie- of beloningsbeleid kan binnen een collectivistische cultuur problemen veroorzaken. Wanneer individuen speciale beloningen of voorrechten ontvangen voor een bijzondere prestatie wordt dit in een collectivistische georiënteerde cultuur als ongepast ervaren. Collectivisme betekent dat collectieve belangen boven individuele belangen gaan. De solidariteit betreft niet alle mensen maar vooral die tot de eigen groep horen; de *ingroup* of wij-groep.[[63]](#footnote-63) De onderlinge solidariteit van de YF-studentengroep komt onder druk te staan wanneer enkelen uit die groep opeens de gelegenheid krijgen om aan de uitwisseling deel te nemen.

**5.4 Impact van de reacties van de omgeving** [[64]](#footnote-64)

Niet eerder hebben jongeren uit deze gemeenschap de mogelijkheid gehad om in het kader van hun opleiding naar het buitenland te kunnen. Hun kans daartoe roept bij familie en vrienden vooral reacties van blijdschap, trots en enige zorg op. Maar bij de andere YF-studenten uit het schoolsponsorprogramma naast de positieve reacties ook jaloezie. De keuze van Young Focus om de selectiecriteria onduidelijk te houden, draagt bij aan negatieve speculaties en verwarring bij de studenten die niet geselecteerd zijn. Bij het tweede team konden twee geselecteerde meisjes toch niet mee en moesten twee nieuwe studenten geselecteerd worden wat teleurstelling en jaloezie gaf onder de studenten.

YF-Student Coordinator: “*Envy is a big problem. Especially the last minutes decisions gave a lot of envy. We took students from other classes. Not like was communicated from College 1 and 2. Thomas was selected from College-3. This brought disappointment because the students expected another boy to be selected. There was no good communication on this decision. Inconsistent and vague criteria were being used*.”[[65]](#footnote-65)

Onder de meisjes zijn meer negatieve en jaloerse reacties te beluisteren dan onder de jongens. Hoewel YF met geheimhouding van speciale criteria de jongeren wil ontzien, belast de selectieprocedure de geselecteerde jongeren toch. Emotioneel zijn ze kwetsbaar doordat juist studenten uit de YF-gemeenschap hun selectie bekritiseren en vraagtekens plaatsen bij de reden van selectie. Hun zelfbeeld en kwaliteiten worden op de proef gesteld door kritische opmerkingen waar ze geen verweer tegen hebben.

**5.5 Samenvatting en conclusie van de deelvraag**

De selectieprocedure zoals die nu plaatsvind heeft op de geselecteerde studenten voornamelijk een positieve impact maar heeft negatieve effecten op de niet geselecteerde groep jongeren wat uiteindelijk zijn weerslag heeft op de geselecteerde groep.

Om de impact van de uitwisseling te beschrijven, kijken we naar de resources zoals beschreven in hoofdstuk 2. Toename van of aanslag op de beschikbare resources van de YF-studenten maakt positieve of negatieve impact per onderdeel inzichtelijk.

Aanslag op resources

Emotioneel: Studenten moeten omgaan met negatieve reacties en afwijzing van leeftijdsgenoten. Ze worden geconfronteerd met vliegangst en angst voor het onbekende. Onzekerheid over het op tijd verkrijgen van identiteits- en reisdocumenten. Onzekerheid of de uitwisseling is te combineren met hun schoolprogramma.

Mentaal: Onzekerheid of ze in staat zullen zijn in het Engels te communiceren in het gastland.

Support systemen: Vriendschappen binnen de YF- studentengemeenschap komen onder druk te staan. De uitwisselingsstudenten ervaren dat ze door de uitwisseling als groep buiten de ‘wij groep’ komen te staan.

Toename van resources

Financieel: Aanschaf van identiteits- en reispapieren.

Mogelijkheid tot deelname aan een internationaal uitwisselingsprogramma, een activiteit waar ouders van deze jongeren nooit financieel in zouden kunnen (of willen) investeren. Reis en verblijfkosten worden voor de jongeren betaald. Geen eigen bijdrage is nodig.

Emotioneel: Jongeren leren constructief om te gaan met reacties van jaloezie uit de groep en met de angsten en zorgen tijdens de voorbereidingsperiode van de uitwisseling.

Eén student vindt moeder en halfbroers en –zussen terug en voelt zich ‘meer compleet’ als persoon dan voorheen.

Mentaal: Jongeren krijgen extra Engelse lessen en informatie over de Nederlandse cultuur. Jongeren ervaren de selectie deels ook als een beloning voor hun inzet en schoolprestaties. Ze bereiden culturele en persoonlijke presentaties voor.

Geestelijk: Jongeren ervaren de selectie als een persoonlijke zegen van God. De selectie versterkt hun zelfbeeld als waardevol mens welke volwaardig mee mag doen in het leven. Twee studenten ervaren Gods hand in de procedure rond documenten die hen hun vader, respectievelijk moeder deed terugvinden. Anderen ervaren Gods medewerking om papieren op tijd in orde te krijgen.

Support systemen: Jongeren kunnen met ouders/verzorgers of YF-staf over hun zorgen spreken en ontvangen daarbij ondersteuning en medewerking. Ook hebben ze vrienden met wie ze kunnen spreken over al hun emoties en lastige dilemma’s en situaties.

Eén student vindt moeder en half broers en – zussen terug doordat paspoort geregeld moest worden voor de uitwisseling.

Relaties/rolmodellen: De studenten krijgen als groep intensieve voorbereiding en begeleiding van de maatschappelijk werker die als coach bij de voorbereiding, de uitwisselingsweek en bij debriefing betrokken is. De tweede groep uitwisselingsstudenten heeft veel steun aan de ervaringen van de eerste groep.

Kennis van ongeschreven leefregels: De jongeren krijgen informatie over het gastland en de middenklasse gezinnen waarmee ze zullen optrekken. Leefomstandigheden, normen, waarden, omgangsvormen en dergelijken worden besproken.

Het is van belang dat geselecteerde jongeren vanuit Young Focus goede ondersteuning ontvangen. Dat die steun voldoende gegeven wordt bij terugkomst, komt niet overtuigend naar voren uit de interviews.

# **6. Persoonlijke ervaringen**

In dit hoofdstuk wil ik deelvraag 3 behandelen:

*Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?*

**6.1 Zelfvertrouwen en zelfbeeld**[[66]](#footnote-66)

De literatuur ondersteunt het inzicht dat voor studenten met een achtergrond van extreme armoede de ontwikkeling van een gezond zelfbeeld en zelfvertrouwen heel belangrijk is om de vicieuze cirkel van armoede te kunnen doorbreken. Onderzoek van Trommlerová, Klasen en Leßmann toont aan dat iemands zelf gerapporteerde vaardigheden een hogere correlatie hebben met diens verlangen om iets te willen veranderen in zijn of haar leven dan sociodemografische factoren of hun economische situatie. Zelf gerapporteerde vaardigheden blijken naast empowerment van de gemeenschap een sterk effect hebben op het verlangen naar verandering van eigen situatie. Het zelfvertrouwen dat de persoon zelf de belangrijkste factor is die verandering tot stand kan brengen, speelt daarbij een grote rol.[[67]](#footnote-67)

Door de uitwisseling verleggen de YF-studenten hun grenzen en ontstaat er ruimte voor verandering. Ze worden uitgedaagd en aangemoedigd om uit te stappen op verschillende terreinen.

Zes van de acht informanten ontdekten tijdens de uitwisseling dat hun zelfvertrouwen is toegenomen. Het nieuwe zelfvertrouwen wordt tegenover emoties als angst, verlegenheid en ‘niet durven’ geplaatst. Ze staan zelfverzekerder en krachtiger in het leven en verkennen nieuwe grenzen. Een groei in zelfvertrouwen ontstaat doordat ze voor zichzelf grenzen verleggen. Reizen, doen van een dansoptreden, in het Engels met ‘buitenlanders’ een gesprek aangaan of een presentatie geven in het Engels zijn voorbeelden van grensverleggend gedrag.

Student: *“I discovered I am stronger than my fears!”[[68]](#footnote-68)*

Alle studenten benoemen het contact met de Nederlanders én het in Engels moeten communiceren als factoren die hun zelfvertrouwen deed toenemen.

**6.1.1 Contacten met Nederlanders [[69]](#footnote-69)**

Uit de feedback van de YF-studenten blijkt dat het contact met de Nederlanders, zowel met de volwassenen als met de jongeren, als de meest positieve ervaring genoemd wordt. De hele week door werden de studenten geconfronteerd met verschillende situaties en gesprekspartners. De YF-studenten spraken met de Nederlandse uitwisselingsstudenten, scholieren van Groevenbeek, een aantal basisscholen, de gastgezinnen en een aantal Nederlandse sponsoren. Ze benoemen expliciet de getoonde interesse en wil om te communiceren van de Nederlanders en de toegankelijkheid en vriendschappelijke houding van de scholieren. Het is duidelijk dat de Filipijnse jongeren genieten van het contact en dat als oprecht ervaren. Ze ervaren gelijkwaardig gezien en behandeld te worden, maar ook dat ze bewonderd worden om hun creatieve talenten en een inspiratie kunnen zijn voor anderen, wat bijdraagt aan hun zelfvertrouwen en een positief zelfbeeld.

Student: “*They listen to our stories about the Philippines. And it was unforgettable, in a good way. They are amazed about our personal stories, because we were poor and still study. Some boy is amazed, we study although we have no money and no school supplies. One boy got really inspired by our stories.”[[70]](#footnote-70)*

YF Student Coordinator: “*The Filipinos have the tendency to think less of themselves. A colonial mentality were they think other cultures are more superior then their own. During the exchange they experience that the Dutch treat them as equals. They even experience how people enjoy their culture and think the world of them as people.”[[71]](#footnote-71)*

Voor iemand die in armoede is opgegroeid en zich daaraan wil ontworstelen, is het van groot belang die ongeschreven leefregels van de middenklasse te leren kennen en ze eigen te kunnen maken zo concludeert Payne[[72]](#footnote-72). Deze kennis is cruciaal en voor iemand die zich aan armoede wil ontworstelen. Deze leefregels gaan over voedsel, kleding, gedrag, prioriteiten, taalgebruik, doelen stellen, enzovoort. Scholen zijn typisch instituten van de wereld van de middenklasse waarbij al (cognitieve) vaardigheden worden verondersteld die iemand die in armoede heeft moeten overleven minder heeft ontwikkeld, omdat andere vaardigheden en overlevingsstrategieën belangrijker waren. Wanneer iemand succesvol van klasse wil veranderen is het belangrijk dat deze een partner of mentor heeft die deel uitmaakt van die beoogde klasse. Deze fungeert als model of onderwijst over de ongeschreven wetten die in acht genomen moeten worden. School is een plek waar jongeren uit verschillende sociale klassen elkaar kunnen ontmoeten en kennis kunnen opdoen over elkaars leefwerelden door de omgang en vriendschap met elkaar. In die zin kan de uitwisseling van grote waarde zijn voor de YF-studenten. Zij krijgen de kans om zich onder te dompelen en bekend te raken met een meer welvarende klasse en daarvan te leren. Payne noemt dit proces *osmose.* Leren van je nieuwe omgeving door deze ‘in te ademen’.

De uitwisseling voorzag in de mogelijkheid van intense contactmomenten met de Nederlandse scholieren en hun gezinnen. Vier van de acht YF-studenten zeggen het meest genoten te hebben van activiteiten waarbij Nederlandse studenten en de familieleden een grote rol in spelen zoals samen een maaltijd gebruiken, opmerken hoe gezinsleden met elkaar omgaan en kennis nemen van de bijbaantjes, dagelijkse bezigheden en hobby’s van de Nederlandse leerlingen. In dat contact komen allerlei onderwerpen aan de orde. Hoe ga je met je tijd om, werkethos, omgangsvormen, inrichting van huizen, enzovoort.

**6.1.2. Groei in taalvaardigheid.**[[73]](#footnote-73)

Al bij de voorbereidingen is het duidelijk dat alle studenten zich veel zorgen maken of hun Engels wel goed genoeg is om gesprekken te kunnen voeren. Hun inbreng wordt verwacht tijdens de lessen, bij presentaties in de klas, tijdens grotere bijeenkomsten op Groevenbeek en bij de bijeenkomst van Young Focus-sponsoren. In de interviews wordt duidelijk dat hen dit de eerste dagen zwaar valt. Maar na een dag of twee, drie weten de studenten hun verlegenheid, onzekerheid en faalangst achter zich te laten.

Student: *“All of us were shy. We cannot talk English because we were scared and afraid to get it wrong. We had English study because we were shy, scared to fail or say wrong words and don’t talk good English.”[[74]](#footnote-74)*

Met name door de positieve en stimulerende houding van de Nederlandse scholieren groeit het zelfvertrouwen van de YF-studenten en durven ze steeds meer het gesprek (soms met handen en voeten) aan te gaan. Iedereen om hen heen spreekt Engels, waardoor ze gemotiveerd zijn om snel Engelse woordjes bij te leren zodat ze kunnen deelnemen aan de gesprekken. Ook de afspraak dat alleen in het gastenverblijf Tagalog gesproken wordt, draagt hieraan bij. De Filipijnse begeleiders spelen een belangrijke rol door telkens weer de studenten aan te moedigden over hun verlegenheid heen te stappen en contact te maken. De oudere college studenten spreken beter Engels en van hen wordt verwacht het voortouw hierbij te nemen.

Alle informanten geven aan dat hun Engelse spreekvaardigheid is toegenomen maar één student geeft aan dit ook weer kwijt geraakt te zijn eenmaal terug in de Filipijnen. Zes van de acht informanten noemen ook een verbetering van hun Engelse schrijfvaardigheid. Via Facebook blijven ze in contact met de Nederlandse studenten. Hiervoor moeten ze Engels kunnen schrijven, en de wens om contact te houden met de Nederlanders is een goede motivatie om aan hun grammatica te werken.

Student: *“I understand better what people are saying in English. Speaking English also has become better. My English writing has improved much more than my speaking since the exchange. Also because of Facebook. Every day I open my account. I write to the students every day, sometimes several times. And I think really good before I write. I want it to be good.”[[75]](#footnote-75)*

Om verder te kunnen studeren maar ook om zich te kunnen bewegen in de middenklasse is voor de studenten beheersing van de Engelse taal van groot belang. McFarland wijst op de scheiding van taalgebieden in Manilla welke ook een weerspiegeling is van de economische en sociale klassen. Op radio en televisie en in de grotere dagbladen en tijdschriften wordt veelvuldig gebruikgemaakt van de Engelse taal. De roddelbladen en kranten met meer aandacht voor sensationeel nieuws zijn in Tagalog. Op de betere scholen en universiteiten worden de verschillende vakken gedoceerd in het Engels. Wanneer je Engels niet goed beheerst, breng je het niet ver op school.[[76]](#footnote-76)Eén van de duidelijkste maar ook een belangrijk effect voor hun toekomst is dat de YF-studenten meer zelfvertrouwen hebben in hun vermogen om zich in het Engels uit te drukken en hun kennis van de Engelse taal is toegenomen.

**6.2 Programma**

6.2.1 Waardering activiteiten[[77]](#footnote-77)

Het programma wordt door de YF-studenten hoog gewaardeerd. De excursie naar Amsterdam is bij drie YF-studenten de activiteit waar ze het meest van hebben genoten, terwijl vijf van de acht YF-Studenten een activiteit noemden waar de Nederlandse scholieren of hun families actief bij betrokken waren.

Lessen waar interactie is met de Nederlandse studenten en waar de onderwerpen aansluiten bij hun eigen interesses worden als positief beleefd, zoals het kennismakingsspel tijdens Engelse les, gymlessen en de les over globalisatie waar handel (import/export) aan de orde kwam. Alhoewel de studenten gespannen zijn over het moeten spreken in het Engels, genieten ze van momenten waar interactie mogelijk is. Wanneer in de lessen iets van hun eigen cultuur of land naar voren komt, zijn ze daar enthousiast over. Ze voelen zich trots op hun eigen land en willen daar graag over vertellen.

Vakken waar ze graag een les in gevolgd zouden hebben: sport, dans, muziek, tekenen/schilderen, wiskunde, Nederlands of andere taal en koken. Aantal van die vakken worden niet bij de YF-studenten op school gegeven zoals bijvoorbeeld tekenles. Wat opvalt is dat het spelelement de YF-studenten telkens weer aanspreekt in de lessen.

Een aantal verschillen shockeren de YF-studenten zoals verschil in omgang met docenten, gedrag van scholieren in de klas en buiten op het schoolplein. De jongens zijn vooral onder de indruk van technische apparatuur waarmee gewerkt wordt.

Zowel één student als ook de YF- Student Coach geven aan wat meer vrijheid te willen hebben om op eigen gelegenheid de stad of andere delen van Nederland te verkennen en niet de hele week in een grote groep alle activiteiten te moeten doen, maar ook eens in groepjes van twee of als YF-team. Een suggestie was om het systeem van het openbaar vervoer uitgelegd te krijgen en dan alleen met YF-studenten een dag(deel) wat rond te reizen per bus of trein.

6.2.2 Leerervaringen[[78]](#footnote-78)

Noch Groevenbeek noch Young Focus werkt met vooraf vastgestelde leerdoelen. Bij het samenstellen van het programma spelen op de achtergrond wel (leer)doelen mee, maar deze zijn niet beschreven of gecommuniceerd naar Young Focus. Met het programma hoopt Groevenbeek de YF-studenten een andere manier van denken en van de dingen doen, te laten zien. Daarbij is de hoop dat ze die nieuwe kennis kunnen toepassen in hun eigen leven.

Bij het eerste team heeft men nog geprobeerd om lessen samen voor te bereiden, maar daar kwam niet uit wat men gehoopt had. Niveau verschil leek te groot en voorbereidingen kostte de YF-studenten veel energie. Het gezamenlijk voorbereiden van een les heeft men dus losgelaten en wat programma betreft wordt van de YF-studenten alleen een korte persoonlijke prestentatie verwacht.

Vanuit Young Focus zijn verschillende keren suggesties gedaan voor invulling van het programma. Maar daarbij werd inhoudelijk geen aansluiting gevonden bij de programma invulling zoals Groevenbeek die op het oog had. Bij de tweede uitwisseling kwam de suggestie om naar het Achterhuis te gaan, voor Groevenbeek te laat om nog meegenomen te worden in de programmering.

Overigens zijn geen afspraken gemaakt over overleg van het programma of eventuele deadlines voor het indienen van programma ideeën. Young Focus Filipijnen geeft aan dat zij voor hun gevoel wel veel flexibeler omgaan met suggesties van Groevenbeek als zij met de leerlingen in de Filipijnen zijn, en ook het programma aangepast hebben op hun verzoek.

De excursies hebben voor de YF-Studenten het karakter van ‘site-seeing’. Inhoudelijk blijft de kennismaking met de geschiedenis en de verschillende aspecten van cultuur en samenleving vrij oppervlakkig. De Student Coach suggereert een aantal invalshoeken waardoor kennismaking met de Nederlandse geschiedenis relevanter kan zijn voor de YF-studenten. *“Would be very interesting to talk also about more serious subject. Like: how did the Dutch acquire their freedom, how became Holland a wealthy country? To hear more of the history of the Dutch and what they struggled with in the past.” [[79]](#footnote-79)*

De studenten halen voor zichzelf door goed te observeren wel een aantal leerpunten uit de uitwisseling. Ze geven aan het meest geleerd te hebben uit de omgang met de Nederlandse scholieren en de bezoeken aan hun families.

Student: *Not an activity but meeting the Dutch learned me the most. The way in which people are approachable and hospitable. Especially the families. We make conversation sitting around the table for a meal. When I came back this is the thing I want to tell my family and friends about. At home we have already practiced this gathering and eating around the table. I want to share this with siblings, learn them to be friendly and kind because I have seen this in Holland. That was the most important experience that I wanted to share. How it is to be like a Dutch family.[[80]](#footnote-80)*

Als tweede leerpunt noemden vier YF-studenten fondsenwerving. Zij zelf zijn natuurlijk bij de fondswerving van Young Focus altijd ‘het goede doel’, de ontvangers. Maar nu zagen ze dat jongeren van hun eigen leeftijd enorme bedragen ophaalden via fondswervingsactiviteiten. Dat je zelf als jongere actief geld kunt inzamelen was een eyeopener voor hen.

Student: *“Once we opened the fundraising program in Groevenbeek. I liked that because I learned the strategy to raise money. Even when you have no money yourself you can raise money in different ways.”*[[81]](#footnote-81)

**6.3 Geloofsvertrouwen** [[82]](#footnote-82)

De Filipijnen is het enige overwegend christelijke land in Azië. Ongeveer 85% van de bevolking is Rooms Katholiek, 10% moslim (voornamelijk in het Zuiden) en 5% andere religies.[[83]](#footnote-83) Van de YF-studenten bezoeken vier de Rooms Katholieke kerk en drie een evangelisch/protestante kerk. Alleen de twee college studenten kennen enkele jongeren die twijfelen in (de christelijke) God. Geloof in God is onder de arme bevolking een heel vanzelfsprekend onderdeel van het leven. Hun geloof bood hen in het verleden al krachtige ondersteuning en zelfvertrouwen. Maar hun vertrouwen op ondersteunende kracht van deze bron is sterk toegenomen door de uitwisseling. De zaken waar ze voor bidden zijn verhoord en ze ervaren persoonlijk Gods leiding, zegen en bescherming. Geloof in God en geloof in het lot liggen dicht bij elkaar. Er is berusting wanneer zaken anders uitvallen dan gehoopt, God weet wat goed voor hen is. Geselecteerd worden is een zegen van God maar heeft ook iets van een prijs winnen.

Rond de uitwisseling benoemen de YF-studenten vele zaken waarin ze God als hulpbron ervaren. Met Gods hulp vindt een student haar vader terug en een tweede student zijn moeder die ze vanaf heel jonge leeftijd niet meer gezien hadden. Zij ervaren Gods hulp bij praktische zaken zoals reispapieren die op tijd klaar zijn. God geeft hen moed en helpt hen om dingen goed te doen die ze moeilijk of spannend vinden tijdens de uitwisselingsweek, zoals Engels spreken en presentaties doen. God voorziet in de juiste mensen die hen kunnen helpen. God beschermt hen fysiek en God maakt grote dromen mogelijk.

Student: *“Before the exchange I was having a rest of my work at the charcoal area. I was sitting down at night and looking up in the sky I saw an airplane. I praised the lord that I will fly in an airplane someday. And then it happened, I got selected.”* [[84]](#footnote-84)

De mate waarin geloofsvertrouwen groeit varieert wel per student. Bepaalde gebeurtenissen hebben een grotere impact dan anderen op het geloofsvertrouwen.

**6.4 Samenvatting en conclusie van de deelvraag**

Voor hun zelfvertrouwen en zelfbeeld was het contact en omgang met de Nederlanders zeer belangrijk. Doordat ze oprechte interesse en bewondering ervoeren en geen veroordeling durfden ze steeds meer zelfstandig in het Engels gesprekken te voeren. Hun Engelse taalvaardigheid nam daardoor toe. De coaches maar ook hun geloof is een belangrijke ondersteuning bij alle nieuwe uitdagingen die ze het hoofd moeten bieden. Hun vertrouwen in God als betrokken Helper wordt versterkt. Zoals Hazarian[[85]](#footnote-85) (zie hoofdstuk 3.2.2.) aangaf, kan door gericht te zijn op de mogelijkheden en talenten en niet op de beperkingen van een leerling, een angstige situatie voor de YF-studenten omgebogen worden tot een gelegenheid om moeilijkheden te overwinnen en nemen volharding, veerkracht en zelfvertrouwen toe bij de YF-studenten.

Vier studenten zeiden het *meest geleerd* te hebben van het samenzijn met de families en studenten. In de uitwisseling wordt vermaak/plezier verbonden met het leggen van positieve relaties en rolmodellen, waardoor de YF-studenten ‘als vanzelf’ open staan voor leerervaringen. Intensief contact met de Nederlandse scholieren en hun families lijkt ertoe te hebben geleid dat deze ‘andere groep’ geïntegreerd is in het zelfbeeld van de uitwisselingsstudent. De hoge kwaliteit-contactmomenten, de vriendschap die ontstaat maakt dat ze zichzelf ook kunnen categoriseren in dezelfde groep. (We denken hetzelfde over dingen, we begrijpen elkaar dus ik ben net als hen) Ze vormen een associatie met zichzelf en het gedrag dat sterk geassocieerd wordt met de gastgroep. En vervolgens wordt de gastgroep zelf geassocieerd met het eigen zelf.[[86]](#footnote-86)

De Nederlandse scholieren en hun families fungeren als model voor de YF-studenten. Ze introduceren hen in de gebruiken van de Nederlandse cultuur én die van de middenklasse. Niet dat deze perse ‘beter’ zijn, maar door kennis hierover krijgen de YF-studenten wel de keus om volgens de ‘leefregels van de middenklasse’ te leven en zijn ze beter in staat aan de verwachtingen binnen opleiding of bedrijfsleven te voldoen, waar de ongeschreven en verborgen leefregels van de middenklasse gelden.

Uit de reacties blijkt hoe de YF-studenten alle nieuwe indrukken en contacten als een spons opzuigen en daarover elke avond met elkaar reflecteren.

Voor de studenten is het spelelement en interactie met leerlingen in een les belangrijk. Dit vermindert de stress rond het moeten spreken in Engels. Plezier en interactie met de Nederlanders gaat bij de YF-studenten heel goed samen met leren.

De YF-studenten waren zeer enthousiast over het programma. Activiteiten binnen de school maar ook maatschappelijke instellingen bieden relevante leerervaringen te bieden. Zo biedt een bezoek aan werkproject met verstandelijk gehandicapten of bezoek aan daklozen opvang nieuwe perspectieven. Duidelijke leerdoelen zouden meer diepgang kunnen geven aan het (les)programma. Bij het vaststellen van leerdoelen zou de interesse, achtergrond en mogelijkheden van de Filipijnse studenten in gedachten gehouden moeten worden. Zij hebben bijvoorbeeld weinig toegang en dus ook geen kennis over gebruik van gereedschappen en apparaten. Lessen in techniek (werken met sloophout) of kooklessen waarbij gewerkt wordt met magnetron, oven en andere keukenapparatuur, zou hen daar ervaring mee geven. Muziek- dans en tekenlessen sluiten aan bij hun creatieve talenten. Studenten hebben ook interesse in Nederlandse aanpak van vakken of beroepsinformatie waar ze zelf al gemotiveerd mee bezig zijn.

*Student: “I visited the work of son in law of Ate Ria. I saw a glimpse of my future job when he was handling the software. Was good to see something that related to my course.”*[[87]](#footnote-87)

Ook zou het programma aan verdieping kunnen winnen wanneer leerdoelen van zowel de school als de YF-studenten naar elkaar gecommuniceerd worden om zo ook tot een goede afstemming en voorbereiding te komen. Het afstemmen van deadlines rond communicatie is van belang om zaken tijdig te kunnen plannen.

De grootste stressfactor voor de YF-studenten blijft de Engelse taal. Tweetaligheid kan een voordeel zijn bij bezoek aan een gastland maar Mathiesen en Lager stellen in hun onderzoek dat studentenuitwisselingen georganiseerd kunnen worden zonder dat de gaststudenten de taal vloeiend spreken. Het ontwikkelen van taalvaardigheden kan volgens hen juist gezien worden als een van de grootste pluspunten van een internationale uitwisseling.[[88]](#footnote-88) Het zou de YF-studenten helpen wanneer ze de uitdaging om Engels te moeten spreken meer als een kans voor zichzelf zien dan als een test of opgave. Engelse conversatie komt met name door de speelse interactie met de Nederlandse leerlingen op gang. Daar zou in het begin van de week het accent op moeten liggen.

Om de impact van de uitwisseling te beschrijven, kijken we naar de resources zoals beschreven in hoofdstuk 2. Toename van of aanslag op de beschikbare resources van de YF-studenten maakt positieve of negatieve impact per onderdeel inzichtelijk.

Aanslag op resources

Emotioneel: Jongeren worden geconfronteerd met angst voor het onbekende. Worden bewust geconfronteerd met grote verschillen in levensstandaard, niveau van scholing en sociale klasse wat gevoelens van onzekerheid, jaloezie en verdriet geeft. Ook valt het de YF-Studenten zwaar om afscheid te nemen van de studenten en de families.

Fysiek: Gevolgen van jetlag ontregelen het lichaam.

Toename van resources

Emotioneel: De YF-studenten leren om zich over hun angsten heen te zetten en het gesprek aan te gaan. Ze verwerken lastige en ongemakkelijke situaties in de klas. Moeilijkheden die overwonnen worden, doen volharding, veerkracht en zelfvertrouwen toenemen.

Studenten zijn in staat gevoelens van jaloezie en verdriet te verwerken die de uitwisseling losmaakt en zich te richten op de ‘voordelen’ die de ervaring hun brengt. Er is groei in zelfvertrouwen en ze krijgen een positief zelfbeeld door omgang met Nederlanders en ervaren vaardigheid om te kunnen communiceren in het Engels met Nederlanders.

Mentaal: De YF-Studenten zijn in staat om hun kennis van het Engels te gebruiken in de communicatie met Nederlanders. Zetten hun sociale vaardigheden in bij het leggen van contact. Geven presentaties voor groepen.

Geestelijk: Door te bidden zetten de YF-studenten hun geloof in God in werking als krachtbron en ter ondersteuning van hun zelfvertrouwen in situaties waar ze zich onzeker voelen.

Support systemen: Door de vriendschap die ontstaat met de Nederlanders nemen vrienden toe waar ze op terug kunnen vallen door contact via Facebook.

Kennis van ongeschreven leefregels: Door de omgang met de scholieren en verblijf in de gezinnen leren de YF-studenten veel van de manier van denken en van doen van de (rijkere) Nederlandse middenklasse. Ze nemen kennis van de waarden en normen van de Nederlandse cultuur en de middenklasse.

# **7. Perspectiefveranderingen bij de studenten als gevolg van de uitwisseling**

In dit hoofdstuk wil ik deelvraag 4 behandelen:

*Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling*?

De YF-studenten observeren en worden zich bewust van zowel cultuurverschillen als verschillen tussen de sociale klassen. Een uitwisseling biedt de unieke kans om kennis te maken en na te denken over andere manieren van menselijk gedrag. Om nieuwe perspectieven te ontwikkelen over hoe de dingen gedaan kunnen worden.[[89]](#footnote-89) Bij de YF-studenten vonden perspectiefveranderingen plaats die zowel hun denken al hun gedrag beïnvloedde.

**7.1 Omgaan met tijd** [[90]](#footnote-90)

Zeven van de acht YF-studenten benoemen het verschil in omgang met tijd tussen hen en de Nederlanders. Deels is dit cultureel te verklaren maar deels ook vanuit de klassenverschillen. Eén van de grootse cultuurverschillen komt tot uitdrukking in tijdsoriëntatie. In een monochrone cultuur is de tijdsbeleving lineair: de tijd brengt ons van het verleden via het heden naar de toekomst. Monochrone tijd is in segmenten verdeeld, zoals de planning in een agenda. Dit maakt het mogelijk om je op één ding tegelijk te concentreren en je aan een plan te houden. Mensen met een monochrone tijdsbeleving praten over tijd alsof het geld is: je kan het verspillen, je kan het sparen. De toekomst is belangrijk omdat daar nog invloed op uitgeoefend kan worden. Ze zijn kampioen in het halen van deadlines. Tijdsplanning gaat boven relaties met anderen. De Filipijnen is een meer polychrone cultuur waar men anders met tijd omgaat dan in de meer monochrone cultuur zoals Nederland. Het Indonesische spreekwoord ‘de tijd is van elastiek’ geeft mooi weer wat polychronie inhoudt. Punctualiteit is betrekkelijk, wat meer belangrijk is zijn persoonlijke relaties. Mensen in een polychrone cultuur zijn prima in staat meerdere dingen tegelijk te doen, meerdere conversaties te volgen en vinden onderbrekingen niet storend. De klok is absoluut ondergeschikt aan persoonlijke relaties. Tijd komt altijd terug.[[91]](#footnote-91)

Naast de culturele verschillen bepaald de sociale klasse van mensen ook hoe ze met tijd omgaan. Wanneer je dagelijks probeert te overleven in omstandigheden van grote armoede worden beslissingen in het moment gemaakt die gemotiveerd worden door overlevingsdrang. Het heden is het meest belangrijke. Bij de middenklasse is de toekomst het meest belangrijke. Beslissingen worden gemaakt met oog op toekomstige ontwikkelingen. De YF-studenten pakken dit verschil in timemanagement meteen op en beseffen hoe effectieve timemanagement hen kan helpen bij het behalen van hun diploma en andere doelen. In mindere mate wordt het nut van ‘op tijd komen’ gezien. Leerpunten die genoemd worden zijn: meer gedisciplineerd en gefocust te studeren, plannen van activiteiten, zaken op tijd afhebben en plannen van je dag en op tijd op staan. De YF-studenten zijn enthousiast over de nieuwe inzichten en oefenen hiermee al tijdens de uitwisseling maar ook eenmaal terug in de Filipijnen.

**7.2 Organisatie van publieke en persoonlijke leven** [[92]](#footnote-92)

Het woord dat zeven van de acht studenten gebruiken om de Nederlanders te karakteriseren is *‘organised’*. Zaken die opgemerkt en benoemd worden zijn:

- gemeente is goed georganiseerd, schone straten zonder afval

- verkeer is georganiseerd met speciale rijbanen voor fietsers en auto’s

- alles heeft een eigen plaats in en om het huis en is schoon en opgeruimd

- er is veel regelgeving die ook strikt wordt nageleefd.

Het bezitten van gereedschap identificeert op vele manieren de middenklasse. Van keuken tot garage, het hele huis ligt en staat vol met gereedschap. De gewoonte om je huis goed te onderhouden en zaken die kapot zijn te repareren is gebaseerd op de aanwezigheid van gereedschap. Is dat niet beschikbaar, dan worden de zaken ook niet gerepareerd of onderhouden. Goed zorgen voor je spullen is duidelijk een waarde die thuishoort in de middenklasse. Voor iemand die in armoede leeft is zorg voor de materialen en onderhoud veel minder relevant aangezien zij geen toegang hebben tot gereedschap om zaken te repareren.[[93]](#footnote-93)

Zes van de acht studenten doen ideeën op hoe ze hun eigen leven, hun gemeenschap en hun wijk meer zouden kunnen en willen organiseren. Vijf studenten zouden graag hun omgeving schoner zien met meer zorg voor het milieu. In een milieu van armoede is er weinig aandacht voor planning, prioriteiten stellen of organisatorische vaardigheden. Er zijn vaak ook geen kasten of bureaus om dingen in op te ruimen. Toch proberen een aantal studenten hun leven met de weinige middelen die er zijn beter te organiseren. Genoemd wordt opruimen en schoonmaken van huis, afval in de straat en riool. Ook proberen ze hun omgeving bewust te maken van de voordelen van een schone en opgeruimde omgeving.

**7.3 Gezinsleven** [[94]](#footnote-94)

Zoals onder 5.1.1. al is beschreven, werd het contact met de Nederlanders als heel positief ervaren. Het contact met de Nederlandse families geeft hen een blik op omgangsvormen binnen het gezin zoals gezamenlijke maaltijden aan tafel, gebruik van bestek, de onderlinge gesprekken, vriendelijkheid voor elkaar en samen afwassen. De YF-studenten zijn meer gewend aan een leven op straat. Twee studenten vertellen over een kleine straatbende waartoe ze behoorden. Bij de helft van de YF studenten is één ouder of zijn beide ouders overleden. Kinderen zijn meer aan zichzelf overgelaten. Wanneer kinderen fysiek niet hebben leren vechten, zullen ze gevaar lopen op straat. Maar wanneer vechten de enige manier is die je hebt geleerd om problemen op te lossen, dan heeft dat zijn effect in de thuissituatie maar ook op school.[[95]](#footnote-95) Door hun bezoekjes aan de Nederlandse gezinnen zien en leren de YF- studenten nieuwe manieren van communiceren en omgangsvormen via door Payne beschreven *osmose* – ‘inademen’ van een nieuwe omgeving.[[96]](#footnote-96) Zij reflecteren over hun eigen situatie en hoe ze deze nieuwe vormen en gebruiken kunnen inzetten in hun eigen omgeving. Sommige doen dat ook daadwerkelijk, maar hebben ook oog voor hun eigen culturele waarden zoals gastvrijheid naar iedere bezoeker en niet alleen naar genodigden.

De YF-Studenten zeggen dat ze door de uitwisseling geleerd hebben om vriendelijker met elkaar om te gaan, om te delen, om thuis te helpen bij karweitjes (zoals afwassen) en het huishouden wat te organiseren. Het geeft hen ook verdriet en gevoelens van jaloezie om aanwezig te zijn bij het gewone gezellige familieleven van deze families uit de (rijkere) middenklasse. Verdriet om overleden ouders of om eigen thuissituatie. Jaloersheid ontstaat doordat ze de verschillen in materiele rijkdom en mogelijkheden tot persoonlijke ontwikkeling zien. Toch worden positieve gevoelens met betrekking tot de uitwisseling veel vaker en met groot enthousiasme verwoord.

**7.4 Arbeidsethos** [[97]](#footnote-97)

Arbeidsethos is de vanuit een persoonlijke ethiek voortspruitende wil om te werken. Het geeft aan met hoeveel inzet iemand de taken, waarvoor iemand verantwoordelijk is, uitvoerd. Algemeen gezien zijn de belangrijkst drijvende krachten in armoede: overleven, relaties en vermaak. Dit zijn de belangrijkste factoren die beslissingen motiveren. Humor word zeer gewaardeerd als persoonlijke eigenschap. Liefde en aanvaarding hangen samen met iemand leuk of aardig vinden. Het heden telt het zwaarst. Beslissingen worden gemaakt om te kunnen overleven van dag tot dag. Opleiding wordt belangrijk gevonden maar is een abstract gegeven. Het lot en niet de eigen keuze speelt een belangrijke rol als het gaat om de toekomst. Bij de middenklasse ligt de nadruk op werk en prestatie. Dat zijn belangrijke drijvende krachten. Time management speelt een belangrijke rol bij het behalen van doelen die in de toekomst liggen. Goede keuzes in het heden hebben een positieve invloed op de toekomst. Opleiding is cruciaal op de ladder naar succes en een goed inkomen. Liefde en acceptatie zijn conditioneel en voor een groot deel ook gebaseerd op prestatie.[[98]](#footnote-98) De Nederlandse middenklassenmentaliteit gecombineerd met de monochrone culturele aspecten zoals beschreven onder 6.1. geeft een arbeidsethos dat sterk verschilt van het milieu van de YF-Studenten.

De Nederlanders worden gekarakteriseerd als hard werkend en als mensen die opleiding en geld verdienen belangrijk vinden. Bij de Nederlandse scholieren zien de informanten een sterke focus en motivatie op het behalen van goede cijfers en afronden van hun opleiding. Men is onder de indruk en een enkeling verbaasd over deze inzet en toewijding voor hun studie en hun bereidheid om daarnaast nog een baantje te hebben. De YF-studenten zijn door hun Nederlandse leeftijdgenoten geïnspireerd en gemotiveerd om ook zelf hard te studeren en opleiding af te ronden.

**7.5 Normen en waarden** [[99]](#footnote-99)

De studenten gaven aan dat er niet gesproken is over problemen binnen de Nederlandse samenleving. Hun beeld daarvan is dan ook rooskleurig. Nederland is een soort paradijs waar zelfs de armen als rijken leven. Het is voor hen lastig om verschillende sociale klassen te onderscheiden. Iedereen is rijk in hun ogen.

Hoewel de omgangsvormen binnen de gezinnen als zeer positief werden ervaren zijn er ook omgangsvormen die hun bevreemden of shockeren zoals:

- studenten die kussen en roken in het openbaar

- weinig respect voor leraren in de klas

- directheid van spreken en je mening geven

- onvriendelijkheid en afstandelijkheid ten opzichte van onbekenden op straat

- legale prostitutie

YF-Student Coordinator: “*The Dutch are more open and expressive. Filipinos are less outspoken and less confrontational. Even with their own people. It is good for the Filipinos to be more outspoken in an nice way.*

*Philippines is collective culture and taking initiative is seen as boastful. When you take initiative people think you are ‘a know it all’. In the programmes we try to show that taken initiative is not boast full, and being outspoken is not the same as ‘a know it all’. The students take more initiative.”* [[100]](#footnote-100)

Op de regelgeving rond prostitutie in de ‘rosse buurt’ in Amsterdam werd door twee studenten zeer verschillend gereageerd. Voor G1 was de ‘rosse buurt’ iets wat ze nooit zal vergeten. Alhoewel het haar als een van de negatieve kanten van Nederland werd gepresenteerd, vond ze het juist positief dat prostitutie niet in het geheim plaatsvond. Het deed haar goed om te zien dat hier vrouwen die in de prostitutie werken zich niet hoeven te verbergen. Dat dit geaccepteerd in het publieke domein kan plaatsvinden. Vanuit een vrouwelijk standpunt niet moeilijk te begrijpen. In haar omgeving is het niet ongewoon dat vrouwen vanwege geldnood noodgedwongen kiezen voor prostitutie. In de Filipijnen is prostitutie illegaal en leven prostituees in angst en met schaamte. Voor haar een verademing te zien dat het ook anders kon en dat vrouwen in Nederland een beter bestaan hadden als ze in de prostitutie kwamen dan in Manila.

Voor B1 lag dat anders. Hij vond het aanstootgevend. Vond niet dat kinderen geconfronteerd moesten worden met prostitutie.

**7.6 Samenvatting en conclusie van de deelvraag**

Door de uitwisseling doen de YF-Studenten een aantal belangrijke inzichten op die hen kunnen helpen bij het organiseren van hun leven en behalen van concrete doelen zoals het afronden van hun studie. Het geeft hen zicht op een andere inrichting van hun leven maar ook van hun wijk. Een van de grootste problemen bij het los komen van armoede is het managen van geld en bezitten van algemene fundamentele informatie over geld.[[101]](#footnote-101) Hoe kun je iets managen wat je nooit hebt gehad. Geld wordt in armoede gezien als een uitdrukking van je persoonlijkheid en wordt gebruikt voor vertier en relaties. De gedachte dat geld te gebruiken voor het scheppen van zekerheid is een notie die geworteld is in de midden- en rijke klassen.

*Student Coordinator: “Here, if they have some money they buy lot of gadgets. Entertainment is a big thing in the Philippines. They spent money on TV, phones, and that sort of things. Most prestigious university will not give a grant to a student when they see you have spent your money on an expensive cell phone. I want them to learn to save money so then use it to travel, see places, get experiences and learn from other people in the world. They should look at the volunteers that come to Young Focus to gain experiences. I would want them to pick up the mind-set you see in Holland and apply this to their own life.”[[102]](#footnote-102)*

Het zou de moeite waard zijn om dit verschil in perspectief op het managen van geld te koppelen aan de perspectiefverandering rond timemanagement en als een leerdoel mee te nemen in de uitwisseling.

De krachten en zwakheden van culturele verschillen worden niet of nauwelijks tegen elkaar afgezet. Negatieve aspecten van de Nederlandse cultuur blijven onderbelicht en onbesproken, waardoor een rooskleurig beeld ontstaat van het leven in Nederland.

Om de impact van de uitwisseling te beschrijven, kijken we naar de resources zoals beschreven in hoofdstuk 2. Toename van of aanslag op de beschikbare resources van de YF-studenten maakt positieve of negatieve impact per onderdeel inzichtelijk.

Toename van resources

Mentaal: perspectiefveranderingen geven leerstrategieën en die hen helpen bij het behalen van toekomstige doelen, ontwikkeling van organisatorische vaardigheden en de keuze om de dingen anders te doen.

Uitwisseling geeft YF-Studenten een nieuwe kijk op eigen leefomgeving en cultuur en verrijkt en verruimt hun wereldbeeld.

Relaties/rolmodellen: Nederlandse leeftijdsgenoten en Nederlandse ouders zijn nieuwe en inspirerende rolmodellen die denken en gedrag van YF-studenten constructief beïnvloeden.

Kennis van ongeschreven leefregels: De omgang met de families geeft inzicht in timemanagement, organisatie skills, werkethos, en omgangsvormen van de Nederlandse middenklasse.

# **8. Cultuurschok en cultuurschok bij terugkomst**.

In dit hoofdstuk wil ik deelvraag 5 behandelen:

*Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?*

**8.1 Acculturatiecurve**

Cultuurschok noemt men ook wel acculturatiecurve. Deze curve geeft aan welke *gevoelens* iemand heeft tijdens zijn verblijf in het buitenland. Achtereenvolgens zijn er vier fasen:

1. Euforie. Na alle voorbereidingen komt men eindelijk aan in het buitenland. Alles is spannend. Je leert veel nieuwe mensen kennen en iedereen toont belangstelling voor jou als nieuweling.

2. Schok. Contact met de plaatselijke bevolking is intensiever en je beseft meer en meer dat mensen anders zijn, dat hun woorden en gebaren een andere betekenis hebben dan de jouwe. Je voelt je steeds minder op je gemak, kleinigheden wekken ergernis op en je smacht naar bijvoorbeeld het eten uit je eigen cultuur.

3. Acculturatie. In deze fase wen je langzaam aan de andere cultuur. Je leert de autochtonen beter kennen en begrijpen en je bouwt een nieuw sociaal netwerk op.

4. Evenwicht. Je gevoelens worden niet meer voornamelijk door de andere cultuur bepaald. Er ontstaat evenwicht. Daarbij zijn drie mogelijkheden. Of je voelt je even lekker als in je eigen cultuur óf je blijft je in de nieuwe cultuur toch minder lekker dan thuis voelen óf je voelt je in de nieuwe cultuur prettiger dan thuis.[[103]](#footnote-103)

Bij terugkomst volgt na de eerste euforie al gauw een omgekeerde cultuurschok. Allereerst komt je veranderd terug door het verblijf in het buitenland. Je hebt een meer relativerende blik op de normen en waarden van je thuisland. Door wat je hebt meegemaakt, ben je niet meer dezelfde maar ook het thuisfront is veranderd. Terugkomers zoeken vaak troost en steun bij landgenoten die een tijd in hetzelfde land hebben vertoefd. De lengte van de curve lijkt zich aan te passen aan de duur van het verblijf in het buitenland.

**8.2 Cultuurschok bij YF-studenten** [[104]](#footnote-104)

Van cultuurschok bij aankomst hebben de YF-studenten weinig last. Doordat het verblijf zo kort is, houdt de euforiefase aan tot het moment dat ze weer terugreizen naar hun eigen land. Alle gaststudenten spreken zeer positief over Nederland, de Nederlanders, hun gastenverblijf en het programma. De verblijfsaccommodatie wordt door alle YF-studenten zeer gewaardeerd. Zaken die specifiek benoemd worden: de zachte bedden, de warmde douche, lekker en genoeg te eten, een eigen kamer voor de jongens, de warme kleding die voor hen klaarligt, de fietsen, decoratie van het appartement, het uitzicht, een plek waar ze onder elkaar kunnen zijn.

Naast de grote euforie worden, wanneer daarnaar wordt gevraagd, ook minder positieve zaken genoemd die onder te brengen zijn bij de fase van schok.

Tijdens de week in Nederland geeft de communicatie in het Engels de meeste spanning bij de YF- studenten ( zie ook 6.2.1). In de lessen is het niveauverschil het duidelijkst merkbaar. Niet begrepen worden en de ander niet begrijpen zorgt voor ongemakkelijke situaties en is slecht voor het zelfvertrouwen.

Alle studenten zijn zich bewust van de grote verschillen op allerlei vlak tussen hun situatie en die van hun Nederlandse leeftijdgenootjes. Ze laten zich vooral inspireren door de verschillen. Slechts twee studenten benoemen concreet gevoelens van jaloezie en verdriet bij het opmerken van de grote verschillen in kwaliteit van onderwijsfaciliteiten en levensstandaard.

Op het gebied van geloofsbeleving zeggen alle acht YF-studenten geen verschil met de Nederlandse leerlingen te ervaren. Er wordt gezamenlijk gebeden en tijdens de kerkdienst ook met elkaar gesproken over het geloof. Het kerkgebouw en de liturgie verschillen vooral van wat ze gewend zijn. Van de secularisatie in Nederland bemerken de YF-studenten niets en dat is ook niet iets wat in hun eigen context speelt. Iedereen die ze kennen gelooft in God. Alleen de twee college studenten komen via hun opleiding met een enkele niet- of anders gelovige jongere in aanraking.

Minder positieve waarnemingen die benoemd worden zijn: de realisatie dat je een outsider bent, het vreemde eten bij de gastgezinnen, de kou, de directheid en het chagrijn van de Nederlanders op straat, de andere (seksuele) moraal, en de respectloze houding van scholieren tegenover docenten.

Jetlag geeft vermoeidheid, hoofdpijn, duizeligheid. Doordat het morgens vroeg licht wordt en avonds lang licht blijft hebben studenten wat slaapproblemen.

Na een paar dagen komt het acculturatieproces op gang. Het contact met de Nederlanders groeit, de jongeren raken gewend aan hun omgeving, gewoontes, gang van zaken, enzovoort. Vriendschappen worden gesloten en zelfvertrouwen bij de YF-studenten groeit waardoor ze zich meer en meer op hun gemak voelen.

Het contact, het verblijf en de activiteiten zijn bijzonder intensief en afwisselend waardoor cultuurverschillen wel opgemerkt worden maar niet of nauwelijks als hinderlijk ervaren worden. Studenten geven aan dat het gastenverblijf de plek is waar ze even weer onder elkaar zijn. Daar mogen ze Tagalog spreken en nemen ze elke avond de tijd om de ervaringen van de dag door te nemen. Alle studenten vinden het zeer moeilijk om afscheid te nemen van de Nederlanders aan het einde van de week. Een veel gehoorde opmerking is dat het verblijf te kort is. Dat het aanstaande vertrek zich veel te snel aandient.

Contact

Uit onderzoek blijkt dat intensief contact tijdens een internationale uitwisseling tussen gaststudenten en studenten van het gastland zowel sociaal, psychologisch als academisch voordeel oplevert. Meer contact wordt geassocieerd met minder academische en sociale problemen, toename van communicatieve vaardigheden en betere adaptie tijdens het verblijf in het gastland. Contact en vriendschap met plaatselijke studenten geeft emotionele voordelen aan de gaststudenten. De gaststudent haalt meer voldoening uit de ervaring en ervaart minder stress dan jongeren die geen contacten hebben met leeftijdsgenoten in het gastland. Wanneer de gastjongere deel heeft aan vriendschapsnetwerken in het gastland voorspelt dit betere psychologische aanpassingen gedurende het verblijf.[[105]](#footnote-105)

De reacties van de YF-studenten onderschrijven dit. Door het goede contact met de Nederlandse studenten groeit het zelfvertrouwen van de YF-studenten. Hierdoor durven ze beter in het Engels het gesprek aan te gaan en actief deel te nemen aan de diverse programmaonderdelen. De jongeren identificeren zich meer met de Nederlandse studenten. Ze voelen zich gewaardeerd en als gelijkwaardig behandeld door de welvarende voornamelijk lokale, blanke gemeenschap. Onzekerheid en faalangst neemt af.

**8.3 Verlichtende factoren**

Een aantal factoren kunnen de cultuurschok en de omgekeerde cultuurschok verlichten.[[106]](#footnote-106)

* Persoonlijkheidskenmerken.

Vijf persoonlijkheidskenmerken die de cultuurschok verlichten zijn: flexibel, emotioneel stabiel, open minded, sociaal initiatiefrijk, zich kunnen inleven in andere culturen. Bij de selectiecriteria die Young Focus hanteert vinden we van deze vijf alleen *sociaal initiatiefrijk* duidelijk terug (zie 5.3).

Kenmerken als: *open-minded*, flexibel of het zich kunnen inleven in andere cultuur spelen geen rol bij de selectie.

* Kennis van het land.

Kennis van de taal, non-verbale communicatie, politiek, geschiedenis, sociale structuur, enzovoort van gastland doen de cultuurschok makkelijker verlopen.

De YF-studenten krijgen een algemene introductie over de sociale, economische en culturele aspecten van het gastland. De tweede groep heeft het voordeel de eerste groep uitwisselingsstudenten te kunnen bevragen over Nederland en het programma.

De YF-jongeren hadden zowel juiste als onjuiste verwachtingen en ideeën van het gastland. Ze waren voorbereid op de kou, op de directheid en de lengte van Nederlanders, te gaan paardrijden en andere diersoorten en landschap te zien dan in de Filipijnen.

Ongegronde verwachtingen en onwetendheid zorgen voor onnodige angst of teleurstelling.

Gaststudent die bang was ziek te worden van een glas kraanwater wat werd aangeboden.

Angst voor overstroming. Het feit dat Nederland onder zee niveau ligt, wordt niet goed begrepen. Studenten zijn bang voor een overstroming, dat iets als een tsunami kan plaatsvinden.

Een student heeft een aantal dagen rondgelopen met ontstoken tanden en is uiteindelijk behandeld door een tandarts. Hij voelde zich bezwaard om melding te maken van de pijn en was ook bang voor de behandeling door een tandarts omdat in de Filipijnen de tandartsbehandeling die de armen zich kunnen veroorloven een beschadiging van het gezicht kan veroorzaken.

Verder zijn er kleine teleurstellingen. In april staat Nederland niet vol bloemen en ligt er ook geen pak sneeuw.

* Vertrouwen in de eigen taalvaardigheid van de taal van het gastland.

Hoe meer vertrouwen in de eigen taalvaardigheid, hoe makkelijker men het heeft. Zelfvertrouwen is zelfs belangrijker dan de feitelijke taalkennis. Bij de selectie is Engelse taalvaardigheid geen selectiecriteria. Wel ontvangen geselecteerde studenten Engelse conversatieles bij de voorbereidingen. Studenten voelen zich vooraf onzeker en angstig over hun vermogen om in het Engels te spreken. Bij beide groepen was het de oudere college student die vooral het voortouw nam, daarin aangemoedigd door de Student Coach.

Student: *“Every day we went to a different family. I was a little nervous. We have to talk about their work, family etc. Ate Ann and Ate Grace relied on me for talking with the grownups. I wonder how can I manage it in English. But then I thought: “I just go with the flow”.”*[[107]](#footnote-107)

* Kennis over de acculturatiecurve; als je weet wat je overkomt en als je weet dat nagenoeg iedereen zoiets meemaakt, dan kom je er makkelijker doorheen.

De tweede groep uitwisselingsstudenten heeft het voordeel gehad om van de ervaringen van de eerste groep te leren.

**8.4 Cultuurschok bij terugkomst** [[108]](#footnote-108)

De cultuurschok bij terugkomst komt harder aan en duurt lang. De eerste week zijn alle studenten emotioneel en fysiek flink ontregeld en hebben slaapproblemen. Een student dankt God omdat hij ternauwernood aan een ongeluk is ontsnapt de tweede dag dat hij terug is. “Ik dacht niet na en lette niet op toen ik de weg overstak” zo vertelt hij. Effect van jetlag kan dus serieuze gevolgen hebben. Bij terugkomst zijn dingen verandert, en vallen de verschillen tussen hun eigen situatie en de Nederlandse hun sterker op. Gevoelens van leegte en verdriet vermengen zich met mooie herinneringen. In gedachten zijn ze heel veel in Nederland, zeker de eerste week, maar ook daarna blijft het moeilijk om het leven weer op te pakken.

Bij de eerste groep geven drie studenten aan hier maanden voor nodig te hebben gehad en nog steeds is er heimwee naar Nederland, maar nu zijn het meer ‘sweet memories’ wanneer ze aan de uitwisseling terugdenken. De tweede groep is net een maand terug en geven aan Nederland nog steeds zeer te missen.

De verwerking komt langzaam op gang doordat ze met hun familieleden en met elkaar kunnen spreken over hun ervaringen.

Ze merken dat ze in positieve zin zijn veranderd. Ze voelen zich meer zelfverzekerd en tonen dat ook aan hun omgeving. Ze voelen zich verantwoordelijk om goed met hun tijd om te gaan, hun studie af te ronden en stellen zich positiever en vriendelijker op naar hun omgeving.

Wat onverwachts tegenvalt en vooral de meisjes zwaar valt, is de jaloezie van andere YF-sponsorstudenten. Vooral de meisjes ervaren dat hun positie binnen de groep is verandert en ze moeten moeite doen om weer aansluiting te maken. Als groep merken ze dat het negatieve reacties oproept als ze bij elkaar zitten in het Student Center of als ze teveel over hun ervaringen praten. De uitwisselingsstudenten zijn in staat om hun emoties te kiezen en te reguleren ook als het gaat om het hanteren van de negatieve reacties. Toch kost het de uitwisselingsstudenten wel moeite om hun houding te bepalen. Sommigen zijn gekwetst. De meeste studenten kiezen ervoor om niet over hun buitenlandervaringen te praten op het YF Student Center of openlijk bij elkaar te gaan zitten als ‘Dutchies’ uit angst voor afwijzing of voor opscheppers uitgemaakt te worden.

Student: *“So, I try not to talk about Holland and try to be friends with them. It is better to talk about Holland when we are alone, like with the debriefing.”* [[109]](#footnote-109)

Door deelname aan de internationale uitwisseling onderscheiden de acht studenten zich van de groep. Zij alleen krijgen deze unieke kans. Doordat sommige van de *ingroup* (of wij-groep) een voorkeursbehandeling lijken te ontvangen roept dat weerstand op bij de rest van de studenten. Door de selectie lijkt de *ingroup* van studenten zich gesplitst te hebben. De weerstand en onzekerheid vertaalt zich o.a. in jaloezie en roddel en buitensluiten van de uitwisselingsstudenten.

Volgens organisatiepsycholoog Geert Hofstede neemt het individualisme toe naarmate men rijker wordt omdat men materieel gezien onafhankelijker wordt van de groep.[[110]](#footnote-110) De YF-Student Coordinator legt een verband tussen armoede, collectivisme en de jaloezie van de groep. *“When the first batch came back they isolated from the other students. They stuck together and talked among themselves a lot. They were labelled by others, they called them proud or snobs. […]* *Collectiveness also means staying together as a group in poverty. People are not happy when other people have a chance, a good opportunity. They will label people out of insecurity.”* [[111]](#footnote-111) Collectivisme in armoede betekend als groep samen overleven.

Payne zegt over de overstap van armoede naar een beter bestaan: “[…] in order to move from poverty to middle class […] one must trade off some relationships for achievement at least for a period of time. To do this, one needs emotional resources and stamina.”[[112]](#footnote-112) Volgens Payne zullen bij het loskomen van armoede sommige relaties (tijdelijk) verstoord worden. Zij wijst dan ook op de belangrijke rol die onderwijzers, coaches of mentoren hebben bij dit proces. Zij kunnen de nodige emotionele ondersteuning bieden aan jongeren zodat die gemotiveerd blijven om te streven naar een beter bestaan. Alhoewel de uitwisseling de YF studenten natuurlijk niet van klasse doet veranderen, is het wel duidelijk dat ze met de uitwisseling nieuwe vaardigheden, kennis en waardevolle contacten voor de toekomst hebben opgedaan. In die zin geeft de uitwisseling hun een voorsprong op de andere studenten.

Bij terugkomst verwachten familie, vrienden maar ook buren dat de uitwisselingsstudenten een klein souvenir voor hen mee terug brengen. Studenten vinden het lastig dat ze niet aan die verwachting kunnen voldoen. Young Focus geeft alle studenten een geldbedrag daarvoor, maar dat is niet voldoende om ook voor de buren en kennissen wat te kopen. Drie studenten geven aan bewust binnen te blijven de eerste week om vragen naar een souvenir van buren te kunnen ontlopen.

**8.5 Samenvatting en conclusie van de deelvraag**

In de voorbereidingen zou nog wat zorgvuldiger gecommuniceerd kunnen worden over wat studenten zullen aantreffen. Daarbij is het belangrijk dat er ruimte wordt gegeven aan de studenten om angsten die men heeft over de reis, het land en het programma te verwoorden. De tweede groep heeft het voordeel gehad dat ze met veel van hun vragen al bij de eerste groep terecht konden.

De YF-studenten lijken vooral in de eerste fase – de euforie- van de cultuurschok te zijn blijven hangen. Daarom valt het afscheid hen waarschijnlijk ook zo zwaar. Van de negatieve kanten, de maatschappelijke problemen of de secularisatie van Nederland is zowel tijdens de voorbereiding of tijdens het verblijf in Nederland nauwelijks kennis genomen. De uitwisseling richt zich vooral op de sterke, mooie en inspirerende kanten van Nederland waardoor een wat eenzijdig haast ‘paradijslijk’ beeld van Nederland ontstaat.[[113]](#footnote-113)

Cultuurschok bij terugkomst is groot voor YF-studenten. Studenten zijn fysiek ontregeld wat ongelukken kan geven wanneer de studenten zich daar niet genoeg van bewust zijn. Naast fysieke gewenning hebben alle acht studenten vooral te kampen met enorme heimwee naar Nederland die ook voor de studenten die twee jaar geleden hebben deelgenomen aan de uitwisseling nog steeds niet voorbij is.

De collectieve cultuur van de Filipijnen en van armoede maakt dat de YF-studentengemeenschap problemen heeft met de bijzondere voorrechten van de geselecteerde studenten. Vooral de meisjes ervaren jaloezie en buitensluiting van de groep. Door na te denken over manieren om de YF-studentengemeenschap als geheel meer voordeel te laten beleven uit de internationale uitwisseling zouden gevoelens van jaloezie kunnen verminderen.

Studenten bij terugkomst hebben veel steun aan de vele positieve reacties van hun familie, vrienden van school en aan elkaar. Ze ervaren positieve verandering bij zichzelf. Ze staan met meer zelfvertrouwen en betrokkenheid voor hun omgeving in het leven en zijn gemotiveerd om hun studie zo goed en snel mogelijk af te ronden. Contacten met Nederland worden via Facebook onderhouden. Langzaam maar zeker pakken de YF-studenten hun leven weer op.

Om de impact van de uitwisseling te beschrijven, kijken we naar de resources zoals beschreven in hoofdstuk 2. Toename van of aanslag op de beschikbare resources van de YF-studenten maakt positieve of negatieve impact per onderdeel inzichtelijk.

Aanslag op resources

Mentaal: Gevoelens van angst en stress die voortkomen uit de onzekerheid of ze in staat zullen zijn in het Engels te communiceren in het gastland.

Zien Nederland als een soort paradijs en worstelen met gevoelens van leegte. Hebben de eerste maand moeite om de draad weer op te pakken van het gewone leven.

Support systemen: Vriendschappen binnen de YF-studentengemeenschap komen onder druk te staan. De uitwisselingsstudenten ervaren dat ze door de uitwisseling als groep buiten de ‘wij groep’ komen te staan.

Verlammende heimwee naar de nieuwe Nederlandse vrienden en vriendinnen.

Fysiek: gevolgen van jetlag zoals duizeligheid, slapeloosheid en vermoeidheid.

Kennis van verborgen leefregels van de middenklasse: Studenten doen een eenzijdig en vertekend beeld van Nederlandse (middenklasse) cultuur op.

Toename van resources

Emotioneel: Studenten leren zich aan te passen en winnen aan zelfvertrouwen doordat ze grenzen voor zichzelf verleggen. Zelfbeeld wordt versterkt doordat ze ervaren als gelijkwaardig beschouwd en behandeld te worden en doordat ze ook bewondering en complimenten ontvangen van leeftijdgenoten en volwassenen uit het gastland en uit hun eigen land.

Studenten leren omgaan met kritiek en veroordeling.

Mentaal: Uitwisseling geeft YF-Studenten een nieuwe kijk op eigen leefomgeving en cultuur en verrijkt en verruimt hun wereldbeeld.

Studenten doen internationale reiservaring op.

Geestelijk: Studenten ervaren geestelijke verbondenheid met en ondersteuning van Nederlandse gelovigen.

Support systemen: Studenten bouwen internationaal vriendennetwerk op.

Kennis van verborgen leefregels van de middenklasse: YF-studenten nemen kennis van de Nederlandse cultuur en de middenklasse.

# **9. Begeleiding en follow-up**

In dit hoofdstuk wil ik deelvraag 6 behandelen:

*Welke gebieden* *van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?*

**9.1 Feedback van de studenten op de begeleiding**

9.1.1 Voorbereiding

De begeleiding bij de voorbereiding van de eerste en tweede groep wordt positief beleefd. YF-studenten krijgen een algemene oriëntatie op Nederland, advies over geschikte kleding, Engelse en Nederlandse conversatieles, bereiden een danspresentatie voor, maken een eigen videoportret en persoonlijke presentaties. Er is ruimte voor teambuilding en studenten kunnen vragen stellen. Praktische zaken zoals reispapieren, koffers en transport worden voor hen geregeld.

Ook de ouders worden betrokken bij de voorbereidingen.

Bij de tweede groep zijn gelijksoortige voorbereidingen. Vanwege persoonlijke omstandigheden bij één van de begeleidende stafleden en doordat papieren niet geregeld konden worden, komen de voorbereidingen onder druk te staan. Ouders worden minder goed meegenomen in de voorbereidingen. Ook door de wisselingen in de samenstelling van de groep. Tweede groep heeft wel het voordeel dat ze zich goed kunnen voorbereiden door de eerste groep te bevragen op hun ervaringen.

9.1.2 Tijdens uitwisselingsweek

Begeleiding tijdens de uitwisseling is intensief en wordt als zeer ondersteunend ervaren door de YF-studenten. Vier van de acht YF-studenten noemen de dagelijkse gezamenlijke afsluiting als een belangrijk moment. Ze zijn onder elkaar en kunnen in hun eigen taal vrijuit met elkaar de dag doornemen en horen hoe iedereen de dag beleefd heeft. Aanmoediging om Engels te spreken wordt door drie jongeren genoemd. Verder voelen de YF-studenten zich geholpen met advies van de begeleiders en hun hulp bij wakker worden en wanneer ze ziek zijn.

De groep werkt als een team dat elkaar ondersteunt en door moeilijke en uitdagende momenten heen helpt. Begeleiders betrekken alle studenten actief bij alle onderdelen van het programma.

Bij de tweede groep zijn twee vrouwelijk begeleiders. Een van de YF studenten geeft voorkeur aan voor een mannelijke begeleider. Een andere student geeft aan dat zijn gevoelens van verdriet te persoonlijk zijn om te delen.

Student: “Me and B4 are the only boys. Better to have also a guy as staff. Because girls are very different from guys.

Would be good for balance. In happy or bounding moments I am not very comfortable.”[[114]](#footnote-114)

YF-Student Coaches zijn professioneel geschoold. De begeleiding is van groot belang geweest om de uitwisseling ook tot een leerervaring voor de YF-studenten te maken. Zowel de Nederlandse begeleiders maar vooral de YF Student Coaches vervullen daarbij een sleutelrol. Zij moeten in staat zijn om dicht bij de YF-studenten te staan en met hen het gesprek aan te gaan. Een vast moment waarop dit gebeurde waren de teambijeenkomsten van de YF-studenten aan het einde van iedere dag onder leiding van de coach. Maar ook gedurende de dag doen zich op verschillende manieren momenten voor die door improviseren van de coaches omgevormd worden tot een leermoment of leerervaring. Ria Huibers, coördinator en begeleider vanuit Groevenbeek geeft daar een treffend voorbeeld van. *“Ik weet wel dat Ann(YF-Student Coach) veel vragen stelde. Ze komen aan in Nederland en eten elke avond bij iemand thuis. Ze zaten hier bij mij in de kamer en toen vroeg ze: “Hoe oud is jullie huis eigenlijk? [..] Jaren twintig? Hoe kan dat?” We hadden het over onderhoud en zij begon daarover gelijk te spreken met de jongelui. Over onderhoud van huizen. Ann kan heel goed leerpunten uit de situaties halen voor de leerlingen.*

*Ook wel een gave dat je niet alleen zelf met je mond open staat te kijken naar alles, maar dat je dat gelijk naar de groep weet over te brengen.”[[115]](#footnote-115)*

**9.2 Debriefing en follow up** [[116]](#footnote-116)

De YF-studenten geven aan dat praten over de reis hen helpt bij het verwerking van hun ervaringen.

Eerste team heeft een aantal debriefing bijeenkomsten. Onderwerpen waar over gesproken wordt zijn:

- gevoelens en emoties die de uitwisseling heeft losgemaakt

- hoe om te gaan met negatieve reacties die ze krijgen van andere studenten uit het YF sponsorprogramma.

- herinneringen aan Nederland

Bij de eerste groep waren er meer debriefing momenten dan bij de tweede groep. Twee weekenden en nog één of twee bijeenkomsten op een zaterdag. Voor drie van de vier studenten uit de eerste groep was dat ook voldoende. Ook sprak de eerste groep vlak na terugkomst veel met elkaar over de uitwisseling.

De tweede groep had het eerste debriefingweekend een maand na terugkomst samen met de eerste groep uitwisselingsstudenten. En ook zijn er persoonlijke gesprekken met hun gevoerd met de YF-Student Coordinator, die echter zelf niet mee is geweest met de uitwisseling.

Vanuit de tweede groep geven de meisjes aan dat één weekend niet voldoende is en ze graag meer bij elkaar zouden willen komen. Eén studente geeft aan voorkeur te hebben voor groepsdebriefing en niet voor het persoonlijke gesprek. De tweede groep heeft niet zoals de eerste groep de kans gehad om tijdens een algemene bijeenkomst in het Student Center hun ervaring te delen met de hele studentengemeenschap. Twee studenten zeggen dat wel graag te willen doen. Dit zou hun in staat stellen hun positieve ervaring te gebruiken om andere studenten aan te moedigen.

De YF-studenten hebben last van cultuurschok bij terugkomst (zie 8.4) en begeleiding in deze periode zou hun kunnen helpen zich weer aan te passen aan de thuissituatie.

Onduidelijk is wie zich verantwoordelijk weet voor de YF-studenten wanneer ze eenmaal terug zijn in Manilla. De YF-Student Coach geeft aan dat ze dat zorgelijk vindt. Op zich heeft Young Focus wel de intentie om goede follow up te geven aan de uitwisselingsstudenten, maar het is onduidelijk waar die follow up precies uit bestaat. Niemand is specifiek aangewezen als verantwoordelijke voor het debriefing proces van de jongeren. Zij meent dat de studenten meer bijeenkomsten nodig hebben om de ervaring goed te verwerken. Ook zou een follow up programma met maandelijkse bijeenkomsten de studenten helpen om meer uit de uitwisseling te halen dan nu het geval is. Door de uitwisseling is een band ontstaan tussen de coach en de YF-studenten maar uit angst om beschuldigd te worden van favoritisme door zowel stafleden als studenten houdt ze na terugkomst in de Filipijnen zeer beperkt contact met de jongeren en zal ze in het Student Center ook niet bij hen gaan zitten. Ook professioneel is ze terughoudend om contact te onderhouden, omdat ze een nieuwe functie heeft op een andere afdeling bij Young Focus niet langer *student coordinator* is.[[117]](#footnote-117)

**9.3 Samenvatting en conclusie van de deelvraag**

Gedurende de hele uitwisseling is de begeleiding als waardevol en ondersteunend ervaren door alle studenten. Bij de voorbereidingen werd al gewerkt aan teambuilding en gedurende de rest van de uitwisseling is het belang om elkaar als groep te helpen en te ondersteunen een belangrijk aandachtspunt gebleven.

De begeleiding was zeer belangrijk om YF-studenten aan te moedigen om in het Engels te gaan communiceren en over eigen verlegenheid heen te stappen. De coaches hebben bewust telkens ruimte gegeven en aandacht besteed aan de verwerking van alle nieuwe indrukken bij de YF-studenten.

Uit de opmerkingen van de twee jongens is wel op te maken dat in het geval van twee begeleiders het wenselijk zou zijn als één daarvan een man is.

De begeleiding vervult een sleutelrol als het gaat om de uitwisseling tot een leerervaring te maken. Dat vraagt om professionele vaardigheden en een goed contact met de betrokken studenten.

YF-studenten geven aan dat de debriefing vooral belangrijk voor ze is en dat ze daarmee de gelegenheid hebben om met elkaar over hun ervaringen, herinneringen en gevoelens rond de uitwisseling te spreken. Ze ondervinden daar steun van. De debriefing heeft bij de eerste groep meer aandacht gehad dan bij de tweede groep. Debriefing en follow up proces zijn niet duidelijk omschreven en het is onduidelijk wie verantwoordelijk is voor een goede verwerking en afronding van de uitwisselingservaring bij de studenten. Een goed follow up programma kan de impact van de uitwisseling op een positieve manier doen toenemen.

Om de impact van de uitwisseling te beschrijven, kijken we naar de resources zoals beschreven in hoofdstuk 2. Toename van of aanslag op de beschikbare resources van de YF-studenten maakt positieve of negatieve impact per onderdeel inzichtelijk.

Aanslag op resources

Emotioneel: Aantal jongeren zijn met name de eerste week bij terugkomst in de Filipijnen geneigd zich te isoleren van de buitenwereld en missen persoonlijke begeleiding.

Relaties/rolmodellen: De YF-Student Coach was tijdens de uitwisseling een belangrijk rolmodel voor de YF-studenten. Bij terugkomst in de Filipijnen kan de opgebouwde relatie tussen de coach en de studenten niet langer voortgezet worden. YF-Student Coach zeer terughoudend in het contact met de uitwisselingsstudenten om schijn van favoritisme te voorkomen.

Toename van resources

Emotioneel: YF- studenten leren om over gevoelens en emoties te spreken en op positieve en constructieve manier met elkaar om te gaan en deel te nemen aan het programma.

Mentaal: YF-studenten ontvangen bemoediging en coaching om moeilijke uitdagingen op een positieve manier het hoofd te bieden waardoor sociale- en taalvaardigheden toenemen.

Geestelijk: De begeleiders bidden samen met de YF-studenten voor relevante onderwerpen waardoor studenten zich ondersteund voelen.

Support systemen: Door teambuilding vormen de jongeren een hechte groep met elkaar. De onderlinge band verstevigd zich door gedeelde ervaringen en emoties en door de support die ze elkaar geven en van elkaar ontvangen.

Relaties/rolmodellen: Studenten hebben ruimschoots toegang tot de YF-Student Coach die de studenten intensief begeleidt en hen helpt om van de uitwisseling een leerervaring te maken.

Kennis van ongeschreven leefregels: YF-Student Coach en Nederlandse begeleiders helpen de YF-studenten oog te krijgen voor de leefregels van de Nederlandse middenklasse en deze te interpreteren vanuit eigen referentiekader.

# **10. Impact**

In dit hoofdstuk wil ik deelvraag 7 behandelen:

*Wat zijn de voordelen van interculturele ervaring voor de toekomst van de studenten?*

**10.1 ‘Kwaliteit-van-leven’ indicatoren**

De uitwisseling is een indrukwekkende gebeurtenis voor de YF-studenten die zij hun hele leven niet meer zullen vergeten. De impact van deze uitwisseling heb ik per deelvraag willen beschrijven aan de hand van de toename van of aanslag op resources. Tabel 1 geeft daarvan een overzicht.

Toename van deze resources betekent ook een toename in kwaliteit-van-leven en een grotere kans voor de jongeren om de vicieuze cirkel van armoede voor zichzelf en wellicht ook voor hun familieleden te doorbreken.

Aanslag op resources betekend dat van de jongeren gevraagd wordt om uitdagingen het hoofd te bieden. Wanneer bijvoorbeeld vriendschappen onder druk komen te staan, moeten ze in staat zijn dat te incasseren en daar goed mee om te gaan. Zoiets *helpt* hen op dat moment niet, maar *kost* hen wat op gebied van emotionele resources en supportsystemen. Wanneer ze uitdagingen leren overwinnen, geeft dat echter weer een toename van (eventuele andere) resources.

|  |  |
| --- | --- |
| Tabel 1 | |
| Toename van resources |  |
| Financieel | Aanschaf van identiteits- en reispapieren.  Mogelijkheid tot deelname aan een internationaal uitwisselingsprogramma, een activiteit waar ouders van deze jongeren nooit financieel in zouden kunnen (of willen) investeren. Reis en verblijfkosten worden voor de jongeren betaald. Geen eigen bijdrage is nodig.  Tandartsbehandeling in Nederland voor B1. |
| Emotioneel | Eén student vindt moeder en halfbroers en –zussen terug en voelt zich ‘meer compleet’ als persoon dan voorheen. Jongeren leren constructief om te gaan met reacties van jaloezie uit de groep en met de angsten en zorgen tijdens de voorbereidingsperiode van de uitwisseling.  De YF-studenten leren om zich over hun angsten heen te zetten en het gesprek aan te gaan met Nederlanders. Ze verwerken lastige en ongemakkelijke situaties in de klas. Moeilijkheden die overwonnen worden, doen volharding, veerkracht en zelfvertrouwen toenemen.  Studenten zijn in staat gevoelens van jaloezie en verdriet te verwerken die de uitwisseling losmaakt en zich te richten op de ‘voordelen’ die de ervaring hun brengt.  De YF-Studenten groeien in zelfvertrouwen en ontwikkelen een positief zelfbeeld door de omgang met Nederlanders waarbij ze hun eigen vaardigheid ervaren om te kunnen communiceren in het Engels met Nederlanders ontdekken.  Studenten leren zich aan te passen en winnen aan zelfvertrouwen doordat ze grenzen voor zichzelf verleggen. Zelfbeeld wordt versterkt doordat ze ervaren als gelijkwaardig beschouwd en behandeld te worden en doordat ze ook bewondering en complimenten ontvangen van leeftijdgenoten en volwassenen uit het gastland en uit hun eigen land.  Studenten leren constructief omgaan met kritiek en veroordeling.  YF- studenten leren om over gevoelens en emoties te spreken en op positieve en constructieve manier met elkaar om te gaan en deel te nemen aan het programma. |
| Mentaal | Jongeren krijgen extra Engelse lessen en informatie over Nederlandse cultuur. Jongeren ervaren de selectie deels ook als een beloning voor hun inzet en schoolprestaties.  YF- Studenten bereiden culturele en persoonlijke presentaties voor.  Jongeren zijn in staat om hun kennis van het Engels te gebruiken in de communicatie met Nederlanders. Zetten hun sociale vaardigheden in bij het leggen van contact. Geven presentaties voor groepen.  Perspectiefveranderingen geven de YF-Studenten leerstrategieën die hen helpen bij het behalen van toekomstige doelen, ontwikkeling van organisatorische vaardigheden en de keuze om de dingen anders te doen.  Uitwisseling geeft YF-Studenten een nieuwe kijk op eigen leefomgeving en cultuur en verrijkt en verruimt hun wereldbeeld.  Studenten doen internationale (reis)ervaring op wat een intellectuele stimulans is.  YF-studenten ontvangen bemoediging en coaching om moeilijke uitdagingen op een positieve manier het hoofd te bieden waardoor sociale- en taalvaardigheden toenemen. |
| Geestelijk | Jongeren ervaren de selectie als een persoonlijke zegen van God. De selectie versterkt hun zelfbeeld als waardevol mens welke volwaardig mee mag doen in het leven. Eén student ervaart Gods hand in de procedure rond verkrijgen van informatie rond identiteitspapieren waardoor hij naar vele jaren zijn moeder terugvindt en zijn halfbroers en –zussen ontmoet. Anderen ervaren Gods medewerking om papieren op tijd in orde te krijgen.  Door te bidden zetten de YF-studenten hun geloof in God in werking en ervaren God als krachtbron. In situaties waar ze zich onzeker voelen neemt hun zelfvertrouwen toe doordat ze op Gods ondersteuning vertrouwen en die ook ervaren.  Studenten ervaren geestelijke verbondenheid met en ondersteuning van Nederlandse christenen.  De begeleiders bidden samen met de YF-studenten voor relevante onderwerpen waardoor studenten zich ondersteund voelen. |
| Fysiek | Kort verblijf in gezonde leefomgeving.  Tandartsbehandeling van B1 |
| Support systemen | Jongeren ontvangen hulp en begeleiding van de YF-staf bij alle praktische voorbereidingen.  Eén student vindt moeder en half broers en – zussen terug doordat identiteitspapieren geregeld moesten worden voor de uitwisseling.  Jongeren kunnen met ouders/verzorgers of YF-staf over hun zorgen bij de voorbereidingen spreken en ontvangen daarbij ondersteuning en medewerking. Ook hebben ze vrienden met wie ze kunnen spreken over al hun emoties en lastige dilemma’s en situaties.  Door de vriendschap die ontstaat met de Nederlanders groeit hun vriendennetwerk waar ze op terug kunnen vallen door contact via Facebook. Studenten bouwen een internationaal vriendennetwerk op.  Door teambuilding vormen de jongeren een hechte groep met elkaar. De onderlinge band verstevigd zich door gedeelde ervaringen en emoties en door de support die ze elkaar geven en van elkaar ontvangen. |
| Kennis van verborgen leefregels van de middenklasse | De jongeren krijgen bij de voorbereidingen informatie over het gastland en de middenklasse gezinnen waarmee ze zullen optrekken. Leefomstandigheden, normen, waarden, omgangsvormen en dergelijken worden besproken.  Door de omgang met de scholieren en verblijf in de gezinnen leren de YF-studenten veel van de manier van denken en van doen van de (rijkere) Nederlandse middenklasse. YF Studenten nemen kennis van de leefregels en van de waarden en normen van de Nederlandse cultuur en de middenklasse.  De omgang met de families geeft inzicht in timemanagement, organisatie skills, werkethos, en omgangsvormen van de Nederlandse middenklasse.  YF-Student Coach en Nederlandse begeleiders helpen de YF-studenten oog te krijgen voor de leefregels van de Nederlandse middenklasse en deze te interpreteren vanuit eigen referentiekader. |
| Rolmodellen | De studenten krijgen als groep intensieve voorbereiding en begeleiding van maatschappelijk werker die als coach bij de voorbereiding, de uitwisselingsweek en bij debriefing betrokken is. De tweede groep uitwisselingsstudenten heeft veel steun aan de ervaringen van de eerste groep.  Nederlandse leeftijdsgenoten en Nederlandse ouders zijn nieuwe en inspirerende rolmodellen die denken en gedrag van YF-studenten constructief beïnvloeden.  Studenten hebben ruimschoots toegang tot de YF-Student Coach die de studenten intensief begeleidt en hen helpt om van de uitwisseling een leerervaring te maken. |

|  |  |
| --- | --- |
| Aanslag op resources |  |
| Emotioneel | Studenten moeten omgaan met negatieve reacties en afwijzing van leeftijdsgenoten. Ze worden geconfronteerd met vliegangst en angst voor het onbekende. Onzekerheid over het op tijd verkrijgen van identiteits- en reisdocumenten. Onzekerheid of de uitwisseling is te combineren met hun schoolprogramma.  Gevoelens van angst en stress die voortkomen uit de onzekerheid of ze in staat zullen zijn in het Engels te communiceren in het gastland.  Worden bewust geconfronteerd met grote verschillen in levensstandaard, niveau van scholing en sociale klasse wat gevoelens van onzekerheid, jaloezie en verdriet geeft. Ook valt het de YF-Studenten zwaar om afscheid te nemen van de studenten en de families.  Zien Nederland als een soort paradijs en worstelen met gevoelens van leegte. Hebben de eerste maand moeite om de draad weer op te pakken van het gewone leven.  Studenten worden geconfronteerd met verwachting van presentjes van buren waar ze niet aan kunnen voldoen.  Aantal jongeren zijn met name de eerste week bij terugkomst in de Filipijnen geneigd zich te isoleren van de buitenwereld en missen daardoor persoonlijke begeleiding. |
| Mentaal | Onzekerheid of ze in staat zullen zijn in het Engels te communiceren in het gastland. |
| Fysiek | Jetlag verschijnselen bij terugkomst zoals duizeligheid, slapeloosheid, vermoeidheid. |
| Support systemen | Vriendschappen binnen de YF- studentengemeenschap komen onder druk te staan. De uitwisselingsstudenten ervaren dat ze door de uitwisseling als groep buiten de ‘wij groep’ komen te staan.  Verlammende heimwee naar nieuw Nederlandse vrienden en vriendinnen. |
| Kennis van verborgen leefregels van de middenklasse | Studenten doen een eenzijdig en vertekend beeld van Nederlandse (middenklasse) cultuur en samenleving op. |
| Rolmodellen | De YF-Student Coach was tijdens de uitwisseling een belangrijk rolmodel voor de YF-studenten. Bij terugkomst in de Filipijnen kan de opgebouwde relatie tussen de coach en de studenten niet langer voortgezet worden. YF-Student Coach zeer terughoudend in het contact met de uitwisselingsstudenten om schijn van favoritisme te voorkomen. |

De uitwisseling blijkt vooral een positieve impact te hebben op de YF-studenten en laat een toename zien van resources. Tegelijkertijd doet de uitwisseling ook een aanslag op de resources. In een aantal gevallen, wanneer de uitdagingen op een positieve en constructieve manier het hoofd geboden worden, kan dit opnieuw een toename van resources betekenen. In de uitwisseling worden angsten overwonnen, grenzen verlegd en leren de studenten omgaan met kritiek en afwijzing. Er zijn ook een aantal negatieve effecten te zien die om aandacht en zorg vragen bij eventuele toekomstige uitwisselingen. Een aantal daarvan kunnen voorkomen of verminderd worden door bijvoorbeeld zorgvuldiger met selectieprocedure en opvang bij terugkomst om te gaan.

**10.2 Toekomstperspectief** [[118]](#footnote-118)

Wanneer gevraagd naar hun toekomst vertellen de jongeren vooral over hun dromen voor zichzelf en voor hun gemeenschap. De YF-studenten hebben grotere dromen voor zichzelf sinds ze terug zijn uit Nederland. Ze zijn ook gemotiveerd om die dromen na te jagen. Een hele concrete stap die zeven van de acht studenten noemen is het afronden van hun studie. Ze geven aan daar meer gemotiveerd en gefocust op te zijn met de hoop dat ze vervolgens een goede baan zullen vinden.

De studenten dromen en hopen op een goede baan, maar ook van meer materiele bezittingen zoals een auto of een mooi huis en de kans om te gaan reizen in de toekomst.

Bij alle studenten leeft het verlangen om in de toekomst nog eens terug te kunnen naar Nederland. Vijf van de acht studenten noemen dit specifiek als een toekomstdroom. Ze willen in toekomst terug naar Holland voor een bezoek of om werk te vinden.

Nu ze terug zijn in eigen land willen ze graag vertellen over hun ervaringen. Ze staan met meer zelfvertrouwen in het leven en zijn een rolmodel voor broertjes, zusjes en voor vrienden. Zeven van de acht YF-studenten benoemen specifiek het verlangen om wat ze geleerd hebben, te mogen delen in de toekomst met anderen. De eerste groep heeft in een grote bijeenkomst verslag mogen doen van hun ervaringen. De tweede groep een maand na terugkomst nog niet. Het is onduidelijk of die gelegenheid nog komt.

Zes studenten geven aan dromen te hebben voor hun buurt. Geïnspireerd door wat ze in Nederland gezien hebben, wensen ze dat hun omgeving schoner en meer georganiseerd wordt en dat mensen bewuster met het milieu omgaan.

De vraag is of al deze dromen realistisch en haalbaar zijn. Daar heeft zowel de YF-Student Coach als de YF-Student Coordinator twijfels over. Zij beide wijzen op het belang van een goede begeleiding voor de uitwisselingsstudenten met aandacht voor het stellen van haalbare doelen in plaats van het koesteren van onmogelijke dromen. Op het moment wordt niet of te weinig gesproken over *hoe* doelen of dromen verwezenlijkt kunnen worden.

YF Student Coach: *“It is not bad to have big dreams, but it is smarter to have dreams that are achievable. YF should help him to specify these dreams and to encourage him to have achievable dreams. YF needs to help students to think ‘how’ things are going to happen. That is where the gap is. They need to think about how they want to achieve their dreams. YF needs to help students to translate their dreams in concrete plans.”[[119]](#footnote-119)*

Het is positief dat de studenten durven dromen over een hoopvolle toekomst. Vanuit de literatuur wordt het belang onderstreept om aandacht te schenken aan de rol van de jeugd. Hen niet slechts te zien als passieve ontvangers binnen gemeenschapsontwikkeling maar als vertegenwoordigers van transformatie. Kinderen en jongeren kunnen boodschappers van hoop zijn binnen een arme gemeenschap. De dromen die jongeren voor hun gemeenschap hebben, zijn vaak groter en meer verrijkend dan die van de volwassen gemeenschap. [[120]](#footnote-120)

**10.3 Samenvatting en conclusie**

Niet eerder hebben jongeren uit de sloppenwijken van Manilla de mogelijkheid gehad om in het kader van hun opleiding naar het buitenland te kunnen afreizen. Hun kans daartoe roept bij henzelf maar ook bij de familie en vrienden vooral reacties van blijdschap, trots en enige zorg op. De selectieprocedure en de manier van afkondiging brengt onder de niet-geselecteerde studenten van het Young Focus schoolsponsorprogramma naast positieve reacties ook reacties van jaloezie en teleurstelling die onder andere geuit worden naar de geselecteerde studenten.

De studenten gaan goed voorbereid op reis en hebben in Nederland een prettige verblijfsaccommodatie en genieten van het door Scholengemeenschap Groevenbeek samengestelde programma. Beide partijen, Young Focus Filipijnen en Groevenbeek steken veel tijd en aandacht in de voorbereidingen. Goede onderlinge afstemming tussen coördinatoren van beide partijen ontbrak echter op verschillende onderdelen.

De selectie maar ook de deelname aan de uitwisseling geeft bij de YF-studenten een groei in Godsvertrouwen en in zelfvertrouwen. De goede begeleiding en de kwaliteit van de contacten met de Nederlandse leerlingen en hun families zijn de spil van het programma en maken de uitwisseling tot een succes. Door de interactie met de Nederlanders groeit het zelfvertrouwen van de YF- studenten en staan ze open voor leerervaringen. Engelse conversatie komt met name door de speelse interactie op gang. De YF-studenten hebben direct toegang tot de (rijkere) middenklasse en halen daar voor hen nieuwe en voor hen relevante informatie uit. Perspectiefveranderingen op gebied van timemanagement, organisatie, gezinsleven, arbeidsethos en normen en waarden, geven zicht op keuze voor nieuwe strategieën die hen kunnen helpen bij het behalen van hun doelen. De grote problemen die spelen in de Nederlandse maatschappij blijven onderbelicht en veelal onbesproken, waardoor een rooskleurig beeld ontstaat van het leven in Nederland. Aan duidelijke geformuleerde leerdoelen en onderlinge afstemming van leerdoelen ontbreekt het bij de uitwisseling. Het moeten spreken met de Nederlanders in het Engels is de grootste stressfactor voor de YF-studenten. Vooral omdat in het begin naast het taalprobleem ook het klassenverschil een rol speelt. De begeleiding die de studenten ontvangen, vooraf en tijdens de reis,is zeer ondersteunend en samen vormen ze een hecht team. De terugkomst in eigen land is voor de studenten het moeilijkste onderdeel van de uitwisseling. Heimwee naar Nederland, de confrontatie met de eigen situatie en de negatieve houding van sommige jongeren uit de YF-studentengemeenschap maken het moeilijk om hun ervaringen te verwerken en hun leven in de Filipijnen weer op te pakken. De studenten geven aan heel graag met hun directe omgeving te willen spreken over hetgeen ze hebben geleerd. De debriefing en ook de gesprekken onderling helpen hen de uitwisselingservaring te verwerken. Een aantal studenten zou bij terugkomst meer gezamenlijke debriefing momenten willen hebben.

Young Focus Filipijnen is zich bewust van de problemen die de selectieprocedure en terugkomst in eigen land geven en denkt na over oplossingen maar heeft nog geen concreet plan om deze problemen aan te pakken.

De uitwisseling is een succes te noemen binnen het kader van het relationeel verstaan van armoede. [[121]](#footnote-121) Door de kwaliteit van de contacten ervoeren de studenten dat zij even veel waard zijn als hun rijkere leeftijdgenoten en een bijdrage kunnen leveren aan hun eigen welzijn en aan dat van anderen. In de interactie ontdekten ze dat hun talenten en levensmoed anderen kan inspireren en ontroeren. Dat ze trots kunnen zijn op zichzelf en op hun land. De uitwisseling gaf hun nieuwe dromen voor zichzelf en voor hun gemeenschap.

# **11. Aanbevelingen**

**11.1 Aandachtspunten**

Op grond van de bevindingen van het onderzoek naar de impact van internationale studentenuitwisseling

op Filipijnse studenten uit het schoolsponsorprogramma van Young Focus worden de volgende aanbevelingen gedaan:

1. Bij de uitwisselingen wordt van de ouders van de uitwisselingsstudenten gevraagd om aansprakelijkheidsformulier te ondertekenen. De vraag is of ouders beseffen wat dit inhoud en of risico’s voor de ouders en het kind voldoende afgedekt zijn met goede verzekeringen.

YF Filipijnen, YF Nederland en Scholengemeenschap Groevenbeek zouden met elkaar moeten vaststellen wat de risico’s zijn en wie die draagt. De uitkomst hiervan zou zorgvuldig, open en eerlijk met de ouders gecommuniceerd moeten worden vooraf aan de selectie zodat zij weten waar ze verantwoording voor nemen wanneer ze het formulier ondertekenen.

2. De selectieprocedure en wijze van afkondigen van geselecteerde studenten heeft een aantal zwakke punten met nadelige gevolgen voor sommige van de jongeren en voor de YF-studentengemeenschap als geheel.

De selectie zou op aantal punten zorgvuldiger kunnen.

- Meer openheid en transparantie over de selectie criteria.

- Een grotere groep o.b.v. relevante criteria selecteren en aan die jongeren de kans bieden om zich op te geven.

- Al in een zeer vroeg stadium de ouders bij de selectie betrekken. Bijvoorbeeld door jongeren hun aanmelding te laten ondertekenen door de ouders/verzorgers die daarmee toestemming geven dat hun kind zich aanmeldt.

Het probleem van jaloersheid bij de niet geselecteerde studenten of opschepperij bij de geselecteerde groep zal nooit helemaal voorkomen kunnen worden. Maar een open en transparante aanpak met criteria waaraan voldaan moet worden, geeft minder reden tot speculatie of beschuldigingen van favoritisme. Het selecteren en ‘belonen’ van individuen zal in de context van deze kinderen altijd gevoelig blijven liggen. Zowel de achtergrond van extreme armoede als de cultuur staan weinig sympathiek tegenover speciale voorrechten voor het individu. Young Focus zou kunnen nadenken over speciale (feestelijke) activiteiten of interculturele programma’s waarmee de uitwisseling voor de hele studentengemeenschap iets bijzonders wordt.

3. Het programma zou aan verdieping kunnen winnen wanneer leerdoelen van zowel Scholengemeenschap Groevenbeek als van Young Focus naar elkaar gecommuniceerd worden om zo tot een goede afstemming en voorbereiding te komen. Het afstemmen van deadlines rond communicatie is van belang om zaken tijdig te kunnen plannen. Door vooraf input van de uitwisselingsstudenten te integreren in de leerdoelen, zou het programma nog beter kunnen aansluiten bij vaardigheden en interesses van de YF-studenten. Bij het vaststellen van leerdoelen moet niet naar de tekortkomingen van de studenten gekeken worden, maar in samenspraak met hen doelen stellen die hun talenten en vaardigheden versterken.

4. Een van de grootste problemen bij het los komen van armoede is het managen van geld en bezitten van algemene fundamentele informatie over geld. Het zou de moeite waard zijn om het veranderend perspectief op timemanagement te koppelen aan het managen van geld en dit als een leerdoel mee te nemen in de uitwisseling.

5. De terugkomst in eigen land en omgeving is voor de uitwisselingsstudenten de moeilijkste periode.

Bij terugkomst bemerken de YF-studenten dat sommige relaties (tijdelijk) verstoord zijn. Ze zijn door het voorrecht om aan de uitwisseling te mogen deelnemen buiten de ‘wij-groep’ komen te staan. De debriefing, maar ook verdere follow up kunnen de nodige emotionele ondersteuning bieden aan jongeren om de ervaring te verwerken, maar ook om hen te helpen hun nieuwe dromen in concrete en haalbare doelen om te zetten.

Hiervoor zou een follow up programma ontwikkelt kunnen worden waaraan bij voorkeur zowel een mannelijke als een vrouwelijk begeleider gekoppeld is. Het feit dat alle YF-studenten aangeven graag te willen delen met anderen wat ze hebben geleerd zou met de juiste begeleiding concrete vormen kunnen aannemen binnen een follow up traject. Deze jongeren zijn in de positie om familieleden, vrienden en buurtbewoners te beïnvloeden. Een project waarbij ze ‘iets kunnen teruggeven aan de gemeenschap’, kan verstoorde relaties herstellen en helpen bij de verwerking. Zo kunnen jongeren ‘empowered’ worden om hun dromen waar te maken.

6. Communicatie tussen Young Focus (Filipijnen en Nederland) en Scholengemeenschap Groevenbeek is niet optimaal. Uit de interviews blijkt dat zaken niet goed op elkaar afgestemd worden, partijen op aantal vlakken langs elkaar werken en doelen of motivatie rond beslissingen door beide partijen onvoldoende naar elkaar gecommuniceerd worden.

Een communicatie model met terugkoppelingssysteem waarin feedback en evaluatie verwerkt wordt kan beide partijen helpen bij de communicatie. Het communicatie model voor internationale uitwisseling dat Mathiesen en Lager hebben ontworpen geeft, aanpast aan het karakter en doelstelling van deze uitwisseling, een goed stappenplan voor communicatie tussen Young Focus en Groevenbeek. [[122]](#footnote-122)

**11.2 Communicatie model internationale uitwisseling** [[123]](#footnote-123)

Communicatie stappen voor zowel gastland als gastgroep.

1. Zet een terugkoppelingssysteem op met potentiële deelnemers.

De ‘wie, wat, wanneer, waar en waarom’ vragen zullen allereest op de agenda moeten komen staan. In overleg stellen beide partijen vast door wie en op welke manier de communicatie zal verlopen. Duidelijk omschreven doelen en deadlines in de communicatie worden vastgesteld.

Het doel van deze eerste stap is om in een zo vroeg mogelijk stadium inzicht te krijgen in de structuur van de uitwisseling en duidelijkheid te verkrijgen over de wijze waarop en met wie verdere communicatie zal verlopen.

2. Maak een overzicht van het gastland.

Goede voorbereiding op het gastland is essentieel voor de uitwisselingsstudenten en begeleiders. Beide partijen kunnen elkaar helpen in het samenstellen van een goed overzicht met relevante informatie over het gastland. Doel van de oriëntatie is om deelnemers meer mee te geven dan een algemene introductie en hen te voorzien met doelgerichte informatie die de uitwisseling zal ondersteunen. De samenwerking tussen gastland en gastgroep en het interactieve proces zal belangrijke informatie geven over het land vanuit het perspectief van een insider. Zowel gastland als gastgroep hebben hierbij een taak om betrouwbare en relevante informatie te verstrekken en te verzamelen.

3. Overweeg en begroot de kosten en risico’s.

Internationaal reizen met een groep jongeren is niet zonder risico’s. Partijen moeten hierover met elkaar om de tafel. Welke verzekeringen worden afgesloten door wie.

Welke zaken vallen onder de dekking (ziekenhuis, tandarts, bagage, ongelukken, aansprakelijkheid, etc.)

Een kostenoverzicht geeft inzicht in de te maken kosten in eigen- en in gastland.

Beide partijen maken afspraken over wie welke kosten betaald.

4. Verduidelijk verwachtingen naar elkaar toe.

Elke uitwisseling vraagt opnieuw om afstemming van zaken. Daarbij valt te denken aan:

- accommodatie

- voorbereiding van YF studenten op lesprogramma

- communiceren van doelstellingen en leerdoelen van beide partijen en deze op elkaar afstemmen;

- integreren van input van studenten in de leerdoelen

- ontwikkelen van een vrijwilligershandboek voor betrokken families en vrijwilligers in het gastland.

5. Stel de rollen en verantwoordelijkheden vast.

Onduidelijkheid over verantwoordelijkheid of betrokkenheid bij programmaonderdelen kan tijdens de uitwisseling problemen geven. Het is aan te bevelen om tijdig duidelijkheid te geven over zaken zoals:

- rol van de student, de begeleiders/coördinatoren van gastland en begeleiders van de studenten.

- protocol bij noodgevallen

- professionaliteit van begeleiding

- directe verantwoordelijkheden en taken van de betrokkenen.

Het doel van de communicatie is om de kwaliteit van de uitwisselingservaring te vergroten door de talenten en vaardigheden van alle betrokkenen zoveel mogelijk in te zetten.

Het model legt de nadruk op lange termijn relaties, wederzijds respect voor diversiteit en betrokkenheid en wederkerigheid in alle stadia.

Faciliterende factoren voor goede communicatie zijn:

* erken en waardeer verschillen
* gezamenlijke doelen stellen voor gasten en gastland
* persoonlijke relaties staan centraal
* gezamenlijke evaluatie om miscommunicatie te voorkomen
* flexibele houding bij alle betrokkenen
* gelijkwaardigheid van partijen.

Een langdurige internationale relatie is gewaarborgd, wanneer deze factoren centraal blijven staan.

# **Nawoord**

Het was voor mij een voorrecht om dit onderzoek te doen. Ik heb groot respect voor alle vrijwilligers en voor de medewerkers van Young Focus en Scholengemeenschap Groevenbeek die met zoveel inzet en enthousiasme deze uitwisseling tot een onvergetelijke levenservaring voor de jongeren uit de sloppenwijken uit Manila hebben gemaakt.

# **Literatuurlijst**

Claes, Marie-Thérèse en Gerritsen, Marinel. *Culturele waarden en communicatie in internationaal perspectief*. Bussum: Coutinho, 2002.

Marquis-Hobbs, T. *‘*Enriching the Lives of Students in Poverty’*.* *California Schools* (2014): 34-39.

Mathiesen, Sally. G. en Lager, Patricia. ‘A Model for Developing International Student Exchanges’*.* *Social Work Education* 26 (2007): pp. 280–291.

McFarland, Curtis. D. ‘The Philippine Language Situation’. *World Englishes* 23 (2004): 59-75.

Myers, Bryant L. *Walking with the Poor. Principles and Practices of Transformational Development*. 2e druk. Metro Manila: OMF Literature Inc., 2008.

Payne, R.K. *A Framework for Understanding Poverty*. 4e druk. Highlands: aha! Process, Inc. 2005.

Trommlerová, Sofia Karina en Klasen, Stephan en Leßmann, Ortrud. ‘Determinants of Empowerment in a Capability-Based Poverty Approach: Evidence from The Gambia’. *World Development* 66 (2015): 1-15.

Strauss, A. en Corbin, J. *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory.* California: Sage Publications, 1998.

Van Bosstraeten, Hanne. *Onderzoek naar de betekenis van en de impact op communicatiepatronen, mediagebruik en andere sociale handelingen,* eindscriptie Katholieke Universiteit Leuven, 2005.

Verhoeven, Nel. *Wat is onderzoek? Praktijkboek methoden en technieken voor het hoger onderwijs.* 4e druk.Den Haag: Boom Lemma, 2008.

Wright, Christopher J.H. *De Bijbelse Missie. Gods opdracht voor zijn kinderen*. Barneveld: De Vuurbaak, 2011.

Zhou, Yuefang, ed. ‘Theoretical models of culture shock and adaptation in international students in higher education’. *Studies in Higher Education* 33 (2008): 63-75.

**Online-bronnen**

Russel, Susan. ‘CHRISTIANITY IN THE PHILIPPINES’, *Centre for Southeast Asian Studies*, geraadpleegd 4 juli 2015.

Beschikbaar via <http://www.niu.edu/cseas/outreach/pdfs/christianity_phil.pdf>.

Europese Commisie. ‘Erasmus+, The new EU programme for education, training, youth and sport’*,* Geraadpleegd 16 juli 2015. Beschikbaar via <http://ec.europa.eu/programmes/erasmus-plus/discover/index_en.htm>

Young Focus Nederland. ‘Vision and Mission’. *Wie is Young Focus* [www.youngfocus.nl], geraadpleegd 24 juli 2015. Beschikbaar via ’http://www.youngfocus.nl/wie-is-young-focus/

# **Bijlage I Interviews**

Interview: G1 – 20/22

**Deelvraag 1:** Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*Q1. What does it mean for you that you can visit the YF student centre and taken part of the programmes?*

For me this is a big support. Moral support, emotionally and spiritually. Also financial support because they helped with my education. I receive advice, they help you to not get into trouble or ending up in difficulties. They help you with whatever you want.

*Q2. What do you think is the most important message that YF wants to give to the children and teenagers?*

I saw that my brothers cannot go to college because my parents could not provide. Now I see the difference. I thought after high school you need to go to work. Through YF I learned about the possibility of college. A lot of children joined the YF program in our community and now also in our community people talk about the possibility of going to college. I am the first one in my family to go to college.

Their most important message is: finish your education, finish college so you can escape poverty or at least bring a better standard of living in your community.

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

They did not find that difficult. They trusted YF, and see the exchange as an opportunity for me. They were very happy for me. YF is famous in our community. It is like good news when they see a social worker of YF knocking on doors. They know this will bring good opportunities for their children.

Q*4. Do you know why YF organises the student exchange? What do you think is their goal ?*

To see other side of the world, to experience the life outside our own community and to meet the different cultures, because they know that Filipinos have no chance to ever see that. To have opportunity to actually see and experience it for yourself.

**Deelvraag 2**: Wat is de impact van de selectie op de studenten?

*Q1. What can you do as a student to get selected for the student-exchange?*

I think I wanted to prepare myself when the staff said there is a Holland trip, and to make sure I was one of the chosen. Because of all of my siblings or parents, none of them have ever gone abroad. It was not to get famous or so but I wanted to get out there. Paul said all of the students have a change to go. We didn’t know the category (*criteria*). So we stay as we are and didn’t get more aggressive to get there.

*Q2. Why do you think you were selected?*

Because I always go to the meetings of YF and I proved to be a good leader. I think that was to my advantage to become part of the team.

*Q3. Did the student coordinator tell you why you were selected?*

No, we are not sure why we were chosen. I liked to know why, know the category, so I know what they see I in me.

*Q4. How did it make you feel to be selected?*

Happy and proud. Happy because first time going abroad, first time having a passport. Proud because I was the first one to go of my family. My family is proud and happy for me that I can go at such a young age abroad. Some of them are older but are not able to go abroad.

*Q5. How would you have felt if you were not selected?*

I gave my best to be selected. I prayed so much and ask my friends to pray, I did my best. I think I would have felt sad, and disappointed and jealous sometimes. But I worked so hard, so it will not happen.

*Q6. How did other students react?*

Outside YF there is no jealousy among my friends, they are all happy for me. Within YF some students were indeed sad, and disappointed and jealous. I remember there was talk that some students were critical about Romel en me. They said that we did not deserve the price. That hurt my feelings. In the debriefing we talked about this with Ann.

Students have mixed feelings, but I think that is natural.

**Deelvraag 3:** Wat waren leermomenten en uitdagingen voor de studenten tijdens de uitwisseling?

Voorbereiding

*Q1.How did you prepare for the exchange?*

Ann and Paul (*Managing director and his wife. Ann teaches English*.) help us to prepare. First time for us to go abroad, we had no idea how to handle it. All of us were shy. We cannot talk English because we were scared and afraid to get it wrong. We had English study because we were shy, scared to fail or say wrong words and don’t talk good English; they want to prepare us for culture shock . They talked a lot about Holland. I was amazed that Holland was below sea level, made me a bit scared that perhaps the wave will wash me out. But when we were there I forgot all about it because we were so happy when we go out. And Lisanne (*Dutch supervisor*) showed me the polder and how the waters get out.

*Q2. What problems needed solving?*

I had a big problem with my papers. I had no birth certificate. I was afraid that I would not go in the end. Paul told me: “there is a chance you cannot go because of your papers”. There is a list of people in line to go instead of me. Was hard to wait, I was worried. It takes normally a year but YF prepared the papers in only a few months.

*Q3. What were your expectations about the country, culture en people?*

I was hoping for snow because we don’t have this here, we so curious about it. To feel the difference in temperature en seasons. We only have two seasons you have four. I was curious about place en people who live there and what we will do. The programme we had no idea what we would do.

*Q4. How was the accommodation you stayed in during your time in Holland?*

Good because we thought we would be in the school. Guest house is private, is our free zone to speak Tagalog. When visitors are around us we need to speak English. Everything was good!!

Programma

*Q5.What lessons did you attend?*

I remember birdwatching, that is cool. First time I saw wild, colourful birds like ducks, here we have only black white.

Class on globalization, we go to a room and discuss economics. I can’t speak. So afraid to talk in English because I was afraid they would not understand my accent. And they are all much younger but speak better English but they don’t understand me. I am the only one in small group with 6 boys and they look strange at me. I can see that they don’t understand me. My self-esteem was low, better to talk with older students because they understand better what I try to say.

Q*6. What do you remember best from the classes?*

Globalisation, even though I was not doing good. They listen to our stories about the Philippines. And it was unforgettable, in a good way. They are amazed about our personal stories , because we were poor and still study. Some boy is amazed, we study although we have no money and no school supplies. One boy got really inspired by our stories.

*Q7. What classes would you have liked to attend? Or what subject.?*

Classes like chemistry lab and cooking class in Dutch cooking, working with all sort of appliances.

*Q8. Which activity or excursion did you enjoy most?*

Amsterdam! Not because for going around to see sides. Good to see positive and negative sides. They showed me one street I will never forget, the ‘red light’ area. Ria (*teacher and supervisor Groevenbeek*) said: “We will also show you the negative sides of Holland”, but for me it was not negative. I didn’t think it was sad because I think it is better to show prostitution. Like in your country it is free on the street. Here in the Philippines prostitutes are hiding because they are afraid en ashamed. But in your country it is free, that is good. I talked about it also with my friends. In a lot of countries prostitution is hidden and that is not good for the prostitutes.

*Q9. Which activity learned you the most?*

The ‘fun-run’. Raising money. Once we opened the fundraising program in Groevenbeek. I liked that because I learned the strategy to raise money. Even when you have no money yourself you can raise money in different ways.

*Q10. Which part of the programme did you find difficult to attend?*

It was difficult to speak with the very young students because we are not fluent in our English. And they are not able to help me. I think they speak better that is why my self-esteem is lower. At least I felt that they spoke better English.

*Q11. Where there other things you would have liked to do, see or experience?*

To do some more biking during the stay. Riding on the special lane we don’t have that in Philippines. You can go everywhere with your bike in Holland.

*Q12. Has your English improved because of the exchange?*

My conversational English has improved 80 %. My English writing is about the same

*Q13. How did you get on with the Dutch students?*

In the beginning it was difficult when they were here in the Philippines (*the Dutch students visited YF half year before the Filipino students came to Holland*). “How can we talk to them?”, we wondered. But it was better when we were in Holland. Then easy when we were just with the students, without the parents. The Dutch students don’t talk about their experiences because their parents are around. That’s why we go to the park. The grownups bring some pressure for us, you have to speak with them.

*Q14. What did you talk about?*

About my course Environmental Science, what we going to do in school. About what we have and not have, school, way of teaching and learning, the differences. In Holland education is much better. Technology to support the teaching like smart board. For us just chalks. We also talked about our habits and dreams.

*Q15. What did you enjoy most about the contact with the students?*

They are approachable. Willing to understand what you are trying to say. They listen to your story, really want to know and are patient with us when we find it hard to find English words.

**Deelvraag 4**: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

Geloofsbeleving

*Q1. Do you attend church?*

Yes, with my parents I went to catholic church when I was a child. Less attendance when I grew up, some of the time I don’t go.

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

Doubt came in stages. I Feel I come back to believe after my doubts as a teenager. There were a lot of questions that gave doubt. Questions about difference of catholic or being christen. I understood not the difference. Was a lot of debate about this. But now I know it is the same. Doubts were also about people and how they behaved.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

Yes, because I am YF student. My parents could not help me in going to college. One girl (*YF social worker*) knocked on our door to say one of siblings can come and be part of the sponsorship.

That is my idea of God who helps us. We are with seven siblings. My parents choose me because I had good achievements in school. I have two younger brother and sister. They are always jealous of me and what has happened to me. They say: “How can we get in also?”. They also really want to be in the sponsorship. I tell them to study harder.

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

In getting the papers and the passport. Because the papers that we had, were not legal. My birth certificate was not legal. Only my mother knows what has happened. But she has died in 2008, before the exchange. I was 20 and still not having good papers. They were all fake. Had many questions, that only my mother could explain. See Gods hand in helping to provide. Even my birthplace in not sure. The staff knew how to handle my papers.

*Q5. Do you notice difference in how the Dutch students express their faith from your way?*

Lisanne said that some do not believe in God. Because of the secular society. Lieke (*Dutch Student*) is having good relationship with God, I talked with her about God. She prays for me. On Facebook I ask the Dutch students to pray for me, for instance for exams. Lieke always responses.

*Q6. Do you know people who do not believe in God?*

I think there are a lot of people, for instance in college. Not in high school but in college I hear students say that they only believe in the facts. But a lot of people are against them. They are a minority. They read stuff on line which makes them doubt. Their family does have a religion.

*Q7. Did you notice a difference in the area of religion with the Dutch?*

No. Pretty similar.

Identiteit

*Q8. How would you describe yourself?*

I am that is not showing all of my emotions, but I am willing to share with them who will want to listen to my story. You can be me friend for ever if you want to be a true friend if you don’t want to hurt me. Lot of dreams and want change things for my family.

*Q9. What did you discover about yourself while you were in Holland? (talents, character, attitude)*

I discovered that I am vocal, I can speak very fast even in English. Good to hear this from the Dutch. I felt I could speak fast and my English is good. My self-confidence grew. I dare to speak now because I got confidence in my English. Before I was shy, I didn’t want to speak it because I thought my English was not good. I was afraid to make mistakes. But now I know: if I practice I can get good.

Learned I like to travel, to go out to the world. Before the Holland trip a I don’t want to go outside the country had a lot of fear of meeting people or culture outside the Philippines. I was afraid to go out in the world because I heard a lot of bad news. Now I want to travel en see new things that you don’t have in the Philippines. Now I like to get new experiences.

*Q10. What are you most proud of about yourself?*

For having the confidence to achieve my goal, like finishing college and having a good life.

*Q11. In what area would you like to grow?*

I would like to have more time for my family. Especially for the younger ones. Because I want to share the lessons that I learned with them, so I become like an Ate (person you have respect for, is older and wiser) to them, better in life.

*Q12. What obstacles are there for this to happen?*

Lack of time because I am always going out with my friends. So I lack time to bond with my siblings.

*Q13. From who or what do you receive the most support in your life?*

YF, in every way. Financially, in my education, YF is like a second family to me. They gave me more than I could image, like this trip, going everywhere, and having friends.

*Q14. Who are the most important people in your life?*

For now (since both my parents are gone) the most important persons are my younger brother and sister. I want to become a better person because of them.

*Q15. Do you think differently about certain things since the exchange two years ago?*

Yes, A lot of change in my thinking of how life goes. The other side of the world is different. People on the other side of the world have so many different ideas. It is a different culture from our culture here. It has changed my thoughts about how I can be better. How I can be more successful.

*Q16. Has your role in the family chanced since the exchange?*

Same; But I tell my younger brother and sister to study hard.

*Q17. Are there changes in your relationship with your friends since the exchange?*

I just share my stories about Holland, but our friendship is still the same. They are amazed that I was going abroad at such a young age. Because we all had dreams to go abroad, but we didn’t expect this to happen when we are young. They are happy for and proud for me.

*Q18. Has your attitude towards school changed since the exchange?*

I am much more focused because I was amazed to see how hard they studied in Holland. That was a real inspiration to me. Now I am more focused because I see how good it is to get good grades. I was disappointed because this realisation came a too late for me. I was already in second year of college. I wish I had this experience earlier. But I can still tell my brother and sister.

*Q19. Has your role in your community changed since the exchange?*

My neighbours are happy en surprised to see that we simple girls can go outside the country. It makes them hopeful because they are also part of an support organisation. And they hope that someday they also can be part of such a project like the exchange. In my acting I have additional changes. My confidence in English has grown. I speak more English even when people tease me and say “why are you still speaking English!?” Students react a bit funny when you talk in English to them. It is more normal for us to speak Tagalog.

*Q20. Can you use this experience to give something back to your community?*

Yes, I think I will help our community to be organised. Because I always notice in our community all the littering practices. people leave garbage everywhere. My course in college is environmental science, so I know about these practices. I can show them how to stop. When I told them Holland is so organised, they take notice and know it can be better if they try. Even in our house it can be more organised in the kitchen or in the room. I hope that later in the future I will, together with many others, make a change and teach my community to be more organised. I will try to make a change.

Cultuur

*Q21. What are Dutch people proud of or find important?*

The way the school are organised. Time is important for them. They are always on time.

Ate Ann always got mad with us because we were always 15 minutes late. The Dutch would already be waiting for us.

Q21.a How do you feel about time?

Being in time is good for me, I also treasure time. Being in time is a good way to show you are dedicated, just like the Dutch.

*Q22. What find Filipinos’ important or what are they proud of?*

Filipinos are very family oriented. They find it important for the family to be together.

They are hospitable to all people, when people come to their house. Even when they meet people for the first time. Even when we are shy, there is a hospitable character in all of us underneath the shyness.

*Q23. What are the big differences between Filipinos and the Dutch?*

The way of thinking. Filipinos often think: ‘oh, I cannot do this’. But without even giving it a try. The Dutch, if they want something, they try and achieve it. I learned from them that if I want something I have to pursue it.

*Q24. What differences do you find difficult of weird?*

The character of the Dutch. They are straight forward about what they want to say. Makes me feel uncomfortable. Even in talking to Guya Paul. But it is ok, by now we know this is how the Dutch talk. In the Philippines, if you want to say something to a person that is not nice, you will tell it to him in a nice way.

Q25. Did you discuss during the exchange the problems of Dutch society?

Every night after activities we talked together about the weird things we saw of did. Like how to ride on a bike properly. And that they tell us: “This is how girls ride on a bike.” As if we don’t know these things already!

Q26. What problems did you notice in the Dutch society?

I see no problems.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

(Laughing) Even in ‘daklozen opvang’ I see no poor people compared to us. I see in their place they have a flat screen, food, house. Even a comfortable lifestyle. Only poor people because they have bad habits. They don’t want to go to work because of drugs. If people are willing they don’t have to be poor.

*Q28.What does it mean to be poor Holland?*

They probably mean that they have lack of things that they want. Really, are there Dutch people who say that they are poor?

Dutch government is good and organised and have a proper lifestyle, that is why people have a good life.

That is our word for the Dutch, organised.

*Q29. Did you meet your donor is Holland.*

No.

*Q30. Do you think sponsors in Holland are poor, middle class or rich?*

Middle class. They like to do charity work. Some have good enough money so they can provide extra for children with a need. Even when they are poor, there are ways for them to share.

Is a minor sacrifice because they are sharing their savings for some student.

*Q31. Can people be rich or poor in different ways?*

For me rich? You can be rich when you have a vehicle (car). When you have a lot potential /talents to be good at your work. Rich is the power of being good and having self-confidence.

Poor for me… You get poor because you are lazy, not willing to proof yourself, and having bad habits.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

Way of wearing clothes, expensive lifestyle, expensive clothes . They have everything they want. Opportunities to learn, to gain knowledge. They have a lot of advantages and opportunities.

*Q33. In what way do you feel rich in life?*

(She wants to think about the question) Here in the Philippines??? Difficult can I pass, go back later to this question?

Other ways to be rich? My experience in Netherlands made me rich. These experiences taught me to be better.

My experience in Holland taught me to be organised. One day things will be much better for me because I saw people reach more because of their hard work.

My friends in Holland give me more confidence. I found I could speak in English with them and that gave me more confidence.

**Deelvraag 5**: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

*Q1.Were you homesick?*

Yes: but only the last day.

*Q2. Have you been ill?*

No only tired. But because we were so exited we set it aside.

*Q2b. Did you visit a doctor?*

No.

*Q2c. How did you experience the treatment?*

*Q3. Who or what did you miss most when you were in Holland?*

My family, especially my father. The last day, although I was also crying that I didn’t want to go home, there was also a side of me that need to go home, knowing they waiting for me at home, expecting presents and stories from the Netherlands.

*Q4. Were there times when it was emotionally hard for you?*

In class with students when I felt they didn’t understand me. Also the last day of the exchange.

*Q5. How was your response to the:*

*- food*: nice, enough food that I like to eat. New experience in food was amazing. But eating bread was not enough to feed me for the whole day. Not good for me. Potatoes are better, I can eat a lot of potatoes but not a lot of bread.

*- daily schedule /tempo*: exhausting but a lot of fun, unforgettable!

*- communication*: Good. I had no problems with English

*- jetlag*:Only in the morning we were very tired because we forget to go to sleep the night before. And in the morning we wake up at four in the morning. We start to prepare breakfast. Preparing rice takes a lot of time.

Preparing our clothes, knowing what to wear also takes long time. Every day we had to ask what the weather is.

*-other:* The weather was difficult. Was hard for us to know if we were wearing the good clothes. We didn’t really know how to dress up for the cold weather. Here in the Philippines two clothes are enough. In Holland you have to cover your head, even you lips, we forget lip balm. We don’t know how to protect our hands en lips

*Q6. How was is to say goodbye to Dutch students en coaches?*

For me it is hard. Even in short time we got to know them. They were funny the feel like friends.

It was hard to say goodbye because we won’t see them ever again. Maybe there is a small chance, but I don’t think so.

We were crying me and Margie, we didn’t want to go home, we wanted to stay. I regret that we cried.

*Q7. How was it to be back in the Philippines the first week?*

Amazing and fun because my family and neighbours really wanted to hear my story. They wanted to know how Holland looked like, what we were doing, what the Dutch people are like.

*Q8. How were things after the first week?*

For two weeks, no maybe for a month I missed Holland very much. It was difficult to move on. Things still have not returned to normal! Joke…(big smile)

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1.In what way did you receive support from your supervisor/coach?*

We talked every evening about what we have done during the day, what we had struggled with. About the things that are not familiar to us and about the new things we have learned. That was very good.

For me the most difficult thing was the lesson in school. It was important to share things that are not familiar, new or things we learned. Also it was important to speak Tagalog with one another during specific times. To be able to speak in our own language with one another. Sometimes Ate Ann sees that something is the matter and she will take us apart and talk with us.

Q2. How helpful was the debriefing for you?

We had two debriefing weekends. We talked for one day and then had a couple of days just fun.

At the first debriefing we had time to share about our feelings and talk about the experience. Joey together with her friend were there as professionals to coaches for us. We spoke several times together as a group.

In debriefing a lot of time has been spent on talking about the reactions of students

Second debriefing was shorter. Ann van Wijgerden was the one who gave us very good advice. She shared of her own experience. Also talked about how to react to people who don’t want to listen to your experience.

Q. What else would help you to move on?

For two weeks, no maybe for a month it was the same.

Then Ate Ann said: “This is the reality, this is your life. You now have to focused on school”. First month it was difficult to move on. I was saying: “Why are you always saying we have to move on? For me, I want to talk about Holland”.

But now I can see it was a good thing to say. Now the second batch is coming back an I say the same to them. It was hard to be a part of the debriefing, because it makes me think again of Holland. I found it hard to listen to all the stories.

**Deelvraag 7:** Wat zijn de voordelen van interculturele ervaring voor de toekomst van de studenten?

*Q1. What has changed since the exchange?*

In me: I feel much more comfortable to talk to foreigner in English. I feel more confident, not afraid to make mistake. The Dutch showed that they were interested in us. It did not matter how we talked, the did not care about how good our English was. They wanted to communicate

Also I am less competitive than before. I was satisfied after the exchange. My attitude has changed. Is no longer always necessary for me to be the best. I learned that I can also share with others.

In 2008 YF organised ‘student of the month’. As a reward you would go to Boracai (vakantie eiland in de Filipijnen). It was the first time for me to go on an airplane, 3 days of visiting and vacation. There was a joke about student of the year going to Holland. When I heard that I thought: “If that happens I will be at that trip!”.

I was happy for the second batch to experience what I had experienced. I learned to share.

In my surrounding:

People were joking : hey, you are a foreigner now. My family etc. are very proud. The first year I see that some students are a little jealous. But my best friends not.

I wanted to share my story with YF-students when I was back, but students pulled funny face and said: “O, don’t tell your story. We have seen everything already on Facebook.”. That made me realise I could not just freely share my story. Later the staff arranged we spoke for general assembly at the Student Center. We were able to share a lot about our trip. Paul showed pictures.

Was good for us to share, because now students pull no funny faces and won’t say “I don’t want to hear your story.”

It was disappointing to go back to our way of teaching, after seen the Dutch way. I had had a lot of low grades before I went to Holland. When I came back I changed my strategy. I wanted to become more like the Dutch. To spend less time on Facebook and not to be distracted by everything around me all the time. I really want to try this new way.

Sometimes I was on Facebook talking to the Dutch. Then L. would say: “Sorry but I need to go and study now.” I realised how focused see was. I try to do the same now. Not have Facebook open when I am studying.

*Q2. Do you feel more hopeful about your future after the exchange?*

Holland inspired me to be better. Every time I saw in Netherland things that were good, I decided in my mind: “I will like to reach that and it to be mine. These thing are also possible for me, I can become like them.”

Yes, if feel a lot of positive thinking. Also sharing of what happened there is also inspiring for us. Sharing about what we experienced with the students here is also good for us. We can inspire others now that we are back here and show them: ‘this is how we are now’.

*Q2a. How do you see your future in terms of education or work?*

I will try to escape my poverty. My knowledge in school, my education will help me to escape. Perseverance and hard work will help me escape.

*Q2b. What obstacles do you experience in this area? What is holding you back?*

The thinking of people. Poor people are still poor because they lacking of knowledge, lacking of everything. The stigma about poor people is my big struggle. You can see it in our physical appearance. If you are rich you have a much better appearance, you are more presentable. We don’t have enough money to buy clothes that fit, when we go to a job interview.

Another obstacle for me is being lazy. I felt so lazy and being down, always being down, being depressed.

*Q3. What are the positive effects on your life because as a result of the exchange?*

Much more comfortable with myself, and I can handle my feelings better. I am more confident and more sensitive towards others around me.

More contented because I reached the highest goal. I am not sure anymore what my next big goal is. I want to go with flow. I worry I am getting to laid back. Now, after my graduation, if find myself in a bit of a difficult place.

*Q4. What are the negative effects on your life as a result of the exchange?*

Criticism because people judges us. But we learned a lot how to respond to criticism.

*Q5. In what way will you in the future be able to benefit from this exchange?*

I Changed my mind-set, my way of thinking, way of sharing, way of communicating. I learned how to focus with studying. I can teach my younger brother and sister to study. It has helped me to focus on my goals, etc.

At the same time I find it difficult to move on with my life. I always long back to Holland, the memories are part of my life. All these memories remain and I can never walk away from them. They are part of me. Before I wanted a simple life. I had few dreams or aspirations. But after the trip my dreams got bigger. I set my goals high. Like, I want a good house, want to see the full potential emerge in myself. I am positive it will happen because I am still young.

Interview G2 – 17/19

**Deelvraag 1:** Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*Q1. What does it mean for you that you can visit the YF student centre and taken part of the programmes?*

So thankful, because of everything I can experience, and because I can continue to study. My parents would not be able to send me to college.

*Q2. What do you think is the most important message that YF wants to give to the children and teenagers?*

Finish your study so you can find a good job so you can help your parents and family.

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

They were happy for me to have the experience. They trust YF. They just say: take care of yourself.

Q*4. Do you know why YF organises the student exchange? What do you think is their goal ?*

For me to experience the different culture of Holland. To see there are other cultures.

To show who we are as Filipinos to the Dutch. Because the Dutch help the children here.

**Deelvraag 2**: Wat is de impact van de selectie op de studenten?

*Q1. What can you do as a student to get selected for the student-exchange?*

I do my best. I try to do the good thing. Mingle with other people. Be friendly. Do good on my course in school.

*Q2. Why do you think you were selected?*

It’s like a price that you can win. All students in the group have a chance. In my mind, not because they told me, but in my mind, I think they chose me because I was always attending the programmes from YF and was active at student centre. And I have a good performance in school.

*Q3. Did the student coordinator tell you why you were selected?*

I would like to know the criteria. But it is good that they don’t tell, so you can just be yourself.

*Q4. How did it make you feel to be selected?*

Happy and excited.

I was very happy to be selected to go on the Holland trip. Happy, because for me it is the first time to go to another country. Excitement: because it is new place. I can meet new friends and new people. I was not afraid beforehand to speak to the Dutch because I know they speak English.

At the same time I feel afraid because I will fly in an airplane for the first time. I have worries about the long flight and a fear of flying. I had a nightmare. There were big clouds, the plane was shaking and we had to fly through the clouds. I haven’t told anybody about this nightmare because I didn’t want to frighten them. I was excited but also afraid to go to Holland. Afraid because I don’t know what is going to happen. Many question marks. Can I manage with the language. I don’t speak English very well, and I am afraid to speak in public. I will have to eat different food and I am not familiar with the customs of the country. It will change my life. The whole experience will offer new perspectives.

*Q5. How would you have felt if you were not selected?*

Still happy because I know it is good for the other student to have this experience. I would feel just a little disappointed.

*Q6. How did other students react?*

My friends were happy because they know I will bring something back for them. They expect a gift from me. I had not enough money so I was little frustrated. I had just enough money for gifts for the family. But they understand, and I can share my experience with them.

**Deelvraag 3**: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

*Q1.How did you prepare for the exchange?*

We got info about the Dutch people and Dutch culture and customs.

We prepared a dance.

We prepare the clothes we had to take.

I was afraid of flying and in the plane I had to vomit. So I try to sleep so I didn’t have to feel the sickness

I told the next batch about my experience. I was afraid in the plane because I was not prepared. I shared with the next batch my story so they would be prepared.

*Q2. What problems needed solving?*

There were no problems. We had fun in the preparation. We mingled as a group and asked one another if we had any questions about the trip.

*Q3. What were your expectations about the country, culture en people?*

I was told Holland is cold country. I expected many flowers but they were not there. That was disappointing. I expected Dutch people to be straight to the point. It was true, they say what they want to say. Filipino’s first think before they speak because they don’t want to hurt the other persons feelings.

*Q4. How was the accommodation you stayed in during your time in Holland?*

It is beautiful and makes my group feel comfortable. Food was especially good. Sardines!!

*Q5. What lessons did you attend?*

The group that I belong to was about mining. Biology.

Q*6. What do you remember best from the classes?*

We told the students about mining. I liked to show how we, the Filipinos mine for gold. I feel proud of my country.

I also liked the lesson with the video with the famous song.

*Q7. What classes would you have liked to attend? Or what subject?*

Music. I like music and I like to sing or play the guitar or dance lessons.

*Q8. Which activity or excursion did you enjoy most?*

Horseback riding, because it is the first time for me.

*Q9. Which activity learned you the most?*

When we go to Amsterdam with all the families I learned how busy they are, how hard they need to work. They give one day to spend especially with and for us. I am thankful and they make us happy.

*Q10. Which part of the programme did you find difficult to attend?*

The biology lesson were Karena gave a presentation. Karena did a lesson in biology. I found it hard to watch her and not being able to help her. But she was doing a good job. She knows the most about biology about environment.

*Q11. Where there other things you would have liked to do, see or experience?*

Flowers: (keukenhof), snow, the big flakes.

*Q12. Has your English improved because of the exchange?*

Conversation in English is a lot better. My writing is better. Not as much improved as my speaking.

Everybody around me is speaking English so I am motivated to learn English.

*Q13. How did you get on with the Dutch students?*

Good, we know their habits, like Tim he didn’t know how to sing. There was a TV at the guest parents’ house and we danced and had a party. He joined in with the dancing but not with the singing.

*Q14. What did you talk about?*

Music, different songs, , sports they learned the boys to play. They asked about my family. And I told them I have a big family. I explained about my school in the Philippines.

Facebook we still greet one another, but they are very busy.

*Q15. what did you enjoy most about the contact with the students?*

To mingle, and to make the picture with the 8 students of the exchange.

**Deelvraag 4**: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

geloofsbeleving

*Q1. Do you attend church?*

Yes, I am catholic and believe in God.

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

Grows and gets stronger through the devotions every Friday at YF, at ‘nitelife’-program.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

Yes, in my family. God cares for us. No bad things happen to us. I Always feel good and save. He helps me to study. I am very busy at YF, with school and in the home. He always makes my schedule fit. He helps me to handle my busy schedule.

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

He guides us as students to have a save journey. We are save in Holland. He helps us to do things better, like our performance at the schools.

I pray before I go to sleep. Every morning we also pray together as a group.

I pray also about my future, that He will guide me. That I may find a strong job to support my parents. That is a big concern for me but I am hopeful.

*Q5. Do you notice difference in how the Dutch students express their faith from your way?*

I am sure the Dutch student are 100 percent Christian. At Marius’ house we were praying.

I am used to make a cross sign. That makes me feel a bit different from the Dutch people. In the church in Holland there is no altar. But I enjoyed it anyway because as a catholic I go in also in Manila to Christian evangelical churches.

*Q6. Do you know people who do not believe in God?*

One boy that also comes to Student Centre did not believe in God. He said: ‘I have no God’. He does not go to church. I think because he comes from a broken family his father has a relation with a different woman.

*Q7. Did you notice a difference in the area of religion with the Dutch?*

Only the altar looks very different. But they use the same words of the bible. I enjoyed going to church, because we could go to the front and we were able to share from our heart. I shared about the care I have for my family, how a pray for them.

identiteit/zelfbeeld

*Q8. How would you describe yourself?*

Margie a simple person who has a dream that maybe someday I will help my parents to escape poverty.

*Q9. What did you discover about yourself while you were in Holland? (talents, character, attitude)*

I discovered I am stronger than my fears!

*Q10. What are you most proud of about yourself?*

I most proud of being brave in any kind of challenge that I face. Being brave although circumstances are difficult and not easy, like when there is a problem in my family.

*Q11. In what area would you like to grow?*

When I was in the Netherlands I witnessed myself speaking in English. I know I can do it and I want to be more fluent so it will help my confidence.

*Q12. What obstacles are there for this to happen?*

I think the hindrance to speaking fluent English is limited teaching and that sometimes I am shy to speak it in my surroundings.

I think the biggest obstacle in my life is that I'm born in a poor environment and my parents, they don’t have enough money to live in a beautiful, good and safe place. They don’t have the money to pay for my education.

*Q13. from who or what do you receive the most support?*

My mother, she is caring the most for me. Like when I am sick.

*Q14. Who are the most important people in your life?*

My family!

*Q15. Do you think differently about certain things since the exchange two years ago*?

The exchange tells me studying is important and even young people in Holland can help us because they earn some money.

*Q16. Has your role in the family chanced since the exchange?*

I am more responsible. I am doing my tasks in the house. I can feel my siblings are looking up to me.

*Q17. Are there changes in your relationship with your friends since the exchange?*

There is no change in the relationship with my friends. But it was difficult when we came back to talk about our experience with other students. Some of them didn’t want to talk to the ‘Dutchies’. When we say something about our Holland time they say: “Oh, you don’t need to tell us, we have seen everything already on Facebook.” Sometimes they don’t want to sit with us, when we sit together with some of the first batch. So, I try not to talk about Holland and try to be friends with them. It is better to talk about Holland when we are alone, like with the debriefing.

*Q18. Has your attitude towards school changed since the exchange?*

I am more determined to study. I act more responsible.

*Q19. Has your role in your community changed since the exchange?*

Because I am chosen for the exchange, the young students want to be like me. They ask me how they can get elected. So I tell them what I did. I tell them to attend the YF-programs and study hard at school.

*Q20. Can you use this experience to give something back to your community?*

I can be an inspiration to my community. I am an example for the young students in my attitude en determination.

Cultuur

*Q21. what are Dutch people proud of or find important?*

Having money. Already at a young age they start to work for money.

They give money to the foundation and find it important to help poor people. I think a lot of Dutch people are like that.

*Q21.a How do you feel about their attitude towards money?*

It is good for me that they can help me this way.

*Q22. What find Filipinos’ important or what are they proud of?*

We always smile even when we have problem. For me this is important because the hard feelings, the difficulties get less when you smile.

*Q23. What are the big differences between Filipinos and the Dutch?*

In ‘party, party’. Filipino’s are always making a lot of noise. We make more fun, we do more dancing and more singing!

*Q24. What difference did you find hard of weird when you were in Holland?*

For me the difference in status of my life here in the Philippines and that of the students in Holland. It made me feel shy to talk to them the first days. Because I was afraid that they l would look down on me. But that changed after a few days.

The Dutch are so hospitable. They take us in their house.

Also the difference in weather. The weather was very cold. There was a little snow. I put on 5 layers of clothing but still felt cold.

*Q25. did you discuss during the exchange the problems of Dutch society?*

I was afraid whether the land could get flooded because it the Netherlands is below sea-level. I felt same sort of fear as for a tsunami. But I kept it to myself.

*Q26. what problems did you notice in the Dutch society?*

Is see no problems , because I only saw beautiful things.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

We went to the place where people live without a home.

*Q28.What does it mean to be poor Holland?*

I think these people without a home are depressed. That must be the reason the police took them. But I don’t think there are poor people in Holland.

*Q29. Did you meet your donor is Holland.*

Yes, for the second time. I was thankful. She gives me chocolate.

*Q30. Do you think child-sponsors in Holland are poor, middle class or rich?*

Middle class. Because she can support me. But I think she is not a married woman so I don’t think she is rich.

*Q31. Can people be rich or poor in different ways?*

Yes, if they lazy and don’t work, they make themselves poor.

Also if you have no friends because you will be lonely.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

Yes, I feel different. Because of status of family and of money. I am different but we can still be friends. I would like to live in area that I would feel in safe in and everything I see is good, clean and I would have beautiful surrounding.

*Q33. In what way do you feel rich in life*

I feel rich in love of my family. My family is always supporting me.

**Deelvraag 5**: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

Q1. Were you homesick?

No. just missed my family

*Q2. Have you been ill?*

No

*Q2b. Did you visit a doctor?*

No

*Q3. Who or what did you miss most when you were in Holland?*

My family and the food. The food tastes very different, like ‘boerenkool’. I missed eating rice and sardines.

*Q4. How was your response to:*

*- the food:* good but I missed the rice

*- daily schedule /tempo:* ok, a lot fun to do all the different things.

*- communication:* sometimes hard because our vocabulary was limited.

*- jetlag:* I felt a little bit tired when I came back.

*-other:*

*Q5. Were there times when it was emotionally hard for you?*

I was only happy. We had a lot of fun. Ate Ann was there to guide us. Telling us what we can say or what we should do. So things were not difficult.

*Q6. How was is to say goodbye to Dutch students en coaches?*

Hard. It was hard because I missed them, we had become friends. We were crying when we were in the car all the way to the airport.

*Q7. How was it to be back in the Philippines the first week?*

When I arrived I felt happy because I saw my family. It was not hard to get back to normal with them. The first week I still had to think a lot about Holland. That made me happy and sad. I behaved different in my neighbourhood. I didn’t get out of the house. Always remembering things and situations from the Holland trip. I would talk about everything that happened to my parents en sibling’s. They were amazed at my stories. They had this look of surprise all the time on their face. I did not want to go out because the neighbours would expect souvenirs. I felt frustrated because I was not able to buy present for them all.

*Q8. How were things after the first week?*

It took a month before I did not have to think of Holland all the time. I would still feel amazed about the fact that I had been in Amsterdam and was able to mingle with the Dutch.

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1. In what way did you receive support from your supervisor?*

Ate Ann was a very good guide. She helped me when I was sick. I was vomiting in the plane and she came and sat next to me.

She became our alarm clock. We had to get up very early to prepare breakfast.

Ate Ann encouraged us to speak English and to mingle. She encouraged us to talk English to the Dutch. Was not hard to do as long as we had a buddy. We would help each other. The girls would be together and the boys.

*Q2. How helpful was the debriefing for you?*

When we were just back from our trip we talked every day with each other and sometimes Ann was present. That was ok, it was enough.

It was nice to be together with the two teams for debriefing. Is nice to talk with one another about Holland. It brought back so many memories.

**Deelvraag 7**: Wat zijn de voordelen en nadelen van interculturele ervaring voor heden en toekomst van de studenten?

*Q1. What has changed since the exchange?*

In me: I feel more responsible. Responsible in the way that I want to do the good thing. Go to school and study hard.

*Q2. Do you feel more hopeful about your future after the exchange?*

I feel inspired and hopeful about my future, and want to study harder. Make my dream come true, to go back to Holland with money of my own. I want to finish study and find a good job in public administration. After the exchange I feel more inspired to make this dream come true.

*Q3. What are the positive effects on your life because as a result of the exchange?*

I study hard now. Act more responsible. The experience inspired. I can work and help my parents.

*Q4. What are the negative effects on your life as a result of the exchange?*

Sometimes I feel out of place with my friends. Sometimes they don’t want to talk to me. For instance some of the students, my friends, will not sit with the Holland team when they see us sitting together in the Student Centre. For them it may be a joke but for me it hurts. So I decided for myself that I will not sit with the Dutch team.

*Q5. In what way will you in the future be able to benefit from this exchange?*

This exchange has become an inspiration for me and my family take more responsibility and to do the things that will give us a good future.

Interview B1 – 20/22

**Deelvraag 1:** Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*Q1. What does it mean for you that you can visit the YF student centre and taken part of the programmes?*

It helps me to be better at school, it gives me an advantage. I do better than other students in my class.

*Q2. What do you think is the most important message that YF wants to give to the children and teenagers?*

Pursue your dreams, finish your education so you can make these dreams come true.

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

My parents did not worry but are happy for me and felt blessed that I, their child, was going to this other country.

*Q4. Do you know why YF organises the student exchange? What do you think is their goal ?*

I think to give us a chance to go out of our country, see a different culture and experience new things.

**Deelvraag 2**: Wat is de impact van de selectie op de studenten?

*Q1. What can you do as a student to get selected for the student-exchange?*

I was aggressive to attend the programmes in the hope to get selected.

*Q2. Why do you think you were selected?*

I think they thought it would help me in my life to have this experience

*Q3. Did the student coordinator tell you why you were selected?*

No one told me the reason and I was very surprised when they announced it!

*Q4. How did it make you feel to be selected?*

Happy, because this is the first time I would go abroad. Happy because of the opportunity to experience different things. Before the exchange I was having a rest of my work at the charcoal area. I was sitting down at night and looking up in the sky I saw an airplane. I praised the lord that I will fly in an airplane someday. And then it happened, I got selected. But it was much earlier than I had ever suspected. I thought maybe when I grow up and have a job.

*Q5. How would you have felt if you were not selected?*

I would accept that the opportunity did not come for me at this time and wait for next opportunity.

I will feel not jealous but happy for the person who is selected.

*Q6. How did other students react?*

They were happy for me.

**Deelvraag 3**: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

*Q1.How did you prepare for the exchange?*

I gave a 100 percent to prepare my clothes en myself. I had lectures in conversational English. We learned also some Dutch words. Weather is cold so I put an extra jacket in luggage.

*Q2. What problems needed solving?*

For me to learn to speak basic English to the Dutch.

Needed to get extra clothes for the Dutch weather.

No other problems. My passport was the first to be arranged

*Q3. What were your expectations about the country, culture en people?*

I hoped to see historical and beautiful places that we have not in the Philippines. I hoped not only to see the old places, but see the old version of Holland, the historic and the new version, the modern Holland.

*Q4. How was the accommodation you stayed in during your time in Holland?*

Was a good place to sleep and very comfortable.

There is a lot of food and very enjoyable. We feel always full. Food is important! We always had enough.

Food was delicious tuna, ham, milk.

Programma

*Q5. What lessons did you attend?*

I remember and enjoyed our performance of our cultural dance in Groevenbeek. I enjoyed it, because a lot of people were there and they were very supportive to us. I didn’t expect such a big group.

When we had a class in Biology, I would have liked to mingle a bit more with Dutch.

I liked also the basketball.

*Q6. What do you remember best from the classes?*

The lesson on globalisation: in that lessons I understood how globalisation works. We talked about import and export.

*Q. Sounds like a difficult subject. Was there translation for you?*

I could follow it because of the visual presentations.

*Q7. What classes would you have liked to attend? Or what subject.*

But I also would have liked to play a musical instrument. Piano lessons or drums.

*Q8. Which activity or excursion did you enjoy most?*

When we have dinner with the different families of the student. Because I know the students already a bit. But by coming to their house, talking with their families I get to know them even better. See how the live, meet their parents.

*Q9. Which activity learned you the most?*

About how people live, there lifestyle. Meet the sponsors of YF. I am inspired myself to give to people because of their example.

*Q10. Which part of the programme did you find difficult or challenging to attend?*

When we had Biology my tooth were aching. I had difficulties because of the ache. Could not concentrate. I told Ate Ann and Ate Ria. It was on the third day and I got some aspirins. On the fourth day more pain, that was the day we went to the embassy. So I fell asleep when we were there to forget the pain. Because it was a personal problem I felt so shy to ask to go to the doctor. I didn’t want to bother other people with it.

Q11. Where there other things you would have liked to do, see or experience?

I would like to visit Amsterdam Arena, the sport stadium. I would have liked to make a snowman.

*Q12. Has your English improved because of the exchange?*

My English conversation and writing is improved.

*Q13. How did you get on with the Dutch students?*

They are sometimes being naughty and they ask a lot of questions. They are fighting like a child and bump into each other like children. And there were a lot of questions from all the students in Groevenbeek. Like: what I am doing , about what I think of Holland, about my life. The four Dutch are friendly and cooperative.

*Q14. What did you talk about?*

Our habits, what we do in our free time, history of the windmill, reign of the Dutch queen and royal family.

*Q15. what did you enjoy most about the contact with the four Dutch students?*

Sometimes they speak to me in sign language. So I can understand the conversation even though I am not good in English. It makes me happy that they do that, I like the sign language.

**Deelvraag 4**: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

geloofsbeleving

*Q1. Do you attend church?*

Yes I believe in God, I go to the Church of Christ. I am a Christian. I also read my bible

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

When I was a child I did not know of this believe. I became a believer when I was 15 year old. My faith has been growing.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

I pray to the Lord every time I want something. I believe God can give it always but sometimes He will not give it now, but in His time when it is good for you. I believe God holds my life.

When my father passed away 3 years ago (just before the exchange), I had trouble to go on. I became lazy, did not want to go school, just finished high school and did not want to go on to college. After a while I changed a lot because I want to take care of my mother. I am the only one who can provide for my mother. I stand alone in that. I believe God will help me go through the struggle. I know that both my parents wanted me to graduate in college, because they know I am the only one of the family to stand a chance. So I find strength in myself to start.

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

The exchange was a boost to my confidence to finish college. God brought me into situations that I felt were not possible, like going to Holland already before graduating. God gave me already this experience. I believe God has a plan with my life. It was an encouragement to have this experience.

*Q5. Do you notice difference in how the Dutch students express their faith from your way?*

I believe they believe in the same way, because God gives His blessing to everyone who prays.

*Q6. Do you know people who do not believe in God?*

No, everybody believes in God in their own way. Never met anyone who does not believe in God.

I believed in God also when I was a child, but I did not go to church.

*Q7. Did you notice a difference in the area of religion with the Dutch?*

I think it is the same, they also pray and ask God to help them.

eigen identiteit/zelfbeeld

*Q8. How would you describe yourself?*

I was so shy, still am, but also very confident in my work . I can do anything without hesitation in my work.

*Q9. What did you discover about yourself while you were in Holland? (talents, character, attitude)*

I am good in dancing. I danced always but now I know I am good at it.

I am the same person before and after exchange.

*Q10. What are you most proud of about yourself?*

That I have gone to the Netherlands. I am proud of myself of that

*Q11. In what area would you like to grow?*

I want to become better in English so I don’t need translation!! I want to be able to speak for myself.

*Q12. What obstacles are there for this to happen?*

It is difficult to pronounce the letter ‘s’ and I find it hard to find confidence to speak. Some words I cannot pronounce so people cannot understand what I try to say. Also my mind is sometimes blank, I don’t know the words. I need to learn more words and focus on my English subject.

*Q13. From whom or what do you receive the most support?*

From my parents and family. And of course from God. I miss my father a lot. I remember the advice I didn’t follow from my father before he died. I have regrets now about this. I try to follow his advice now.

*Q14. Who are the most important people in your life?*

My family are the most important people in my life. I want to fulfil their dreams.

*Q15. Do you think differently about certain things since the exchange two years ago?*

I have greater confidence since the experience of the exchange. In the future I don’t want to just travel in the Philippines, but also go to other countries.

*Q16. Has your role in the family chanced since the exchange?*

I can advise my siblings to study hard, and in doing so, escape poverty and fulfil their dreams. They listen to me. Yesterday I talked to my brother and my brother said: “Once you have graduated from college I will be the next one to go college.” My brother has bad habits and has difficulty in school. He has dropped out of school before. This happened when our father died. Then my brothers had to help and work in the charcoal to take care of my mother and for me. So I would have the opportunity to go to college. So they make sacrifices to make this possible.

*Q17. Are there changes in your relationship with your friends since the exchange?*

There is no change in my character. My friends want to hear all the time about Holland. So that has changed in our relationship. The ask a lot about Holland because they also want to go. They are not jealous but proud of me.

*Q18. Has your attitude towards school changed since the exchange?*

I am more motivated to work harder in college and finish my study.

*Q19. Has your role in your community changed since the exchange?*

*Q20. Can you use this experience to give something back to your community?*

He answers later on…

In me: I feel the same my character. I just have added the experience, I took new ideas from the Dutch Culture for my surrounding: The place here has not changed, but I look at the our place here with different eyes because of all the beautiful places I have seen. I imagined this place (smokey mountain) could be different, more beautiful. It can become like a beautiful beach with beautiful sands and shore. I feel happy thinking about this remembering the experience of Holland. It gives me hope for my own country.

Cultuur

*Q21. What do you think are Dutch people proud of or find important?*

The Dutch are family oriented. They find it important to be together as a family.

*Q21a. How do you feel about family?*

Good to see them together. They are complete. I miss my father when I see them together.

*Q22. What find Filipinos’ important or what are they proud of?*

Being honest and loyal. Filipinos are talented in boxing. I was inspired by our world champion in boxing. This guy was also very poor and now he is famous and rich.

*Q23. What are the big differences between Filipinos and the Dutch?*

People are different. The Dutch are more responsible in time management. And they are always following the rules and regulations in their country. Keeping the law. For Filipinos this is not so important.

Filipinos have creative talents like acting, singing and music.

*Q24. What difference was difficult, weird or did you really need to get used to* ?

I don’t see anything bad . The people are all friendly. But it was so strange to see people kissing in public in Amsterdam. I was shocked and embarrassed because we never see that in the Philippines. I closed my eyes.

*Q: But in movies you see it all the time, why is this so different?*

Because there are a lot of people around. First time a see this in a public place.

The ‘sex museum’ (red light district) in Amsterdam. Those are things are not good to see in public were there are so many people. Not good for all people to see. Should be in a proper place, like open in night-time, but not in the open. Young children in their curiosity see things that are not appropriate for them. They should not be exposed to these things.

*Q25. Did you discuss during the exchange the problems of Dutch society?*

No.

*Q26. What problems did you notice in the Dutch society?*

I saw no problems. The county is so good organised.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

I didn’t see any poor people because I noticed that poor people have the same lifestyle as people with money. They have the same clothes. They are all equal.

*Q28. What does it mean to be poor Holland?*

For me those people that not believe in God are poor. They are rich in material things but poor in their faith. If you pray you have a connection with God and He can give you blessing. so He takes care of your needs so you don’t have to worry. God has His own way to give you what you want, of what you really need. These things that He knows you really need even if you have not prayed for it.

Q2*9. Did you meet your donor is Holland*.

No, only Margie’s sponsor.

*Q30. Do you think child-sponsors in Holland are poor, middle class or rich?*

Middle class. Even though they are not rich, but with the money they have, God uses them to help students. It is not so much about the money but about the fact that they are willing.

*Q31. Can people be rich or poor in different ways? Other than in a financial way?*

You are rich when you have a connection with God, rich in that way.

You are poor without connection with God. You miss the blessing that God wants to give. You miss the richness that people who do have a connection with God have.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

*Q33. In what way do you feel rich?*

I am rich by helping people by doing Gods will for them, by talking to them, to connect them with God. I help them with their problems. To have positive attitude, to think positive. I also pray for my friends, that they may understand His word.

**Deelvraag 5**: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

Q1.Were you homesick?

No

*Q2. Have you been ill?*

Toothache (very painfull, started on the third day. Fourth day very painful.

*Q2a. Did you visit a doctor?*

Ria took me to the her dentist.

*Q2b. How did you experience the treatment?*

Scared of the injection, but that did not hurt. The doctor explained it to me. Good treatment. First they made a x-ray to see what was damaged and which teeth they would take out. They pulled two of my teeth.

*Q3. Who or what did you miss most when you were in Holland?*

The Filipino climate, the heat of the sun and I miss my family and friends.

I missed my work, finding wood and making charcoal. I miss it also now, since the business is no longer allowed. I miss the work because I want to help my mother, my family. They need my help in the work, they need the money. So I want to be there and help them.

*Q4. How was your response to the*

*- food*: I liked it, it was delicious, some of us did not like ‘zuurkool’. I tried to taste is because my goal is to experience Dutch food.

*- daily schedule /tempo*: Every day was full of joy and an unforgettable experience . Didn’t feel my tiredness because of the excitement.

*- communication*: Difficult to express myself in English- language

*- jetlag*: I feel like I cannot sleep at night because the sun was still out there. But I also cannot sleep long because the sunrise is so early in the morning. I woke up because of the light..

*- other:* I struggled with the weather. It was very cold. They have different locks on the door. Sometimes hard to open the door. I got locked in the toilet.

*Q5. Were there times when it was emotionally hard for you?*

When I was with the dentist I was scared because here in the Philippines some agencies will sometimes damage your face when they pull teeth.

We were going out every day, going to all the beautiful places. It was difficult because I know it is only one week. We had only one week to see all these places. It was not much.

*Q6*. *How was is to say goodbye to Dutch students en coaches?*

It was hard to say goodbye, because although it was short we share so many stories and we became so happy with them. We have so many memories. I was sad, I wanted to stay I don’t want to go.

*Q7. How was it to be back in the Philippines the first week?*

I first had a very long sleep. Very hard for me to no longer go on excursion, not to be able to go and see places. I miss being able to go out every day. Not so hard to get back in the old routine or going to work, but I miss the going out and visiting of different places and everyday having new experiences.

For two months a felt homesick for Holland. Even now, still even after two years I miss Holland.

*Q8. How were things after the first week?*

Weather felt warmer, more hot than before. I was still wearing my jacket like in Holland, and got sweaty.

It took almost two months before things were normal. I longed back to Holland, to be doing the same things. I have happy memories when I think back. Thinking a lot about when we will see each other again. In Facebook I see the Dutch students and I long for them.

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1. In what way did you receive support from your supervisor?*

It was good to talk every night with one another and with Ate Ann. We were talking at night about everything we had done that day. Ate Ann and the Dutch coaches helped us a lot to do out activity and guide us with the programme.

Ate Ann told us why is was good for us to be part of this journey. Ate Ann talked to me privately because she saw I was shy. She confronted and encourage me to start speaking more with the Dutch. That was good, it helped me to step out.

*Q2. How helpful was the debriefing for you?*

Once a week every Saturday we came together to share our experience. Three or four times. We did not share our experiences with the other students. First we talked a lot together. Ann and Paul told us to share more in the group and even with parents of the students in a big meeting that was organised.

*Q3. What else would help you to move on?*

It was ok and enough.

**Deelvraag 7**: Wat zijn de voordelen en nadelen van interculturele ervaring voor heden en toekomst van de studenten?

*Q1. What has changed since the exchange?*

I wake up early, because I treasure my time. I do my work quickly and fast. So I can do many things in a day.

*Q2. Do you feel more hopeful about your future after the exchange?*

Yes, going to the other country encouraged me to finish my study.

*Q: Have your dreams changed after the exchange?*

I want to work in Holland, that is my newest dream.

I have another big dream after the exchange. I want to own a car. I doubt it will happen but I want to fulfil these dreams.

*Q3. What are the positive effects on your life because as a result of the exchange?*

I challenge myself to speak more fluently English.

I have new dreams: to travel, have a car, a house and also to make my own living place more beautiful. That’s the reason I want to finish school

*Q4. What are the negative effects on your life as a result of the exchange?*

No negatives

*Q5. In what way will you in the future be able to benefit from this exchange?*

I have hope, feel more confident, to finish college and make those dreams happen.

Interview B2 15/17

**Deelvraag 1:** Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?*.*

*Q1. What does it mean for you that you can visit the YF student centre and taken part of the programmes?*

A help to pursue my dreams and be able to study.

*Q2. What do you think is the most important message that YF wants to give to the children and teenagers?*

To finish their study.

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

They were nervous and afraid, but they trust YF and were more excited than me. I was the one who would be the first to go the other country.

*Q4. Do you know why YF organises the student exchange? What do you think is their goal ?*

I think the goal of YF is to motivate the students. For student to become more responsible and pursue their dreams and show them that when you work hard a price is awaiting.

Also to help provide support for YF in Philippines.

**Deelvraag 2**: Wat is de impact van de selectie op de studenten?

*Q1. What can you do as a student to get selected for the student-exchange?*

No idea, but Ate Grace said it is good when you are active and attend programs.

*Q2. Why do you think you were selected?*

No idea, a lot of students were active. I would like to know because I want to know what characteristic were important. To be able to understand this. Just curious.

*Q3. Did the student coordinator tell you why you were selected?*

No

*Q4. How did it make you feel to be selected?*

I can’t speak or stand after the announcement. Then lot of students cheered for me. Then Ate Grace helps me to stand up and go the stage. Many mixed emotion. Happiness, shock. When Paul revealed what we would possible do I got very excited. He talked about different colours of the tulips. I am proud that YF trusted me to go to Holland. I feel I am ambassador of the Philippines in Holland.

*Q5. How would you have felt if you were not selected?*

Ok, because I didn’t expect it. I was happy for the things I already received from YF

*Q6. How did other students react?*

They were happy for me, they cheered for me.

**Deelvraag 3**: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

Voorbereiding

*Q1.How did you prepare for the exchange?*

Passports had to be arranged. Things like translations tutorials to improve our English. Preparation for tribal dance we would perform in Holland.

*Q2. What problems needed solving?*

My mother prepared all the papers. She was the one who was taking care of the problems.

*Q3. What were your expectations about the country, culture en people?*

Cold weather. Dams, because Paul talked about high water and the dikes in Holland. To see the forest.

It was very different when I was there. I expected a lot about the dikes. I expected the water to be higher. Expected big water storage. It was a little disappointing.

*Q4. How was the accommodation you stayed in during your time in Holland?*

I expected to stay in a hotel. It is ok for me because we are together in one house. And I only noticed that only a few people around who could disturb us. Good because it was private and our neighbours were very far away.

But it was also very quiet, I missed the busyness of the Filipino life. I like it when many people are around.

It was very good to have my own room. Because in our house we all sleep together. Felt strange to be alone like that, good experience but in the end I missed also the company.

Programma

*Q5. What lessons did you attend?*

We attended geography with Dannick. We were separated as Filipinos and I became part of a group of Dutch girls. I felt confident and became even more confident as we were speaking together.

*Q6. What do you remember best from the classes?*

In biology class were we share about the Philippines. Because we have a lot of birds here in Philippines and they wanted to know about these birds. We also go outside to watch different birds. Like doves, swan and ducks.

*Q7. What classes would you have liked to attend? Or what subject?*

I would have liked to try ice-skating.

*Q8. Which activity or excursion did you enjoy most?*

I didn’t want to miss out on anything of the program, because I know I need to enjoy everything. I would have regrets If I would miss out on anything. I enjoyed the last activity of going to Amsterdam the most. Because a lot of people are around, I enjoyed the busyness of the city. I enjoyed going to your capital city. Also I liked that the families of the students came with us.

*Q9. Which activity learned you the most?*

I learned a lot about time management. I saw that the Dutch were on time. To be in time is good when situations are important. But it is not always necessary to be in time. I apply this also now in my own life.

*Q10. Which part of the program did you find difficult to attend?*

I found it hard to speak to someone who cannot speak good English to me. Sometimes this happened in Groevenbeek with some of the students.

*Q11. Where there other things you would have liked to do, see or experience?*

I would have liked to have gone to the Zoo. To see a lot of animals and to compare them with the Filipino ones.

*Q12. Has your English improved because of the exchange?*

My conversational English improved but after going home I lost it because there are not so many people around that I can talk to. My English writing improved. It is good for me to speak English. It can help me in my life.

*Q13. How did you get on with the Dutch students?*

Same way as with students here. I felt they were exited to talk to us. And I also noticed that only few students were shy. They are just looking at us, but I know they would like to talk to us as well.

I enjoyed everything during the week. But it happened sometimes that the students or other people speak Dutch among themselves. We want to know what they are saying, know what they are talking about.

*Q14. What did you talk about?*

Dannick and her parents talked with us about our community in Philippines, Dannick (she is little sister of Lisanne) is curious about story of Smokey Mountain, she wanted to come and see the YF Student Centre. We just talk about how people live here, the status of people in the community. I talked with the students about a lot of different things.

*Q15. What did you enjoy most about the contact with the students?*

They are always asking whether I liked their country. They really wanted to know. I had a lot of fun because we are of the same age, both teenagers. So we do understand each other.

**Deelvraag 4**: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

geloofsbeleving

*Q1. Do you attend church?*

Yes, I believe in God I am catholic. But there are statues in our church. When I was a child it was easy to believe those statues but when I grow up I learned it is not good to talk or pray to these statues. In myself I notices it but also a lot of people outside of the church. Better to talk directly to God. That is what I do now. Is important to show how to praise God. It is up to you how you want to express it. But your heart is important for God

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

I feel it is not growing. I pray less then when I was a child. Because I am so busy in school and training. I focus on my career.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

I remember when my mother got an operation, that I prayed to God that my mom would be ok. My mom had a tumour in her neck. I prayed for her to be ok. She I ok now.

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

Yes when we were in church. I felt so emotional I felt the presence of God. Yes I cried because I wanted to be thankful for what God had given me in that time. And also the support I received of the families. I felt so blessed. And to see a lot of people that wanted to help us.

*Q5. Do you notice difference in how the Dutch students express their faith from your way?*

For me not because I saw the four students when we were going to their house. They always prayed before we go out to different places.

*Q6. Do you know people who do not believe in God?*

I don’t think so. But some people but they won’t say it directly to you if they don’t believe in God.

*Q7. Did you notice a difference in the area of religion with the Dutch?*

No.

Identiteit

*Q8.How would you describe yourself?*

I am a jolly kind of person. I can help people and will provide the things they need.

I had a lot of friends. Even when I experience bad things I had friends but they were also troublemaking friends. There would be fights and after the fight we became friends. Here in our place there is a lot of chance of getting into a fight because there are many gangs. Sometimes I am the one who will protect my friends. I will fight for them. Sometimes guys from another gang will just look at you. When they don’t like you, they will bother you or try to fight.

With help of my mother I got out of trouble after a fight. She went to the local mere and talked with the other mother of the boy and negotiate about the situation. I have changed. I learn a lot here in this life. Sometimes I think I want to live in the countryside but I know it is better here because more people are around to help you when things are difficult. The things I have learned help me a lot to become a good policeman and to have good strategy.

*Q9. What did you discover about yourself while you were in Holland? (talents, character, attitude)*

I found I had the self-confidence to talk with Dutch people.

*Q10. What are you most proud of about yourself?*

I am living in the Philippines the most basic way of life. I had lots of struggles because I am poor. When I may grow rich I will not be afraid to become poor again because I know how to survive in poverty. I also think I know how to handle money in the right way. Don’t feel I need to change my ways in that.

*Q11. In what area would you like to grow?*

I would like to be more responsible in life. To be more dedicated for instance to my study. Sometimes I am distracted. Also school is asking more of my time and then I cannot come to YF-activities as much as I like to.

*Q12. What obstacles are there for this to happen?*

Time management. Before I could go everywhere and do what I wanted to do. Go to even unexpected activities. But now it is hard to handle my time and focus and give priority to my training to become a good policeman or soldier.

The experience of the exchange learned me to be more disciplined. I already practice some time management. Before I would sleep in late. But now I plan my activities.

*Q13. From whom or what do you receive the most support?*

From my mother and father. They give me all kinds of supports. They give me the best they can provide so I would not feel I was lacking anything. Also like when YF asks them to come for parents day on the Student Centre they will go.

*Q14. Who are the most important people in your life?*

My mother and father and brother and sister. We are a happy family

*Q15. Do you think differently about certain things since the exchange two years ago?*

I think before I had simple dreams and now I still dream about the same things (becoming a policeofficer) but I liked to grow a little bit in status. Just a level higher.

*Q16. Has your role in the family chanced since the exchange?*

Coming back, at first I had problems to do with a reversed culture shock. I was all the time irritable and crying a lot. That lasted for three days. After these days I felt more normal and set my mind to turning back to my activities.

*Q17. Are there changes in your relationship with your friends since the exchange?*

No, my friends are not jealous. They ask me a lot of questions about Holland. They want to know everything. But our friendship stayed the same.

*Q18. Has your attitude towards school changed since the exchange?*

Yes I pursue to study better since I am back.

*Q19. Has your role in your community changed since the exchange?*

My mother wants me to be a local officer so I can change things for our community. We talk a lot about what I have seen in Holland. But I want to be a policeman or military soldier because I want to help people in that way. That is the main reason , not so much to become rich.

*Q20. Can you use this experience to give something back to your community?*

If I had a chance I would like to change the way we are organised in the whole community. To be more much more concerned about the environment as a community. Because things are so clean in your county, I would like that for us also. I know I can do things differently. But I know it would be better if everybody would help to make it happen.

Cultuur

*Q21. What are Dutch people proud of or find important?*

My observations is that the Dutch are hardworking and hospitable.

*Q21.a How do you feel about that value?*

Best example for me is Guya Paul. He is hard working. For me it is better to relax sometimes and also work hard.

*Q22. What find Filipino’s important or what are they proud of?*

For Filipino’s it is important to be hospitable and to take care for one another. You don’t need to become or be rich to take care of another. Just a little help is enough. It is not only about money but also about taking away fear and loving people.

*Q23. What are the big differences between Filipinos and the Dutch?*

The Dutch are on time and the Filipino’s always come late!

There are a lot of people in Holland. There are many but the live very organised. In Manila there are too many people.

*Q24. What difference was difficult, weird or did you really need to get used to?*

The Dutch even if they have their own factory or company they still can live without a worker, they don’t need a servant in the house. They take care of things themselves. I would take a servant because I would help in this way a person by giving him a job.

*Q25. Did you discuss during the exchange the problems of Dutch society?*

No, we talked just about fun things.

*Q26. What problems did you notice in the Dutch society?*

Life is expensive in Holland. Clothes, food, everything.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

People in the homeless refuge. But to me they don’t look poor. Because their room is beautiful and full of appliances. They did owe a TV, video, DVD, fridge, etc.

*Q28. What does it mean to be poor Holland?*

I felt these people are poor because they are selfish. They are by themselves, they don’t want others to help and they don’t want to have a neighbour close by. Here in the in Philippines your neighbour will provide everything you need. In Holland people live so separated they don’t notice when someone is in need of something.

*Q29. Did you meet your donor is Holland?*

No.

*Q30. Do you think child-sponsors in Holland are poor, middle class or rich?*

*Q31. Can people be rich or poor in different ways?*

You can be poor because you live by yourself. You don’t have the care of your neighbours.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

At first I had a lot of fear of speaking in English with the Dutch students. But after a while I noticed it is not hard but easy to understand. Then I experienced we are the same, we are equal people.

I saw an example in the school when they are using touch screen. But here in our high school it is chalk and blackboard. I feel so sad. Why do other countries have this level of education and examination? A music recital for the Dutch is for me a concert but for them it is a simple examination. Why can we not have the same level in the Philippines?

I felt disappointed and sad.

*Q33. In what way do you feel rich in life?*

I feel rich because I have a lot of friends. I know how to handle them, not get into a fight but have a good relationship with them. I felt rich when I was helping some people, because although I am not rich in material things I am able to help others who struggle. Like with typhoon. I helped people by giving them some clothes. I could be a good neighbour to them.

**Deelvraag 5**: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

*Q1.Were you homesick?*

*No*

*Q2. Have you been ill?*

*No*

*Q3. Who or what did you miss most when you were in Holland?*

I was so happy and enjoyed everything so much. Everything was a new experience and that made me so happy.

*Q4. How was your response to the*

*- food:* I still miss the kroket and patat.

*- daily schedule /tempo:* Fine, I didn’t think about the tiredness. I just want to enjoy everything as much as possible

*- communication:* Sometimes the professor spoke fast. But if they saw I was struggling to follow the teaching they would explain it to me.

*- jetlag:* For me the first time I was on a plane. I felt so dizzy. But after the stopover it was ok.

*-other:*

*Q5. Were there times when it was emotionally hard for you?*

When we were going home. When we were in the guest house packing our things.

*Q6. How was is to say goodbye to Dutch students en coaches?*

It was very hard to say goodbye, because there is no change to see one another because there is 1000 miles between us. I knew I would miss them very much. They are my friends because I know I am special to them as well.

Sometimes I see them on Facebook. We exchange greetings and a few words. I know that it is not possible to stay so close.

*Q7. How was it to be back in the Philippines the first week?*

I think because I felt that so many good things had happen to me in Holland, I didn’t want to leave there for a long time. For a long time I wanted to be back in Holland and wished I could have stayed there. I felt this because the visit was too short. If the exchange had been one month or so, it would have been better.

*Q8. How were things after the first week?*

I kept thinking a lot about Holland. But I accepted the fact that I was back here in the Philippines. We had bonded the four of us, the first batch, and we had lots of get-togethers to talk about our trip. Sometimes when I fall asleep the memories come back. I still look at the pictures and the gifts from Holland. They bring sweet memories.

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1. In what way did you receive support from your supervisor?*

Ann encourages us to speak and to socialize and to not to be shy.

She said to us we need to come home because our families are waiting for us. She said there might be another time we would see one another.

*Q2. How helpful was the debriefing for you?*

It helped me a lot.

*Q3. What else would help you to move on?*

The meetings were enough for me.

We also talked a lot among ourselves and I tried to share it with family and relatives and friends.

I wanted to share about Holland with the students, but there was not a lot of time. Sometimes students are interested. Others are ignoring our stories. It was hard for us to share our story, because some students thought I was boastful of us to talk about our experiences.

**Deelvraag 7**: Wat zijn de voordelen en nadelen van interculturele ervaring voor heden en toekomst van de studenten?

*Q1. What has changed since the exchange?*

I have more self-confidence and no more fear to socialise with other people. I understand now that is the only way for us to communicate.

*Q2. Do you feel more hopeful about your future after the exchange?*

Before I wanted only to study and become a policeman. This decision to become a police men was already there when I was a child. After the Holland-trip I wanted to have a better status in life. Not to become rich but just be better off. I am hopeful that this will happen.

*Q3.What are the positive effects on your life because as a result of the exchange?*

A new awareness. Time is short so you need to treasure time and do the things that are important.

*Q4. What are the negative effects on your life as a result of the exchange?*

No negative effects.

*Q5. In what way will you in the future be able to benefit from this exchange?*

The experience in Holland will never fade, not even when I get old. I want to share my story with others so they will become also friendly to people and help them in different stages of life. Whether people are rich or poor should not make a difference. Now I can move on because when someone asks me about the experiences, I share about the differences in school, how things can be better.

Interview G3 – 18

**Deelvraag 1:** Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*Q1. What does it mean for you that you can visit the YF Student Center and taken part of the programmes?*

For me it is important because I learn a lot. To have English tutorials was great experience. More vocabulary and conversational English.

The Student Center is a blessing because I can learn so much.

*Q2. What do you think is the most important message that YF wants to give to the children and teenagers?*

Finish your study! And when you finish help others? And to put it back the things we have received an help others.

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

Not worried. They trust YF because they know YF will take care for me. Staff is always there to take care of us. But they missed me.

*Q4. Do you know why YF organises the student exchange? What do you think is their goal ?*

Experiencing the world that we fantasise of and enjoy the things we don’t have in our county.

YF: for us to see and meet sponsor and understand the effort they make to provide for us

**Deelvraag 2**: Wat is de impact van de selectie op de studenten?

*Q1. What can you do as a student to get selected for the student-exchange?*

I didn’t want to do anything for this opportunity. I knew I will not be the lucky person so I didn’t do anything because I didn’t expect to be chosen. And as student we don’t know the criteria anyway.

Q2. Why do you think you were selected?

Maybe because I am humble, and because I pursue my study. And for the commitment I show. I think the special criteria they look at is the way you live.

*Q3. Did the student coordinator tell you why you were selected?*

No. but I would like to know because I am curious. Others students teas me and say nasty things. Like sarcastic remarks: ”You didn’t go to activity but still you go. Maybe you are just favourite.”

Some students may try to be favourite with the staff.

*Q4. How did it make you feel to be selected?*

Very happy because it is the first time ever to go to another country. My father was very happy because he felt his dream for himself came true in me. I felt exited because I felt so blessed to be part of the trip. I feel it as a reward from God for everything that happened before. I was happy and excited to be selected because I am never lucky with things were you can win a prize. But I was also afraid to fly and worried if I could manage with all these Dutch people. I worry because I don’t speak good English.

Was a great struggle in my life. I feel down because nobody could talk to me scared because no one was there. After school I am going home. A cousin accused me of being a bad influence on my siblings. After struggle I received a text from Marian (social worker). I have a small hope that this text would mean I was chosen. After theatre class I come in my dress to the student centre. Then I found out I was chosen and I was so happy and I thank God.

*Q5. How would you have felt if you were not selected?*

So sad, but I would have accept that because I know that I am not lucky with this sort of things. Also jealous. I also hoped to go with the first batch. But then I was also happy for Margie because she is my best friend. She deserves all the best. I know she will bring a gift for me. This time it is difficult to choose who I would give presents because I have limited money.

*Q6. How did other students react?*

Some are happy for me, others jealous.

**Deelvraag 3**: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

*Q1.How did you prepare for the exchange?*

We practiced two or three months for het dance we would perform. Prepared a list of presents that I wanted to buy for the family.

Practices basic Dutch. Conversational language class; that really helped! Practice helped to improve my grammar. I had little knowledge of English.

*Q2. What problems needed solving?*

I had no problems with papers, no worries for me.

*Q3. What were your expectations about the country, culture en people?*

Cold weather, see typically Dutch animals like sheep, swan. I expect the Dutch to be straight forward in their talking. Turned out to be true. They also walk really fast! I looked forward to activities that are different from what we can do in the Philippines. Like visiting a ship. Or to go biking in Holland, because here everything is so dirty and hilly.

*Q4. How was the accommodation you stayed in during your time in Holland?*

Beautiful big toilet and shower. And it was great to have my own bedroom, a big toilet/shower room and the bikes.

Programma

*Q5.What lessons did you attend?*

We had a big meeting at Groevenbeek. That first time that I could speak with other Dutch and I really like that. At first I didn’t want to, because a would fail because of my grammar. But then Dutch start with easy questions. I see I can speak and I have no more fear. And then we had to rotate and talk to another person. When I talked I see they don’t judge me but really want to know my story. That gives me confidence. See also other Dutch people struggle. That makes me feel good, we share the same feelings.

*Q6. What do you remember best from the classes?*

Two different classes : physics, I but also the Dutch students felt bored. The Dutch were using their cell phones and not listening.

*Q7. What classes would you have liked to attend? Or what subject?*

Physical education. Put out trolley cars.

*Q8. Which activity or excursion did you enjoy most?*

I enjoyed everything, but most our visit to the *Zuiderzee* museum with all the historical things.

Was also funny to see that the sheep were not afraid of all the people.

*Q9. Which activity learned you the most?*

Not an activity but meeting the Dutch learned me the most. The way in which people are approachable and hospitable. Especially the families. We make conversation sitting around the table for a meal. When I came back this is the thing I want to tell my family and friends about. At home we have already practiced this gathering and eating around the table. I want to share this with siblings, learn them to be friendly and kind because I have seen this in Holland. That was the most important experience that I wanted to share. How it is to be like a Dutch family.

And a lot of kids are willing to help others in their own way. Even when they are young they can help others through charity. That is what I learned.

*Q10. Which part of the programme did you find difficult to attend?*

Nothing, I enjoyed everything. I told myself “I want to experience everything!”

*Q11. Where there other things you would have liked to do, see or experience*?

Mountain tracking, more adventures activities, being outside in nature. At first I didn’t know there were no mountains.

I enjoyed biking when we went to house of Rosa. The house had a garage with two horses. I could ride a horse. It was an amazing experience. All the students tried it.

*Q12. Has your English improved because of the exchange?*

My Conversational English has improved a little; even though I cannot speak correctly I still dare to speak. I understand English but cannot always express myself. My English writing has stayed the same.

*Q13. How did you get on with the Dutch students?*

In the beginning they start the conversation with greetings and ask questions. We take turns in asking questions.

*Q14. What did you talk about?*

I was shy to talk in the beginning. Sometimes we don’t know what or how to talk to each other. Than it stays silent. The boys are more vocal. But I feel we have become friends with the Dutch.

*Q15. What did you enjoy most about the contact with the students?*

I always wanted to carefully construct my sentence because I did not want to say things wrong. So that is why it was sometimes silent for a while. But when we visited the families of the students, there would sometimes be games and that helped us to bond together. During dinner we talked a lot about the food and how it was prepared.

**Deelvraag 4**: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

Geloofsbeleving

*Q1. Do you attend church?*

Yes, I attend church and believe in God. I live for Him and spend a lot of time with Him. I know He is guiding my life. And I am now a leader in our church and volunteer to teach from the bible about the words of God. My church is called Christian Church Freedom Community Ministry. In this group I can express my faith in the way I want to. But a have been born a catholic. I was the first one to become Christian in my family. I prayed very long for my family especially for my father. It was hard for him to come with us to church because he felt he had a lot of sin. He did a lot of drinking and sometimes he was violent. That was a difficult time and I am so happy he has become a Christian. There is a right time for things to happen

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

It grows because I noticed that sometimes when someone feels down or depressed they ignore God, but when I feel down my relationship with God gets deeper. Because I believe even when we are down, that is the right time to talk to God.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

Yes, the first days I felt down because I was not able to answer the Dutch people in English. I prayed to God help me so I can share my story. After that, the next time I was not shy but I could answer the questions. So during the whole week I felt God was there to help us tell our story and talk English.

*Q5. Do you notice difference in how the Dutch students express their faith from your way?*

Lisanne attended church so I thought all Dutch go to church. I was happy to see there was a church where people can go to. It was different from my church because there were so many people. I wish the same for my own church.

*Q6. Do you know people who do not believe in God?*

No, all people know of God but there is a lack of faith. They continue with the bad things in their life.

*Q7. Did you notice a difference in the area of religion with the Dutch?*

The things that are in church are different. Not so much the teaching. It is like a mix of Catholic Church and Christian. Like the big candle up front. And a place to burn candles in the back. I think this is where they pray for people and pray a blessing.

eigen identiteit/zelfbeeld

*Q8. How would you describe yourself?*

I am naughty, always smiling but I can also be angry or mad when someone treats me mean or not nice. Sometimes I am emotional. When someone hurts my feelings. I am sensitive also for people around me. I can comfort them.

*Q9. What did you discover about yourself while you were in Holland? (talents, character, attitude)*

I have grown in self-confidence. I can speak, make good conversation with Dutch people. That was a discovery. I was more organised during the trip than I am at home. I see how organised the houses of the Dutch were. For everything there is a place. In the Philippines our kitchen is also our comfort room (bathroom). Ate Grace was mad with me for being so messy. I cried and really wanted to be more organised.

*Q10. What are you most proud of about yourself?*

I am so proud because I am with God and Gods gives me everything. He can help me. For example when I am failing in grades.

It is hard to say something about myself. I am proud about my self-control. When lot of boys are courting me, I can focus on what is important and not be distracted by these boys.

*Q11. In what area would you like to grow?*

I want to be a more adventurous person. Dare to do new exiting things. Mountain climbing .

*Q12. What obstacles are there for this to happen?*

Sometimes I am down. When I have to talk to lot of people during the exchange I get afraid that I will make mistakes.

*Q13. From whom or what do you receive the most support?*

In Holland from ate Ria and lisanne because they taught me about everything that is different in Holland. Here my parents and leader of our church.

*Q14. Who are the most important people in your life?*

My parents, they gave birth to me. They take care of me.

And our leader of our church. He is a big help in spiritual matters. Because he says: “when you get down or lost, pray and hold on to the prayer.”

*Q15. Do you think differently about things since the exchange?*

There is a change in how I think about my family. They have become more sweet to me. I saw the example of how kind and sweet families were in Holland for each other. So now I try to apply this.

*Q16. Has your role in the family chanced since the exchange?*

*zie 3.Q9*

*Q17. Are there changes in your relationship with your friends since the exchange?*

No changes, our friendship is stable.

*Q18. Has your attitude towards school changed since the exchange?*

No the same probably. I try to be keep quiet, and talk not too much about Holland because they may not want to hear about it. They may think I am boastful.

*Q19. Has your role in your community changed since the exchange?*

Maybe not in my community but to my friends. What I have learned in Holland I can share with my friends. Also in church being clean in everything. When you look at our community it is not very clean. But I start cleaning in church. Dusting, picking up paper. Pastor is joking about me being so organised.

*Q20. Can you use this experience to give something back to your community?*

Cultuur

*Q21. What are Dutch people proud of or find important?*

Making and listening to music is something the Dutch find important. I saw that in the house of Matthijs.

And family relations are also important to them.

*Q21a. How do you feel about these values?*

I feel jealous and insecure. I think: “I wish I had the chance to buy these instruments and provide them to my family.” Insecure because I would like to have these skills, and to be able to play music. I am also jealous about their family life.

*Q22. What find Filipinos’ important or what are they proud of?*

Hospitality.

*Q23. What are the big differences between Filipinos and the Dutch?*

I was amazed we went on the ferry because here only the rich people go on ferry.

Everything, the whole landscape, is very flat.

*Q24. What difference was difficult, weird or did you really need to get used to*

Dropsleutels! The Dutch costumes looked funny.

I needed to adjust to the time difference. And also being in time.

Some students are not polite to their teachers. They don’t pay attention even though the teachers have prepared a lesson. Even to us they were not very polite. I could see that wanted to talk us, but maybe they felt shy.

*Q25. Did you discuss during the exchange the problems of Dutch society?*

No

*Q26. what problems did you notice in the Dutch society?*

I saw no problems, only the cold weather is a problem for me.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

I noticed a beggar in Amsterdam. But he looks not like a beggar because he is clean and is smoking a cigarette.

*Q28. What does it mean to be poor Holland?*

I think people find themselves poor if they cannot provide for expensive things.

*Q29. Did you meet your sponsor is Holland?*

No, I wish I could meet my sponsors to thank them personally for helping me to go to high school. Also my parents would like to thank them. I was disappointed that I did not see my sponsor in Holland. I had hoped to meet them.

*Q30. Do you think child-sponsors in Holland are poor, middle class or rich?*

I think the child-sponsors are middle class. They can provide for our needs so we can go to school. The rich people will do more great things for the organisation.

*Q31. Can people be rich or poor in different ways?*

I feel also rich because a I know a lot of people that are full of love and they are supporting me.

Also serving God makes me feel rich. Maybe not rich here on earth, but by serving God I earn richness in heaven.

You can be poor when you have a lot of problems and struggle in life. Also when there is lack of conversation with their family, you feel lonely.

It is good for me to know that I can be rich without money. You can enjoy the little things that around you.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

I saw difference between us and the Dutch. In fashion, they dress up. School is very extraordinary compared to the Philippines. School is high-tech not like in our school. Even when students said that they were poor, their house still looked so big, it had a good structure. At the same time I felt very comfortable with the families. Especially with the mothers. When I was carsick the mother of Milou took good care of me. I felt at home with them, because there was no difference between rich or poor at that time.

*Q33. In what way do you feel rich in life?*

I feel rich in my faith in God. Because He can give me anything even the things that I don’t think of. Also the love of my family and friends makes me feel rich.

My voice is not good enough to become a professional singer, but I know I can use my voice to worship God and to share. To share my experiences with other people.

**Deelvraag 5**: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

Q1.Were you homesick?

No

*Q2.Have you been ill?*

Carsick, and very tired from jetlag on the third day.

*Q2b. Did you visit a doctor?*

*No*

*Q3. Whom or what did you miss most when you were in Holland?*

I missed my family and the family of my pastor. Also the service activity of our church. On Sunday in Holland I was in church and then I thought about the teaching in my own church.

*Q4. How was your response to the*

*- food:* I liked kroket, patat and boerenkool. Food was good and enough.

*- daily schedule /tempo:* amazing week

*- communication:*

*- jetlag: The third day I was very tired.*

*-other:*

*Q5. Were there times when it was emotionally hard for you?*

No, I was always happy. Sometimes I got uncomfortable because some of the staff got angry with me. She was angry because we didn’t finish breakfast. Staff had prepared food but we were late getting out of bed.

*Q6. How was is to say goodbye to Dutch students en coaches?*

We had one on one meetings. We gave messages and encouragement to each other. For me it was too hard, I thought it would be better not to see them just before we leave. Too hard to say goodbye.

*Q7. How was it to be back in the Philippines the first week?*

The first week I cannot sleep very well. I fall asleep late at night, around two o’clock and I wake up at six o’clock.

My whole world became silent because I did not want to talk. I was shy to go outside. It was hard to share with family because they were not always home. But they understand I was tired and they let me rest.

*Q8. How were things after the first week?*

After a week I started sharing. Sometimes I feel pressured and ashamed because everyone also neighbours expect little gifts from me. But I could not buy everyone presents.

Few weeks later, after debriefing at Pauls house, I can move freely because nobody is talking about gifts anymore.

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1. In what way did you receive support from your supervisor?*

After the activities it was nice to talk with the staff about what we had experienced. Review our day together. For us it was an important moment.

*Q2. How helpful was the debriefing for you?*

Comfortable to talk together as a group because there are a lot of suggestions. I feel not so comfortable one on one.

*Q3. What else would help you to move on?*

For me it is not enough to have only one debriefing.

**Deelvraag 7**: Wat zijn de voordelen en nadelen van interculturele ervaring voor heden en toekomst van de studenten?

*Q1. What has changed since the exchange?*

I am different, I have become more friendly.

In me there is a little change. I feel there is a difference in my talking, especially to the leader of the church. Before I was so shy I would not talk to them. Now I dare to make little suggestions. People in church are friendly and see that I am more confident. They asked me to speak, to give my testimony in church. First week I gave my testimony of my time in Holland

*Q2. Do you feel more hopeful about your future after the exchange?*

Yes, we were all hopeful when we were on the plane that we will return one day to Holland. I remember Ate Grace saying when I was reminiscing , “If you want to go back you need to pursue your school, your education.” I can finish college and find myself a job. Because of the experience I am motivated to pursue my dreams. Even if you don’t expect the opportunity dreams can still happen. I think of the verse in Jeremiah 29: 11 *‘For I know the plans that I have for you,’ declares the LORD, ‘plans for welfare and not for calamity to give you a future and a hope.’*

I hold on to this verse because I don’t know what my future will be, but I know God is on my side. In this world we need to use the opportunities that God gives to us, so it will become a success.

*Q3. What are the positive effects on your life because as a result of the exchange?*

I learned a lot of things that I can apply.

*Q4. What are the negative effects on your life as a result of the exchange?*

Feeling embarrassed that I can’t provide gifts for all my friends and neighbours.

Felt some students were jealous of me. I still feel this is something that is between us.

I will try to talk to them . But I feel so shy about doing that.

*Q5. In what way will you in the future be able to benefit from this exchange?*

Having a passport will help me in the future. Is even easier to get work, when you want to abroad for a job. When you have a passport in the Philippines you are famous!

Interview G4 – 16

**Deelvraag 1:** Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*Q1. What does it mean for you that you can visit the YF Student Center and taken part of the programmes?*

Very important because without YF I would not go to school, have no new experience and no new friends. The best thing that happened to me is to go to other country.

I think they want to help us to fulfil our life’s dream and finish school.

*Q2. What do you think is the most important message that YF wants to give to the children and teenagers?*

For me: you need to work hard for your education and be dedicated to the things you can do. Fulfil your dreams in life.

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

Felt worried and afraid. But also happy for me to have this experience. When I was selected Ate Ann and Ate Grace explained very carefully about the trip to my parents.

*Q4. Do you know why YF organises the student exchange? What do you think is their goal ?*

I think YF wants me to meet the donors en have a good experience. And for us to show to the people in Holland that we are dedicated.

**Deelvraag 2**:

*Q1. What can you do as a student to get selected for the student-exchange?*

No idea what I could do.

*Q2. Why do you think you were selected?*

Attendance and good ratings on school.

*Q3.Did the student coordinator tell you why you were selected?*

Attendance and good ratings on school.

*Q4. How did it make you feel to be selected?*

Exited, first time for me to go abroad, but it was unexpected because Christine had already been selected but was not able to go. Nervous: first time to go on the plane.

*Q5. How would you have felt if you were not selected?*

Disappointed. Not totally but a little sad.

*Q6. How did other students react?*

Some were jealous because I was going abroad. My friends were honest about their feelings. They told me they were jealous. But after a while things were the same again, they are also sweet again.

**Deelvraag 3**: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

Voorbereiding

*Q1.How did you prepare for the exchange?*

Studied English language, practicing my English talking skills. Before we left we did different exercises with role play. We practiced just to start a conversation. Like: “How is your schedule? How do the teachers teach?” Because I wondered how they managed. And I skipped eating rice.

*Q2. What problems needed solving?*

I had no passport. I was a little bit afraid, because the other girl, Christine my friend, was not able to get her papers in time.

In the processing stage with the papers and passport for the trip, the head of the department of foreign affairs said the papers of my mother were not ok. Her ID was not updated. I prayed to God that my papers would be ok. I was so afraid, and Grace (social worker) talked to the man. The asked my father to come and show his ID. The accepted my father’s ID and I was very happy. My prayer worked, it was possible for me to go to Holland.

No other problems needed solving.

*Q3. What were your expectations about the country, culture en people?*

I expected cold weather, having to do without rice and tall people.

*Q4. How was the accommodation you stayed in during your time in Holland?*

It was all comfortable. I enjoyed the bicycles. Clothes were sufficient for the cold weather

I really enjoyed my bedroom, shared it with another girl. Bed is soft and I slept very well. I Had my first hot shower. We don’t have hot water here.

Programma

*Q5.What lessons did you attend?*

Biology and English class.

*Q6. what do you remember best from the classes?*

The English Class. Especially liked ‘speed time’ during English class. Getting to know the students during short conversations. But I found the Dutch boys were shy to talk to.

I like the students in Biology class. Because the students in biology were very curious about the topic. We talked about the difference between the two countries. The difference between Pilipino and Dutch culture.

Dutch mentioned that the weather in Philippines was weird, so very hot al the day. Also and the noise in the city they also found weird.

In their school the English teacher was so hard to understand and he was very strict. His way of speaking was not nice. He ate his words.

*Q7. What classes would you have liked to attend? Or what subject?*

I would have liked to go to mathematics, to know the difference in way of teaching between Holland and the Philippines on the subject. We could not choose what classes to attend, just had to follow the teacher. They did not ask us what class we would like to attend. I would have liked that opportunity: but I didn’t expect it and it was ok to go to one class.

*Q8. Which activity or excursion did you enjoy most?*

I enjoyed it very much to play the difficult games that the Dutch prepared for us. Like walking in long shoes, push cart, etc. Because it was first time to wear the wooden shoes, to do the games and it was the first time we socialised with the students and the games were a good way of getting to know them We had a lot of fun together. Falling over each other.

Also enjoyed visited the palace of the king in Den Haag en visiting Amsterdam.

*Q9. Which activity learned you the most?*

The meeting with the other sponsors. I found out how it works with the sponsoring, to be more responsible.

It inspired me to see how they work. The Dutch, also the students, they take responsibilities and make a lot of effort to find ways to help YF.

I also met my sponsor. I found him very funny we talk a lot. He asked about my school life. He showed me his baby.

*Q10. Which part of the programme did you find difficult to attend?*

When we went to the panorama-painting it rained and found it very cold. That made me feel uncomfortable that day, I felt really cold. But I liked the program.

Early every morning were prepared for the day. We had a program. If things went different I just go with the flow.

*Q11. Where there other things you would have liked to do, see or experience?*

“I Amsterdam”: when we visited I saw the big letters. I would have liked to take a picture of us near those big letters. We did not ask Ria.

*Q12. Has your English improved because of the exchange?*

My conversational English has improved. My English writing is better. It improved because I write in English to the Dutch students on Facebook.

*Q13. How did you get on with the Dutch students?*

I just bonded with them. Doing funny things together. We talked with each other.

*Q14. What did you talk about?*

We talked about the difference of our families. I talked with the girls. How close they were as a family as sisters and very close with their parents. Very different from my own family. My parents are busy. So we don’t have time to bond. We don’t have time to talk and spent time together. That made me feel sad and jealous because I wish I could have such a time with my own family.

And we talked about how different the our schools are. They have a smart board, everything is high-tech. Their school is very big, much bigger than my school. Milou and Rosa asked me how I feel about visiting their country. They wat to know my feelings, happy or sad. They are very curious about it.

I am very, very, happy and told them that when I was in the airport I am very excited at that time. Because I think we will meet again. It is a dream for me to go back to Holland someday.

*Q15. What did you enjoy most about the contact with the students?*

The last day, the last karaoke party I enjoyed most because the friends of Rosa and Milou came to me and the came to hug me and they were very friendly to me. They feel like friends. I taught them some dance steps on the smart board, and they joined in. They also asked my Facebook account. I enjoyed making new friends. I still talk with them on Facebook. When they are chatting to me they always use google translate to talk to me, because it is also hard for them to speak English. It feels good to have friends.

**Deelvraag 4**: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

geloofsbeleving

*Q1. Do you attend church?*

Yes, I believe in God and I attend church. I am Christian. I go to Hope Church.

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

I found myself very busy at school because of the enrolment time for college. Also busy at YF with all the activities. So I do not have enough time to attend church. In general my faith gets less, because I am so busy with all the other things. . Last night some of my church mates came to my house and asked why I didn’t attend church and what was happening in my life. And I told them I am very busy. I have not enough time to go to church.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

Yes, when I was 12 years old, in primary school at had to go to hospital . I was sick because of a mosquito sting. There was 50% chance that I would die, I was in a dangerous state. Church started praying and after on hour my heart beat was back to normal. After 3 days I could go home because I was healthy again.

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

In the processing stage with the papers and passport for the trip, the head of the department of foreign affairs said the papers of my mother were not ok. Het ID was not updated. I prayed to God that my papers would be ok. I was so afraid, and Grace (social worker) talked to the man. The asked my father to come and show his ID. The accepted my father’s ID and I was very happy. My prayer worked, it was possible for me to go to Holland.

*Q5. Do you notice difference in how the Dutch students express their faith from your way?*

I noticed in our church we have a lot of instruments and in Holland they have only an organ and a sheet for the songs.

When we went to the church we talked together about who is your hero. The Dutch students believed in the same way in God as we. The way the Dutch students talked about God being their saviour and protector, it is the same as our believe. God is also my Saviour and Protector. I think most Dutch believe in God. I think the word Holland comes from the word Holy Land.

*Q6. Do you know people who do not believe in God?*

When we were in the summer camp of YF, one of the questions was: what is your weakness? One of the students mentioned that his weakness was spiritual weakness. Because he doesn’t believe in God and doesn’t read the Bible. But most people I know, believe in God.

*Q7. Did you notice a difference in the area of religion with the Dutch?*

Zie Q5.

eigen identiteit/zelfbeeld

*Q8. How would you describe yourself?*

Simple, humble, kind, naughty, sadist=little bit mean, friendly and sweet.

Intelligent?

Uhh…. I am humble.

*Q9. What did you discover about yourself? (talents, character, attitude)*

I discovered some new talents. I am a good dancer. I am also patient (we had to wait every now and again) and a good listener.

*Q10. What are you most proud of about yourself?*

I am good in math and a good dancer.

*Q11. In what area would you like to grow?*

I want to study accountancy.

I want to improve in my faith in God. Because I want God to use me as an instrument for other people. So people may learn to know Him.

*Q12. What obstacles are there for this to happen?*

Just the time, I am very busy this moment because of all the different things that I am doing.

*Q13. From whom or what do you receive the most support in your life?*

My parents, they are concerned for me, they never let me down

*Q14. Who are the most important people in your life?*

Parents, they are always there for me but when I have a problem they are very concerned for me. I think I am useless if I don’t have my parents.

*Q15. Do you think differently about certain things since the exchange*

I have become more independent. My confidence has grown because of the exchange. Like with English conversation. I am more confident to do things by myself. I am no longer afraid to fly by plane.

*Q16. Has your role in the family chanced since the exchange?*

Before the exchange my older brother always used to wash the dishes by himself, but now I help him. Visiting the Dutch families I saw that all the families help one another. But also in the guesthouse I was in charge of washing the dishes. So I realised I can do the same at home. My family are more sweet. They must have missed me. I know they are proud of me.

*Q17. Are there changes in your relationship with your friends since the exchange?*

I was not updated with my friends. I felt out of place I did not know what they are chatting about.

There are a few changes in our friendship. At first when they were going out they sometimes didn’t ask me or just left me here in the school. I think that they were not used that I was around again.

They are a little bit jealous. Sometimes they are asking about things. But when I share they say: “I wish I was there. You are so lucky.”

My relationship with my friends has become more sweeter, because we missed each other.

*Q18. Has your attitude towards school changed since the exchange?*

Yes, I will always do my best, put a lot of effort in my course. In high school I found it easy, I did not have to focuses. I just hanged out with friends. But college is different more serious. Now it is important to really work and focus. At the sponsor night, the speaker Holger encouraged everyone to help YF . At that moment I felt a little ashamed, I realised that I also need to make an effort with my study.

*Q19. Has your role in your community changed since the exchange?*

*Q20. Can you use this experience to give something back to your community?*

I found that Holland is very clean. So in my own little way, when I see children throw away garbage here, I will say something to them. I tell them it is not a nice thing to do. I tell them to put it to the right place.

And also about time. Time is gold. Saw how organised the Dutch were. I want to tell my community and family about the importance of time. I tell my friends to focus and do good in school so they don’t waste a year.

Cultuur

*Q21. What are Dutch people proud of or find important?*

I think the Dutch are proud of their family. Because every time we are chatting about stories of their families and they are asking about my family. I found every family that we visited very sweet and hospitable.

The Dutch find a good education and studying important. Good schooling. We noticed some students were smoking but the Dutch students we talked with, they don’t want to smoke but finish study.

Q21a. How do you feel about these values?

I knew already I wanted to become an accountant. but I am inspired by the Dutch and more motivated to pursue it.

*Q22. What find Filipinos’ important or what are they proud of?*

To get a good job, when everything in life is possible, you can buy what you need.

*Q23. What are the big differences between Filipinos and the Dutch?*

Here in Philippines when we are eating we invite people who pass by to join. With the Dutch it is different. If you are not invited you are not supposed to join the meal.

*Q24. What difference was difficult, weird or did you really need to get used to*

I noticed the way they dance, just funny. Sometimes we were teaching and they were overacting. Boys were shy to dance. In the Philippines you are famous when you can dance.

Filipino people don’t like the taste of ‘drop’.

I was scared to drink water from the tap in Holland because here people get sick. They explained about hot and cold water tap. And they explained it was safe to drink.

Stays light in the evening that was weird. Was difficult to fall asleep.

And the weather was very cold for me.

When I visited the school I saw some students outside the classroom smoking. I was shocked to see that, because that is not allowed in the Philippines. I think they are too young to smoke because they were still in high school. In Philippines children are not allowed to smoke at all. You see sometimes street-children smoking but not in school. Sometimes you see young people smoking outside school.

*Q25. Did you discuss during the exchange the problems of Dutch society?*

No.

*Q26. What problems did you notice in the Dutch society?*

Some students in Groevenbeek were kissing in public next to the school. I thought it was a little bit offence. Because they are too young and their parents don’t know. For us it looked like advance kissing. In Holland is seems to be legal.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

In Amsterdam I saw a man. Maybe he was a beggar, he looked clean but he was holding a cup. So I am not sure. I think there are poor people but is not obvious. A lot of houses have the same design, they all look alike, so maybe there are living poor people in these houses. You cannot tell from the outside.

Here it is very obvious when you are rich. Different design of house. You have air condition and a car. When you are poor it is also very clear. You can tell it by the way people live. In this in area we are very different. Very poor people will ask you for a coin any time here. I feel mercy for the poor here because they cannot afford food or clothes. That is why they are looking dirty. They have no money.

*Q28. What does it mean to be poor Holland?*

I Guess if you don’t have 3 meals a day no heating. But all people have a good house in Holland.

*Q29. Did you meet your sponsor in Holland?*

Yes

*Q30. Do you think child-sponsors in Holland are poor, middle class or rich?*

Middle class; he said to me he is not poor and he is not rich.

I think sponsors are rich. I think they live in big houses and have their own car and a lot of things in their house.

The families we stayed with were middle class. I observed they have also cars. All people have cars in Holland. Their houses are also big with nice arrangements. For me it is hard to distinguish between rich and middle class. Or who are poor. The houses are more or less the same size. All houses have heaters. So it is hard to see differences.

*Q31. Can people be rich or poor in different ways?*

Maybe people can be rich in love, in love from your family or in your faith in God.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

It is ok that we are different from the Dutch students and live in very different areas. I did not find it very hard because they treat me very well and were very hospitable. They don’t make me feel ashamed. They treated us as being equal.

*Q33. In what way do you feel rich?*

If would consider myself rich if I had my own house and car and air-condition in the rooms. And every family member has his or her own room in the house. I don’t feel rich at this moment.

Maybe I am rich in having many friends. I have a lot of friends in YF and also in high school. They are very sweet.

**Deelvraag 5**: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

*Q1. Were you homesick?*

no

Q2. Have you been ill?

I had headaches, mostly when we are going out in the morning. Maybe because of the jetlag. Ann would give me aspirins.

*Q2b. Did you visit a doctor?*

No.

*Q3. Who or what did you miss most when you were in Holland?*

Food, family and my special friend. But I was not homesick.

I missed the cold water we have in the Philippines, the water in Holland tasted like tea. I always drink from a machine in the Philippines.

*Q4. How was your response to the*

*- food:* I didn’t eat all my food. Sometimes it was hard to finish the food because I don’t like vegetables. Didn’t like the taste. I know it is not good, feel bit shy to say it.

*- daily schedule /tempo:* Ok not too busy. We had time to relax and to chat with students.

*- communication:* Communication was sometimes too hard. When I am expressing myself it is hard to translate the Filipino street language into English.

*- jetlag:* I had a headache and trouble with sleeping

*Q5. Were there times when it was emotionally hard for you?*

When we were going home.

*Q6. How was is to say goodbye to Dutch students en coaches?*

I wanted to stay and be with the Dutch students but reality was that we had to go home.

I received a lot of support, they comforted us. Even if we are not together the Dutch will still be there for us. On Facebook we still have contact. In the one week we made a good friendship and it is difficult te see the friendship had just begun and already it was finished.

*Q7. How was it to be back in the Philippines the first week?*

I felt homesick for Holland. I was tired, had trouble getting asleep. And I always remember everything about the trip and was crying.

*Q8. How were things after the first week?*

After one week things were more normal. But I felt empty inside.

It is still hard for me. When I am alone and it is quit the memories come back.

We didn’t try to talk about it before a big group. But I want to do it. I want to share, tell about the sponsors and give a message to students to pursue the dreams. Because that is wat YF is about.

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1. In what way did you receive support from your supervisor?*

During the exchange but also after the exchange I had trouble getting to sleep.

Ate Ann told me to get busy and remember the good moments. I found it difficult.

*Q2. How helpful was the debriefing for you?*

Debriefing really helped me. It helps me a lot to talk about good memories. We also talked about that we have to let go of the memories. But I want to store some of these memories.

*Q3. What else would help you to move on?*

I would like more opportunities to share my experiences in the big group with the first batch. They haven’t been with us this time, but they understand our experience and they want to listen to us.

**Deelvraag 7**: Wat zijn de voordelen en nadelen van interculturele ervaring voor heden en toekomst van de studenten?

*Q1. What has changed since the exchange?*

I am born here in the Philippines and I know that our stay in Holland is temporary. YF likes me to experience new things and learn lessons in Holland. YF gave me the chance to experience and to learn from this. So its ok to live here, but I loved staying in Holland and experience all these new things. Before I also wanted to go and see places. This is different from before the exchange. Then I just wanted to travel to the province but now I want to see different cultures.

*Q2. Do you feel more hopeful about your future after the exchange?*

Yes, some experiences inspired me. Some lessons I learned at my stay in Holland and I will apply them in my life here. Some of Dutch students talked about their life and that inspired me. Milou by having a part-time job even though she is a student. She washes dishes for a job, to help her family. I want to be more responsible, do my duties and never give up. Like Simon, my sponsor, asked me how am I doing in school. I said: ‘I am still waiting for the results.”. He told me: “You can do it! Never give up.”

*Q2a. How do you see your future in terms of education or work?*

I am excited and happy and nervous to go to college.

*Q3. What are the positive effects on your life because as a result of the exchange?*

I now realise that everything you want to do you need to pursue. Treasure your time. Don’t waste your time. The Dutch are good time managers. I will be more focused because of the exchange. Also I am more talkative than before, even in English. Less shy.

*Q4. What are the negative effects on your life as a result of the exchange?*

For me it was a memorable experience. But coming back is sad and difficult but still I am happy to be able to have this very memorable experience. It is up to yourself if you hang on to difficult or good feelings

Interview B3 – 21

**Deelvraag 1**: Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*Q1. What does it mean for you that you can visit the YF Student Center and taken part of the programmes?*

Big help, makes me life, especially my study easier. But YF gives me also moral support. They are like a second family. When I compared it to other scholarships it is very different. In YF you learn but you also have fun. They are like a mother teaching a child to walk.

Q*2. What do you think is the most important message that YF wants to give to the children and teenagers?*

Never give up! Life is difficult but we can change things

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

They trust YF they know staff, have good relations. They told me to take care and pray.

*Q4. Do you know why YF organises the student exchange? What do you think is their goal ?*

They want to show to us: Dutch are rich but they work. So if you want to be successful in life you must be prepared to work hard.

And they want us to represent YF to sponsors.

**Deelvraag 2**: Wat is de impact van de selectie op de studenten?

*Q1. What can you do as a student to get selected for the student exchange?*

The staff said beforehand that only students that were not older than 18 years would be selected, so I didn’t expect to be selected. I only did the normal things, like attending YF activities and my homework.

*Q2. Why do you think you were selected?*

I asked but I didn’t get an answer. They have personal criteria that they don’t tell us about.

I accept it as a challenge, I want to be example. Do your best is my motto.

Q3. What reasons did the student coordinator give you for being selected?

No reason

*Q4. How did it make you feel to be selected?*

I was not present when they announced it. I was doing a project at school and was called to come to YF-Student Centre. I was wondering why, but I knew that this is the day of the announcement. I was getting nervous. There was clapping and cheering for me.

I was so happy, I don’t know what to say, because I felt lucky to be the one chosen. Especially because I didn’t expect it.

Sometimes I am late in lessons so I thought somebody else would be selected. But I also had many questions. Can I sleep well when the sun sets so late, can I handle the cold weather? Questions about the food and whether I speak well enough English. Also I worried whether I could join the trip because of the schedule of summer school. For me this is the first time abroad. A once in a lifetime experience. Only the rich can go abroad.

*Q5. How would you have felt if you were not selected?*

Since I was not expecting to be chosen because of the age, I would also be happy for my friends. For a know they bring something back, a present. And also because there are other nice things in the YF program besides the exchange.

*Q6. How did other students react?*

They were more excited than I was. Especially my classmates in college.

They know I have no money and will not be able to buy presents for them all. But pictures are also fine. I gave them drop and made a joke about the taste.

**Deelvraag 3**: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

*Q1.How did you prepare for the exchange?*

There was enough preparation beforehand. Ann and Grace gave a briefing over the trip and every Saturday from last week of February till April we prepared ourselves for the exchange. We practices English and our performance dance.

We could talk with the first batch. Listen to their experiences. Not all of them had the same feelings. Some found it hard to leave, they didn’t want to go home.

Romel had already told us about the smart board, and also about the cold weather.

I had some questions about clothing because of the cold weather. But I was told the Dutch student will give me clothes. My parents told me to be careful.

*Q2. What problems needed solving?*

My parents were exited for me. They had some worries about food, did I have to buy it myself? Because they would not be able to afford for me to buy food in Holland.

Also worries about the cold weather, and they were afraid for me to go flying. They ask me to pray for the journey.

I had to rush because of my schedule in school. That was difficult, I had to finish everything, like my papers and a book review in time. I Worried that I would not be able to go because of that. But I managed in time.

*Q3. What were your expectations about the country, culture en people?*

I expect to speak a lot of English in Holland. So I tried to practice it as much as possible. Also I heard that Holland lies below sea-level. So I did some research beforehand about this. I hoped we would be present at ‘Kingsday’. Expect the Dutch to be throwing tomatoes on the festivities. I expected the Dutch to be funny en talkative, but I was not sure if they can express it because of the different language they also need to speak.

I was interesting to see time change. There is big time difference.

I knew Holland to be a very organized country and was comparing beforehand the Philippines with Holland.

*Q4. How was the accommodation you stayed in during your time in Holland?*

I felt very happy and very special because of the banner they made to welcome us, and because of the breakfast they prepared.

The clothes that were there for us were very nice. Said I could wear everything. I felt very thankful for the room and the bed. It was all heart-warming.

Programma

*Q5.What lessons did you attend?*

Q*6. What do you remember best from the classes?*

I joined the class from Thijs. I liked the smart board. Very high tech. I saw his classmates talking while the professor was teaching. Very different in the Philippines were students listen to professor.

Maybe there is a disadvantage to all the technology because the students see all the info on the smart board and they don’t pay attention anymore to the professor.

*Q7. What classes would you have liked to attend? Or what subject?*

I would have liked to attend Dutch language lesson so I can enhance another language that I might like to learn. Maybe also French or Spanish. To practice vocal pronounce.

*Q8. Which activity or excursion did you enjoy most?*

I enjoyed most visiting the different schools because I got to know other students and bonded with them. I also learned about their opinion about school, friends and so.

*Q9. Which activity learned you the most?*

I saw that students have work. They even wash dishes. So I learned that work doesn’t degrade you. In the Philippines cleaning or gardening is a low kind of job. So people don’t give it a lot of attention or priority to. But in Holland they do.

I learned to be yourself everywhere you go and respect others. Don’t let the opinion of others distract you.

Disabled people even work in Holland. That inspired me very much.

*Q10. Which part of the programme did you find difficult to attend?*

Every day we went to a different family. I was a little nervous. We have to talk about their work, family etc. Ate Ann and Ate Grace relied on me for talking with the grownups. I wonder how can I manage it in English. But then I thought: “I just go with the flow”.

*Q11. Where there other things you would have liked to do, see or experience?*

I would have liked to walk around some more in Amsterdam by ourselves as students. To do some window shopping, go to market place, that sort of things. Just looking around.

*Q12. Has your English improved because of the exchange?*

My conversational English has improved. Also my English writing has become better. I more often use the correct words.

*Q13. How did you get on with the Dutch students?*

I was enjoying every moment when we were together with the Dutch students. We were bonding together, talked a lot.

*Q14. What did you talk about?*

We talked about our friends, songs, places and food. It was easy to relate to them.

*Q15. What did you enjoy most about the contact with the students?*

I enjoyed getting to know them more personally, to learn more about the Dutch culture from them. Understand the differences between our cultures. I can use this knowledge to improve in my life, my work or my country.

I am testing myself how it is for me it to bond with these people. What will happen if I show the real me, or if I act more formal. Or what will happen if I use some of the things now, here in the Philippines, that I have seen in the Dutch.

Dutch are very punctual.

**Deelvraag 4: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?**

Geloofsbeleving

*Q1. Do you attend church?*

Yes.

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

My faith is growing stronger. My parents remind me to pray, even if you have no time pray.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

I experience Gods help lot. When I was in primary school we lived in province. It was a difficult and hard time. There were no jobs and school was far away. My father decided to return to Manila. I prayed every day for his safety. After a while he had enough money to bring us all to Manila.

Now, even though I don’t have enough money, my friends are asking me: “do you need some money?” They are very kind to me and want to help me.

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

I also felt Gods help during the exchange. I felt safety, instead of fear. I feel excitement and joy when I heard about Christine finding her father en Rodel finding his mother. I see that as Gods help.

Also for me in being able to finish things for school in time when it was very difficult, so I could come with the Holland trip.

*Q5. Do you notice difference in how the Dutch students express their faith and the way you are a Christian?*

I found it difficult to talk with the Dutch students about God. Some Christian things that they do, like the donation giving, is the same.

*Q6.Do you know people who do not believe in God?*

A few classmates in college say they don’t believe in God. We are debating about God in class. One boys opinion is: there is no God. Muslim believers are also discussing about God, but also about food. Which food is good or not. Sometimes we have to jump in between, otherwise they would start fighting.

*Q7. Did you notice a difference in the area of religion with the Dutch?*

I saw no statues in church. I guess because it is protestant church. It was the first time I came in a protestant church.

We watched a video connected to the topic ‘who is the hero in your life’. We discussed it together and I said: “God is my number one Hero.”

Eigen identiteit/zelfbeeld

*Q8. How would you describe yourself?*

Simple yet optimistic. I consider myself as friendly easy to bond with and certified food buddy(because I love challenging myself to taste food even the weird one)

*Q9. What did you discover about yourself while you were in Holland? (talents, character, attitude)*

I learned that I was able to express myself in English all in day long and in front of people. That gave me confidence. It makes me feel strong.

*Q10. What are you most proud of about yourself?*

I was surprised that I could relate to the Dutch student in my second language English. And although I was speaking in English, I was still able to make my point in discussions.

*Q11. In what area would you like to grow?*

I would like to grow or to improve more in my studies. Also I want to get more confident in public speaking or speaking in front of many people. But the area which I want would like to grow most is my faith in God because I believe that this 5 letter word can make all things well.

*Q12. What obstacles are there for this to happen?*

Just basic problems that everyone or anyone faces in everyday life. Like financial or health problems. Problems about family, school, etc.

*Q13. From whom or what do you receive the most support in your life?*

Family and YF helped me pay for my education. They give me moral support, help me to keep on going.

*Q14. Who are the most important people in your life?*

My parents are the most important people in my life. Because they are getting older, I want to finish my study as soon as possible so I can pay back to them what they have done for me. I want them to relax. Give them a nice house in the province with healthy air.

*Q15. Do you think differently about certain things since the exchange?*

Yes I do. After my one week stay in the Netherlands, I observed that Dutch people are very conscious about time, they are always on time, and I feel a little bit shy because of that. Because we, Filipinos are known for our Filipino time. So, because saw time management is a big deal, I force myself now to manage my time very well.

*Q16. Has your role in the family chanced since the exchange?*

Sometimes I do household scores. I try to manage my time better.

*Q17. Are there changes in your relationship with your friends since the exchange?*

Our friendship is getting better because I share my experience with them and they are happy for me. And we talk with each other about the day when they will go abroad. They are proud to have a friend who has been places. Now I am the more experienced one when we talk about going abroad. I can speak with authority about this experience.

*Q18. Has your attitude towards school changed since the exchange?*

I am more inspired to finish college and I want to work harder. Put more effort in my study, take more responsibility.

*Q19. Has your role in your community changed since the exchange?*

*No.*

*Q20. Can you use this experience to give something back to your community?*

I want to share about what I saw. I don’t know what people will think of it. But I hope people will learn from my experiences.

Cultuur

*Q21. What are Dutch people proud of or find important?*

First thing: time management. When they announce they leave on eight o’clock they will leave in time or even before. They are organised in time and also their meetings are in time.

The Dutch are open minded, they accept my opinions. Before we went to embassy we had something to eat. Frites. But eating frites does not make me full, and I didn’t really like it. The mother of Mathijs said: “I know Filipinos are not used to throw food away. But me let it throw it away for you.” I was hungry but I liked the kroket much more.

*Q21.a How do you feel about these things?*

The Dutch are very direct. Very different from how we think about manners in the Philippines. If we would tell the truth, or just say what we think, it is considered rude. People will take offence.

We use humour when we want to make a comment on something or someone.

*Q22. What find Filipinos’ important or what are they proud of?*

Filipinos are very hardworking people. We adapt easily to situations. We are easy going and open to other people.

*Q23. What are the big differences between Filipinos and the Dutch?*

The way are countries are governed. When I arrived at the airport I saw everything is in place. Roads and traffic everything was organised. Bicycle lane for slow traffic and another lane for fast traffic. We occupied the whole lane when we were biking in Holland. We were letting people pass but not in the Dutch way. People are looking at us.

Ate Ria, asked me what I notices about the road. I said it is clean and it is organised.

In the Philippines people want things to be better, but they are not willing to pay for it. I think paying taxes is a good system but maybe not 60 percent when you are rich.

We are different because of what we do. The Dutch students work for money. They are an inspiration. But here in the Philippines it is very difficult to find a job and earn some money.

I try to be positive but that is sometimes very hard. Especially when bad things are happening. Problems are building up. Problems at home, at school and no work. I put my attention to positive thing. I see both the good and the bad.

*Q24. What difference was difficult, weird or did you really need to get used to* ?

The food – only drop and herring-. I wanted to try it the first time the offered it, but second time I refused. A difficult moment was when I didn’t dare to throw away the frites. Didn’t know what to do.

A big difference is also the price of the food. It is very high in Holland. Also the prices of clothes are very high. I wondered what salaries people receive in Holland.

New for me was the bicycle lane. We have bikes, but I only used a bike in province. For me the traffic rules were new. Had a hard time to handle the traffic rules. Like knowing on what side of the road to bike.

What I don’t like is the way people act or talk when you don’t know them. I accidently bumped into a girl and she stared sort of angry at me. I saw a lot of grumpy expressions. People look very serious. People in the Philippines are very friendly to strangers. I waved my hand at a stranger and he didn’t respond.

*Q25. Did you discuss during the exchange the problems of Dutch society?*

no

*Q26. What problems did you notice in the Dutch society?*

When Dutch people don’t know you they are not very kind.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

When we were in church, I said to the vicar: “Our place is nice”. The vicar said: “Oh, but that is because you are in the best part of Holland.” I would like to see the poor neighbourhoods in Holland. See the difference between the rich and the poor areas.

*Q28.What does it mean to be poor Holland?*

*Q29. Did you meet your sponsor in Holland?*

I would have liked to meet my donor, to thank him or her for being a sponsor. To tell them their support is not wasted. And when I have job take him or her out for coffee to show my gratitude.

*Q30. Do you think child-sponsors in Holland are poor, middle class or rich?*

I think they are in middle class, but actually I really don’t know because it’s very hard for me to distinguish their status in life. Their status seems the same, almost all of them have cars and a nice house.

*Q31. Can people be rich or poor in different ways?*

You can also be rich in family, in friends, in bonding with others.

The rich have everything but the only problem is their family, and that is often broken.

Being rich means to me, how you will be remembered: by good deeds,

how you have treated others as human beings and respect them.

I heard off a rich men who is the owner of a resort. He was a scavenger who didn’t finishes his study. He said: “Education is not the only key to be successful in life. Education is an advantage to reach goals. But the key is, learning how to apply it.” Education can still be wasted if you have not the right heart, the right attitude. Good character is important. I have learned this myself from experience, movies, documentaries and books. My father reads the bible and is an example for me. My father got a stroke and that has changed him. He gets a bit naughty now but he used to be very strict.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

Yes a big difference actually. The educational system in Holland and the place they are studying is in comparison to Philippines and the college I’m studying much further in terms of technology, facility, etc.

And in life style, they are very rich compared to us. It inspires me to work hard, study wisely, and dream big and to keep in touch with God.

*Q33. In what way do you feel rich in life?*

My family and friends make me feel rich. My friends have a good influence on me. They have helped me with my education. I choose them and they have accepted me. We have no secrets, we do things together, funny en difficult things. We comfort each other. We have bounded.

**Deelvraag 5:** Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

*Q1.Were you homesick?*

No.

*Q2. Have you been ill?*

No.

*Q3. Who or what did you miss most when you were in Holland?*

I missed in Holland my friends, family and rice. I wished my friends would have been there to experience it with me. I kept in contact with them on Facebook. I posted a sunset very late at night.

*Q4. How was your response to the*

*- food: I* liked the Dutch food, but I was sometimes hungry.

*- daily schedule /tempo:* It was very busy but good. We don’t feel any stress, because we were enjoying ourselves. Often time flied.

*- communication:* Not very easy but ok. Asked sometimes Ann or Grace for help.

*- jetlag:* Arriving in Holland I felt it just for two days.

Back in the Philippines it took me a week before I felt normal. Felt tired during the day. Sometimes it is dawn before I fall asleep.

*-other:* I did not like coming back in the middle of the night.

*Q5. Were there times when it was emotionally hard for you?*

When we were leaving I felt sad, recalling the things that we did in the past week. Difficult to leave my new friends. Also exiting to go back home.

*Q6. How was is to say goodbye to Dutch students en coaches?*

*(See answer above / Q5)*

*Q7. How was it to be back in the Philippines the first week?*

Took a week before I could move out of the house. Memories made it hard.

It made me sad to see the souvenirs. When I see them all the memories come back. I put them away in a cupboard. I had to get ready for summer class which was starting for me. I had to put the souvenirs out of side. If I don’t do that it will affect my school. It worked, I was able to put my mind to school.

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1. In what way did you receive support from your supervisor?*

Every day before the day ends we will talk together about how we feel. How we felt about that day, the things we experienced. So I was able to know if the others enjoyed the day, or if they found things difficult, or what they absorbed.

Since we all know what is coming the next day, because we have the program, we can prepare for the next day.

Me and Rodel are the only boys. Better to have also a guy as staff. Because girls are very different from guys.

Would be good for balance. In happy or bounding moments I am not very comfortable.

*Q2. How helpful was the debriefing for you?*

It helps me to open up about my feelings about my stay, my ideas, my experience and what I have learned in Holland. It helps me to share opinions and my observations, whether good or bad.

*Q3. What else would help you to move on?*

It is obvious that anyone needs financial support to do things, but for me what I value most is moral support given by my love ones. This helps me most to do things or to move on.

**Deelvraag 7**: Wat zijn de voordelen en nadelen van interculturele ervaring voor heden en toekomst van de studenten?

*Q1. What has changed since the exchange?*

In the Philippines things are the same. Changes for me: Time is important. I have already practiced to manage my time better. Wake up early and do things in time. This will help me also later in my job. Being in time is important. In Holland I saw the application.

*Q2. Do you feel more hopeful about your future after the exchange?*

Yes, I am inspired by the students. The father of Matthijs is also an engineer. I visited the work of son in law of Ate Ria. I saw a glimpse of my future job when he was handling the software. Was good to see something that related to my course.

*Q3. What are the positive effects on your life because as a result of the exchange?*

To see different cultures and difference in government.

I tell myself: “Believe in yourself, be true to yourself. Be open minded don t forget to respect others.”

I am listening to peoples comments, positive or negative. I will accept what they say, and try to have a more positive attitude towards them.

*Q4. What are the negative effects on your life as a result of the exchange?*

During the exchange I experience and see new things every day. First week I am back it is hard because now everything looks different to me. I noticed things here are not as advanced as in Holland. Our professors are good but why can we not have the same technology? But after week this disappeared. Things were going back to normal.

*Q5. In what way will you in the future be able to benefit from this exchange?*

*(Zie 7Q1)*

Interview B4 – 17

**Deelvraag 1**:Wat is de onderliggende visie van stichting Young Focus om studenten uit haar schoolsponsorprogramma te laten deelnemen aan de uitwisseling?

*Q1. What does it mean for you that you can visit the YF student centre and taken part of the programmes?*

YF is like a second family for me. Because sometimes I have wrong habits and Ate Grace was always there to give me advise. One day I left my home to never go back. Went to Ate Grace and she advised him to go back. Was good advice that helped me to make good decisions. In that way YF is like a second family. They give good advice. Ate Grace helps me always when I have problems.

*Q2. What do you think is the most important message that YF wants to give to the children and teenagers?*

YF is there to help people finish education and help them to pursue this goal. They give financial support those who want to attend college because they know it is so hard for the parents to provide for your children to go to college.

*Q3. How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*

My aunt was afraid for the plane. But she trust I can handle this trip. They trust YF but were also concerned about me. Back when I was nine years old and joining the YF summer-camp she was also afraid for me. That I would have accident or for dangerous situations. She trust YF but she just does not want anything to happen to me.

*Q4. Do you know why YF organises the student exchange? What do you think is their goal ?*

Experience another culture or another country or other people.

**Deelvraag 2**: Wat is de impact van de selectie op de studenten?

*Q1. What can you do as a student to get selected for the student-exchange?*

I don’t do anything because I didn’t think I would go on Holland trip because I was only 3 years in the program.

*Q2. Why do you think you were selected?*

Because I attend all activities. And maybe because I am one of the kids that Groevenbeek sponsors.

*Q3. Did the student coordinator tell you why you were selected?*

No, Ate Grace said the staff selects the students that they think are best. But not necessarily the most intelligent or nicest.

*Q4. How did it make you feel to be selected?*

I was not prepared to be chosen, because I am new in the sponsor program. I was thinking by myself: “ I am not that picture, I am not that picture!”, but finally I saw I was. ( *Students gather together and watch video of a ‘puzzled’ image that slowly turns into a clear image and reveals the selected student.)*

I was surprised and happy because I was chosen out of all students. I felt exited because of all new things I was going to see.

*Q5. How would you have felt if you were not selected?*

Also happy and I would congratulate the ones that would be chosen. It is great that they can have that experience. I was new so I didn’t expect it anyway

*Q6. How did other students react?*

They were happy for me, no negative reactions.

**Deelvraag 3**: Wat waren positieve en negatieve ervaringen van de uitwisseling voor de studenten?

*Voorbereiding*

*Q1.How did you prepare for the exchange?*

As a student of Young Focus , I prepare myself by learning about of house rules and chores so I can help our coordinator in facilitating our daily activity. Also I prepare myself to be more sociable to other students that we might meet in Netherlands.

*Q2. What problems needed solving?*

Processing the papers for my passport. We had a lot of difficulty because I had no papers. I needed my parents signature. It was difficult to find my mother. My parents were not married. That made it difficult. I use my father’s name but for the paper I needed to know the last name of my mother.

Twelve years long I didn’t look for my mother. My mother has a new family. I thought my mother would not want to see me.

My father died when I was four years old. I stayed with an aunt and uncle. Via grandma and uncle YF found my mother.

I went to the province and after 12 years I meet my mother. I am happy to meet her and now I have also met my half brothers and sisters.

I feel now complete because I met more relatives. It is important for me to have family and relatives that I can visit. My mother is still alive. Your family is a treasure here in the Philippines. Amazing to have a big family and to have this reunion!

*Q3. What were your expectations about the country, culture en people?*

I expected to see tulips and sheep and to go horse riding. Rosa promised horse riding when she was her on exchange.

I saw that even the disabled people have a job in Holland.

*Q4. How was the accommodation you stayed in during your time in Holland?*

Beautiful, when entering the room, everything was ‘versierd’, very colourful and lots of food.

Having my own room was especially good. Thomas and I both wanted the big room. we draw lots for the room. In my room I see beautiful trees through the window. Thomas had no view. We shared the room in the end. Thomas could also always come to my room when he wanted to.

Programma

*Q5.What lessons did you attend?*

Physics, technical class

*Q6. what do you remember best from the classes?*

I enjoyed a fun game in physics lesson. You had to fill in the blank. I knew the answers even though I am shy.

*Q7. What classes would you have liked to attend?*

I would have liked to attend sports classes or drawing lessons, we don ’t have that in our school.

*Q8. Which activity or excursion did you enjoy most?*

Excursion to Den Haag I enjoyed the most, the big painting ( Mesdag panorama). It is a real painting. When I take a picture it is as if I am there. I like to paint, but we lack material.

*Q9. From which activity did learned you the most?*

To speak in English to the students in elementary school. I was no longer afraid or shy.

During the exchange I did my best to try new things and explore, and now I am no longer afraid. I gained confidence.

*Q10. Which part of the programme did you find difficult to attend?*

I enjoyed everything

*Q11. Where there other things you would have liked to do, see or experience?*

No.

*Q12. Has your English improved because of the exchange?*

I understand better what people are saying in English. Speaking English also has become better. My English writing has improved much more than my speaking since the exchange. Also because of Facebook. Every day I open my account. I write to the students every day, sometimes several times. And I think really good before I write. I want it to be good.

*Q13. How did you get on with the Dutch students?*

They are like best friends for you, especially Matthijs but also the other ones. They help me to learn to speak English

*Q14. What did you talk about?*

How to play football, teamwork with the game, naughty joking, parties.

*Q15. What did you enjoy most about the contact with the students?*

There are approachable, they listen when we try to share something. The last part of the YF-video we made about my life is emotional. (Rodel meets his mother after 12 years) Many people want to know how my life is now. In church many will listen to my story. I felt that are amazed and inspired by my story. It made me feel happy. I am so happy. Twelve years I have not seen my mother but now this story is an inspiration to others. It is ok I am not the only one. I am ready to expose my story for others so it can be an inspiration. And I hope to give hope for those who have never met the parents.

**Deelvraag 4**: Welke perspectiefveranderingen hebben plaatsgevonden bij de studenten door de uitwisseling?

Geloofsbeleving

*Q1. Do you attend church?*

I am not attending church, but I know God is everywhere and guides us. I know that God was there for me to meet my parents and become part of the Holland trip.

*Q2. Does your faith get stronger or does is disappear to the background when you get older?*

From now one my faith in God is growing because of what has happened to me.

*Q3. Do you experience Gods cares and help in your life? (*Yes*: In what way?)*

I am blessed because the day after coming back from Holland I almost had an accident. I was not thinking, not paying attention when I crossed a very busy road near my house. I feel that God has saved me. There are happening a lot of accidents.

*Q4. Did you experience Gods help during the student exchange?* (Yes; *How?* )

When we were going to church and I prayed that God will help me to speak and share. And I was able to speak because God was there. I can speak now to anyone.

*Q5. Do you notice difference in how the Dutch students express their faith from your way?*

No, their faith is the same, but different churches. No statues in the church. I don’t think they are catholic. (karena en r don’t think that there are Catholics

*Q6. Do you know people who do not believe in God?*

We have people in the Philippines who don’t think there is a God for them. They live on the streets.

*Q7. Did you notice a difference in the area of religion?*

Difference is that people in the Philippines are catholic and Dutch are Christian. I saw inside the church that things are different. Catholics have statues and very old equipment. In Dutch churches you see very modern equipment.

d. eigen identiteit/zelfbeeld

*Q8. How would you describe yourself?*

I am the person who had a dream in my life to help my aunt for what she did for me. Because of her I am now in this position. I want to change and I promised her to finish my education. I am confident and no longer shy to speak English to other people. These changes happened. That is the new Rodel now!

*Q9. What did you discover about yourself while you were in Holland? (talents, character, attitude)*

I am confident and have an active attitude. I want to show the new Rodel, the Rodel that can talk en share with others. On school I was very shy because of a strict teacher. I was afraid to speak in front of the class, because of this strict teacher. I was scared and afraid to say something wrong, because maybe people will make fun of me. I also used to be late in school. My teacher asked: “Why?” I never dared to answer but now I dare to explain myself and I am no longer shy. Also I learned from the Dutch culture how to be in time for school.

*Q10. What are you most proud of about yourself?*

I am able to talk to people without annoying their feelings. I can express myself better. I speak more correct to them.

*Q11. In what area would you like to grow?*

Want to improve myself. To avoid bad friends who have bad influence on me. I have a friend back from elementary school who bullies me. But I also was I bully. We got and still get into fights. I don’t want to get into fights anymore or bully other people.

*Q12. What obstacles are there for this to happen?*

It is hard to avoid this boy, because he was part of a group. But now they go to high school in another area. So now I can avoid them. When I was younger I became part of this group that bullied me in our area so I would not be bullied. But being part of this group made it hard to avoid them and their influence.

*Q13. From whom or what do you receive the most support in your life?*

I receive the most support from my uncle and aunt. My uncle works hard to earn money to go the school. And also to pay for food. Aunt cares for me and talks with me. She said to me: “Rodel, my dream for you is to see you finish school”.

*Q14. Who are the most important people in your life?*

My mother is the most important person in my life. Even though we are separated for many years, because she is the one who gave birth to me.

*Q15. Do you think differently about things since the exchange?*

I see support coming from the Dutch, that is why I want to make all those dreams come true.

*Q16. Has your role in the family chanced since the exchange?*

Is the same.

*Q17. Are there changes in your relationship with your friends since the exchange?*

Same, but I don’t get into fights anymore

*Q18. Has your attitude towards school changed since the exchange?*

Now it is summer vacation. I will find out in June.

*Q19. Has your role in your community changed since the exchange?*

*Q20. Can you use this experience to give something back to your community?*

I hope to help my community to become more clean together. I think it can happen. Because in my building, my uncle, he cleaned the canal (riool) of the building where we live. I didn’t want to help them before when he asked me to help. I was a tiring job. But now I want to help him, and also share what I have learned in Holland with others. I want explore and express to other how we can get this place clean. And practice it myself.

Cultuur

*Q21. What are Dutch people proud of or find important?*

Dutch people find it important to have a clean house. Even young children help the parents to keep the house clean. They help with chores in the house, without making a problem.

*Q21.a How do you feel about this?*

I myself am more lazy and don’t want to help with chores in the house. But know I see it is good because you have an organised and much more beautiful house this way. But still it is hard because I am a bit lazy. I think it is good. It shows how you can keep your house organised and clean.

*Q22. What find Filipinos’ important or what are they proud of?*

Every Filipino loves righteousness, they are obedient, courteous and polite.

*Q23. What are the big differences between Filipinos and the Dutch?*

Big difference is time-culture, Filipino time is being late. When you are in time, you call it Dutch time. If you are late in school in Holland you have to go downstairs and report to concierge. I noticed this time-culture difference more in Holland. Because of course here there are also people who find it important that you are in time. But not as much as in Holland.

Also a difference in the food, they don’t eat rice.

*Q24. What difference was difficult, weird or did you really need to get used to? (Van 3Q6.)*

I found it hard to speak in English to the Dutch because I am not good in English. I always make mistakes. First and second day I didn’t speak English because I am too shy.

I don’t like some of the food, like drop, haring, has a horrible taste.

They have different locks, sometimes hard to open the door. Victorino got locked in the toilet.

*Q25. Did you discuss during the exchange the problems of Dutch society?*

No.

*Q26. What problems did you notice in the Dutch society?*

No problems, the Dutch are sweet and humble. They say many greetings, like “goodnight”.

Rijkdom en armoede

*Q27. Did you see poor people in Holland?*

No

*Q28. What does it mean to be poor Holland?*

I don’t believe there are people who say there are poor. Because all people I have seen can provide for their own living. If you compare our home with their home, we the Filipinos loose.

*Q29. Did you meet your donor is Holland.*

Groevenbeek the school is my sponsor. I met the President of Groevenbeek. We the listen only to him and Ate Ann talked to him.

*Q30. Do you think child-sponsors in Holland are poor, middle class or rich?*

I don't think the child-sponsors are rich. I think the reason they have a good lifestyle is because of their culture, for being organize and responsible for everything. I think they are at the middle class and all are equal in terms of living.

Q31. Can people be rich or poor in different ways?

Some people are rich because of the talents they have.

Dreams can make me rich, because if a finish school I reach this goal, live that life that I dream of.

Poor: People can become poor when they are lazy, those people become poor and waste their money.

*Q32. Do you feel a big difference in lifestyle when you compare yourself with the Dutch students?*

Yes, the Dutch students are very different. They have extra jobs at young age. They are of the same age as we, but in the Philippines I experienced it is hard to find a good job.

Like Matthijs, he can work in the market, Milou is washing dishes. Here you need experience and knowledge you need an educational background before you get the job. So I could do the job but because of these conditions it is hard. They have an advantage in finding a job. They earn money fast.

*Q33. In what way do you feel rich in life?*

If I help other people without asking anything back that makes me feel happy and that makes me feel rich.

**Deelvraag 5**: Waarin uitte zich bij de studenten de cultuurschok en ‘reverse culture shock’?

*Q1.Were you homesick?*

no

*Q2. Have you been ill?*

No, just problems with sleeping because of jetlag.

*Q3. Who or what did you miss most when you were in Holland?*

I missed the food, the rice. Also my friends in the Philippines. And they are really nice friends from Antipolo. We always help each other. And a special friend from YF

*Q4. How was your response to the*

*- food:* The meals were good, I was not hungry.

*- daily schedule /tempo:* The program made me happy.

*- communication:* It was good for me to speak English on Groevenbeek. I was very shy, but if they ask me a question I can give an answer.

*- jetlag:* I suffered jetlag. I had difficulty with to sleeping. Wake up very early in the morning. But the tiredness is a small problem, I forgot about it because I had a good time.

*Q5. Were there times when it was emotionally hard for you?*

It was hard to realise that this experience is only one week. Only one week together with the Dutch students. I was sad, I was crying a little two days at night.

*Q6. How was is to say goodbye to Dutch students en coaches?*

Very emotional. The four students came to the guesthouse they gave us a goodbye message. The four Dutch and the four Filipinos, all were crying. Milou gave me a letter with a picture of the eight of us. Her message is that I am a special person because first part of week I was shy but later in the week I was very different.

*Q7. How was it to be back in the Philippines the first week?*

Difficult, in the plane I was very sad. Every sunset I think back of the sunset in the plane. Very difficult because it will take so many years before I will see them again. But I will see Matthijs if he passes his exam. Then he will come to Manilla. That makes me happy because M. and also his mother promised me already that we will see each other again. M. said: “Rodel, we will meet again.”

We arrived in middle in the night and all the student went straight home. There was no meeting. We would just say goodbye to Ann and Grace. The parents of the students were waiting for us. It was good for me to go home, I wanted to see my aunt and uncle. It was not difficult to come back home.

When I was back in the Philippines I had a hard time getting to sleep because I had to think so much about Holland. I told the others of my batch: “Don’t think of Holland or you won’t fall asleep.” It was difficult the first two days. I had trouble with jetlag.

Even now, after a month, things are not normal. My soul and mind are still in Holland.

**Deelvraag 6**: Op welke gebieden is van begeleiding/coaching waren het meest ondersteunend voor de studenten en wat werd er gemist?

*Q1. In what way did you receive support from your supervisor?*

Ate Ann, told me to go and speak with the Dutch. Enjoy this week enjoy the moment, go and speak to the Dutch. Ate Grace told me she wants to see the old .... “Where is the old … who can talk to anyone?” Was a good encouragement for me to get over my shyness.

Also with waking up I needed a bit of help. But normally in the Philippines I get up earlier. Hard for me to wake up after I had finally fallen asleep.

I can’t tell the others. Don’t want to tell the others in the group that I was crying in the evenings because I know I will miss the students when this week is over. Crying is a big deal, not good for boys. Real man do not cry.

I felt I was keeping more to myself because I don’t want to express these feelings, they are to personal. I think Ate Ann would have given good advice if I had told her, but I think I can handle it myself.

*Q2. How helpful was the debriefing for you?*

We talked a few times together as a group.

Nice to compare the feelings with the first batch. So now we understand why they had these mixed feelings- happy and sad. And they understand our emotional feelings.

*Q3. What else would help you to move on?*

Debriefing in Antipolo (at house of Paul) was the first and only debriefing we have had.

Was good and enough, also because we talked a lot with the first batch among ourselves.

**Deelvraag 7**: Wat zijn de voordelen en nadelen van interculturele ervaring voor heden en toekomst van de studenten?

*Q1. What has changed since the exchange?*

I am better with time, arrive more in time. I am no longer fighting. Dare to speak up more.

Before I would never talk without having a specific reason to people. Now I feel more confident. I talk to people in my neighbourhood and feel more free to talk with other people without any hesitation. I am no longer lost for words. Also I am more friendly to people because I have seen how people in Holland are so approachable. The Dutch were also willing to listen to me. So I changed my mind, I want to do the same to people here in the Philippines.

*Q2. Do you feel more hopeful about your future after the exchange?*

Yes, I feel more hopeful after the Holland trip. I will add the experience to my life to reach my dream. I am inspired because of the events during the experience. Like finding my mother, the support I received from my aunt, but also the trip itself. I promised myself to go back to Holland, and that motivates me to work really hard.

*Q3. What are the positive effects on your life because as a result of the exchange?*

Now my papers are ok and I have a passport. Also I have been reunited with my family.

*Q4. What are the negative effects on your life as a result of the exchange?*

No negatives.

*Q5. In what way will you in the future be able to benefit from this exchange?*

I don’t know what Gods plan is for me but I know He will provide what is good for me in His time. God is like a father, and Jesus is more like a brother to me.

I learned this through the exchange. First time I expected to be on that batch. I really wanted to go on that team. That time I was too young because Paul said only students of the higher grades will go. So now I know God will give in the right time what is good for me.

# **Bijlage II Interviewschema’s**

**4. Visie van stichting Young Focus**

**4.1 Missionair paradigma**

Interviewschema 4.1

|  |  |
| --- | --- |
| 4.1 | *What does it mean for you that you can visit the YF student centre and taken part of the programmes?*  Fragmenten interviews uit bijlage 1 deelvraag 1.Q1 of anders aangegeven. |
| G1    G2  B1  B2  G3  G4  B3  B4 | * G1: For me this is a big support. Moral support, emotionally and spiritually. Also financial support because they helped with my education. I receive advice, they help you to not get into trouble or ending up in difficulties. They help you with whatever you want.   1.Q2: I thought after high school you need to go to work. Through YF I learned about the possibility of college. A lot of children joined the YF program in our community and now also in our community people talk about the possibility of going to college. I am the first one in my family to go to college.   * G2: So thankful, because of everything I can experience, and because I can continue to study. My parents would not be able to send me to college. * B1: It helps me to be better at school, it gives me an advantage. I do better than other students in my class. * B2: A help to pursue my dreams and be able to study. * G3: For me it is important because I learn a lot. To have English tutorials was great experience. * G4: Very important because without YF I would not go to school, have no new experience and no new friends. The best thing that happened to me is to go to other country. * B3: Big help, makes me life, especially my study easier. But YF gives me also moral support. They are like a second family. When I compared it to other scholarships it is very different. In YF you learn but you also have fun. They are like a mother teaching a child to walk. * B4: YF is like a second family for me. Because sometimes I have wrong habits and Ate Grace was always there to give me advise. One day I left my home to never go back. Went to Ate Grace and she advised him to go back. Was good advice that helped me to make good decisions. In that way YF is like a second family. They give good advice. Ate Grace helps me always when I have problems. |

Soorten van ondersteuning die studenten ontvangen van YF

**4.2. Toegevoegde waarde van uitwisseling**

Interview schema 4.2

|  |  |
| --- | --- |
| 4.2 | *How did your parents/caretakers feel about you taking off to Holland and leaving you in the care of YF?*  Fragmenten interviews uit bijlage 1 deelvraag 1.Q3 of anders aangegeven. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1: They did not find that difficult. They trusted YF, and see the exchange as an opportunity for me. They were very happy for me. YF is famous in our community. It is like good news when they see a social worker of YF knocking on doors. They know this will bring good opportunities for their children. * G2: They were happy for me to have the experience. They trust YF. They just say: take care of yourself. * B1: My parents did not worry but are happy for me and felt blessed that I, their child, was going to this other country. * B2: They were nervous and afraid, but they trust YF and were more excited than me. I was the one who would be the first to go the other country. * G3: Not worried. They trust YF because they know YF will take care for me. Staff is always there to take care of us. But they missed me. * G4: Felt worried and afraid. But also happy for me to have this experience. When I was selected Ate Ann and Ate Grace explained very carefully about the trip to my parents. * B3: They trust YF they know staff, have good relations. They told me to take care and pray.   3.Q2 My parents were exited for me. They had some worries about food, did I have to buy it myself? Because they would not be able to afford for me to buy food in Holland.  Also worries about the cold weather, and they were afraid for me to go flying. They ask me to pray for the journey.   * B4: My aunt was afraid for the plane. But she trust I can handle this trip. They trust YF but were also concerned about me. Back when I was nine years old and joining the YF summer-camp she was also afraid for me. That I would have accident or for dangerous situations. She trust YF but she just does not want anything to happen to me. |

Vertrouwen in Young Focus

Angst, bezorgdheid

**5. Impact van de selectie op de studenten**

**5.2 Impact van bekendmaking van de geselecteerde studenten**

Interview schema 5.1

|  |  |
| --- | --- |
| 5.1 | *Welke gevoelens maakte de selectie voor vertrek los bij de geselecteerde studenten?*  Fragmenten interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-2.Q4:Happy because first time going abroad, first time having a passport. Proud because I was the first one to go of my family.   3Q1: We had English study because we were shy, scared to fail or say wrong words and don’t talk good English. I was amazed that Holland was below sea level, made me a bit scared that perhaps the wave will wash me out. But when we were there I forgot all about it because we were so happy when we go out.  3.Q5: I had a big problem with my papers. I had no birth certificate. I was afraid that I would not go in the end.   * G2-2.Q4: Happy and excited. I was very happy to be selected to go on the Holland trip. Happy, because for me it is the first time to go to another country. Excitement: because it is new place. I can meet new friends and new people. I was not afraid beforehand to speak to the Dutch because I know they speak English.   At the same time I feel afraid because I will fly in an airplane for the first time. I have worries about the long flight and a fear of flying. I had a nightmare. There were big clouds, the plane was shaking and we had to fly through the clouds. I haven’t told anybody about this nightmare because I didn’t want to frighten them. I was excited but also afraid to go to Holland. Afraid because I don’t know what is going to happen. Many question marks. Can I manage with the language. I don’t speak English very well, and I am afraid to speak in public. I will have to eat different food and I am not familiar with the customs of the country. It will change my life. The whole experience will offer new perspectives.  4.Q25: I was afraid whether the land could get flooded because it the Netherlands is below sea-level. I felt same sort of fear as for a tsunami. But I kept it to myself.   * B1-2.Q4: Happy, because this is the first time I would go abroad. Happy because of the opportunity to experience different things. Before the exchange I was having a rest of my work at the charcoal area. I was sitting down at night and looking up in the sky I saw an airplane. I praised the lord that I will fly in an airplane someday. And then it happened, I got selected. But it was much earlier than I had ever suspected. I thought maybe when I grow up and have a job.   3.Q2: For me to learn to speak basic English to the Dutch. Needed to get extra clothes for the Dutch weather.   * B2-2.Q4: I can’t speak or stand after the announcement. Then lot of students cheered for me. Then Ate Grace helps me to stand up and go the stage. Many mixed emotion. Happiness, shock. When Paul revealed what we would possible do I got very excited. I am proud that YF trusted me to go to Holland. I feel I am ambassador of the Philippines in Holland * G3-2.Q4:Very happy because it is the first time ever to go to another country. My father was very happy because he felt his dream for himself came true in me. I felt exited because I felt so blessed to be part of the trip. I feel it as a reward from God for everything that happened before. I was also afraid to fly and worried if I could manage with all these Dutch people. I worry because I don’t speak good English * G4-2.Q4:Exited, first time for me to go abroad, but it was unexpected because Christine had already been selected but was not able to go. Nervous: first time to go on the plane.   3.Q2: I had no passport. I was a little bit afraid, because the other girl, Christine my friend, was not able to get her papers in time.   * B3-2.Q4: I was so happy, I don’t know what to say, because I felt lucky to be the one chosen. Especially because I didn’t expect it. Only the rich can go abroad. But I also had many questions. Can I sleep well when the sun sets so late, can I handle the cold weather? Questions about the food and whether I speak well enough English. Also I worried whether I could join the trip because of the schedule of summer school. For me this is the first time abroad. A once in a lifetime experience. Only the rich can go abroad.   3.Q2:I had to rush because of my schedule in school. That was difficult, I had to finish everything, like my papers and a book review in time. I worried that I would not be able to go because of that. But I managed in time.   * B4-2.Q4: I was not prepared to be chosen, because I am new in the sponsor-program. I was thinking by myself: “ I am not that picture, I am not that picture", but finally I saw I was. I was surprised and happy because I was chosen out of all students. I felt exited because of all new things I was going to see   3.Q2: (*What problems needed solving?)*Processing the papers for my passport. We had a lot of difficulty because I had no papers. I needed my parents signature. It was difficult to find my mother. My parents were not married. That made it difficult. I use my father’s name but for the paper I needed to know the last name of my mother. |

Opwinding

Blijdschap

Angst /Bezorgd/ nerveus

Trots

Verbaasd/verrast

**5.3 Gehanteerde criteria**

Interview schema 5.2

|  |  |
| --- | --- |
| 5.2 | Waarom studenten dachten geselecteerd te zijn.  Fragmenten interviews uit bijlage 1 deelvraag 2.Q2. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1: Because I always go to the meetings of YF and I proved to be a good leader. I think that was to my advantage to become part of the team. * G2: It’s like a price that you can win. All students in the group have a chance. In my mind, not because they told me, but in my mind, I think they chose me because I was always attending the programmes from YF and was active at student centre. And I have a good performance in school. * B1: I was aggressive to attend the programmes in the hope to get selected * B2: No idea, a lot of students were active. * G3: Maybe because I am humble, and because I pursue my study. And for the commitment I show. I think the special criteria they look at is the way you live. * G4: Attendance and good rating at school * B3: I accept it as a challenge, I want to be example. Do your best is my motto. Sometimes I am late in lessons so I thought somebody else would be selected. * B4: Because I attend all activities. And maybe because I am one of the kids that Groevenbeek sponsors. |

Deelname aan activiteiten

Andere reden

**5.4 Impact van de reacties van omgeving**

Interview schema 5.3

|  |  |
| --- | --- |
| 5.3 | *How did other students/friends react?*  Fragmenten interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-2.Q6: My friends, they are all happy for me. Within YF some students were indeed sad, and disappointed and jealous. I remember there was talk that some students were critical about ….. en me. They said that we did not deserve the price. That hurt my feelings.   2.Q4: My family is proud and happy for me that I can go on such a young age abroad. Some of them are older but are not able to go abroad.4/Q17: friends are amazed that I was going abroad at such a young age. They are happy for and proud for me.   * G2-2.Q6: My friends were happy because they know I will bring something back for them. They expect a gift from me. I had not enough money so I was little frustrated. * B1-2.Q6: They (students) were happy for me. * B2-2.Q6: They (students) were happy for me, they cheered for me. * G3-2.Q6: Some are happy for me, others jealous   4.Q18: *(at school)* I try to be keep quiet, and talk not too much about Holland because they may not want to hear about it. They may think I am boastful.  7.Q4: Felt some students were jealous of me. I still feel this is something that is between us.   * G4-2.Q6: Some were jealous because I was going abroad. My friends were honest about their feelings. They told me they were jealous. But after a while things were the same again, they are also sweet again. * 2.Q6: They were more excited than I was. Especially my classmates in college. * 2.Q6: They were happy for me, no negative reactions. |

Positive reacties

Negatieve reacties

**6. Persoonlijke ervaringen**

**6.1 Zelfvertrouwen**

Interview schema 6.1

|  |  |
| --- | --- |
| 6.1. | What did you discover about yourself while you were in Holland?  Fragmenten interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-4.Q9: I discovered that I am vocal, I can speak very fast even in English. Good to hear this from the Dutch. I felt I could speak fast and my English is good. My self-confidence grew. I dare to speak now because I got confidence in my English. Before I was shy, I didn’t want to speak it because I thought my English was not good. I was afraid to make mistakes. But now I know: if I practice I can get good. * G2-4.Q9:I discovered I am stronger than my fears! * B1-4.Q9:I am good in dancing. I danced always but now I know I am good at it.   4.Q15: I have greater confidence since the experience of the exchange. In the future I don’t want to just travel in the Philippines, but also go to other countries.   * B2-4.Q9: I found I had the self-confidence to talk with Dutch people.   4.Q15: I think before I had simple dreams and now I still dream about the same things (like becoming a police officer) but I liked to grow a little bit in status. Just a level higher.  4.Q32: At first I had a lot of fear of speaking in English with the Dutch students. But after a while I noticed it is not hard but easy to understand. Then I experienced we are the same, we are equal people.   * G3-4.Q9: I have grown in self-confidence. I can speak, make good conversation with Dutch people. That was a discovery. I was more organised during the trip than I am at home. I see how organised the houses of the Dutch were. * G4-4.Q9: I discovered some new talents. I am a good dancer. I am also patient (we had to wait every now and again) and a good listener. * B3-3.Q10: Every day we went to a different family. I was a little nervous. We have to talk about their work, family etc. Ate Ann and Ate Grace relied on me for talking with the grownups. I wonder how can I manage it in English. But then I thought: “I just go with the flow”.   4.Q9: I learned that I was able to express myself in English all in day long and in front of people. That gave me confidence. It makes me feel strong.   * B4-3.Q9: To speak in English to the students in elementary school. I was no longer afraid or shy. During the exchange I did my best to try new things and explore, and now I am no longer afraid. I gained confidence.   4.Q9: I am confident and no longer shy to speak English to other people. These changes happened. That is the new *B4* now!  I am confident and have an active attitude. I want to show the new *B4*, the *B4* that can talk en share with others. On school I was very shy because of a strict teacher. I was afraid to speak in front of the class, because of this strict teacher. I was scared and afraid to say something wrong, because maybe people will make fun of me. I also used to be late in school. My teacher asked: “Why?” I never dared to answer but now I dare to explain myself and I am no longer shy. Also I learned from the Dutch culture how to be in time for school. |

Groei van zelfvertrouwen

Angst en onzekerheid

**6.1.1 Contacten met Nederlanders**

Interview schema 6.2

|  |  |
| --- | --- |
| 6.2 | *What did you enjoy most about the contact with the students?*  Fragmenten interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1- 3.Q15: They are approachable. Willing to understand what you are trying to say. They listen to your story, really want to know and are patient with us when we find it hard to find English words.   4.Q9: I discovered that I am vocal, I can speak very fast even in English. Good to hear this from the Dutch.  5.Q6: Even in short time we got to know them. They were funny the feel like friends.  7.Q1: I feel much more comfortable to talk to foreigners in English. I feel more confident, not afraid to make mistake. The Dutch showed that they were interested in us. It did not matter how we talked, the did not care about how good our English was. They wanted to communicate.   * G2-3.Q15: To mingle, and to make the picture with the 8 students of the exchange. * B1-3.Q15: Sometimes they speak to me in sign language. So I can understand the conversation even though I am not good in English. It makes me happy that they do that, I like the sign language. * B2-3.Q15: They are always asking whether I liked their country. They really wanted to know. I had a lot of fun because we are of the same age, both teenagers. So we do understand each other.   5.Q6: They are my friends because I know I am special to them as well.   * G3-3.Q5: We had a big meeting at Groevenbeek. That first time that I could speak with other Dutch and I really like that. At first I didn’t want to, because a would fail because of my grammar. But then Dutch start with easy questions. I see I can speak and I have no more fear. And then we had to rotate and talk to another person. When I talked I see they don’t judge me but really want to know my story. That gives me confidence. I see also other Dutch people struggle. That makes me feel good, we share the same feelings.   3.Q15: I always wanted to carefully construct my sentence because I did not want to say things wrong. So that is why it was sometimes silent for a while. But when we visited the families of the students, there would sometimes be games and that helped us to bond together. During dinner we talked a lot about the food and how it was prepared.   * G4-3.Q15: The last day, the last karaoke party I enjoyed most because the friends of Rosa and Milou came to me and the came to hug me and they were very friendly to me. They feel like friends. I taught them some dance steps on the smart board, and they joined in. They also asked my Facebook account. I enjoyed making new friends. I still talk with them on Facebook. When they are chatting to me they always use google translate to talk to me, because it is also hard for them to speak English. It feels good to have friends. * B3- 3.Q13: I was enjoying every moment when we were together with the Dutch students. We were bonding together, talked a lot.   3.Q15: I enjoyed getting to know them more personally, to learn more about the Dutch culture from them. Understand the differences between our cultures. I can use this knowledge to improve in my life, my work or my country. I am testing myself how it is for me it to bond with these people. What will happen if I show the real me, or if I act more formal. Or what will happen if I use some of the things now, here in the Philippines, that I have seen in the Dutch.   * B4- 5.Q6: Milou gave me a letter with a picture of the eight of us. Her message is that I am a special person because first part of week I was shy but later in the week I was very different.   7.Q1: Also I am more friendly to people because I have seen how people in Holland are so approachable. The Dutch were also willing to listen to me. So I changed my mind, I want to do the same to people here in the Philippines. |

Ervaren interesse

Ervaren vriendschap

**6.1.2. Groei in taalvaardigheid.**

Interview schema 6.3

|  |  |
| --- | --- |
| 6.3 | *Has your English improved because of the exchange?*  Fragmenten interviews uit bijlage 1 deelvraag 3.Q12 of anders aangegeven. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * My conversational English has improved 80 %. My English writing is about the same.   4.Q18: My confidence in English has grown. I speak more English even when people tease me and say “why are you still speaking English!?” Students react a bit funny when you talk in English to them. It is more normal for us to speak Tagalog.   * Conversation in English is a lot better. My writing is better. Not as much improved as my speaking. Everybody around me is speaking English so I am motivated to learn English. * My English conversation and writing is improved. * 4.Q32: At first I had a lot of fear of speaking in English with the Dutch students. But after a while I noticed it is not hard but easy to understand. Then I experienced we are the same, we are equal people.   My conversational English improved but after going home I lost it because there are not so many people around that I can talk to. My English writing improved. It is good for me to speak English. It can help me in my life.   * My Conversational English has improved a little; even though I cannot speak correctly I still dare to speak. I understand English but cannot always express myself. My English writing has stayed the same. * My conversational English has improved. My English writing is better. It improved because I write in English to the Dutch students on Facebook. * My conversational English has improved. Also my English writing has become better. I more often use the correct words. * I understand better what people are saying in English. Speaking English also has become better. My English writing has improved much more than my speaking since the exchange. Also because of Facebook. Every day I open my account. I write to the students every day, sometimes several times. And I think really good before I write. I want it to be good. |

Verbetering van spreekvaardigheid Engels

Verbetering schrijfvaardigheid Engels

Geen verbetering

**6.1.2. Groei in taalvaardigheid.**

Interview schema 6.4

|  |  |
| --- | --- |
| 6.4 | Engels bij aanvang uitwisseling  Fragmenten interviews uit bijlage 1. |
| G1  B1  G3 | * G1-3.Q3: All of us were shy. We cannot talk English because we were scared and afraid to get it wrong. We had English study because we were shy, scared to fail or say wrong words and don’t talk good English * B1-3.Q15: Sometimes they speak to me in sign language. So I can understand the conversation even though I am not good in English. It makes me happy that they do that, I like the sign language. * G3-3.Q1:Conversational language class […] helped to improve my grammar. I had little knowledge of English.   4.Q4: The first days I felt down because I was not able to answer the Dutch people in English. I prayed to God help me so I can share my story. After that, the next time I was not shy but I could answer the questions. So during the whole week I felt God was there to help us tell our story and talk English. |

**6.2 Programma**

Interviewschema 6.5

|  |  |
| --- | --- |
| 6.5 | *Which activity or excursion did you enjoy most?*  Fragmenten interviews uit bijlage 1 deelvraag 3:Q8*.* |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1: Amsterdam! Not because for going around to see sides. Good to see positive and negative sides. They showed me one street I will never forget, the ‘red light’ area. Ria (*teacher and supervisor Groevenbeek*) said: “We will also show you the negative sides of Holland”, but for me it was not negative. I didn’t think it was sad because I think it is better to show prostitution. Like in your country it is free on the street. Here in the Philippines prostitutes are hiding because they are afraid en ashamed. But in your country it is free, that is good. I talked about it also with my friends. In a lot of countries prostitution is hidden and that is not good for the prostitutes. * G2:Horseback riding, because it is the first time for me. * B1: When we have dinner with the different families of the student. Because I know the student already a bit. But by coming to their house, talking with their families I get to know them even better. See how the live, meet their parents. * B2:I didn’t want to miss out on anything of the program, because I know I need to enjoy everything. I would have regrets If I would miss out on anything. I enjoyed the last activity of going to Amsterdam the most. Because a lot of people are around, I enjoyed the busyness of the city. I enjoyed going to your capital city. Also I liked that the families of the students came with us. * G3: I enjoyed everything, but most our visit to the *Zuiderzee* museum with all the historical things.   Was also funny to see that the sheep were not afraid of all the people.   * G4: I enjoyed it very much to play the difficult games that the Dutch prepared for us. Like walking in long shoes, push cart, etc. Because it was first time to wear the wooden shoes, to do the games and it was the first time we socialised with the students and the games were a good way of getting to know them We had a lot of fun together. Falling over each other.   Also enjoyed visited the palace of the king in Den Haag en visiting Amsterdam.   * B3: I enjoyed most visiting the different schools because I got to know other students and bonded with them. I also learned about their opinion about school, friends and so. * B4: Excursion to Den Haag I enjoyed the most, the big painting ( Mesdag panorama). It is a real painting. When I take a picture it is as if I am there. I like to paint, but we lack material. |

Van contact met Nederlandse studenten en/of hun families werd het meest genoten

Andere activiteit waar het meest van genoten werd.

Interviewschema 6.6

|  |  |
| --- | --- |
| 6.6 | *Which activity learned you the most?*  Fragmenten interviews uit bijlage 1 deelvraag 3:Q9 of anders aangegeven. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1:The ‘fun-run’. Raising money. Once we opened the fundraising program in Groevenbeek. I liked that because I learned the strategy to raise money. Even when you have no money yourself you can raise money in different ways. * G2:When we go to Amsterdam with all the families I learned how busy they are, how hard they need to work. They give one day to spend especially with and for us. I am thankful and they make us happy. * B1: About how people live, there lifestyle. Meet the sponsors of YF. I am inspired myself to give to people because of their example. * B2:I learned a lot about time management. I saw that the Dutch were on time. To be in time is good when situations are important. But it is not always necessary to be in time. I apply this also now in my own life. * G3:Not an activity but meeting the Dutch learned me the most. The way in which people are approachable and hospitable. Especially the families. We make conversation sitting around the table for a meal. When I came back this is the thing I want to tell my family and friends about. At home we have already practiced this gathering and eating around the table. I want to share this with siblings, learn them to be friendly and kind because I have seen this in Holland. That was the most important experience that I wanted to share. How it is to be like a Dutch family.   And a lot of kids are willing to help others in their own way. Even when they are young they can help others through charity. That is what I learned.  4.Q15: even young people in Holland can help us because they earn some money.  4.Q19: What I have learned in Holland I can share with my friends. Also in church being clean in everything. When you look at our community it is not very clean. But I start cleaning in church. Dusting, picking up paper. Pastor is joking about me being so organised.   * G4:The meeting with the other sponsors. I found out how it works with the sponsoring, to be more responsible.   It inspired me to see how they work. The Dutch, also the students, they take responsibilities and make a lot of effort to find ways to help YF.   * B3: I saw that students have work. They even wash dishes. So I learned that work doesn’t degrade you. In the Philippines cleaning or gardening is a low kind of job. So people don’t give it a lot of attention or priority to. But in Holland they do.   I learned to be yourself everywhere you go and respect others. Don’t let the opinion of others distract you.  Disabled people even work in Holland. That inspired me very much.  7.Q3:Yes, I am inspired by the students. The father of M. is also an engineer. I visited the work of son in law of Ate Ria. I saw a glimpse of my future job when he was handling the software. Was good to see something that related to my course.   * B4-3.Q9:To speak in English to the students in elementary school. I was no longer afraid or shy.   During the exchange I did my best to try new things and explore, and now I am no longer afraid. I gained confidence.  7.Q1: Also I am more friendly to people because I have seen how people in Holland are so approachable. The Dutch were also willing to listen to me. So I changed my mind, I want to do the same to people here in the Philippines. |

Leren door contact met de Nederlanders

Leren over fondsenwerving

Interviewschema 6.7

|  |  |
| --- | --- |
| 6.7 | Feedback van YF-Studenten over de lessen op school: *What do you remember best from the classes?*  Fragmenten interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-3.Q5:I remember birdwatching, that is cool. First time I saw wild, colourful birds […], here we have only black white.   Class on globalization, we go to a room and discuss economics. I can’t speak. So afraid to talk in English because I was afraid they would not understand my accent. And they are all much younger but speak better English but they don’t understand me. I am the only one in small group with 6 boys and they look strange at me. I can see that they don’t understand me. My self-esteem was low, better to talk with older students because they understand better what I try to say.  3.Q6*:* Globalisation, even though I was not doing good. They listen to our stories about the Philippines. And it was unforgettable, in a good way. They are amazed about our personal stories , because we were poor and still study. Some boy is amazed, we study although we have no money and no school supplies. One boy got really inspired by our stories.   * G2-3.Q5: The group that I belong to was about mining. And I attended biology.   3.Q6: I told the students about mining. I liked to show how we, the Filipinos mine for gold. I feel proud of my country.  I also liked the lesson with the video with the famous song.   * B1-3.Q5: I remember and enjoyed our performance of our cultural dance in Groevenbeek. I enjoyed it, because a lot of people were there and they were very supportive to us. I didn’t expect such a big group.   When we had a class in Biology, I would have liked to mingle a bit more with Dutch.  I liked also the basketball.  3.Q6: I remember best the lesson on globalisation: in that lessons I understood how globalisation works. We talked about import and export. I could follow it because of the visual presentations.   * B2--3.Q5: We attended geography with Dannick. We were separated as Filipinos and I became part of a group of Dutch girls. I felt confident and became even more confident as we were speaking together.   3.Q6: In biology class where we share about the Philippines. Because we have a lot of birds here in Philippines and they wanted to know about these birds. We also go outside to watch different birds. Like doves, swan and ducks.   * G3-3.Q5: We had a big meeting at Groevenbeek. That first time that I could speak with other Dutch and I really like that. At first I didn’t want to, because a would fail because of my grammar. But then Dutch start with easy questions. I see I can speak and I have no more fear. And then we had to rotate and talk to another person. When I talked I see they don’t judge me but really want to know my story. That gives me confidence. See also other Dutch people struggle. That makes me feel good, we share the same feelings.   3.Q6: In physics, I but also the Dutch students felt bored. The Dutch were using their cell phones and not listening.   * G4-3.Q5: I joined biology and English class.   3.Q6: The English Class. Especially liked ‘speed time’ during English class. Getting to know the students during short conversations. But I found the Dutch boys were shy to talk to.  I like the students in Biology class. Because the students in biology were very curious about the topic. We talked about the difference between the two countries. The difference between Pilipino and Dutch culture.  Dutch mentioned that the weather in Philippines was weird, so very hot al the day. Also the noise in the city they found weird. In their school the English teacher was so hard to understand and he was very strict. His way of speaking was not nice. He ate his words.   * B3-3.Q6: I joined the class from Thijs. I liked the smart board. Very high tech. I saw his classmates talking while the professor was teaching. Very different in the Philippines were students listen to professor.   Maybe there is a disadvantage to all the technology because the students see all the info on the smart board and they don’t pay attention anymore to the professor.   * B4-3.Q5: Physics, technical class.   3.Q6: I enjoyed a fun game in physics lesson. You had to fill in the blank. I knew the answers even though I am shy. |

Vakken

Positief ervaren

Negatief ervaren

Interviewschema 6.8

|  |  |
| --- | --- |
| 6.8 | *What classes would you have liked to attend? Or what subject?*  Fragmenten uit interviewsuit bijlage 1 deelvraag 3.Q7. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1:Classes like chemistry lab and cooking class in Dutch cooking, working with all sort of appliances. * G2: Music. I like music and I like to sing or play the guitar or dance lessons. * B1: But I also would have liked to play a musical instrument. Piano lessons or drums. * B2: I would have liked to try ice-skating. * G3: Physical education. Put out trolley cars. * G4: I would have liked to go to mathematics, to know the difference in way of teaching between Holland and the Philippines on the subject. We could not choose what classes to attend, just had to follow the teacher. They did not ask us what class we would like to attend. I would have liked that opportunity: but I didn’t expect it and it was ok to go to one class. * B3: I would have liked to attend Dutch language lesson so I can enhance another language that I might like to learn. Maybe also French or Spanish. To practice vocal pronounce. * B4: I would have liked to attend sports classes or drawing lessons, we don ’t have that in our school. |

sport

muziek

anders

Interviewschema 6.9

|  |  |
| --- | --- |
| 6.9 | *Q11. Where there other things you would have liked to do, see or experience?*  Fragmenten interviews uit bijlage 1 deelvraag 4.Q11 |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1: To do some more biking during the stay. Riding on the special lane we don’t have that in Philippines. You can go everywhere with your bike in Holland. * G2: Flowers: (keukenhof), snow, the big flakes. * B1: I would like to visit Amsterdam Arena, the sport stadium. I would have liked to make a snowman. * B2: I would have liked to have gone to the Zoo. To see a lot of animals and to compare them with the Filipino ones. * G3: Mountain tracking, more adventures activities, being outside in nature. At first I didn’t know there were no mountains. I enjoyed biking when we went to house of Rosa. The house had a garage with two horses. I could ride a horse. It was an amazing experience. All the students tried it. * G4: “I Amsterdam”: when we visited I saw the big letters. I would have liked to take a picture of us near those big letters. We did not ask Ria. * B3: I would have liked to walk around some more in Amsterdam by ourselves as students. To do some window shopping, go to market place, that sort of things. Just looking around. * B4: No |

Sport-gerelateerd

Anders

**6.3 Geloofsvertrouwen**

Interviewschema 6.10

|  |  |
| --- | --- |
| 6.10 | *Did you experience Gods help during the student exchange?* (Yes; *How?* )  Fragmenten interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-2.Q5 I gave my best to be selected. I prayed so much and ask my friends to pray, I did my best.   In getting the papers and the passport. Because the papers that we had, were not legal. My birth certificate was not legal. Only my mother knows what has happened. But she has died in 2008, before the exchange. I was 20 and still not having good papers. They were all fake. Had many questions, that only my mother could explain. See Gods hand in helping to provide.   * G2-4.Q4:He guides us as students to have a save journey. We are save in Holland. He helps us to do things better, like our performance at the schools.   I pray before I go to sleep. Every morning we also pray together as a group.   * B1-2Q4: Before the exchange I was having a rest of my work at the charcoal area. I was sitting down at night and looking up in the sky I saw an airplane. I praised the lord that I will fly in an airplane someday. And then it happened, I got selected. But it was much earlier than I had ever suspected. * B2-4.Q4:Yes when we were in church. I felt so emotional I felt the presence of God. Yes I cried because I wanted to be thankful for what God had given me in that time. And also the support I received of the families. I felt so blessed. And to see a lot of people that wanted to help us. * G3-2.Q4: I feel it as a reward from God for everything that happened before. I was happy and excited to be selected because I am never lucky with things were you can win a prize.   Yes, the first days I felt down because I was not able to answer the Dutch people in English. I prayed to God help me so I can share my story. After that, the next time I was not shy but I could answer the questions. So during the whole week I felt God was there to help us tell our story and talk English.   * G4-4.Q4: In the processing stage with the papers and passport for the trip, the head of the department of foreign affairs said the papers of my mother were not ok. Her ID was not updated. I prayed to God that my papers would be ok. I was so afraid, and Grace (social worker) talked to the man. The asked my father to come and show his ID. The accepted my father’s ID and I was very happy. My prayer worked, it was possible for me to go to Holland. * B3-4.Q4: I also felt Gods help during the exchange. I felt safety, instead of fear. I feel excitement and joy when I heard about Christine finding her father en Rodel finding his mother. I see that as Gods help.   Also for me in being able to finish things for school in time when it was very difficult, so I could come with the Holland trip.   * B4-4.Q1: I am not attending church, but I know God is everywhere and guides us. I know that God was there for me to meet my parents and become part of the Holland trip.   When we were going to church and I prayed that God will help me to speak and share. And I was able to speak because God was there. I can speak now to anyone.  7.Q5: I don’t know what Gods plan is for me but I know He will provide what is good for me in His time. God is like a father, and Jesus is more like a brother to me.  I learned this through the exchange. First time I expected to be on that batch. I really wanted to go on that team. That time I was too young because Paul said only students of the higher grades will go. So now I know God will give in the right time what is good for me. |

God als resource zoeken

God als resource ervaren

**7. Perspectiefveranderingen bij de studenten als gevolg van de uitwisseling**

**7.1 Omgaan met tijd**

Interviewschema 7.1

|  |  |
| --- | --- |
| 7.1 | YF-studenten over punctualiteit en timemanagement van de Nederlanders.  Fragmenten interviews uit bijlage 1. |
| G1  B1  B2  G3  G4  B3  B4 | * G1- 4Q21: Time is important for them. They are always on time.   Ate Ann always got mad with us because we were always 15 minutes late. The Dutch would already be waiting for us.  4Q21a: Being in time is good for me, I also treasure time. Being in time is a good way to show you are dedicated, just like the Dutch.   * B1- 4.Q21: People are different. The Dutch are more responsible in time management. * B2- 4.Q12: The experience of the exchange learned me to be more disciplined. I already practice some time management. Before I would sleep in late. But now I plan my activities.   4.Q23: The Dutch are on time and the Filipino’s always come late!  7.Q3: A new awareness. Time is short so you need to treasure time and do the things that are important.   * G3- 4.Q24: I needed to adjust to the time difference. And also being in time. * G4- 4.Q20: And also about time. Time is gold. Saw how organised the Dutch were. I want to tell my community and family about the importance of time. I tell my friends to focus and do good in school so they don’t waste a year.   7.Q3: For me to realise that everything you want to do you need to pursue. Treasure your time. Don’t waste your time. The Dutch are good time managers.   * B3- 3Q15: Dutch are very punctual.   4Q15: After my one week stay in the Netherlands, I observed that Dutch people are very conscious about time, they are always on time, and I feel a little bit shy because of that. Because we, Filipinos are known for our Filipino time. So, because saw time management is a big deal, I force myself now to manage my time very well.  4Q21: (*Q: what find Dutch people important?*) First thing: time management. When they announce they leave on eight o’clock they will leave in time or even before. They are organised in time and also their meetings are in time.  7Q1: Time is important. I have already practiced to manage my time better. Wake up early and do things in time. This will help me also later in my job. Being in time is important. In Holland I saw the application.   * B4- 4.Q23. *(What are the big differences between Filipinos and the Dutch?)*   Big difference is time-culture, Filipino time is being late. When you are in time, you call it Dutch time. If you are late in school in Holland you have to go downstairs and report to concierge. I noticed this time-culture difference more in Holland. Because of course here there are also people who find it important that you are in time. But not as much as in Holland.  7.Q1: I am better with time, arrive more in time. |

Geobserveerd en geleerd time management

Toepassing timemanagement

**7.2 Organisatie van publieke en persoonlijke leven**

Interview schema 7.2

|  |  |
| --- | --- |
| 7.2 | Verschillen in de organisatie van het publieke en persoonlijke leven.  Fragmenten interviews uit bijlage 1. |
| G1  B1  B2  G3  G4  B3  B4 | * G1-3.Q8: They showed me one street I will never forget, the ‘red light’ area. Ria (*teacher and supervisor Groevenbeek*) said: “We will also show you the negative sides of Holland”, but for me it was not negative. I didn’t think it was sad because I think it is better to show prostitution. Like in your country it is free on the street. Here in the Philippines prostitutes are hiding because they are afraid en ashamed. But in your country it is free, that is good. I talked about it also with my friends. In a lot of countries prostitution is hidden and that is not good for the prostitutes.   3.Q11: Riding on the special lane we don’t have that in Philippines. You can go everywhere with your bike in Holland.  4.Q20: Yes, I think I will help our community to be organised. Because I always notice in our community all the littering practices. people leave garbage everywhere. My course in college is environmental science, so I know about these practices. I can show them how to stop. When I told them Holland is so organised, they take notice and know it can be better if they try. Even in our house it can be more organised in the kitchen or in the room. I hope that later in the future I will, together with many others, make a change and teach my community to be more organised. I will try to make a change.  4.Q28: Dutch government is good and organised and have a proper lifestyle, that is why people have a good life.  That is our word for the Dutch: organised.   * B1-4.Q20: I took new ideas from the Dutch Culture for my surrounding: The place here has not changed, but I look at the our place here with different eyes because of all the beautiful places I have seen. I imagined this place (*Smokey Mountain 2*) could be different, more beautiful. It can become like a beautiful beach with beautiful sands and shore.   4.Q23: […] they are always following the rules and regulations in their country. Keeping the law. For Filipinos this is not so important. Filipinos have creative talents like acting, singing and music.  4.Q24 The ‘sex museum’ (red light district) in Amsterdam. Those are things are not good to see in public were there are so many people. Not good for all people to see. Should be in a proper place, like open in night-time, but not in the open. Young children in their curiosity see things that are not appropriate for them. They should not be exposed to these things.  4.Q26: I saw no problems. The county is very well organised.   * B2- 4.Q20: If I had a chance I would like to change the way we are organised in the whole community. To be more much more concerned about the environment as a community. Because things are so clean in your county, I would like that for us also. Yes I know I can do things differently. But I know it would be better if everybody would help to make it happen.   4.Q23: There are a lot of people in Holland. There are many but the live very organised. In Manila there are too many people.   * G3- 4.Q9: I was more organised during the trip than I am at home. I see how organised the houses of the Dutch were. For everything there is a place. In the Philippines our kitchen is also our comfort room (bathroom). Ate Grace was mad with me for being so messy. I cried and really wanted to be more organised.   4.Q19: What I have learned in Holland I can share with my friends. Also in church being clean in everything. When you look at our community it is not very clean. But I start cleaning in church. Dusting, picking up paper. Pastor is joking about me being so organised.   * G4-4.Q20: I found that Holland is very clean. So in my own little way, when I see children throw away garbage here, I will say something to them. I tell them it is not a nice thing to do. I tell them to put it to the right place * B3-3Q3: I knew Holland to be a very organized country and was comparing beforehand the Philippines with Holland.   4.Q23: The way are countries are governed. When I arrived at the airport I saw everything is in place. Roads and traffic everything was organised. Bicycle lane for slow traffic and another lane for fast traffic. We occupied the whole lane when we were biking in Holland. We were letting people pass but not in the Dutch way. People are looking at us.  Ate Ria, asked me what I notices about the road. I said it is clean and it is organised.  4.Q24: New for me was the bicycle lane. We have bikes, but I only used a bike in province. For me the traffic rules were new. Had a hard time to handle the traffic rules. Like knowing on what side of the road to bike.   * B4-4.Q20: I hope to help my community to become more clean together. I think it can happen. Because in my building, my uncle, he cleaned the canal (*riool*) of the building where we live. I didn’t want to help them before when he asked me to help. I was a tiring job. But now I want to help him, and also share what I have learned in Holland with others. I want explore and express to other how we can get this place clean. And practice it myself.   4.Q21a: I myself am more lazy and don’t want to help with chores in the house. But know I see it is good because you have an organised and much more beautiful house this way. But still it is hard because I am a bit lazy. I think it is good. It shows how you can keep your house organised and clean. |

Geobserveerd door YF studenten

Toegepast door YF-Studenten

**7.3 Gezinsleven**

Interview schema 7.3

|  |  |
| --- | --- |
| 7.3 | Perspectief op gezinsleven.  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B4 | * G1- 4.Q11, Q12: I would like to have more time for my family. Especially for the younger ones. Because I want to share the lessons that I learned with them, so I become like an Ate (person you have respect for, is older and wiser) to them, better in life. […] because I am always going out with my friends […] I lack time to bond with my siblings.   4.Q22: Filipinos are very family oriented. They find it important for the family to be together.  They are hospitable to all people, when people come to their house. Even when they meet people for the first time. Even when we are shy, there is a hospitable character in all of us underneath the shyness.   * G2-4.Q12: I think the biggest obstacle in my life is that I'm born in a poor environment and my parents, they don’t have enough money to live in a beautiful, good and safe place. They don’t have the money to pay for my education.   4.Q32 Yes, I feel different. Because of status of family and of money. I am different but we can still be friends. I would like to live in area that I would feel in safe in and everything I see is good, clean and I would have beautiful surrounding.  4.Q16: I am more responsible. I am doing my tasks in the house. I can feel my siblings are looking up to me.   * B1-4Q21a: Good to see them *(the family)* together. They are complete. I miss my father when I see them together.   3.Q8: I know the students already a bit. But by coming to their house, talking with their families I get to know them even better. See how the live, meet their parents.   * B2-4.Q8: Here in our place there is a lot of chance of getting into a fight because there are many gangs. Sometimes I am the one who will protect my friends. I will fight for them.   4.Q24: The Dutch even if they have their own factory or company they still can live without a worker, they don’t need a servant in the house. They take care of things themselves. I would take a servant because I would help in this way a person by giving him a job.   * G3- 3.Q9: Not an activity but meeting the Dutch learned me the most. The way in which people are approachable and hospitable. Especially the families. We make conversation sitting around the table for a meal. When I came back this is the thing I want to tell my family and friends about. At home we have already practiced this gathering and eating around the table. I want to share this with siblings, learn them to be friendly and kind because I have seen this in Holland. That was the most important experience that I wanted to share. How it is to be like a Dutch family.   4.Q9: I see how organised the houses of the Dutch were. For everything there is a place. In the Philippines our kitchen is also our comfort room (bathroom).  4.Q21, Q22: Making and listening to music is something the Dutch find important. I saw that in the house of Matthijs. And family relations are also important to them. […] I feel jealous and insecure. I think: “I wish I had the chance to buy these instruments and provide them to my family.” Insecure because I would like to have these skills, and to be able to play music. I am also jealous about their family life.  4.Q32: Even when students said that they were poor, their house still looked so big, it had a good structure. At the same time I felt very comfortable with the families. Especially with the mothers. When I was carsick the mother of Milou took good care of me. I felt at home with them, because there was no difference between rich or poor at that time.  7.Q1: I am different, I have become more friendly.   * G4- 3.Q14: We talked (*with the Dutch students*) about the difference of our families. I talked with the girls. How close they were as a family as sisters and very close with their parents. Very different from my own family. My parents are busy. So we don’t have time to bond. We don’t have time to talk and spent time together. That made me feel sad and jealous because I wish I could have such a time with my own family.   4. Q16: Before the exchange my older brother always used to wash the dishes by himself, but now I help him. Visiting the Dutch families I saw that all the families help one another. But also in the guesthouse I was in charge of washing the dishes. So I realised I can do the same at home.  4.Q21: I think the Dutch are proud of their family. Because every time we are chatting about stories of their families and they are asking about my family. I found every family that we visited very sweet and hospitable.  4.Q23: Here in Philippines when we are eating we invite people who pass by to join. With the Dutch it is different. If you are not invited you are not supposed to join the meal.   * B4- 4.Q10: I am able to talk to people without annoying their feelings. I can express myself better. I speak more correct to them.   4.Q11: Want to improve myself. To avoid bad friends who have bad influence on me. I have a friend back from elementary school who bullies me. But I also was I bully. We got and still get into fights. I don’t want to get into fights anymore or bully other people.  4.Q21a: I myself am more lazy and don’t want to help with chores in the house. But know I see it is good because you have an organised and much more beautiful house this way. But still it is hard because I am a bit lazy. I think it is good. It shows how you can keep your house organised and clean. |

Eigen situatie

Observaties

Meerwaarde eigen cultuur

Toepassing van observaties

Verdriet en jaloezie

**7.4 Arbeidsethos**

Interviewschema 7.4

|  |  |
| --- | --- |
| 7.4 | Arbeidsethos in Nederland.  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-4.Q18: I am much more focused because I was amazed to see how hard they studied in Holland. That was a real inspiration to me. Now I am more focused because I see how good it is to get good grades. I was disappointed because this realisation came a too late for me. I was already in second year of college. I wish I had this experience earlier. But I can still tell my brother and sister.   4Q23: The way of thinking. Filipinos often think: ‘oh, I cannot do this’. But without even giving it a try. The Dutch, if they want something, they try and achieve it. I learned from them that if I want something I have to pursue it.  4.Q33: My experience in Holland taught me to be organised. One day things will be much better for me because I saw people reach more because of their hard work.  7.Q1:I had had a lot of low grades before I went to Holland. When I came back I changed my strategy. I wanted to become more like the Dutch. To spend less time on Facebook and not to be distracted by everything around me all the time. I really want to try this new way.  Sometimes I was on Facebook talking to the Dutch. Then Lieke would say: “Sorry but I need to go and study now.” I realised how focused see was. I try to do the same now. Not have Facebook open when I am studying.   * G2- 3.Q9When we go to Amsterdam with all the families I learned how busy they are, how hard they need to work.   4.Q18: (*since the exchange*) I am more determined to study. I act more responsible.  4.Q20: I can be an inspiration to my community. I am an example for the young students in my attitude en determination.  7.Q1: In me: I feel more responsible. Responsible in the way that I want to do the good thing. Go to school and study hard.  7.Q3: I study hard now. Act more responsible. The experience inspired. I can work and help my parents.   * B1- 4.Q16: I can advise my siblings to study hard, and in doing so, escape poverty and fulfil their dreams. They listen to me. Yesterday I talked to my brother and my brother said: “Once you have graduated from college I will be the next one to go college.” My brother has bad habits and has difficulty in school. He has dropped out of school before. This happened when our father died.   4.Q18: I am more motivated to work harder in college and finish my study.   * B2- 4.Q12: Before I could go everywhere and do what I wanted to do. Go to even unexpected activities. But now it is hard to handle my time and focus and give priority to my training to become a good policeman or soldier. The experience of the exchange learned me to be more disciplined.   4.Q21: My observations is that the Dutch are hardworking and hospitable. […]For me it is better to relax sometimes and also work hard.  7.Q3: A new awareness. Time is short so you need to treasure time and do the things that are important.   * G3-4.Q10: I am proud about my self-control. When lot of boys are courting me, I can focus on what is important and not be distracted by these boys. * G4-4.Q18: In high school I found it ease I did not have to focuses. I just hanged out with friends. But college is different more serious. Now it is important to really work and focus. At the sponsor night, the speaker Holger encouraged everyone to help YF . At that moment I felt a little ashamed, I realised that I also need to make an effort with my study.4.Q21: The Dutch find a good education and studying important. Good schooling. We noticed some students were smoking but the Dutch students we talked with, they don’t want to smoke but finish study. Q21a: I knew already I wanted to become an accountant. but I am inspired by the Dutch and more motivated to pursue it   7.Q2: Some of Dutch students talked about their life and that inspired me. Milou by having a part-time job even though she is a student. She washes dishes for a job, to help her family. I want to be more responsible, do my duties and never give up.   * B3-3.Q9: I saw that students have work. They even wash dishes. So I learned that work doesn’t degrade you. In the Philippines cleaning or gardening is a low kind of job. So people don’t give it a lot of attention or priority to. But in Holland they do. I learned to be yourself everywhere you go and respect others. Don’t let the opinion of others distract you. Disabled people even work in Holland. That inspired me very much.   4.Q18: I am more inspired to finish college and I want to work harder. Put more effort in my study, take more responsibility.  4.Q23: The Dutch students work for money. They are an inspiration. But here in the Philippines it is very difficult to find a job and earn some money.  7.Q1: Changes for me: […] Wake up early and do things in time. This will help me also later in my job. Being in time is important. In Holland I saw the application.   * B4-4Q32: Yes, the Dutch students are very different. They have extra jobs at young age. They are of the same age as we, but in the Philippines I experienced it is hard to find a good job.   Like Matthijs, he can work in the market, Milou is washing dishes. Here you need experience and knowledge you need an educational background before you get the job. So I could do the job but because of these conditions it is hard. They have an advantage in finding a job. They earn money fast. |

Arbeidsethos geobserveerd door YF studenten

Nieuwe inzicht toegepast door YF-Studenten

**8. Cultuurschok en cultuurschok bij terugkomst.**

**8.2 Cultuurschok bij YF-studenten**

Interviewschema 8.1

|  |  |
| --- | --- |
| 8.1 | *What are the big differences between Filipinos and the Dutch?*  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1/4.Q21: The way the school are organised.   7Q1: When I came back I changed my strategy. I wanted to become more like the Dutch. To spend less time on Facebook and not to be distracted by everything around me all the time. I really want to try this new way.  4.Q22 Filipinos are very family oriented. They find it important for the family to be together.  They are hospitable to all people, when people come to their house. Even when they meet people for the first time. Even when we are shy, there is a hospitable character in all of us underneath the shyness.  4.Q23: The way of thinking. Filipinos often think: ‘oh, I cannot do this’. But without even giving it a try. The Dutch, if they want something, they try and achieve it. I learned from them that if I want something I have to pursue it.  4.Q24: The character of the Dutch. They are straight forward about what they want to say. Makes me feel uncomfortable. Even in talking to Guya Paul. But it is ok, by now we know this is how the Dutch talk. In the Philippines, if you want to say something to a person that is not nice, you will tell it to him in a nice way.  4.Q32: Way of wearing clothes, expensive lifestyle, expensive clothes . They have everything they want. Opportunities to learn, to gain knowledge. They have a lot of advantages and opportunities.  4.Q28: Dutch government is good and organised and have a proper lifestyle, that is why people have a good life.  That is our word for the Dutch, organised.   * G2/ Q21: (*important to the Dutch*)Having money. Already at a young age they start to work for money.   They give money to the foundation and find it important to help poor people. I think a lot of Dutch people are like that.  4Q22: We always smile even when we have problem. For me this is important because the hard feelings, the difficulties get less when you smile.  4Q23: … ‘party, party’. Filipino’s are always making a lot of noise. We make more fun, we do more dancing and more singing!   * B1-4.Q22: Filipinos are talented in boxing. I was inspired by our world champion in boxing. This guy was also very poor and now he is famous and rich. * B2-4.Q21: My observations is that the Dutch are hardworking and hospitable.   4.Q22: For Filipino’s it is important to be hospitable and to take care for one another. You don’t need to become or be rich to take care of another. Just a little help is enough. It is not only about money but also about taking away fear and loving people.  4.Q32:I saw an example in the school when they are using touch screen. But here in our high school it is chalk and blackboard. I feel so sad. Why do other countries have this level of education and examination? A music recital for the Dutch is for me a concert but for them it is a simple examination. Why can we not have the same level in the Philippines?  I felt disappointed and sad.   * G3- 3.Q3: I expect the Dutch to be straight forward in their talking. Turned out to be true. They also walk really fast!   4.Q24: I needed to adjust to the time difference. And also being in time.  Some students are not polite to their teachers. They don’t pay attention even though the teachers have prepared a lesson. Even to us they were not very polite. I could see that wanted to talk us, but maybe they felt shy.   * G4- 4.Q24: I was scared to drink water from the tap in Holland because here people get sick. They explained about hot and cold water tap. And they explained it was safe to drink.   Stays light in the evening that was weird. Was difficult to fall asleep.  When I visited the school I saw some students outside the classroom smoking. I was shocked to see that, because that is not allowed in the Philippines. I think they are too young to smoke because they were still in high school. In Philippines children are not allowed to smoke at all. You see sometimes street-children smoking but not in school. Sometimes you see young people smoking outside school.  4.Q26: Some students in Groevenbeek were kissing in public next to the school. I thought it was a little bit offence. Because they are too young and their parents don’t know. For us it looked like advance kissing. In Holland is seems to be legal.  4.Q27: I think there are poor people but is not obvious. A lot of houses have the same design, they all look alike, so maybe there are living poor people in these houses. You cannot tell from the outside.  Here it is very obvious when you are rich. Different design of house. You have air condition and a car. When you are poor it is also very clear. You can tell it by the way people live. In this in area we are very different. Very poor people will ask you for a coin any time here. […] That is why they are looking dirty. They have no money.   * B3-4.Q21: The Dutch are open minded, they accept my opinions.   Q21a:The Dutch are very direct. Very different from how we think about manners in the Philippines. If we would tell the truth, or just say what we think, it is considered rude. People will take offence.  We use humour when we want to make a comment on something or someone.  4.Q22:Filipinos are very hardworking people. We adapt easily to situations. We are easy going and open to other people. 4.Q23: The way are countries are governed. When I arrived at the airport I saw everything is in place. Roads and traffic everything was organised. Bicycle lane for slow traffic and another lane for fast traffic. Ate Ria, asked me what I notices about the road. I said it is clean and it is organised.  4.Q24: For me the traffic rules were new. Had a hard time to handle the traffic rules. Like knowing on what side of the road to bike.  4.Q23: In the Philippines people want things to be better, but they are not willing to pay for it. I think paying taxes is a good system but maybe not 60 percent when you are rich.  4.Q24: A big difference is also the price of the food. It is very high in Holland. Also the prices of clothes are very high. I wondered what salaries people receive in Holland.  What I don’t like is the way people act or talk when you don’t know them. I accidently bumped into a girl and she stared sort of angry at me. I saw a lot of grumpy expressions. People look very serious. People in the Philippines are very friendly to strangers. I waved my hand at a stranger and he didn’t respond.  4.Q26: When Dutch people don’t know you they are not very kind.  4.Q32: The educational system in Holland and where they are studying is in comparison to Philippines and to where I’m studying much further in terms of technology, facility, etc.  And in life style, they are very rich compare to us. It inspires me to work hard, study wisely, and dream big and to keep in touch with God.   * B4-4.Q21: Dutch people find it important to have a clean house. Even young children help the parents to keep the house clean. They help with chores in the house, without making a problem.   4.Q22:Every Filipino loves righteousness, they are obedient, courteous and polite.  4.Q23: Big difference is time-culture, Filipino time is being late. When you are in time, you call it Dutch time. If you are late in school in Holland you have to go downstairs and report to concierge. I noticed this time-culture difference more in Holland. Because of course here there are also people who find it important that you are in time. But not as much as in Holland. Also a difference in the food, they don’t eat rice. |

Nederlandse cultuur

Filipijnse cultuur

Interviewschema 8.2

|  |  |
| --- | --- |
| 8.2 | *Wat waren negatieve ervaringen gedurende de uitwisseling?*  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-3.Q10: It was difficult to speak with the very young students because we are not fluent in our English. And they are not able to help me. I think they speak better that is why my self-esteem is lower. At least I felt that they spoke better English.   5.Q4 In class with students when I felt they didn’t understand me. Also the last day of the exchange.  6.Q1 For me the most difficult thing was the lesson in school.   * G2- 3.Q3: I expected many flowers but they were not there. That was disappointing. * B1- 3.Q2: When we had Biology my tooth were aching. I had difficulties because of the ache. Could not concentrate. I told Ate Ann and Ate Ria. It was on the third day and I got some aspirins. On the fourth day more pain, that was the day we went to the embassy. So I fell asleep when we were there to forget the pain. Because it was a personal problem I felt so shy to ask to go to the doctor. I didn’t want to bother other people with it.   5.Q5: When I was with the dentist I was scared because here in the Philippines some agencies will sometimes damage your face when they pull teeth.  We were going out every day, going to all the beautiful places. It was difficult because I know it is only one week. We had only one week to see all these places. It was not much.  4.Q12: It is difficult to pronounce the letter ‘s’ and I find it hard to find confidence to speak. Some words I cannot pronounce so people cannot understand what I try to say. Also my mind is sometimes blank, I don’t know the words.   * B2-5.Q4: Sometimes the professor spoke fast. But if they saw I was struggling to follow the teaching they would explain it to me.   4.Q32: At first I had a lot of fear of speaking in English with the Dutch students. But after a while I noticed it is not hard but easy to understand. Then I experienced we are the same, we are equal people.  I saw an example in the school when they are using touch screen. But here in our high school it is chalk and blackboard. I feel so sad. Why do other countries have this level of education and examination? A music recital for the Dutch is for me a concert but for them it is a simple examination. Why can we not have the same level in the Philippines?  I felt disappointed and sad.  5.Q5,Q6: When we were going home. When we were in the guest house packing our things.[…] It was very hard to say goodbye, because there is no chance to see one another because there is 1000 miles between us. I knew I would miss them very much. They are my friends because I know I am special to them as well.   * G3- 4.Q12: Sometimes I am down. When I have to talk to lot of people during the exchange I get afraid that I will make mistakes.   4.Q21, Q22: Making and listening to music is something the Dutch find important. I saw that in the house of Matthijs.  […] I feel jealous and insecure. I think: “I wish I had the chance to buy these instruments and provide them to my family.” Insecure because I would like to have these skills, and to be able to play music. I am also jealous about their family life.  4.Q24: I needed to adjust to the time difference. And also being in time.  Some students are not polite to their teachers.[…] Even to us they were not very polite. I could see that wanted to talk us, but maybe they felt shy.   * G4- Had a hard time to handle the traffic rules. Like knowing on what side of the road to bike.   4.Q24: I was scared to drink water from the tap in Holland because here people get sick. They explained about hot and cold water tap. And they explained it was safe to drink.  Stays light in the evening that was weird. Was difficult to fall asleep.  And the weather was very cold for me.  5.Q4: Communication was sometimes too hard. When I am expressing myself it is hard to translate the Filipino street language into English.  *jetlag:* I had a headache and trouble with sleeping   * B3: 3.Q10: Every day we went to a different family. I was a little nervous. We have to talk about their work, family etc. Ate Ann and Ate Grace relied on me for talking with the grownups. I wonder how can I manage it in English. But then I thought: “I just go with the flow”.   4.Q.24:What I don’t like is the way people act or talk when you don’t know them. I accidently bumped into a girl and she stared sort of angry at me. I saw a lot of grumpy expressions.   * B4-5.Q5: It was hard to realise that this experience is only one week. Only one week together with the Dutch students. I was sad, I was crying a little two days at night. |

Communicatie Negatieve emoties

cultuur

lichamelijke klachten

Afscheid

**8.4 Cultuurschok bij terugkomst**

Interviewschema 8.3

|  |  |
| --- | --- |
| 8.3 | Cultuurschok bij terugkomst  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-5.Q8: For two weeks, no maybe for a month I missed Holland very much. It was difficult to move on. Things still have not returned to normal! Joke…(big smile) * G2-5.Q4: I felt a little bit tired when I came back.   5.Q7: When I arrived I felt happy because I saw my family. It was not hard to get back to normal with them. The first week I still had to think a lot about Holland. That made me happy and sad. I behaved different in my neighbourhood. I didn’t get out of the house. Always remembering things and situations from the Holland trip. I would talk about everything that happened to my parents en sibling’s. They were amazed at my stories. They had this look of surprise all the time on their face. I did not want to go out because the neighbours would expect souvenirs. I felt frustrated because I was not able to buy present for them all.  5.Q8: It took a month before I did not have to think of Holland all the time. I would still feel amazed about the fact that I had been in Amsterdam and was able to mingle with the Dutch.   * B1-5.Q7: I first had a very long sleep. Very hard for me to no longer go on excursion, not to be able to go and see places. I miss being able to go out every day. Not so hard to get back in the old routine or going to work, but I miss the going out and visiting of different places and everyday having new experiences.   For two months a felt homesick for Holland. Even now, still even after two years I miss Holland.  5.Q8: Weather felt warmer, more hot than before. I was still wearing my jacket like in Holland, and got sweaty.  It took almost two months before things were normal. I longed back to Holland, to be doing the same things. I have happy memories when I think back. Thinking a lot about when we will see each other again. In Facebook I see the Dutch students and I long for them.   * B2-4.Q16: Coming back, at first I had problems to do with a reversed culture shock. I was all the time irritable and crying a lot. That lasted for three days. After these days I felt more normal and set my mind to turning back to my activities.   5.Q7: I think because I felt that so many good things had happen to me in Holland, I didn’t want to leave there for a long time. For a long time I wanted to be back in Holland and wished I could have stayed there. I felt this because the visit was too short. If the exchange had been one month or so, it would have been better.  5.Q8: I kept thinking a lot about Holland. But I accepted the fact that I was back here in the Philippines. We had bonded the four of us, the first batch, and we had lots of get-togethers to talk about our trip. Sometimes when I fall asleep the memories come back. I still look at the pictures and the gifts from Holland. They bring sweet memories.   * G3-5.Q7: The first week I cannot sleep very well. I fall asleep late at night, around two o’clock and I wake up at six o’clock.   My whole world became silent because I did not want to talk. I was shy to go outside. It was hard to share with family because they were not always home. But they understand I was tired and they let me rest.  5.Q8: After a week I started sharing. Sometimes I feel pressured and ashamed because everyone also neighbours expect little gifts from me. But I could not buy everyone presents.  Few weeks later, after debriefing at Pauls house, I can move freely because nobody is talking about gifts anymore.   * G4-5.Q7: I felt homesick for Holland. I was tired, had trouble getting asleep. And I always remember everything about the trip and was crying.   5.Q8: After one week things were more normal. But I felt empty inside.It is still hard for me. When I am alone and it is quit the memories come back. We didn’t try to talk about it before a big group. But I want to do it. I want to share, tell about the sponsors and give a message to students to pursue the dreams. Because that is wat YF is about.  4.Q17: I was not updated with my friends. I felt out of place I did not know what they are chatting about.   * B3- 5.Q4: Back in the Philippines it took me a week before I felt normal. Felt tired during the day. Sometimes it is dawn before I fall asleep. I did not like coming back in the middle of the night.   5.Q7: Took a week before I could move out of the house. Memories made it hard.  It made me sad to see the souvenirs. When I see them all the memories come back. I put them away in a cupboard. I had to get ready for summer class which was starting for me. I had to put the souvenirs out of side. If I don’t do that it will affect my school. It worked, I was able to put my mind to school.  7.Q4: During the exchange I experience and see new things every day. First week I am back it is hard because now everything looks different to me. I noticed things here are not as advanced as in Holland. Our professors are good but why can we not have the same technology? But after week this disappeared. Things were going back to normal.   * B4- 5.Q7: Difficult, in the plane I was very sad. Every sunset I think back of the sunset in the plane. Very difficult because it will take so many years before I will see them again. But I will see M. if he passes his exam. Then he will come to Manilla. That makes me happy because M. and also his mother promised me already that we will see each other again. M. said: “*B4*, we will meet again.”   We arrived in middle in the night and all the student went straight home. There was no meeting. We would just say goodbye to Ann and Grace. The parents of the students were waiting for us. It was good for me to go home, I wanted to see my aunt and uncle. It was not difficult to come back home.  When I was back in the Philippines I had a hard time getting to sleep because I had to think so much about Holland. I told the others of my batch: “Don’t think of Holland or you won’t fall asleep.” It was difficult the first two days. I had trouble with jetlag.  Even now, after a month, things are not normal. My soul and mind are still in Holland.  4.Q2-Q3:From now one my faith in God is growing because of what has happened to me. I am blessed because the day after coming back from Holland I almost had an accident. I was not thinking, not paying attention when I crossed a very busy road near my house. I feel that God has saved me. There are happening a lot of accidents. |

Heimwee naar Holland

Interviewschema 8.4

|  |  |
| --- | --- |
| 8.4 | Reacties van de omgeving bij terugkomst  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-5.Q7: Amazing and fun because my family and neighbours really wanted to hear my story. They wanted to know how Holland looked like, what we were doing, what the Dutch people are like.   7.Q1: People were joking: hey, you are a foreigner now. My family is very proud. The first year I see that some students are a little jealous. But my best friends not.  I wanted to share my story with YF-students when I was back, but students pulled funny face and said: “O, don’t tell your story. We have seen everything already on Facebook.” That made me realise I could not just freely share my story.   * G2-2.Q6: They expect a gift from me. I had not enough money so I was little frustrated.   4.Q17: But it was difficult when we came back to talk about our experience with other students. Some of them didn’t want to talk to the ‘Dutchies’. When we say something about our Holland time they say: “Oh, you don’t need to tell us, we have seen everything already on Facebook.” Sometimes they don’t want to sit with us, when we sit together with some of the first batch. So, I try not to talk about Holland and try to be friends with them. It is better to talk about Holland when we are alone, like with the debriefingn.  7.Q4: Sometimes I feel out of place with my friends. Sometimes they don’t want to talk to me. For instance some of the students, my friends, will not sit with the Holland team when they see us sitting together in the Student Centre. For them it may be a joke but for me it hurts. So I decided for myself that I will not sit with the Dutch team.   * B1-4.Q17: My friends want to hear all the time about Holland. So that has changed in our relationship. The ask a lot about Holland because they also want to go. They are not jealous but proud of me. * B2-4.Q17: No, my friends are not jealous. They ask me a lot of questions about Holland. They want to know everything.   6.Q3: Sometimes students are interested. Others are ignoring our stories. It was hard for us to share our story, because some students thought I was boastful of us to talk about our experiences.   * G3-4.Q18: *(at school)* I try to be keep quiet, and talk not too much about Holland because they may not want to hear about it. They may think I am boastful.   7.Q4: Feeling embarrassed that I can’t provide gifts for all my friends and neighbours. Felt some students were jealous of me. I still feel this is something that is between us.   * G4-4.Q17: There are a few changes in our friendship. At first when they were going out they sometimes didn’t ask me or just left me here in the school. I think that they were not used that I was around again.   They are a little bit jealous. Sometimes they are asking about things. But when I share they say: “I wish I was there. You are so lucky.” My relationship with my friends has become more sweeter, because we missed each other.  B3-4.Q17: Our friendship is getting better because I share my experience with them and they (*my classmates*) are happy for me. And we talk with each other about the day when they will go abroad. They are proud to have a friend who has been places. Now I am the more experienced one when we talk about going abroad. I can speak with authority about this experience.   * B4-2.Q6: They were happy for me, no negative reactions. |

Positieve reacties bij terugkomst

Negatieve reacties bij terugkomst

Reactie van uitwisselingsstudent

Interviewschema 8.5

|  |  |
| --- | --- |
|  | deelvraag 7/Q1: *What has changed since the exchange?*  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-7Q1: I feel much more comfortable to talk to foreigners in English. I feel more confident, not afraid to make mistake. Also I am less competitive than before. […] I learned that I can also share with others. * G2-7Q1: In me: I feel more responsible. Responsible in the way that I want to do the good thing. Go to school and study hard * B1-7Q1: I wake up early, because I treasure my time. I do my work quickly and fast. So I can do many things in a day.   7/Q3:I challenge myself to speak more fluently English.  I have new dreams: to travel, have a car, a house and also to make my own living place more beautiful. That’s the reason I want to finish school.  7/Q5: I have hope, feel more confident, to finish college and make those dreams happen.   * B2-7Q1: I have more self-confidence and no more fear to socialise with other people. I understand now that is the only way for us to communicate. * G3-7Q1: I am different, I have become more friendly.   In me there is a little change. I feel there is a difference in my talking, especially to the leader of the church. Before I was so shy I would not talk to them. Now I dare to make little suggestions. People in church are friendly and see that I am more confident. They asked me to speak, to give my testimony in church. First week I gave my testimony of my time in Holland   * G4-7Q1: Before I also wanted to go and see places. This is different from before the exchange. Then I just wanted to travel to the province but now I want to see different cultures. * B3-7Q1: Time is important. I have already practiced to manage my time better. Wake up early and do things in time. This will help me also later in my job. Being in time is important. In Holland I saw the application. * B4-7Q1: I am better with time, arrive more in time. I am no longer fighting. Dare to speak up more.   Before I would never talk without having a specific reason to people. Now I feel more confident. I talk to people in my neighbourhood and feel more free to talk with other people without any hesitation. I am no longer lost for words. Also I am more friendly to people because I have seen how people in Holland are so approachable.  I went to the province and after 12 years I meet my mother. I am happy to meet her and now I have also met my half brothers and sisters.  I feel now complete because I met more relatives. |

groei aan zelfvertrouwen

andere positieve veranderingen

**9. Begeleiding en follow-up**

Interviewschema 9.1

|  |  |
| --- | --- |
| **9.1** | *In what way did you receive support from your supervisor/coach?*  Fragmenten uit interviews uit bijlage 1 deelvraag 6.Q1 |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1:We talked every evening about what we have done during the day, what we had struggled with. About the things that are not familiar to us and about the new things we have learned. That was very good.   For me the most difficult thing was the lesson in school. It was important to share things that are not familiar, new or things we learned. Also it was important to speak Tagalog with one another during specific times. To be able to speak in our own language with one another. Sometimes Ate Ann sees that something is the matter and she will take us apart and talk with us.   * G2: Ate Ann was a very good guide. She helped me when I was sick. I was vomiting in the plane and she came and sat next to me. She became our alarm clock. We had to get up very early to prepare breakfast.   Ate Ann encouraged us to speak English and to mingle. She encouraged us to talk English to the Dutch. Was not hard to do as long as we had a buddy. We would help each other. The girls would be together and the boys.   * B1: It was good to talk every night with one another and with Ate Ann. We were talking at night about everything we had done that day. Ate Ann and the Dutch coaches helped us a lot to do out activity and guide us with the programme.   Ate Ann told us why is was good for us to be part of this journey. Ate Ann talked to me privately because she saw I was shy. She confronted and encourage me to start speaking more with the Dutch. That was good, it helped me to step out.   * B2: Ann encourages us to speak and to socialize and to not to be shy. She said to us we need to come home because our families are waiting for us. She said there might be another time we would see one another. * G3: After the activities it was nice to talk with the staff about what we had experienced. Review our day together. For us it was an important moment.   4.*Q13.* In Holland from ate Ria and Lisanne because they taught me about everything that is different in Holland.  5.Q5: I was always happy. Sometimes I got uncomfortable because some of the staff got angry with me. She was angry because we didn’t finish breakfast. Staff had prepared food but we were late getting out of bed.   * G4: During the exchange but also after the exchange I had trouble getting to sleep. Ate Ann told me to get busy and remember the good moments. I found it difficult.   B3: Every day before the day ends we will talk together about how we feel. How we felt about that day, the things we experienced. So I was able to know if the others enjoyed the day, or if they found things difficult, or what they absorbed.  Since we all know what is coming the next day, because we have the program, we can prepare for the next day.  Me and Rodel are the only boys. Better to have also a guy as staff. Because girls are very different from guys.  Would be good for balance. In happy or bounding moments I am not very comfortable.   * B4: Ate Ann, told me to go and speak with the Dutch. Enjoy this week enjoy the moment, go and speak to the Dutch. Ate Grace told me she wants to see the old .... “Where is the old … who can talk to anyone?” Was a good encouragement for me to get over my shyness.   Also with waking up I needed a bit of help. […] Hard for me to wake up after I had finally fallen asleep.  I can’t tell the others, don’t want to tell the others in the group that I was crying in the evenings because I know I will miss the students when this week is over. Crying is a big deal, not good for boys. Real man do not cry.  I felt I was keeping more to myself because I don’t want to express these feelings, they are to personal. I think Ate Ann would have given good advice if I had told her, but I think I can handle it myself. |

samen praten

aanmoediging

(kritische) opmerkingen/aanvullingen

Interviewschema 9.2

|  |  |
| --- | --- |
| 9.2 | Deelvraag 6.Q2. *How helpful was the debriefing for you?*  Fragmenten uit interviews uit bijlage 1 deelvraag |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1: We had two debriefing weekends. We talked for one day and then had a couple of days just fun.   At the first debriefing we had time to share about our feelings and talk about the experience. Joey together with her friend were there as professionals to coaches for us. We spoke several times together as a group.  In debriefing a lot of time has been spent on talking about the reactions of students.  Second debriefing was shorter. Ann van Wijgerden was the one who gave us very good advice. She shared of her own experience. Also talked about how to react to people who don’t want to listen to your experience.   * G2:When we were just back from our trip we talked every day with each other and sometimes Ann was present. That was ok, it was enough. It was nice to be together with the two teams for debriefing. Is nice to talk with one another about Holland. It brought back so many memories. * B1:Once a week every Saturday we came together to share our experience. Three or four times. We did not share our experiences with the other students. First we talked a lot together. Ann and Paul told us to share more in the group and even with parents of the students in a big meeting that was organised. * B2: It helped me a lot. * G3: Comfortable to talk together as a group because there are a lot of suggestions. I feel not so comfortable one on one. * G4: Debriefing really helped me. It helps me a lot to talk about good memories. We also talked about that we have to let go of the memories. But I want to store some of these memories. * B3: It helps me to open up about my feelings about my stay, my ideas, my experience and what I have learned in Holland. It helps me to share opinions and my observations, whether good or bad. * B4: We talked a few times together as a group.   Nice to compare the feelings with the first batch. So now we understand why they had these mixed feelings- happy and sad. And they understand our emotional feelings. |

Onderwerpen die werden besproken

Interviewschema 9.3

|  |  |
| --- | --- |
| 9.3 | *6.Q3. What else would help you to move on?*  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1: For two weeks, no maybe for a month it was the same. Then Ate Ann said: “This is the reality, this is your life. You now have to focused on school”. First month it was difficult to move on. I was saying: “Why are you always saying we have to move on? For me, I want to talk about Holland”. But now I can see it was a good thing to say. Now the second batch is coming back an I say the same to them. It was hard to be a part of the debriefing, because it makes me think again of Holland. I found it hard to listen to all the stories. * G2:When we were just back from our trip we talked every day with each other and sometimes Ann was present. That was ok, it was enough. It was nice to be together with the two teams for debriefing. Is nice to talk with one another about Holland. It brought back so many memories. * B1: It (*debriefing*) was ok and enough. * B2: The meetings were enough for me.   We also talked a lot among ourselves and I tried to share it with family and relatives and friends.  7.Q5: Now I can move on because when someone asks me about the experiences, I share about the differences in school, how things can be better.   * G3: For me it is not enough to have only one debriefing.   I wanted to share about Holland with the students, but there was not a lot of time. Sometimes students are interested. Others are ignoring our stories. It was hard for us to share our story, because some students thought I was boastful of us to talk about our experiences.   * G4: I would like more opportunities to share my experiences in the big group with the first batch. They haven’t been with us this time, but they understand our experience and they want to listen to us.   5Q7: We didn’t try to talk about it before a big group. But I want to do it. I want to share, tell about the sponsors and give a message to students to pursue the dreams. Because that is wat YF is about.   * B3: It is obvious that anyone needs financial support to do things, but for me what I value most is moral support given by my loved ones. This helps me most to do things or to move on. * B4: Debriefing in Antipolo (at house of Paul) was the first and only debriefing we have had. Was good and enough, also because we talked a lot with the first batch among ourselves. |

Helpt studenten om eigen leven weer op te pakken

Debriefing was voldoende

Debriefing was onvoldoende

**10. Impact**

**10.2 Toekomstperspectief**

Interviewschema 10.1

|  |  |
| --- | --- |
| 10.1 | Voornemens en verlangens bij terugkomst.  Fragmenten uit interviews uit bijlage 1. |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1- 4Q18: Now I am more focused (*on my study*) because I see how good it is to get good grades.   7Q5: I Changed my mind-set, my way of thinking, way of sharing, way of communicating. I learned how to focus with studying. I can teach my younger brother and sister to study. It has helped me to focus on my goals, etc.  At the same time I find it difficult to move on with my life. I always long back to Holland, the memories are part of my life.   * G2-7/Q1: I feel more responsible. Responsible in the way that I want to do the good thing. Go to school and study hard.   7.Q2: I feel inspired and hopeful about my future, and want to study harder. Make my dream come true, to go back to Holland with money of my own. I want to finish study and find a good job in public administration. After the exchange I feel more inspired to make this dream come true.   * B1-2.Q4: The exchange was a boost to my confidence to finish college.   4.Q16: I can advise my siblings to study hard, and in doing so, escape poverty and fulfil their dreams. They listen to me.  7.Q2: I want to work in Holland, that is my newest dream.  7.Q3 I have new dreams: to travel, have a car, a house and also to make my own living place more beautiful. That’s the reason I want to finish school  7/Q5: I have hope, feel more confident, to finish college and make those dreams happen.   * B2-4.Q2: Yes I pursue to study better since I am back.   7.Q5: The experience in Holland will never fade, not even when I get old. I want to share my story with others so they will become also friendly to people and help them in different stages of life. Whether people are rich or poor should not make a difference. Now I can move on because when someone asks me about the experiences, I share about the differences in school, how things can be better.   * G3-4.Q15: I saw the example of how kind and sweet families were in Holland for each other. So now I try to apply this.   3.Q9: At home we have already practiced this gathering and eating around the table. I want to share this with siblings, learn them to be friendly and kind because I have seen this in Holland. That was the most important experience that I wanted to share. How it is to be like a Dutch family.  4.Q19: What I have learned in Holland I can share with my friends. Also in church being clean in everything. When you look at our community it is not very clean. But I start cleaning in church. Dusting, picking up paper. Pastor is joking about me being so organised.  7.Q2: Yes, we were all hopeful when we were on the plane that we will return one day to Holland. I remember Ate Grace saying when I was reminiscing , “If you want to go back you need to pursue your school, your education.” I can finish college and find myself a job.  7.Q3: I learned a lot of things that I can apply.   * G4-3.Q16: […]I think we will meet again. It is a dream for me to go back to Holland someday.   4.Q15: I have become more independent. My confidence has grown because of the exchange. Like with English conversation. I am more confident to do things by myself. I am no longer afraid to fly by plane.  4.Q18: In high school I found it easy, I did not have to focuses. I just hanged out with friends. But college is different more serious. Now it is important to really work and focus. At the sponsor night, the speaker Holger encouraged everyone to help YF . At that moment I felt a little ashamed, I realised that I also need to make an effort with my study.  4.Q20: I found that Holland is very clean. So in my own little way, when I see children throw away garbage here, I will say something to them. I tell them it is not a nice thing to do. I tell them to put it to the right place.  And also about time. Time is gold. Saw how organised the Dutch were. I want to tell my community and family about the importance of time. I tell my friends to focus and do good in school so they don’t waste a year.   * B3-4.Q17:Now I am the more experienced one when we talk about going abroad. I can speak with authority about this experience.   4.Q18: I am more inspired to finish college and I want to work harder. Put more effort in my study, take more responsibility.  4.Q20: I want to share about what I saw (*in my community*). I don’t know what people will think of it. But I hope people will learn from my experiences.  4.Q32: The educational system in Holland and the place they are studying is in comparison to Philippines and the college I’m studying much further in terms of technology, facility, etc. And in life style, they are very rich compare to us. It inspires me to work hard, study wisely, and dream big and to keep in touch with God.   * B4-4.Q8: I am the person who had a dream in my life to help my aunt for what she did for me. Because of her I am now in this position. I want to change and I promised her to finish my education.   4.Q20: I hope to help my community to become more clean together. I think it can happen. Because in my building, my uncle, he cleaned the canal (riool) of the building where we live. I didn’t want to help them before when he asked me to help. I was a tiring job. But now I want to help him, and also share what I have learned in Holland with others. I want explore and express to others how we can get this place clean. And practice it myself.  4.Q31: Some people are rich because of the talents they have.  Dreams can make me rich, because if a finish school I reach this goal, live that life that I dream of.  7.Q2: Yes, I feel more hopeful after the Holland trip. I will add the experience to my life to reach my dream. I am inspired because of the events during the experience. Like finding my mother, the support I received from my aunt, but also the trip itself. I promised myself to go back to Holland, and that motivates me to work really hard. |

studie

leerervaringen willen delen met anderen

terug naar Nederland

zorgen m.b.t. toekomst

Interviewschema 10.1

|  |  |
| --- | --- |
| 10.2 | Toekomstdromen |
| G1  G2  B1  B2  G3  G4  B3  B4 | * G1-4.Q9: I was afraid to go out in the world because I heard a lot of bad news. Now I want to travel en see new things that you don’t have in the Philippines. Now I like to get new experiences.   4Q15: People on the other side of the world have so many different ideas. It has changed my thoughts about how I can be better. How I can be more successful.  4Q33: My experience in Netherlands made me rich. […] My experience in Holland taught me to be organised. One day things will be much better for me because I saw people reach more because of their hard work.  7/Q1 I feel much more comfortable to talk to foreigners in English. I feel more confident, not afraid to make mistake. 7Q2b: I will try to escape my poverty. My knowledge in school, my education will help me to escape. Perseverance and hard work will help me escape.  7Q2.b: Poor people are still poor because they lacking of knowledge, lacking of everything. The stigma about poor people is my big struggle. You can see it in our physical appearance. If you are rich you have a much better appearance, you are more presentable. We don’t have enough money to buy clothes that fit, when we go to a job interview.  Another obstacle for me is being lazy. I felt so lazy and being down, always being down, being depressed.  7Q3: I am not sure anymore what my next big goal is. I want to go with flow. I worry I am getting to laid back. Now, after my graduation, if find myself in a bit of a difficult place.  All these memories remain and I can never walk away from them. They are part of me. Before I wanted a simple life. I had few dreams or aspirations. But after the trip my dreams got bigger. I set my goals high. Like, I want a good house, want to see the full potential emerge in myself. I am positive it will happen because I am still young.   * G2-4.Q4 :I pray also about my future, that He will guide me. That I may find a strong job to support my parents. That is a big concern for me but I am hopeful.   7.Q2: I feel inspired and hopeful about my future, and want to study harder. Make my dream come true, to go back to Holland with money of my own. I want to finish study and find a good job in public administration. After the exchange I feel more inspired to make this dream come true.   * B1-2.Q4: God brought me into situations that I felt were not possible, like going to Holland already before graduating. God gave me already this experience. I believe God has a plan with my life. It was an encouragement to have this experience.   4.Q15: I have greater confidence since the experience of the exchange. In the future I don’t want to just travel in the Philippines, but also go to other countries.  4.Q20 In me: I feel the same my character. I just have added the experience, new ideas I took from the Dutch Culture.  In my surrounding: The place here has not changed, but I look at the our place here with different eyes because of all the beautiful places I have seen. I imagined this place (smokey mountain) could be different, more beautiful. It can become like a beautiful beach with beautiful sands and shore. I feel happy thinking about this remembering the experience of Holland. It gives me hope for my own country.  7.Q3 I have new dreams: to travel, have a car, a house and also to make my own living place more beautiful. That’s the reason I want to finish school  7/Q5: I have hope, feel more confident, to finish college and make those dreams happen.   * B2-4.Q15: I think before I had simple dreams and now I still dream about the same things (*becoming a police officer*) but I liked to grow a little bit in status. Just a level higher.   4.Q19: My mother wants me to be a local officer so I can change things for our community. We talk a lot about what I have seen in Holland. But I want to be a policeman or military soldier because I want to help people in that way. That is the main reason , not so much to become rich.  4.20: If I had a chance I would like to change the way we are organised in the whole community. To be more much more concerned about the environment as a community. Because things are so clean in your county, I would like that for us also. I know I can do things differently. But I know it would be better if everybody would help to make it happen.  7.Q2: This decision to become a police men was already there when I was a child. After the Holland-trip I wanted to have a better status in life. Not to become rich but just be better off. I am hopeful that this will happen.   * G3-4.Q19: What I have learned in Holland I can share with my friends. Also in church being clean in everything. When you look at our community it is not very clean. But I start cleaning in church. Dusting, picking up paper. Pastor is joking about me being so organised.   7Q2: I can finish college and find myself a job. Because of the experience I am motivated to pursue my dreams. Even if you don’t expect the opportunity dreams can still happen. I think of the verse in Jeremiah 29: 11 *‘For I know the plans that I have for you,’ declares the LORD, ‘plans for welfare and not for calamity to give you a future and a hope.*  I hold on to this verse because I don’t know what my future will be, but I know God is on my side. On this world we need to use the opportunities that God gives to us so it will become a success.  7.Q5: Having a passport will help me in the future. Is even easier to get work, when you want to abroad for a job. When you have a passport in the Philippines you are famous!   * G4-3.Q11: I want to study accountancy. I want to improve in my faith in God. Because I want God to use me as an instrument for other people. So people may learn to know Him.   4.Q20: I found that Holland is very clean. So in my own little way, when I see children throw away garbage here, I will say something to them. I tell them it is not a nice thing to do. I tell them to put it to the right place.  7Q1: Before I also wanted to go and see places. This is different from before the exchange. Then I just wanted to travel to the province but now I want to see different cultures.  7.Q2: Yes, some experiences inspired me. Some lessons I learned at my stay in Holland and I will apply them in my life here. […] I want to be more responsible, do my duties and never give up. Like Simon, my sponsor, […] told me: “You can do it! Never give up.”  7.Q2a: I am excited and happy and nervous to go to college.   * B3-3.Q15 Understand the differences between our cultures. I can use this knowledge to improve in my life, my work or my country.   4.Q23: The Dutch students work for money. They are an inspiration. But here in the Philippines it is very difficult to find a job and earn some money. I try to be positive but that is sometimes very hard. Especially when bad things are happening. Problems are building up. Problems at home, at school and no work. I put my attention to positive thing. I see both the good and the bad.  4.Q32: [..] they are very rich compared to us. It inspires me to work hard, study wisely, and dream big and to keep in touch with God.  7.Q3:Yes, I am inspired by the students. The father of Matthijs is also an engineer. I visited the work of son in law of Ate Ria. I saw a glimpse of my future job when he was handling the software. Was good to see something that related to my course.   * B4-4.Q8: I am the person who had a dream in my life to help my aunt for what she did for me. Because of her I am now in this position. I want to change and I promised her to finish my education.   4.Q11: Want to improve myself. To avoid bad friends who have bad influence on me. I have a friend back from elementary school who bullies me. But I also was I bully. We got and still get into fights. I don’t want to get into fights anymore or bully other people.  4.Q20: I hope to help my community to become more clean together. I think it can happen. Because in my building, my uncle, he cleaned the canal (riool) of the building where we live. I didn’t want to help them before when he asked me to help. I was a tiring job. But now I want to help him, and also share what I have learned in Holland with others. I want explore and express to other how we can get this place clean. And practice it myself. |

Toekomstdromen voor zichzelf

Toekomstdromen voor de gemeenschap

zorgen m.b.t. toekomst

# **Bijlage III Interview Student Coach**

Supervisor en coach van de Filipijnse studenten tijdens de twee uitwisselingen.

*Q1: Can you give a short impression of the different students and how they experienced the exchange?*

First batch:

G1, she was already a leader before the exchange, but she is more of a leader now because of the things see has observed and experienced in Holland. She is more confidant to speak to other visiting foreigners about YF in English.

When we came back G1 started calling me A instead of Ate A. At first I was surprised and I thought it a bit strange, like what is happening here? I guess because she heard the Dutch students call me Ann and she picked this way of addressing me up. I think she would like it to be the same way here.

But now we are back to Ate A which is normal way to address those that are older or senior to you.

B2 and G1 really wanted to go back. They said: “Let’s do a fundraise or so, so we can go back to Holland.”

G1 knows now it is not possible for her to return to Holland. She moved on but the desire to go back will probably be for ever there. We talk light about it now and again. Make little jokes about the fact that it is not going to happen. G1 is always busy and active. If things are hard or difficult this longing for Holland might be a trigger that could work out the wrong way.

G2 is a quiet person. After the exchange she spent more time with her family. G2 got more involved in the YF activities. She has more confidence and know she is part of YF and also is more confident to act an speak as an representative of YF. She now also dares and wants to be visible as a role model during YF activities.

B1 was very silent but after exchange he became sort of ‘famous’. People were very happy for him to have the experience. Not many students were jealous of him. They were glad for him. Maybe because of his hard life, they feel he deserves it.

The experience gave him confidence. He is more free to express himself. Sometimes making jokes or remarks in the group. He still is more the quiet type, but not out of insecurity. More because he is an observer.

I think his dreams are not realistic. In the end it is up to him how realistic or unrealistic he wants to dream. It is not bad to have big dreams, but it is smarter to have dreams that are achievable. YF should help him to specify these dreams and to encourage him to have achievable dreams.

B2 is easy, going with the flow. Gentle. But when he came back he was very upset. The evening he arrived back from Holland at the Student Centre he went, just like all the students, home with his parents. But when he was home he told his parents he had to go back to fetch something he had left at the Student Center. But he came back to cry. He could not face his own house, the poverty of the rooms.

P and myself talked to him. P encouraged him, and they talked about facing reality.

For B2 he had to face the fact that live moves on. B2 was sooner over his longing to go back to Holland then G1, and move on with his life here. He has his focus on the future on his study. The exchange was a positive experience for him.

Second batch

With G3 I was a concerned about her motivation. With preparation she was always late for teambuilding meetings. It was frustrating for me. In Holland I expect from the to take initiative in terms of household jobs. That gave problems with the second batch. All four of them had to be seriously talked to before they would help with the chores like washing up, preparing food, cleaning room, etc.

G4 is a very quiet person. She was so before, during and after trip. She was the third choice because two other girls didn’t work out because of papers. She was not the choice of all the team members. I did not vote for her.

When she came back her mother asked her: “Why have you come back?” During ‘nite-life’ G4 shared with other students about her mother’s remark. She was very upset about it. I heard about it and during debriefing we talked about it. I think she misunderstood and I gave her my interpretation. I told her: “Your mother is happy to see you. She was happy for you to go to Holland but she cannot express it very well. ” I know the family and they don’t have a hug and kiss relation.

It is reversed psychology. They are sad that G4 had to experience the poverty again after having been in such a beautiful place. So she asks: “Why do you come back?” The parents see on face book that the students have a good time. They see beautiful pictures. They are sad for her to have to come back to a difficult situation. Her mother meant to say: “why do you come back” in the sense of “do you still want to come back?” Also looking at the situation I know her mother was happy to have G4 back. She was there waiting for her with G4’s sister. With the second batch, the parents were not involved in the preparation. It is important that they should be participating. They also need to be prepared for the emotions it will bring them. Also to avoid situations like what happened to Rey-An.

I got to know B3 during the trip. Thomas stayed himself during trip but also when he was back. He was already confident, but he learned so much and observed new things in Holland which has strengthen his confidence. I think Thomas can achieve more in life then he is aiming for now. The trip has inspired him. Also because he saw the Dutch students work part time jobs. In the Philippines work is labelled. Some work is perceived as low labour. But in Holland the students see the Dutch students earning money by washing dishes. And seeing that, changes their perspective on work.

With B4 it was quite an experience working out the background of his family. To meet his mother and half-brother and half-sisters is a very, very positive thing for him. I am not sure if his confidence had grown, but he is more ‘together’ now. More complete as a person. Seeing his mother had a great impact on him. And his aunt and uncle are doing great in helping him processing everything.

Reflections

**Selection**

*Q2: Could you describe the selection process?*

Student staff chooses 12 students out of more than 300 students. These names will be discussed in the management team and we have a secret voting together.

With the first batch only three people were involved choosing the students. Grace, Paul and myself. With final vote Manuel also sat down.

The second time the whole student staff was involved with the first selected. Early on in the process, G had miscommunicated to the staff. “Don’t include those who don’t have a birth certificate,” was communicated by G. But later on we asked, why is this student and this one not included? And we found out what had been communicated.

Not having a birth certificate is not a problem, it is just about manpower. G1 in the first batch had no documents but we had enough time to arrange these papers. It takes time but it is not a problem to get the papers.

*Q3: Do you feel the way and the order in which things are communicated concerning the selection could improve?*

One girl was selected and when we announced it before the whole group of students she was already pregnant. Some of the students knew but none of the staff knew. Was not good for her. She thinks: “Here I am given an opportunity and this is bad what has happened to me, this wrong.”

*Q4:Could this have been avoided?*

I thought about the idea that students can apply for the exchange and then you avoid for instance situations like with the pregnant girl. The problem is that some student will not apply for different reasons. If we ask them to apply because we think the may be a good candidate we show bias. So that is difficult.

*Q5: Why does YF announce it in this way?*

The reason we have chosen this form, us selecting them, is because all students can be candidate. The idea is that it is a big surprise for those who are the selected.

The staff is supposed to know private situation of the selected student. But with the pregnant girl this was obviously not the case. Things were not working out well the second time because of malfunctioning of the student-coordinator in charge. She should and could have known about the pregnant girl and also should have picked up on getting papers in order.

Having had this experience with the selected girl that turned out to be pregnant, and with papers not working out for other girl we might need to consider a different way of announcing the selected students, because this brought feelings of shame and great disappointment for the girls.

I am not sure how the girls have processed this, because I was not involved with students until January and it is not my responsibility.

*Q6: What criteria uses YF for the selection?*

Criteria that we use are no written agreement. More in general we look for students that represent who Young Focus is.

Which means, Young Focus wants to give the opportunity to those who want to make a good life for themselves and their families through studying. The selected student embody the goal of Young Focus.

It is not about whether they attend programmes. Initially we might look at that as well. But we use more criteria from the heart.We also take in consideration their economic background, those who are really deprived sometimes deserve this extraordinary opportunity.For example Rodel, in spite of circumstances he is taking hold of the opportunity that he receives through YF. He is studying and takes it serious.

We tell the students we use a ‘secret criteria’.So they can just be themselves. Also, if we would tell them that their deprived circumstances where part of our considerations it would make the student or family feel embarrassed. Something we want to avoid.

*Q7:Do they need to speak reasonably good English?*

It is not a criteria to speak good English.

*Q8: Doesn’t that effect the way they can enjoy the experience?*

Yes, also with Dutch and with Filipinos I see that not speaking good English sets up a barrier. I see the same with G3 and B4. But B3 is pulling them, he is like a battery for the rest.

In first batch we had G1 who was taking the lead. But she was not really able to take the others with her.

Our main criteria is that they need to represent Young Focus. Their English is not a great concern. Of course we work on it during the preparation. During our preparation time we need to pay extra attention to those who are weak in conversational English. We do need at least one or two who can speak reasonable English. But we think more in personalities. Some are more shy, others more expressive. We try to make good matches. Like this girl will partner good with that boy or girl. So they can support each other. But sometimes it does not work out. And one is left out. But it is about supporting one another.

*Q9: How do you support the students in this area?*

The goal is to let them really talk. I help them with the communication. I was pushing them to speak. I told them: “Express yourself even in Tagalog or English. I will translate for you.” So to have two coaches would be great because you can give sufficient support. To have a male and a female coach could be good idea.

*Q10: Will they be able participate if the gap on an academic level is to great between them and the Dutch students?*

We don’t look at academic level when we start with the selection. Having good grades is not a criteria. But it is more after we have made a selection that we start to look closer at personalities and intellectual level of the students and how we can make a good mix. Students are from third and fourth year of high school and first en second year of college. I saw how the academic level in Holland is quite a high. So I see the college students fit in better. Intellect is important factor but not one we use as an important criteria.

*Q11: To avoid jealousy or confusion could the selection be done in a different way*?

An idea I had was that out of 300 students the coordinators choose 20 students. These students then can choose to apply. But jalousie and boastfulness may start to play a role as well in that situation. The student might say: “Because I was doing so good with the interview I was chosen.”

But doing it this way, you would be able to assess their social skills and academic level. You could also do some role-play in English to get an impression of their conversational English. Now these things are not assessed beforehand.

**Preparation**

*Q12: How do you prepare the students for the exchange?*

During preparation we talk about ‘do and don’ts’ when you go abroad. The students get some general background information of Holland. Things like: the Dutch have a King, orange is national colour, tulips are national flower and we talk about the weather in Holland. But we also practice our English. For instance how to start a conversation in English.

*Q13: Do you touch also on more serious aspects of Holland?*

Would be very interesting to talk also about more serious subjects. Like: how did the Dutch acquire their freedom, how became Holland a wealthy country? To hear more of the history of the Dutch and what they struggled with in the past.

*Q14: Are there things that need special attention in the preparation?*

We learned from our experiences that some of the students hold on to their desire to go back to Holland for a long time. With the second batch I reminded them time and time again that it is only a trip and we have to go back to the Philippines.

It helps if the kids have a specific goal or a list of objectives that they can focus on during the trip. The second time we had a list of objectives but they were more general. Better to make objectives more specific.

With the first batch parents were involved, second time the parents were not involved in the preparation. And it is important that they should be participating. Also to avoid situations like what happened to G4.

Another exchange would be good, but with good preparation. I recommend follow up meetings where we discuss different subjects that have come up during the exchange.

It is hard to for students to handle the custom that in our culture people expect you to bring presents when you come back from a trip. I hate this custom. It is not reasonable to give neighbours presents. It is important we talk about how to handle these expectations during the preparation meetings. It is difficult to know how Young Focus should approach this. Students get 2000 peso to buy presents. That is a lot of money here. We cannot give them more.

*Q15: Where there any special needs concerning the students that you have communicated with Groevenbeek about?*

The only thing we communicates about our needs is: make sure we have rice once a day!

*Q16: Is there a protocol in case of accidents or sickness?*

I did not think about what to do in case of an accident. In the back of my mind I know we have insurance. Would be helpful to work with protocol. Also with transfer of flights. I think I would call on police station, use common sense. But to have a protocol in case of emergency is good

There are no medical requirements from the country and we don’t take medical tests or anything like that with the selection. For us it is not on our list. Not something we look at unless it is very obvious.

**Program**

*Q17: was there any communication beforehand with Groevenbeek about the program?*

No we had no communication. We just received a program sort of like ‘this is it’. We suggested other ideas but they were not possible. For the first exchange it was fine. Because all is new for us. I am just happy to be part of it. But the second time I wondered about certain activities.

*Q18: How could the program be improved?*

Program is very tight. Groevenbeek tries to squeeze in to many things in little time. Would be nice to have our first day around the house. To have some time to settle in by ourselves. Being able to visit the grocery, do some shopping. And if we could have dinner with the families for instance the second evening.

The relevance of the activity for the Filipino student is not always clear. Like the visit to the Filipino Embassy, seems not very relevant to us. I don’t understand why it is on the program.

Visit and having dinner with the families is fine. But maybe we could have a day for ourselves. Give us also an explanation, like how can we travel with public transport and just let us explore by ourselves.

The visit to Amsterdam is great, but instead of going with the boat, we could just walk through the city and visiting for instance an historic building. We are walking with a big group because of all the families that have joined us. Instead of walking with the whole group we could walk in smaller groups. More like the way you walk with friends. And then you can talk with each other about what you see. But not walk with a great group for the whole day.

I realise we are with the different families so it is difficult to do something that fists everybody.

*Q19: Have you set any learning objectives for the students in consultation with Groevenbeek?*

No. It is not always clear to us why things are in the program. What are the goals and the purpose of the activity. It looks sometimes much like sightseeing. Visiting the Zuiderzee museum or waterworks was fine but could be more interesting if we would get more information before about for instance the history or culture of the place.

Here in the Philippine’s I ask the Dutch team what they want, and try to accommodate this as much as possible.

The Summer camp is good example. The first batch that came, joined the camp. Clear is during the camp that we are all equal. For us when we come to Groevenbeek, we enter their territory. And we are in awe.. feeling inferior.

Would be good if they tried to find activities or settings where we can all feel equal. For instance with sports or dancing, drama, music lessons. In these settings different academic levels are not so important. But also cooking or working with technical appliances, (see how wooden shoes are made), could be part of the program.

We would also like to spend more time with the students of Groevenbeek who have been so involved in fundraising. Not just with the four but with the others as well. I like the speed-meeting we had in the classroom. Great technique to meet and talk to students. In Groevenbeek we had English class but the Dutch students are also shy to speak in English. So that did not work out. But the speed-meeting did work very well, it is not threatening. And when they don’t know a word they will ask me for a word and they go on.

*Q20: Are the cultural difference also learning experiences?*

Yes of course. When we visit the families it is apparent that they are hardworking. The Dutch look for opportunity to work.

We share in what way our own country and culture differs from the Netherlands. We have natural resources as a country. The collective culture of the Philippines versus the more individual Dutch. I value we can feel connected to everyone even though there is not a family connection.

We want our kids to go back very inspired and to change their situation because of what they have seen in a different environment. Seeing the different economical and family situations. To become more confident. Traveling, seeing new things and also talking in English will give them self-confidence.

*Q21: How would you like to be involved in program?*

Of course we are not the host, so it is not our program but would like to make suggestions or comments. If they would sent us the proposal of the program before it is final, we can give a comment on it.

Also we would like to be able to have a say in setting the date for the exchange. We would like a say in it because we know the schedules of the students. During preparation some have still summer school or they need to finish exams in the summer period. Gives a lot of stress. Also for us to first have all the papers ready before Groevenbeek will do the flight bookings. Working with a deadline is fine. But not doing the booking before we are ready and certain the papers are in order. When we have our final list of four exchange students, we start to look at the papers. Then we have from August till April to get things ready. With the first batch we had enough time. Second time because of bad planning we were much too late. Also had to do with personal situation of staff member in charge. Normally if we start right after the announcement in August we have enough time.

*Q22: In what areas showed the students a change of perspective?*

Was good to talk about the different perspectives on work between the two cultures. In the Philippines work is labelled. Some work is perceived as ‘low labour’. Coming to Holland the YF students see the Dutch students earning money by washing dishes. And seeing that, changes their perspective on work.

Before they would not even think about taking a job like washing dishes. A job with a low income is not necessarily degrading. But some types of work are degrading in Filipino society. Also sweeping floors or security jobs are considered low labour. And now they see the Dutch students doing ‘degrading’ work but not be ashamed about it. For instance, they are shocked and surprised that Milou is washing dishes. She explains this is a part time job that she takes after school to earn some money. Because they see the different approach their Dutch peers have to this type of work, they can let go of this concept of ‘low labour’.

I think this new perspective is good. Even in my own life a recognize this concept of low labour. I needed to discover that there is nothing wrong with humble work. My professor would say: “When you are a social worker don’t do the dishes!” But when I came to YF I see this is also a work of hospitality, humble but in a serving way. So I see, it is not degrading but I good thing to be able to do humble jobs through which you can serve one another. Before I myself would never consider to wash dishes as a job.

**Debriefing**

*Q23: Was there sufficient follow up after the exchange?*

The exchange had an positive impact on every student. It had an positive impact on their self-esteem.

They could get more out of this experience if there would be an follow-up-program. Just one weekend of debriefing in not enough for the students.

For the first batch it would have been better if there had been more regular meetings afterwards to help them process the experiences.

Maybe once a month meeting after they come back from the trip until the next batch leaves for the next exchange.

Second batch moves on faster to normal life. They have already a connection with first batch and they talked a lot about mixed feelings once you’re back. Also Marian, the student coordinator, had a talk with them when they came back.

The idea with coming together with first and second batch is to come up with some plans. Students need someone to help them set goals once they have returned. Inviting Marian is also with the hope that she as a college coordinator can help them to make future plans more concrete. It is not bad to have big dreams, but it is smarter to have dreams that are achievable. YF should help him to specify these dreams and to encourage him to have achievable dreams. YF needs to help students to think ‘how’ things are going to happen. That is where the gap is. They need to think about *how* they want to achieve their dreams. YF needs to help students to translate their dreams in concrete plans.

*Q24: Who is responsible coaching and counselling of the students once they are back?*

It is not clear in Young Focus who is responsible for the exchange students. No one has keen observation of a specific kid because no one is told who is to handle the debriefing. Maybe also because favouritism is something Young Focus wants to avoid. Some students of the first batch asked to come to my home, because we have developed a friendship. I keep my distance because of the policy of YF that we not should take students home. Me sitting down with the exchange students, even here in the Student Center could be interpreted as favouritism for specific students and might give comments from staff members. Also professionally I would be hesitant to give them extra attention because Marian is the student coordinator. I am from a different department, it is not my responsibility, but actually nobody is made responsible. It would be good if somebody , anybody would take care of the students.

# **Bijlage IV Interview Student Coordinator Young Focus**

Student Coordinator Young Focus

Selection

*Q1: Could you describe the selection process?*

We start off with a list of possible candidates; 20 to start.

Criteria that I use: they must be active in YF, be able to represent YF, do well in school, show some confidence, between 16 en 18 years old, have clear papers and at least be two years part of SPP (School Sponsor Program). With the second batch there was more focus on social skills, on self-confidence when selecting the students.

We select two boys and two girls for good balance. We use a ‘secret criteria’. We don’t tell the students these because they may feel embarrassed about it. We also want to give this opportunity to those who are poor in terms of economic status and family background, like coming from a broken family or a single parent family.

We need to put criteria on paper. Explained better among the staff and also later to students what criteria are for selection. Student coordinator should be involved in final selection. We know the students better, have a better understanding of them.

Have the ‘Send-of Party’ together with the other students and also a plan a good welcome party together. Because we want the other students also to feel involved. We don’t want to let them think that the exchange students are favourites of the staff.

Envy is a big problem. Especially the last minutes decisions gave a lot of envy. We took students from other classes. Not like was communicated from College 1 and 2. B3 was selected from College 3.

This brought disappointment because the students expected another boy to be selected. There was no good communication on this decision. Inconsistent and vague criteria were being uses.

*Q2: When do you start with the preparation?*

Preparation this year starts really early. In May I have begun already with a list of potential candidates. Because of the problems with the last batch with getting papers ready, I want to start early. Now we try to be more strict already with the registration of new students on papers. Sometimes they fill in false names for different reasons. Sometimes because of family secrets, or they have a criminal record they want to keep hidden.

About C, (*she was selected but het papers were not in time in order*) the whole experience is still really haunting her. She still feels sad and afraid for her mother. Her mother had false identity papers and she fears that her mother will go to jail. She is also happy because she found her father. He did not believe in God. He told himself: “If I ever see my daughter back then I will believe in God.” And then it happened.

*Q3: How was it for the students to be back in the Philippines?*

When the first batch came back they isolated from the other students. They stuck together and talked among themselves a lot. They were labelled by others, they called them proud or snobs.

Students want to get away from family and school problems. Holland is like little paradise.

Sometimes it is portrayed to positive. It is difficult for the students to face the problems back home. Party time is over. They were also told to leave all the problems behind and have a good time. The students face difficulties they need to overcome. “Why can I not have this family?” they ask. “Why don’t we have good school materials?” They want a good life and desire for more materials things. That is not a goal you want them to set for themselves. But I would want to bend this desire for material things unto something higher. I try to show them there is more than material things.

“These Dutch students are raising money for you. Let them be an example.” I tell them.

On the positive side: all the students became more confident. I can hear them sharing what they have learned from their visit to Holland. About the technology in the schools, the food and the lifestyle of the Dutch.

*Q4: Has their role in their community changed?*

Changes in their role in the community is different for different students. In terms of taking initiative and taking leadership I saw great improvement with Thomas and Rey-An.

The Dutch are more open and expressive. Filipinos are less outspoken and less confrontational. Even with their own people. It is good for the Filipinos to be more outspoken in an nice way.

Philippines is collective culture and taking initiative is seen as boastful. When you take initiative people think you are ‘a know it all’. In the programmes we try to show that to take initiative is not boast full, and being outspoken is not the same as ‘a know it all’. The students take more initiative.

Collectiveness also means staying together as a group in poverty. People are not happy when people have a chance, a good opportunity. They will label people out of insecurity.

Here, out of respect you take care of your family. Giving them a good life. But sometimes they ask too much from a family member.

There have been a series of debriefings for them as a group and also individual. The students are able to reflect on the their emotions and behaviour. They learn this in YF. They have yearly interviews with student coordinator.

Also now the student coordinator still keeps an eye on the first group. To see if they keep too much to themselves or other behaviour that needs attention.

*Q5: What learning objectives would you like to set for the students?*  
I would want them to dream higher. Because here they end up in the same cycle. It is the cycle school, job and marry. They don’t have greater goals. I want them to look at the Dutch student. Set goals.

Here, if they have some money they buy lot of gadgets. Entertainment is a big thing in the Philippines. They spent money on TV, phones, and that sort of things. Most prestigious university will not will not give a grant to a student when they see you have spent your money on an expensive cell phone. I want them to learn to save money so then use it to travel, see places, get experiences and learn from other people in the world. They should look at the volunteers that come to Young Focus to gain experiences. I would want them to pick up the mind-set you see in Holland and apply this to their own life.

The students from the first batch, they are more sober in their spending. With the second batch B3 and G1 live sober. But their family spends money on TV and other stuff.

Our main goal for the students is a paradigm shift. A shift from the mental poverty of the area that is very deeply integrated in the system. The Filipinos have the tendency to think less of themselves. A colonial mentality were they think other cultures are more superior then their own. During the exchange they experience that the Dutch treat them as equals. They even experience how people enjoy their culture en think the world of them as people

# **Bijlage V Interview Paul van Wijgerden**

Managing director Young Focus Filipijnen

*Q1:**Wat is de visie van stichting Young Focus*

Ieder kind heeft talenten en gaven gekregen en we willen alles doen om die te ontplooien. Op academisch, creatief en sportief gebied.

*Q2: Vanuit welk missionair paradigma werkt Young Focus?*

We hebben een holistische aanpak. Dat zie je terug in de verschillende programma’s die niet alleen het kind maar ook de leef- en studeeromgeving van het kind ondersteunen.

De stichting heeft een christelijke identiteit. Geestelijke kant moet ook ontwikkelt worden. Alles wat gegeven wordt aan onderwijs wordt getoetst in de zin of het welgevallig is aan God. We baseren ons op christelijke waarden en normen. Dat is enigszins relatief want ieder doet dat op zijn eigen wijze. Bij praktisch hulpverlening, voedselprogramma’s, school programma’s voor drop outs, maar ook in coaching en begeleiding werken we vanuit christelijke principes. Christelijke principes zijn door alles heen verweven. We doen wel Bijbelstudie maar alleen op verzoek van kinderen. Bij ‘Nitelife’, wekelijks avondprogramma voor tieners wordt ook Bijbelstudie gegeven. We organiseren ook Life-skills bijeenkomsten waar christelijke levenswandel gemotiveerd wordt bijvoorbeeld op gebied van seks, maken van keuzes in het leven maar ook zoiets als sollicitatievaardigheden.

*Q3: Wat is de impact van de programma’s (communitybuilding) van YF op de Filipijnse studenten?*

Motiveert hen om mogelijkheden te zien voor hun toekomst. Ze durven te dromen over hun eigen toekomst. Soms worden dromen omgezet in hele concrete doelen.

*Q4: Hoe ervaren de studenten de aanwezigheid van YF in hun wijk?*

YF is geliefd in de buurt en onder studenten vanwege de programma’s maar ook vanwege onze aanwezigheid. De programma’s zijn goed doordacht. We zijn daarbij gericht op relaties. We leggen relaties met de studenten en kinderen maar ook met hun ouders.

Ontstaat een soort familie gevoel bij de studenten. Dit gevoel van betrokkenheid breidt zich uit naar de ouders omdat onze programma’s zich ook op de ouders richt. Uiteindelijk doel is dat kinderen een gezondere en meer ondersteunende thuissituatie hebben.

Bijkomend doel is dat ouders ook groeien in eigenwaarde en zelfverzekerdheid.

Aspecten zoals family planning, gezond eten, hygiëne en opvoeding (life skills) komen ook aan de orde, waarbij christelijke principes een praktische toepassing krijgen. Zoals zorg voor je lichaam, eerlijkheid, integriteit. We verkondigen geen dogma’s maar zoeken naar wijsheid in hoe te handelen in de situaties. Bijvoorbeeld hoe help je een tieners die zwanger is geworden verder.

*Q5: Wat is de kernboodschap die YF communiceert naar de studenten/ouders/wijk?*

Onderwijs maakt een beter bestaan mogelijk.

*Q6: Wordt deze boodschap opgepikt?*

Ga ik vanuit ….

*Q7: Hoe past de uitwisseling binnen de visie en het missionaire paradigma van YF?*

Ik was er in het begin niet zeker van of de uitwisseling helemaal paste binnen onze doelstelling. Het kost veel geld om studenten naar Nederland te laten afreizen. Onderwijs niveau van de studenten is wat laag in vergelijking met de Nederlandse scholieren. Er waren dus wel wat twijfels over zaken. Daar ben ik nu van teruggekomen. Staat nu wel positief tegenover de uitwisseling. Daarmee wordt een brug geslagen tussen twee culturen. De studenten voelen zich minderwaardig ten opzichte van die rijke cultuur. Maar schaamte maakt plaats voor trots omdat ze veel positieve reacties ontvangen over zichzelf en over hun cultuur. Ze zien dat ze gelijkwaardig zijn. Worden ook door studenten en gastgezinnen als zeer gelijkwaardig behandelen. Life-skills van de studenten nemen toe door de uitwisseling. Ook geeft het een ontwikkeling van hun Engels. Spreken in Engels gaat ook beter bij meer zelfvertrouwen. Bij de voorbereidingen speel je met Engelse lessen in op het exchange programma. De dans die ze uitvoeren draagt ook bij aan hun zelfvertrouwen. In staat zijn om jezelf te kunnen presenteren, om YF kunnen presenteren vraagt om zelfvertrouwen. Ze zijn in Nederland een soort van ambassadeurs voor YF.

Maar we zien vooral een bijzondere groei in zelfvertrouwen. De rest is mooi meegenomen.

*Q8: Door wie worden de studenten geselecteerd?*

Er is een vaste procedure. De twee coördinators van high school en college selecteren 12 studenten en geven daarbij hun motivatie. Deze twaalf namen met daarbij de motivatie van de coördinatoren worden gegeven aan het management team dat uit vier mensen bestaat waaronder ikzelf. Ieder van het management selecteert vier namen. Ontstaat zo een ranglijst van studenten met het aantal voorkeurstemmen. Opnieuw motiveren we naar elkaar onze keuzes. Komt soms discussie maar vaak is er grote overeenstemming of zijn we unaniem de keuze voor betreffende student.

Vervolgens worden alle kids van high school 3 en 4 en van college 1, 2 en 3 bij elkaar geroepen. Op een ludieke creatieve manier wordt duidelijk gemaakt wie geselecteerd zijn. Videofilmpje waarbij het gezicht van een geselecteerde student dat steeds duidelijker wordt. De spanning wordt zo opgebouwd. Uiteindelijk is duidelijk om wie het gaat en zo worden de vier studenten om de beurt naar voren gehaald.

De ouders weten nog van niets. Na de selectie gaan we de officiële papieren regelen, zoals paspoort, reispapieren en dergelijke. We plannen vervolgens oriëntatie avonden met de studenten.

*Q9: Waarop is het bestaande vertrouwen gebaseerd van families die hun kinderen toevertrouwen aan de zorg van YF in dit uitwisselingsprogramma?*

Vertrouwen is gebaseerd op de relaties die al jaren lang gelegd zijn met de families. Ook goede naam van YF geeft vertrouwen. Kinderen die meegaan zijn actief binnen programma’s die YF aanbiedt en zijn vaak jaren sponsorkind.

Ouders wordt wel gevraagd een document te ondertekenen dat YF niet aansprakelijk is voor hun kinderen.

*Q10: Welke afwegingen worden gemaakt bij de selectie?*

Jongeren moeten actief in YF programma’s meedoen.

Goede groepssamenstelling; twee uit high school, twee uit college en twee jongens en twee meisjes.

Proberen in de groep variatie aan te brengen als het gaat om mate van armoede, gezinssituatie en leerniveau.

Karakter is ook belangrijk: niet arrogant of rebelse, gezeglijk, gehoorzaam, positieve inzet op school en bij YF programma’s en bereid om hard werken.

Over de criteria is wel discussie geweest in het team.

*Q11: Worden de volgende criteria gehanteerd?*

*Opleidingsniveau:* nee, studenten worden wel geselecteerd uit de hoogste klassen highschool of eerste en tweede jaar college.

*Mate van zelfvertrouwen:* nee, we hopen juist dat het toeneemt

*Onderstaande persoonlijkheidskenmerken*

*- flexibel:* nee

*- Emotioneel stabiel:* enigszins

*- Open minded:* nee

*- Sociaal initiatiefrijk:*  ja

*- Taalvaardigheid:* nee

*Q12:Hoe interpreteren de studenten hun selectie tot deelname aan het uitwisselingsprogramma?*

Als een eer en voorrecht. Ze zeggen bijvoorbeeld: “Ik had het nooit verwacht.” Ze zien het ook als een zegen van God? Sommigen noemen het zelfs een keerpunt in hun leven*.*

*Q13: Hoe gaan jongeren uit de groep om met de teleurstelling wanneer ze niet gekozen zijn?*

Ik heb geen echte teleurstellingen gezien. Ik zie geen zware jaloersheid. ‘Fate’, het lot, speelt een grote rol in hun beleving.

*Q14: Was bij de voorbereiding op Nederlandse cultuur aandacht voor:*

*Leefomstandigheden studenten:* ja

*Structuur van gezin/familie relaties:* ja

*Sociale voorzieningen:* ja

*religie/secularisatie:* ja

*Politiek:* ja

*Natuur:* niet zo veel

Studenten hebben Nederlandse woordjes en zinnetjes geleerd. Gesproken over sociaal gedrag niet verbale communicatie

Belangrijk voor de studenten om te weten dat Engels ook voor de Nederlanders een tweede taal is. Sommige volwassenen of scholieren spreken misschien nog minder goed Engels dan zijzelf. Studenten hebben we vooral voorbereid op het feit dat ze terecht komen in een voornamelijk blanke samenleving. We trachten bij zowel studenten als hun begeleiders minderwaardigheidsgevoelens weg te nemen. Ze zijn in eerste instantie geïntimideerd door blanken (Nederlanders). Zullen als gast zich ook altijd aanpassen aan de mening van blanke gastheer. Zullen niet hun werkelijke mening geven over bepaalde situatie, maar keuze of aanpak aan de Nederlandse begeleiders overlaten. Dus zaken rond programma zullen op het laatst nooit aangepast worden. Andersom doen Nederlanders dat wel in Filipijnen.

Pleeggezinnen kunnen dus ook vaak onduidelijke signalen krijgen bij vragen en voornamelijk een meegaande houding.

Bij de eerste groep waren de voorbereidingen veel uitvoeriger.

Tweede groep waren de voorbereidingen minder goed georganiseerd omdat er op laatst nieuwe studenten bij kwamen. Het rondkrijgen van paspoort en papieren vroeg veel tijd vanwege ontbrekende gegevens en familieleden wiens gegevens nodig waren.

*Q15: Is het vooral een de culturele uitwisseling of ook een leerervaring voor de studenten?*

De uitwisseling moet deels ook een leerervaring zijn.

Goede programma ideeën wat verder uitwerken in die zin dat ze zo relevant mogelijk zijn voor studenten. Bijvoorbeeld het bezoek aan de daklozen (Hoe zijn ze dakloos geworden, link maken met asielzoekers, houding van rijkere Nederlanders naar daklozen of asielzoekers). Bezoek gehandicapten en waterwerken bieden ook mogelijkheid tot uitdieping.

Ze zien een Nederlandse scholier die een baantje heeft (vaatwassen) om geld te verdienen. Dat soort werk doet iemand toch niet die rijk is! Motiveert hen, dat Nederlandse scholieren naast school een baantje hebben om doelen te verwezenlijken. Verschil is dat onze studenten moeten werken voor eten. Van dat verschil zijn ze zich niet bewust.

*Q16: Wat is het positieve effect van de spontaan ontstane vriendschap tussen de Nederlandse en Filipijnse jongeren?*

Voor beide groepen is het fijn om meer vrienden te hebben waar ze hun ervaringen mee kunnen delen. Met jongelui die niet mee zijn geweest zijn kunnen ze dat minder.

**Afstemmen van verwachtingen van organisatie YF en Groevenbeek**

Q17: Welke communicatie ( overleg!) is er over:

*Planning reis (datum/tijd van het jaar)*

YF heeft als voorwaarde de vakantieperiode april/mei van de Filipijnse studenten voorgesteld. Daarop heeft Groevenbeek een datum geprikt in april.

YF heeft had het liever in mei gehad, voor de eerste groep om dat de kans op goed weer dan groter is. Maar mei was voor Groevenbeek niet handig vanwege de examens.

Concept van programma is gemaild in jan/februari. Daar is later niet op terug gekomen alhoewel er wel werd gesuggereerd dat er wijzigingen zouden komen.

*Accommodatie*

Heeft Groevenbeek zelfstandig geregeld. Tweede keer hadden we logies nodig een extra persoon omdat er twee begeleiders meekwamen. Als reactie een email vanuit Groevenbeek waarin je tussen de regels door leest dat het lastig is omdat ze dan de locatie moeten aanpassen.

*Professionaliteit van begeleiding*

Niet over gesproken

*Duidelijkheid over directe verantwoordelijkheden?*

Niet over gesproken

*Protocol bij noodgevallen*

Niet over gesproken

*(Reis)verzekering.*

Verplicht vanuit de ambassade door Groevenbeek afgesloten.

Inhoud van de verzekering is denk ik niet gecommuniceerd naar YF

Ook verzekering rond tandarts niet duidelijk

*Kosten*

Er is geen overzicht van de kosten en ook geen afspraken gemaakt over welke kosten voor wie zijn. Dat is vervelend want van tevoren maak je veel kosten voor paspoorten, visa, koffers, equipment voor optreden, cadeaus voor familie.

*Selectie studenten*

Als YF Filipijnen willen we selectie graag in eigen hand houden.

We hebben wel commentaar uit Groevenbeek gekregen op het zwangere meisje dat niet meeging. Groevenbeek vroeg ons om namen om voor het boeken van de vliegtickets. Wij hebben vier namen gegeven, waarbij die van Christina. Later gaat Christina niet mee. Maar de tickets waren al geboekt, ook die van Christina.

Ria (coördinator Groevenbeek)nam aan dat ze dan kon gaan boeken. Wij hadden alvast vier namen genoemd om Groevenbeek ter wille te zijn, dat ze idee hebben wie er gaan komen. Betekende voor ons niet dat dit al definitief was. Moesten nog zaken geregeld worden. Vraagt om duidelijker afspraken.

We hebben bijvoorbeeld geen deadlines afgesproken over indienen van de definitieve namen.

Bij de selectie denken de kinderen dat ze gaan. Ze beseffen niet dat het misschien niet door kan gaan vanwege papieren.

Bij kandidaten zou YF ook al vooraf kunnen gaan screenen. Zou misschien procedure kunnen ontwikkelen zodat kinderen weten dat er nog papieren geregeld moeten worden

*Voorbereiding / afstemming van YF studenten op lesprogramma’s*

Er is over de inhoud van het programma geen afstemming maar komt meer als een mededeling.

Na aanleiding van de evaluatie van de eerste uitwisseling naar Ria (coördinator Groevenbeek) gecommuniceerd dat de kinderen zich zeer minderwaardig voelden in het les. Niet duidelijk uitgewerkt wat er mis ging.

*Q18: Welke specifieke leerdoelen voor de studenten zijn afgesproken?*

Geen.

Activiteiten worden nu niet gezien als leerdoelen maar meer als toerisme en blootgesteld worden aan andere cultuur met stukje geschiedenis. Ze zien het verschil met hun eigen scholen. De smartboard ’s in de lokalen, de informele verhoudingen, het hoge niveau van lesgeven.

YF zou wel graag input willen hebben. Willen niet het programma maken maar wel meedenken.

Kern: vanuit het lesprogramma willen we graag de doelstellingen en leerdoelen weten achter de programmakeuzes.

Dan kan YF daarop reageren en ook afvinken of ze aansluiten bij de leerdoelen die voor de studenten belangrijk zijn.

Bijvoorbeeld….: technische uitdagend, Westen in een bredere context plaatsen, laten zien dat ‘hoog salaris’ ook op gaat aan hoge huren, duur eten en je er hard voor moet werken.

*Q19: Hebben studenten eigen leerdoelen die meegenomen worden?*

Nee

*Q20: Worden de mogelijkheden voor unieke leerdoelen die de school kan bieden ter overweging genomen?*

Ik had twee suggesties per mail gedaan: bezoek aan het Anne Frank huis en i.p.v. poffertjes een kroket of iets hartigs. Vervelend wanneer er geen reactie komt op suggestie

*Q21: Sluit supervisie/begeleiding aan bij de (leer)doelen die zijn gesteld?*

Debriefing dat gaat over hoe ze zelf de reis verwerkt hebben met vanuit hun eigen achtgrond en leefwereld. Verschillen benoemt tussen armoede-rijkdom en school niveau.

Expertise zou moeten groeien voor de toekomst. Op gebied van interculturele communicatie en aanbieden van lesstof op juist niveau.

*Q22: Welke aandachtspunten betreffende de studenten zijn van te voren aan gegeven door YF?*

*(verliefdheid, verlegenheid, heimwee, ziekte, etc.)*

Geen, de begeleiders pakken dat op als zich iets voordoet.

*Is daarbij ook een protocol of plan van aanpak uitgewisseld?*

Nee, de kwaliteit van de begeleiders zou de problemen op dat vlak moetenkunnen oplossen als ze zich voordoen.

Ontwikkelen van een vrijwilligersmanual zou interessant kunnen zijn. Dat zou ter voorbereiding gegeven kunnen worden aan gastgezinnen en andere betrokkenen.

# **Bijlage VI Interview met Coördinator Groevenbeek**

Docent en coördinator/contactpersoon studentenuitwisseling Scholengemeenschap Groevenbeek.

Voorbereiding

*Q1. Hoe wordt de datum van de uitwisselingsweek vastgesteld?*

De week staat vast in verband met de zomervakantie van de Filipijnse studenten. Dat is de beste reistijd voor de studenten. Ze zijn klaar met school en dan gaan ze op reis. Natuurlijk ook fijn dat ze bij terug komst niet naar school hoeven maar totale opvang hebben bij Young Focus. Voor de tijd van reizen is dit de beste week.

Groevenbeek heeft toneel- en toets weken, dus we moeten ook hier kijken of het past. Zijn bijvoorbeeld ook de herkansingen in deze periode waar we rekening mee moeten houden.

*Q2. Zijn over de verblijfslocatie nog verzoeken gekomen vanuit YF of is daar overleg over geweest?*

Nee, we hadden zelf al bedacht dat de studenten bij elkaar in moeten in een locatie. Het is belangrijk voor ze om bij elkaar te kunnen zitten en over alle ervaringen te kunnen praten.

Ze hebben een klein huisje met een bedbank in de huiskamer. En een bedbank in de kamer voor de begeleider. *Q3. Is er nog overleg geweest over de begeleiding van de studenten?*

Nog samenspraak gehad met Paul gehad over de begeleiding. Paul wist niet waar hij goed aan zou doen. Wilde opnieuw A. R. meegeven dit jaar maar dat was niet eerlijk tegenover G. omdat zij nu student coördinator is voor studenten. Maar Paul vond het niet verantwoord om G. alleen met de studenten te laten gaan naar Nederland.

G. heeft andere band met de leerlingen. A. heeft het talent om zich in te leven in de studenten en staat dichter bij de leerlingen.

*Q4. Zijn afspraken gemaakt over wie waar verantwoordelijk voor is tijdens de uitwisseling?*

Daar is niet over gesproken met YF. Maar ik voel me 100 procent verantwoordelijk. We hebben het niet over verdeling van verantwoordelijkheid gehad.

*Q5. Is duidelijk afgesproken met YF welke kosten voor wie zijn en is er een overzicht van de kosten?*

Deze keer wel over gesproken, nu G. meekomt als begeleider voor de extra ticket. Maar bij de eerste keer duidelijk gemaakt vooraf dat ticket en verblijf door Groevenbeek wordt betaald. Wij nodigen uit dus de kosten zijn voor ons. Wij betalen ook de verzekeringen. Visa, paspoorten en dergelijke worden betaald door YF.

*Q6. Is dat overlegd of is dat meegedeeld?*

Is gewoon gezegd. Het was voor mij een soort van aanname. Wij nodigen uit dus wij betalen de kosten.

*Q7. Is er iets afgesproken over reisverzekering?*

Reisverzekering heb ik afgesloten voor hen.

*Q8. Zijn eventuele kosten in Nederland gedekt door de verzekering?*

Ja, maar zoals met tandartsbehandelingen van V. was tandarts heel coulant.

*Q9. Daar was de situatie dat V erg last had van zijn kies. Weten jullie onderling wie verantwoordelijk is in dit soort situaties? En zijn kosten dan gedekt?*

Ann is verantwoordelijk hoe die vier studenten zich voelen. Ik hoop dat ik het dan wel te horen krijg als het niet goed gaat. Heb daar verder niet over nagedacht. Neem gewoon automatisch aan dat de verantwoording die ik over mijn kinderen had, zij hebben voor hun kinderen. Dat is een aanname die misschien niet mag en ja misschien wel goed om dat inderdaad vast te leggen. Maar heb ik verder helemaal niet over nagedacht. Als er iets is dan denk ik: “ja, daar moeten we wat aan doen.”

*Q10. Hebben jullie iets afgesproken over protocol bij noodgevallen?*

Nee, niets over afgesproken.

*Q11. Wat gebeurt er als bijvoorbeeld één van de studenten ernstig ziek zou worden?*

Ja, dan los ik dat op dat moment op. Vindt ik ook mijn verantwoordelijkheid op dat moment. Als het andersom gebeurt en ik ben daar en er gebeurt iets met mijn leerlingen dan neem ik aan dat Paul dan ook actie onderneemt.

*Q12. Maar stel dat leerling naar ziekenhuis had gemoeten, dan zou A. daar mee naartoe gaan en heb je wel opeens drie leerlingen zonder begeleider.*

Ja, maar dan zou één van ons daar wel naar toe gaan en blijven.

Je lost dat dan wel zelf op.

*Q13. Heb je wel het gevoel dat dit soort zaken voldoende geregeld zijn?*

Ja, ik maak me niet zo snel zorgen over iets. Komt altijd wel goed.

Programma

*Q14. Is duidelijk wie verantwoordelijk is voor praktische zaken, bijvoorbeeld op tijd bij activiteiten verschijnen, veiligheid, enzovoort?*

Daar is niets over afgesproken of geregeld. Als ze ergens moeten zijn spreken we dat gewoon af.

Gebeurt gewoon. Afspraken worden ter plekke gemaakt. Als ik weg ga aan het eind van de dag, dan laat ik het los. A. had wel ons 06 nummer. We hadden gezegd dat met L. altijd telefonisch contact mogelijk was. Ze hadden mobiele nummer waarop we dag en nacht bereikbaar voor ze zijn.

Als iets niet zou lopen zoals het zou moeten lopen dan trek ik wel aan de bel.

*Q15. Is de communicatie onderling goed verlopen?*

Alles is heel goed gegaan. Ze hebben een weekindeling met tijden erbij. Dus dat weten ze al. Bespreken met elkaar aan het eind van de dag al weer de volgende dag. Niet officieel maar dingen worden even geregeld. Zoals, “die en die haalt je op en zij brengen je thuis.” Dat soort dingen.

*Q16. Wie geeft aan of het programma te vol of te druk is? Zegt A. dat tegen jullie?*

De eerste keer hebben we op de maandag te veel van ze gevraagd. Daarom hebben we bij deze groep de maandag rustiger gemaakt. We sleepten ze gelijk overal naartoe.

*Q17. Hoe weet je dan dat het teveel voor ze was, heeft A. dat gezegd?*

Nee, die zei niks, A. was gewoon verreist en ging over de nek. Ook een manier van communiceren. Was ook belachelijk, ze komen aan en hup van alles moest gelijk weer gebeuren. Is heel Hollands. Doorwerken, we willen van alles doen. In de Filipijnen gaat dat allemaal heel relaxed. Zou er iets gaan gebeuren maar wordt het gewoon wat later. Bij de Filipino’s is het gewoon veel meer relaxed. Die leven niet op de klok.

Je gaat meestal met Hollanders op excursie. Maar het werkt dus anders met deze groep. Alles wat ze zien maakt diepe indruk en je moet ze de tijd geven om de dingen in zich op te nemen.

We hadden het ook vaak over “Dutch walk, no Filipino walk”. Wij Hollanders hebben de pas erin. Hun slenteren liever.

*Q18. Was er overleg over soort van activiteiten of de doelen die men wil bereiken met Young Focus?*

Nee zijn er eigenlijk niet. Ja, Vorige keer eigenlijk wel. Paul wilde heel veel vorige keer. Dat we studenten meenamen naar van alles. Naar Evoluon museum en naar bepaalde bedrijven, want dat waren ook sponsors van Young Focus. Keken L. en ik elkaar aan en dachten we: “Dat gaan we niet doen.” Studenten zijn onze gasten, het is een uitwisseling en hebben even niets met die sponsoren te maken.

*Q19. Was het Paul ook niet vanwege belangstelling voor techniek van de studenten te doen?*

Ja, dat kan ook wel maar dan moet je er ook hier iets mee doen. Zou je meer voorbereiden in moeten stopen.

Wij hadden het idee, en nu ook weer, je wilt contact op school, interactie met leerlingen en ze de school leren kennen. En de school ook hen laten kennen. Belangrijk dat ze gezien worden op school. En we willen ze Holland laten zien. Dan moet je een keus maken. Als je Evoluon wilt doen moet je andere dingen laten liggen. Dan ga je op ander spoor. Want dan ga je dus naar Eindhoven en wat is daar nog meer te zien? Eindhoven ‘of all places’, wat is daar nog meer?!

We wilden door de polder heen gaan, waar je beneden zee niveau bent. Nederland laten zien, het landschap en de cultuur. Maar je komt ook bij alle gezinnen thuis. Bij de rijke kant van Nederland. En het bezoek aan de thuis en daklozen was van belang om ook de andere kant van Nederland te laten zien.

*Q20. Heb je de gedachte achter jullie programma ook aan Paul kunnen communiceren?*

Nee, L. en ik hebben het plan gemaakt en opgestuurd en toen kregen we te horen “Is een goed plan.” En daarvoor hadden we het al over het bezoek aan de Evoluon gehad. We hebben verder aan Paul niet uitgelegd wat ons idee achter het programma was.

A. kwam dit jaar met de wens dat ze graag naar Achterhuis wilde en daar van te voren ook met de kinderen mee aan de slag zou gaan met boek van Anne Frank. Ik heb het met l. er over gehad, maar ik kreeg er buikpijn was. Maar kwam eigenlijk te laat. Hadden ze daar in januari mee gekomen dan had ik het schema aan kunnen passen.

De zondag was twee jaar terug een van de mooiste dagen die ze hier meegemaakt hebben. Studenten vonden het fantastisch omdat alle familieleden en vier kinderen (Nederlandse leerlingen) met ouders, broers en zussen meegingen. Maar als we op die zondag naar het Achterhuis gaan, is er die dag eerst kerk met broodje en dan ben je om half twee in Amsterdam en moet je nog uur in de rij staan. Ik kon niet meer reserveren, dat moet twee maanden van te voren. Kon de rest van de groep natuurlijk wel op een terrasje gaan zitten maar de sfeer van die dag wordt dan ook bepaald door het Achterhuis. Dacht, dat gaan we niet doen. Ook nog gedacht om alles om te draaien, dus zaterdag naar Amsterdam en zondag Enkhuizen maar dan zou ik iedereen die mee zou gaan weer de veranderingen moeten communiceren. Zag het niet zitten. Heb ik ook tegen Paul gezegd. Volgende keer wil ik het met alle liefde in plannen.

*Q21. Is er nog overleg geweest met Groevenbeek over de selectie van de Filipijnse studenten vooraf?*

Nee, vorige keer hebben ze zelf besloten twee jongens, twee meisjes en twee highschool, twee college studenten.

Wij hadden twee jongens en meisjes bij de eerste uitwisseling en hun deden dat ook.

*Q22. Had je het vervelend gevonden als ze bijvoorbeeld vier jongens hadden gestuurd?*

Ja, dan had ik wel gevraagd waarom? En hoezo? Want het is juist zo leuk, ook al is dat niet afgesproken, dat de jongens en de meiden met elkaar contact konden hebben.

Misschien hebben we helemaal in het begin het wel afgesproken. Maar als het vier jongens zouden zijn geweest dan zou ik daar wel overleg over willen hebben.

*Q23. Hebben jullie het over gewenste niveau van taalvaardigheid van studenten gehad met Young Focus?*

Volgens mij hebben ze gekeken naar hun vaardigheden en naar hun taalkennis. Maar zoals de vorige keer met V., die was niet erg talig zeg maar. Dan zeggen we “Oké, de anderen vangen dat dan wel weer op.” Dan komen we er wel weer uit. V zei wel dingen in Tagalog en dan vertaalde K. dat wel weer. Ze spreken dusdanig Engels dat ze er toch wel weer uit komen.

Bij ons had T. had ook niet zo’n hoog niveau Engels, maar het kwam toch wel weer goed. Maar er is geen overleg hierover geweest.

*Q24. Hebben jullie nog overleg gehad over het academische niveau van de kinderen?*

Nee, het zijn wel college en highschool studenten.

*Q25. Is over sociale vaardigheden nog overleg geweest?*

Nee. Neem aan is wel dat ze daar op geselecteerd zijn. Dat één van de talenten van K. Zij is heel bewust uitgekozen omdat ze zo’n mensen mens is. Is gewoon een kanjer.

Zou je met oog op toekomstige uitwisseling overleg willen hebben over wel of niet geschikte studenten?

Nee, dat laat ik aan hen. Wij kiezen ook onze vier kanjers uit. Ik heb wel een lijstje van benodigde competenties. Dat lijstje zien de leerlingen zelf ook en die denken “Dat en dat kan ik wel.” Maar in het gesprek voor selectie komen andere talenten ook boven drijven. Kunnen ze contacten maken, of komt het er allemaal niet uit. Je kunt wel in staat zijn een hele mooie te brief schrijven maar tijdens het gesprek zie je pas of iemand geschikt is. En ik neem aan dat zij er ook op die manier naar kijken.

*Q26. Waren de YF-studenten voldoende voorbereid op Nederlandse cultuur?*

Ja, dat idee had ik wel. Ik vond dat ze goed voorbereid waren. Ze kende Nederlandse woorden, kende bepaalde gebruiken en gewoonten. Eerste keer kreeg ik meer van de voorbereidingen mee dan nu - alles was spannend en nieuw- ,omdat de studenten ons via Facebook wel op de hoogte hielden. Ze hadden de eerste keer een klein gesprekje in het Nederlands op facebook gezet. Nu de tweede keer is dat veel minder, misschien omdat het nu al wat meer bekend is wat gaat gebeuren.

Waren verder geen situaties waarvan ik dacht, ze hadden ze daar beter op moeten voorbereiden. Ze zijn natuurlijk wel een ster in het verbergen van dingen. Maar ik geloof niet dat er iets mis is gegaan door onvoldoende voorbereiding.

Bijvoorbeeld één van de studenten wilde op hakken naar school komen. En dan werd wel gezegd door A. dat ze dat beter niet kon doen. De warme kleding die we hier voor ze hadden liggen vonden ze geweldig. We hebben gelijk gezegd dat ze alles mochten meenemen wat geen echte winterkleren zijn.

*Q27. Welke aandachtspunten betreffende de studenten zijn van te voren aan gegeven door Young Focus?*

Alleen over V dat hij houtskoollucht in zijn lichaam had zitten. Dat hij dat met zich meebracht en dat hij daar niets aan kon doen en er in de voorbereidingen er zoveel mogelijk aan hadden gedaan om dat kwijt te raken. Ze hadden de nacht voor vertrek in het Student Center geslapen en gedoucht. Werd ons gevraagd om daar rekening mee te houden en dat hij daar niets aan kon doen.

Victorino wist daar zelf ook wel van. Toen ze visum gingen halen merkten ze hoe sterk die lucht was, ruimte vullend zeg maar. Toen hij aankwam rook je ook echt de houtskool. En hij had een doekje voor zijn mond. Toen hij weg ging toen hoestte hij niet meer. Hij had zo’n droog hoestje de hele tijd.

*Q28. Ook nog iets gecommuniceerd over hun gebit?*

Nee, ze hebben bijna allemaal een kunstgebit in, daar kwamen we gedurende de week achter.

*Q29. Is er nog iets afgesproken over verkering krijgen tijdens de uitwisseling?*

Volgens mij krijgen ze het mee van Paul dat ze geen verkering mochten krijgen.

We hebben dat ook met onze eigen leerlingen besproken. Ook niet onderling in het team.

*Q30. Was R. niet geïnteresseerd in L. ?*

Ja, hij adoreerde haar. Hij vond haar wel heel erg leuk. Maar wij hebben tegen onze leerlingen gezegd: “Let op daarmee!” We hebben in het in de Filipijnen daar wel over gehad met onze eigen leerlingen. Afspraken gemaakt over geen verkering.

*Q31. Waren YF-studenten in staat om zich aan te passen aan een nieuwe cultuur?*

Ze gingen ze gewoon mee. We hebben ze gewoon ondergedompeld. Ik denk dat het lastiger voor ze is als ze thuiskomen. Ze luisterden naar de tips die we ze meegaven, volgden aanwijzingen op. Zoals je moet je flink aankleden. Ze genoten, waren net sponzen, namen alles op. Ze pasten zich goed aan, kon ook wel gekkigheid gedaan worden.

*Q32. Wat is afgesproken over voorbereiding van de studenten m.b.t. het programma?*

Met economie hebben we ze eerste keer iets laten voor bereiden. Was een les met een tweetalige derde klas. Toen bleek dat verschil in niveau te groot was om er met de interactie echt iets uit te krijgen. We hebben dit los gelaten want het kost de Filipino’s heel veel energie en er komt toch niet uit waar we op gehoopt hadden.

We wilden graag een presentatie, zo van wie zijn jullie en laat wat van jezelf zien. Toen kwamen ze met hun hun tribale dans.

Omdat K. biologie studeert hadden we haar gevraagd een presentatie over vogels te geven. Dat hebben we open gesteld voor studenten maar daar kwamen welgeteld drie leerlingen op af dus dat vonden we ook wat sneu.

Dit jaar doen we het anders

Nu gaan ze het eerste uur naar gymles . Daarna naar de klas van Rosa en ik weet dat die klas wat heeft voorbereid. Ze hebben daar een Engelse en natuurkunde/scheikunde les. Ik wil de groep graag opsplitsen. Ik heb ook een drama les en daar spreken ze ook Engels. Maar ik ga dat met ze overleggen op de dinsdag.

We houden het nu bij: presentatie van je land en jezelf en daar hebben we overleg over met Paul en Ann.

*Q33. Je hebt het land inmiddels een paar keer bezocht. Heb je idee van hun schoolsysteem in de Filipijnen?*

Filipino’s houden je voor de gek. We gingen naar Engelse les maar daar zaten de beste leerlingen van de school en les was drie keer voorbereid. Werd dus geen fout gemaakt. Ze willen daarin geen gezichtsverlies lijden.

*Q34. Hebben jullie met Young Focus overleg over verschil in lesgeven zodat je voorbereid bent op de achtergrond van de YF-studenten?*

Ze hadden daar in de klas een laptop staan, deden een stukje frontaal lesgeven en werken in groepjes. Lijkt heel erg op het hier is. Zou het wel interessant vinden om te horen hoe een echte les verloopt in de Filipijnen.

Lijkt op Amerikaanse systeem. Is daar niet veel anders dan hier. Bus-opstelling en frontaal lesgeven. Sluit dus wel aan. Zie dat ze daar ook de leraar voor de gek houden. Zeggen dat je je werk hebt gedaan en dan een leeg schrift hebben.

De studenten vonden de lessen heel leuk vooral de gymlessen. Daar wilde ze nog veel langer mee door gaan.

*Q35. Worden de mogelijkheden voor unieke leerdoelen die de school kan bieden ter overweging genomen?*

Ik zou zo niet weten wat…

*Q36. Is de uitwisseling vooral een nieuwe ervaring?*

Ik denk dat het een levenservaring is doordat je ander cultuur ziet en vanuit die ervaring naar je eigen wereld en toekomst kijkt. Andere manier van kijken. Onze leerlingen weten ook niet waar ze naartoe gaan. Toen ik R. hoorde vertellen aan haar sponsor wat ze ging doen hoorde ik haar dingen vertellen waarvan ik dacht, “Je hebt nog helemaal niet begrepen waar het over gaat.”

*Q37. Waar sprak ze dan over met de sponsors?*

Ze had het over er heen gaan om leerlingen te gaan helpen. Zit heel erg in de Nederlandse cultuur. Gaat altijd over helpen. Dat krijg je er niet uit dat zit er heel diep in. Maar wat we vertelt hadden over hoe YF in elkaar zit en over hoe dat daar gaan meemaken dat kunnen ze niet plaatsten om dat ze dat nog moet gaan meemaken.

Dat geldt voor de andere kant waarschijnlijk net zo. Je kunt foto’s zien en mensen er over horen vertellen maar je moet het eerst zelf meemaken met de voeten in de klei staan. Pas als je het zelf beleeft heb kan kun je er ook iets mee.

*Q38. Jij had het over laten zien van Hollandse landschap, met de cultuur en de school laten kennis maken. Maar wat is het doel dan wat daarachter zit?*

Ik denk dat het doel daarachter is een andere cultuur en ander omgeving laten zien. Ik ga bijvoorbeeld bewust naar de schaapskooi, niet zozeer voor de schapen maar meer om wat de herder doet met de hond. Dat ze zien hoe je kunt werken met dieren en dat het niet alleen beesten zijn die een beetje rondhangen en afval opeten.

Er is hier een andere manier van met de dingen omgaan. Mentaliteit om dingen voor elkaar te krijgen, om met hard werken veel kunnen bereiken. We zijn een volk die krijgen alle s voor elkaar door hard te werken. We zijn hier wel welvarend maar dat is niet aan komen vliegen. Dat wordt wel eens vergeten.

Dat je met hard werken een heleboel kunt bereiken, dat is eigenlijk hetgeen dat er achter zit. Het komt wel bij ze binnen. Wat je met de juiste inzet kunt bereiken. Dat kun je ook wel toepassen. Economie in de Filipijnen groeit. Als ze klaar zijn met hun studie moeten ze daar wel oog voor blijven houden, voor belang van doorzettingsvermogen en doelen stellen. Het zijn wel harde werkers maar ze zijn ook wat gelaten met de situatie. Het is nu eenmaal zo. En dan blijft je in die situatie zitten. En doordat je deze ervaring hebt, bijt je je misschien nog meer ergens in vast. Dat je dan tegen jezelf zegt: “Ja ik kan wel wat bereiken, ik moet het er niet bij laten zitten.”

*Q39. Heb je het idee dat ze dat oppakken?*

Ja, daar hebben we ook over gesproken. Zo van ja het ziet er allemaal wel gaaf uit, maar daar hebben de Nederlandse mensen keihard voor gewerkt.

*Q40. Spreekt het idee van leerdoelen je wel aan?*

Ja, ik denk dat het goed is. Je kunt het ook omdraaien en zeggen: “Dit is het programma en wat hebben de studenten daar nu uit gehaald?” Ik weet wel dat A. veel vragen stelde. Ze komen aan in Nederland en eten elke avond bij iemand thuis. Ze zaten hier bij mij in de kamer en toen vroeg ze: “Hoe oud is jullie huis eigenlijk? Jaren twintig? Hoe kan dat?” We hadden het over onderhoud en zij begon daarover gelijk te spreken met de jongelui. Over onderhoud van huizen. A. kan heel goed leerpunten uit de situaties halen voor de leerlingen.

Ook wel een gave dat je niet alleen zelf met je mond open staat te kijken naar alles, maar dat je dat gelijk naar de groep weet over te brengen.

*Q41. Hebben YF-studenten eigen leerdoelen die meegenomen worden?*

Is niet over gecommuniceerd. Misschien hadden ze die wel maar is niet over gecommuniceerd. Zou ik wel leuk vinden.

*Q42. Heeft de Filipijnse begeleiding genoeg expertise om studenten te begeleiden bij de culturele uitwisseling?*

A. was echt, écht een goede professionele begeleider. Staat dicht bij leerlingen, en gaat ook in gesprek met ze. Zag ook dat zij aan het einde van de dag alles nog eens met de groep doornam. Wat ze beleefd en gezien hadden.

*Q43. Wat vind je van het feit dat de YF studenten wat ouder zijn dan de Nederlandse uitwisselingsstudenten?*

Ze waren een stukje ouder maar als je ze naast onze tieners zet, zie ik geen verschil. Als ik ze onderling bezig zag, en hoe de Filipino’s zich gedroegen op de feestavond, dan is het net een clubje van Groevenbeek leerlingen.

*Q44. Zijn ze gevoeligheid voor culturele verschillen?*

ja, bijvoorbeeld toen we bij thuis en daklozen op bezoek waren. K. was een beetje de woordvoeder van het stel omdat zij gewoon heel makkelijk praat ook over haar gevoelens. We waren op bezoek bij thuis en daklozen, bij iemand die zelfstandig woonde. Ze zat in kamer van drie bij drie rond te kijken. “Als dit onderkant van de Nederlandse beschaving is… in zo’n zelfde ruimte woon ik met tien tot twaalf mensen. Dan is dit nog rijk.” Zij kon heel goed reflecteren op haar eigen situatie.

*Q45. Verloopt het contact tussen Nederlandse leerlingen met de Filipijnse studenten goed?*

Ja, de Nederlandse leerlingen zijn eigenlijk in verschillende samenstellingen er de hele week bij. In de Filipijnen ging Nederlandse leerling van ons beetje zijn eigen gang met de Filipijnse studenten. Beetje stoer doen en zo. Ging niet meer met de Nederlandse groep om. Onze eigen groep ging bij elkaar zitten en toen hebben we daar met elkaar gesproken. Ging heel diep en ontstaat echt een groepsbinding.

Filipino’s hebben ook aan onze cultuur gesnuffeld. Tonen hoe Nederland geworden zoals het is, en dat met diezelfde inzet zij ook veel bereiken kunnen. Maar voor onze leerlingen was het belangrijk om te zien dat achter dat mooie gezicht van de Filipijnse studenten een geschiedenis, een verhaal zit. Dat ze zien: hoe woon jij? Hoe leef jij?

*Q46. Denk je dat de YF studenten zich wel gelijkwaardig voelden aan de Nederlandse leerlingen?*

Ja, ze schaamden zich niet. Ook niet toen we bij de twee meisjes in Manila op bezoek kwamen met de leerlingen. Dan zijn ze trots dat wij bij hen op bezoek komen. Dat zij ons mogen ontvangen. Maar ook trots, dit is mijn familie en dit is mijn plek waar ik woon. Weet niet of ze daar op geselecteerd zijn hoor.

*Q47. Hebben de uitwisselingsstudenten uit Nederland en de Filipijnen nog contact met elkaar?*

Ja, weet ik zeker. Zie het ook langs komen op Facebook. Dan *liken* ze weer iets van elkaar of zo

Knelpunten

*Q48. Zijn er nog knelpunten geweest?*

Meest lastige was dat ze niet goed gecheckt hadden of identiteitspapieren voor de studenten wel geregeld konden worden. Want ik had reisvoorstellen gedaan.

Eerste keer is dat gelukkig ook wel goed gekomen bij K. die ook geen geboortebewijs had.

Ik denk dat het wel goed is dat als ze al een selectie hebben gemaakt, ze dan eerst een check doen of het gaat lukken met identiteitspapieren. Eerst kijken of het te regelen is en dan pas communiceren naar Groevenbeek én de leerling. Want anders hou je een leerling iets moois voor, zoals bij C., die zou komen, maar dan gaat het opeens toch niet meer door. Ze kunnen misschien al zien bij hun eigen registratie of papieren van vader en moeder aanwezig zijn. Ze weten nu dat geboortebewijs aanwezig moet zijn, dus een volgende keer mag dat niet weer gebeuren dat een leerling op het laatst toch niet mee kan.

Ik vond het ook vervelend omdat Groevenbeek al geboekt had en er dus extra kosten bijkwamen. Een ticket heb ik moeten annuleren. Ik had geen geld om nog een ticket te betalen. YF heeft dus het ticket van de nieuwe leerling betaald en had dus daardoor ook meer kosten.

*Q49. Hoe verliep de communicatie rond deze situatie?*

Ik had op gegeven moment gezegd: “Dit is de vlucht die ik wil gaan boeken”. Misschien ben ik daarin te snel geweest. Ik heb dus vlucht gecommuniceerd aan Paul, vroeg is dit oké wat jullie betreft, omdat ze pas laat zouden aankomen op Schiphol. “Geen probleem, boeken maar”, kreeg ik terug. En toe heb ik dus geboekt. En toen kwam dus één of twee dagen daarna. “Help, we krijgen het niet voor elkaar!” Maar op het moment dat ik groen licht krijg om te boeken moet het ook écht groen licht zijn. En het gaat niet alleen om de kosten, ik vind het ook sneu voor die kinderen. Het is ook slecht voor het groepsproces wanneer er in dit geval twee maal een student uitvalt en een andere voor in de plaats komt. Als groep ga je samen alle voorbereidingen doen en dan is natuurlijk niet leuk als daar steeds wisselingen zijn.

*Q50. Bleef de onderlinge communicatie wel goed toen dit zich voordeed?*

Ja, dat wel. Ook toen ik zei dat Groevenbeek die ticket niet ging betalen kwam Holger (YF-bestuurslid) gelijk hier op bezoek en zei ook meteen dat YF dat zou regelen.

Ik kijk terug op goede samenwerking en overleg ook als ik naar het programma voor de Nederlandse leerlingen daar kijk. Daar wordt ook wel over nagedacht en aan bijgeschaafd.

Communicatie is altijd wel prima. Ik geniet en zie dat onze leerlingen genieten. En wat ze meenemen van de ervaring en hoe dat ook voor ze blijft leven. Leerlingen van twee jaar geleden wil graag weer mee iets meemaken met de nieuwe groep YF studenten.

*Q51. Hoe zou je het meeste uit de uitwisseling kunnen halen?*

Als de tweede reis achter de rug is zouden we met elkaar kunnen bespreken: terugkijkend, wat hebben we geleerd uit deze twee uitwisselingen en wat zouden we daarvan vast kunnen leggen?

Daarmee geef je het programma meer body, zowel daar als hier kan ik het dan ook beter ‘verkopen’ naar de directie van Groevenbeek.

# **Bijlage VII Communicatiemodel internationale uitwisseling**

1. Europese Commisie. ‘Erasmus+, The new EU programme for education, training, youth and sport’*,* Geraadpleegd 16 juli 2015. Beschikbaar via http://ec.europa.eu/programmes/erasmus-plus/discover/index\_en.htm [↑](#footnote-ref-1)
2. Nel Verhoeven, *Wat is onderzoek? Praktijkboek methoden en technieken voor het hoger onderwijs,* (Den Haag: Boom Lemma, 2008), 30. [↑](#footnote-ref-2)
3. Hanne Van Bosstraeten. ‘*Onderzoek naar de betekenis van en de impact op communicatiepatronen, mediagebruik en andere sociale handelingen’,* (eindscriptie Katholieke Universiteit Leuven, 2005). [↑](#footnote-ref-3)
4. A. Strauss, A. & J. Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory.* (California: Sage Publications, 1998). [↑](#footnote-ref-4)
5. Verhoeven, 301. [↑](#footnote-ref-5)
6. Verhoeven, 50. [↑](#footnote-ref-6)
7. Marie-Thérèse Claes & Marinel Gerritsen, *Culturele waarden en communicatie in internationaal perspectief*. (Bussum: Coutinho, 2002),129-131. [↑](#footnote-ref-7)
8. Verhoeven, 30,31. [↑](#footnote-ref-8)
9. Bryant. L. Myers, *Walking with the Poor. Principles and Practices of Transformational Development*. (Metro Manila: OMF Literature Inc., 2008). De omschrijving van het theologisch kader met betrekking tot armoede is voor een groot deel gebaseerd en bouwt voort op de ideeën van Bryant Myers. Zijn boek *Walking with the Poor* is onder meer van grote invloed geweest op de manier van aanpak bij projecten rond gemeenschapsontwikkeling van World Vision in de Filipijnen. [↑](#footnote-ref-9)
10. R.K. Payne, *A Framework for Understanding Poverty*., (Highlands: aha! Process, Inc. 2005), 7. [↑](#footnote-ref-10)
11. Myers, 86,87 [↑](#footnote-ref-11)
12. Myers, 51 [↑](#footnote-ref-12)
13. Christopher J.H. Wright. *De Bijbelse Missie. Gods opdracht voor zijn kinderen*. (Barneveld: De Vuurbaak, 2011), 239. [↑](#footnote-ref-13)
14. Myers, 51. [↑](#footnote-ref-14)
15. Myers, xvii. [↑](#footnote-ref-15)
16. Geciteerd in Myers, 53. [↑](#footnote-ref-16)
17. Wright, 91,92, 100-102. [↑](#footnote-ref-17)
18. Wright, 228. [↑](#footnote-ref-18)
19. Curtis. D. McFarland, *The Philippine Language Situation.* (World Englishes: 23, 2004), 59. [↑](#footnote-ref-19)
20. McFarland, 72-74. [↑](#footnote-ref-20)
21. Payne, 44. [↑](#footnote-ref-21)
22. Payne, 173,174. [↑](#footnote-ref-22)
23. Bijlage 1. B2-4.Q10. [↑](#footnote-ref-23)
24. Payne, 7. [↑](#footnote-ref-24)
25. Payne, 8-9. [↑](#footnote-ref-25)
26. Payne, 176. [↑](#footnote-ref-26)
27. T. Marquis-Hobbs, ‘*Enriching the Lives of Students in Poverty’,* (California Schools 2014): 37. [↑](#footnote-ref-27)
28. Bijlage 1: G1-2/Q2 [↑](#footnote-ref-28)
29. Marquis-Hobbs, 36. [↑](#footnote-ref-29)
30. Marquis-Hobbs, 36. [↑](#footnote-ref-30)
31. Marquis-Hobbs, 37. [↑](#footnote-ref-31)
32. K. Sassenberg en C. Matschke. *‘*The impact of exchange programs on the integration of the hostgroup into the self-concept’ (*European Journal of Social Psychology* 2010): 148. [↑](#footnote-ref-32)
33. K. Sassenberg en C. Matschke, 149. [↑](#footnote-ref-33)
34. Claes en Gerritsen, 129-131. [↑](#footnote-ref-34)
35. Claes en Gerritsen, 52,53. [↑](#footnote-ref-35)
36. De Core Humanitarian Standard (CHS) beschrijft de essentiële elementen van principiële, kwalitatief hoogwaardige en verantwoorde humanitaire acties. Humanitaire organisaties kunnen deze norm gebruiken als een vrijwillige code om hun eigen interne procedures op af te stemmen of gebruiken als basis voor de verificatie van prestaties. Als een van haar kwaliteitscriteria noemt de CHS: *“Encourage and facilitate communities and people affected by crisis to provide feedback on their level of satisfaction with the quality and effectiveness of the assistance received, paying particular attention to the gender, age and diversity of those giving feedback.”* http://www.corehumanitarianstandard.org/files/files/Core%20Humanitarian%20Standard%20-%20English.pdf [↑](#footnote-ref-36)
37. Myers, 191. [↑](#footnote-ref-37)
38. Myers, 192. [↑](#footnote-ref-38)
39. Young Focus Nederland. ‘Vision and Mission’. *Wie is Young Focus* [www.youngfocus.nl] [↑](#footnote-ref-39)
40. Myers, xvii. [↑](#footnote-ref-40)
41. Bijlage II: Interviewschema 4.1 [↑](#footnote-ref-41)
42. Marquis-Hobbs, 36 [↑](#footnote-ref-42)
43. De uitwisselingsstudenten geven presentaties onder andere ondersteund door videopresentatie over hun eigen leefsituatie. Hierdoor krijgen toehoorders een goed idee van de doelgroep waar Young Focus zich op richt, maar ook wat de programma’s uitwerken bij de jongeren die deel uitmaken van het schoolsponsorprogramma. [↑](#footnote-ref-43)
44. Bijlage III.Q6. [↑](#footnote-ref-44)
45. Bijlage IV.Q5. [↑](#footnote-ref-45)
46. Bijlage II: Interview schema 4.2 [↑](#footnote-ref-46)
47. Bijlage II. Interviewschema 4.2/G1 [↑](#footnote-ref-47)
48. Bijlage V.Q9. [↑](#footnote-ref-48)
49. Myers, xvii. Wright,228. [↑](#footnote-ref-49)
50. Bijlage V.Q8. [↑](#footnote-ref-50)
51. Bijlage II. Interviewschema 5.1. [↑](#footnote-ref-51)
52. Bijlage II. Interviewschema 5.1/B2. [↑](#footnote-ref-52)
53. Bijlage II. Interviewschema 5.1/B3. [↑](#footnote-ref-53)
54. McFarland, 73. [↑](#footnote-ref-54)
55. Bijlage III.Q1. [↑](#footnote-ref-55)
56. Bijlage II. Interviewschema 5.1/G3. [↑](#footnote-ref-56)
57. Bijlage IV.Q2. [↑](#footnote-ref-57)
58. Bijlage III.Q5. [↑](#footnote-ref-58)
59. Payne, 8,9,22. [↑](#footnote-ref-59)
60. Bijlage II: Interviewschema 5.2. [↑](#footnote-ref-60)
61. Bijlage III.Q6. en Bijlage IV.Q1. [↑](#footnote-ref-61)
62. Bijlage II. Interviewschema 5.2/G3. [↑](#footnote-ref-62)
63. Claes en Gerritsen, 52,53. [↑](#footnote-ref-63)
64. Bijlage II: Interviewschema 5.3. [↑](#footnote-ref-64)
65. Bijlage IV.Q1. [↑](#footnote-ref-65)
66. Bijlage II: Interview schema 6.1. [↑](#footnote-ref-66)
67. Sofia Karina Trommlerová en Stephan Klasen en Ortrud Leßmann. ‘Determinants of Empowerment in a Capability-Based Poverty Approach: Evidence from The Gambia’, (*World Development* 2015): 2. [↑](#footnote-ref-67)
68. Bijlage II. Interviewschema 6.1/G2. [↑](#footnote-ref-68)
69. Bijlage II. Interviewschema 6.2. [↑](#footnote-ref-69)
70. Bijlage I. G1-3.Q6. [↑](#footnote-ref-70)
71. Bijlage IV.Q5. [↑](#footnote-ref-71)
72. Payne, 173,174. [↑](#footnote-ref-72)
73. Bijlage II. Interviewschema 6.3 en 6.4. [↑](#footnote-ref-73)
74. Bijlage II. Interviewschema 6.4/ G1. [↑](#footnote-ref-74)
75. Bijlage II. Interviewschema 6.3/B4. [↑](#footnote-ref-75)
76. McFarland, 72-74. [↑](#footnote-ref-76)
77. Bijlage II. Interviewschema 6.5. en 6.9. [↑](#footnote-ref-77)
78. Bijlage II: Interviewschema 6.6., 6.7 en 6.8 [↑](#footnote-ref-78)
79. Bijlage III. Q13. [↑](#footnote-ref-79)
80. Bijlage II. Interviewschema 6.8/G3. [↑](#footnote-ref-80)
81. Bijlage II. Interviewschema 6.8/G1. [↑](#footnote-ref-81)
82. Bijlage II: Interviewschema 6.10. [↑](#footnote-ref-82)
83. Susan Russel. ‘CHRISTIANITY IN THE PHILIPPINES’, *Centre for Southeast Asian Studies*, geraadpleegd 4 juli 2015. Beschikbaar via <http://www.niu.edu/cseas/outreach/pdfs/christianity_phil.pdf>. [↑](#footnote-ref-83)
84. Bijlage II. Interviewschema 6.5/B1. [↑](#footnote-ref-84)
85. T. Marquis-Hobbs, 37. [↑](#footnote-ref-85)
86. K. Sassenberg en C. Matschke, 149. [↑](#footnote-ref-86)
87. Bijlage II. Interviewschema 6.7-B3. [↑](#footnote-ref-87)
88. Sally G. Mathiesen en Patricia Lager. ‘A Model for Developing International Student Exchanges’. (*Social Work Education* 2007): 287. [↑](#footnote-ref-88)
89. Sally G. Mathiesen en Patricia Lager. 285. [↑](#footnote-ref-89)
90. Bijlage II: Interviewschema 7.1. [↑](#footnote-ref-90)
91. Claes en Gerritsen, 84-86. [↑](#footnote-ref-91)
92. Bijlage 2: Interviewschema 7.2. [↑](#footnote-ref-92)
93. Payne, 44. [↑](#footnote-ref-93)
94. Bijlage II: Interviewschema 7.3. [↑](#footnote-ref-94)
95. Payne, 77. [↑](#footnote-ref-95)
96. Payne, 173,174. [↑](#footnote-ref-96)
97. Bijlage II: Interviewschema 7.4. [↑](#footnote-ref-97)
98. Payne, 42. [↑](#footnote-ref-98)
99. Bijlage II: Interviewschema 6.7 en 7.2. [↑](#footnote-ref-99)
100. Bijlage 4.Q4. [↑](#footnote-ref-100)
101. Payne, 44. [↑](#footnote-ref-101)
102. Bijlage IV.Q5. [↑](#footnote-ref-102)
103. Claes en Gerritsen, 249-252. [↑](#footnote-ref-103)
104. Bijlage II. Interviewschema 8.1 en 8.2. [↑](#footnote-ref-104)
105. Yuefang Zhou, ed. ‘Theoretical models of culture shock and adaptation in international students in higher education’. (*Studies in Higher Education* 2008): 70. [↑](#footnote-ref-105)
106. Claes en Gerritsen, 249-252. [↑](#footnote-ref-106)
107. Bijlage II. Interviewschema 6.1/B3. [↑](#footnote-ref-107)
108. Bijlage II. Interviewschema 8.3, 8.4 en 8.5. [↑](#footnote-ref-108)
109. Bijlage II. Interviewschema 8.2/G2. [↑](#footnote-ref-109)
110. Claes en Gerritsen, 50,51. [↑](#footnote-ref-110)
111. Bijlage IV.Q3 [↑](#footnote-ref-111)
112. Payne, 66. [↑](#footnote-ref-112)
113. Bijlage IV. Q3. [↑](#footnote-ref-113)
114. Bijlage II. Interviewschema 9.1/B3. [↑](#footnote-ref-114)
115. Bijlage VI. Q40. [↑](#footnote-ref-115)
116. Bijlage II. Interviewschema 9.2. [↑](#footnote-ref-116)
117. Bijlage III. Q24. [↑](#footnote-ref-117)
118. Bijlage II. Interviewschema 10.1 en 10.2. [↑](#footnote-ref-118)
119. Bijlage III. Q23. [↑](#footnote-ref-119)
120. Myers, 191, 192. [↑](#footnote-ref-120)
121. Myers, 86,87 [↑](#footnote-ref-121)
122. Mathiesen en Lager,282. [↑](#footnote-ref-122)
123. Bijlage VII [↑](#footnote-ref-123)