

Evaluation of the testrun

Information concerning the participants:

23 students of the Käthe-Kollwitz-Schule Marburg participated in the test run that took place from 4th to 6th of June in Cologne. The group consisted of five men and eighteen women which were in an age between 19 to 43 years. 18 of the 23 persons will do their 6 week internship abroad.

All of the participants make a vocational training as educator. The vocational training lasts five years of which four years have to be absolved in school. The scholar training splits in two parts: A basic training as social assistant and a following training as educator. While absolving the second part of the training the participants have to take part in work experience lasting six weeks which can be absolved in Germany or abroad. To finish the vocational training they have to attend in a work experience in social organisation lasting one year.

One idea of the test run was to prepare the participants for the six week internship abroad and in Germany. The school`s experiences of the last year show that many apprentices have problems to manage the situation of the internship abroad. Furthermore the project aims on the strengthening of the ability to get in contact with foreign people and to see and manage emotional situations.

In the beginning of the test run we defined the following main objectives:

- Strengthening of the ability to get in contact and to properly communicate with foreign people
- Strengthening of self-efficacy and self-confidence
- Management of strong emotional feelings in challenging situations
- Strengthening of the team-spirit
- To practice the use of public transport and orientation in a big city

Summary of the evaluation sheet:

To evaluate the test run the participant had to answer the evaluation sheet (see the attachment). All of the participants filled in the questionnaire. Most of them were answered as text, which led to problems enlisting the main statements. To get an overview the contents of the statements have been paraphrased and sorted by me. This enabled me to count the frequency of appearing statements.

Most (21 of 23 students) of the participants described the project as personally important. They throughout assessed the project as mostly positive, exciting and challenging. The only critical statements refer to the time management. Six of them wrote that because of the narrow time frame and the intensity of the experiences the test run was exhausting.

All of the students described a big influence of the project on the group dynamics. 13 of them named a strengthening of team spirit (see 4.5). Furthermore an improvement in conflict management (8 students see 4.1) and the gain of trust in others (5 students see 4.3.) have been observed by the participants.

They expressed sentences like: *we got closer, the trust in each other grew, I was able to get to know my colleagues in a new and different way, we helped each other and gave each other comfort if needed, we finally had time to manage some of our conflicts (4.1 to 4.8. and 1.4.).*

Many participants also state that they were able to get to know their own strong points and limits better (5.5.; 1.8.; 1.24.; 2.8.; 3.3.). Seven students described that they expanded their limits (5.6.; 1.11.). Almost half of the group expressed a growing self confidence (3.1.; 5.7.; 1.16.; 2.2.) which resulted from the challenging situations, especially the individual task they had to face in the end of the test run (2.3.; 3.3.).

They expressed sentences like: *Everything is possible, I overcame my individual anxiety, after the task I felt brave.*

To get in contact and to communicate with strangers during the project has been described as a very positive experience by most of the participants. To get in contact with strangers

didn't appear to be a big challenge for most of the students but they were impressed and touched by the positive and helpful reaction of the passersby. They described it as *international understanding, positive experience with strangers, emotionally touching. They emphasised the positive feeling of asking for help and getting it.*

Regarding the internship the participants experienced this as helpful (see 3.5.)

Orienteering in a big city and using public transport didn't appear to be an important topic for most of the participants. Only two persons were able to gain new experiences in this sector (3.4.).

In summary we can say that most of our defined aims have been achieved. This especially concerns the strengthening of self-efficacy and the strengthening of the team spirit.

Following you can find a summary of the participant's answers. The number of each object only describes the frequency of the answers.

Evaluation key questions IVET-Venture and answers of the testrun

1. Thinking about IVET-Venture seminar the following ideas/associations come to my mind:

1. fun	6
2. challenge	8
3. exhausting	6
4. strengthening of team spirit	5
5. fear (anxiety)	1
6. development	1
7. lifelong learning	1
8. experiencing and feeling limits	2
9. Courage/courage	1
10. strong and exciting activities	3
11. expanding own limits	2

12. international understanding	1
13. contact	1
14. brave	1
15. great big city	1
16. gain self-confidence or safety	1
17. exciting	1
18. interesting	1
19. impressed by the group photo	1
20. gaining new perspectives	1
21. good ideas	1
22. not enough challenges	1
23. positive experiences with other people	1
24. reflection of oneself	1
25. great experiences	1

2. The following topics/themes were important for me:

1. trust in others	3
2. self-confidence (trusting myself)	3
3. individual task	11
4. Blind date	1
5. understanding the meaning of body language	1
6. group dynamics	6
7. to experience limits	1
8. integration into the group	1
9. emotions of colleagues	4
10. communication with strangers	2
11. experience and understanding of individual (special) needs	1

3. With reference to my professional work the IVET-Venture seminar was helpful for:

- | | |
|--|----|
| 1. strengthen self confidence | 10 |
| 2. everything works or everything is possible | 2 |
| 3. to face challenges and bear them | 2 |
| 4. to learn orientation | 2 |
| 5. contact and communication with strangers | 5 |
| 6. to get support and to trust in others | 1 |
| 7. nothing | 1 |
| 8. to question prejudices and to review them | 1 |
| 9. developing strategies to find help (coping strategies) | 1 |
| 10. dealing with stress and learning to cope with it | 1 |

4. The IVET-Venture seminar affected our group dynamics/
performance with regard to:

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|---|----|
| 1. conflict management | 8 |
| 2. to gain new perspectives on colleagues | 4 |
| 3. to gain trust in others | 5 |
| 4. acceptance and respect | 2 |
| 5. strengthening of <i>the team spirit</i> | 13 |
| 6. organisational management | 1 |
| 7. exchanging ideas with others | 1 |
| 8. empathy and emotions | 2 |

5. The IVET-Venture seminar was supportive/helpful for my personal development with regard to:

1. feeling accepted as a person	1
2. it was emotionally touching	1
3. liberating	1
4. to learn abstinence	1
5. self-evaluation/learn something about my strengths and weaknesses	5
6. expanding limits	7
7. strengthening of self-esteem	5
8. to overcome anxiety	1
9. gain new impressions of my colleagues	1
10. ask for help and to receive it	1

Impressions of the participants:

After the project the team including the teachers had a reflection meeting and exchanged our impressions concerning the participants. We agreed to the following results:

- In the beginning of the test run, we realised some conflicts in the group and the participants which led to the fact that most of the participants were merely able to get involved in the activities of IVET-Venture because group matters were in focus. After dealing with those conflicts they could better concentrate on the individual meaning and chances of the tasks.

- The participants were able to get involved in different tasks on a very emotional, personal and professional level; they were open-minded for individual challenges; they were keen on fulfilling various group tasks not only successfully but also with a satisfying, confiding group dynamic i.e. dealing appropriately with moments of frustration;

- The participants worked earnestly on various group challenges and dynamics, including the presentation of personal feedback in reflection sessions; they were willing to try new strategies or implement new approaches e.g. keep an appropriate time management, offering quiet and reserved students more attention;

- The participants discussed the outcome of various tasks and reflected upon it seriously and intensively; they were open-minded for receiving individual feedback and considering alternatives;

- The participants were able to transfer outcomes and results of various experiences into their daily life routines i.e. referring to former experiences and imagining changes for the

future; they expressed new, surprising effects of seemingly simple tasks and verbalised feelings about unexpected outcomes;

- The participants were able to discuss the various methods with regard to their professional work; they were able to transfer ideas to their future clientele such as teenagers, children with special needs;

- The participants were able to acknowledge and appreciate the general approach of the IVET-

Venture workshop as a useful method to get children and youth involved in active learning and learning by doing as well as fostering their personal development;

- The participants expressed interest in reflecting the leadership-role during the seminar, including the verbalisation of questions regarding difficulties, risks, and advantages for the leadership-team as well as required professional qualifications and skills for becoming a group-leader in such an approach;

- All in all, the participants were satisfied with the work-shop programme, the experiences, and the outcomes, including the leadership-team.

General conditions of the test run:

Being in Cologne which is a foreign City for the participants was very good, because it was easier for them to try something new, to overcome their limits in an unknown surrounding with foreign people.

The far distance between accommodation and seminar room sometimes was difficult. The seminar room was in the centre of the city, which was very helpful for solving the tasks, because not having to go long distances to find people made achieving the tasks easier. Otherwise it took the students the opportunity to rest in their rooms in lunch break. This might be a reason why they experienced the workshop as exhausting.

To run this workshop fitting to the requirements and abilities of the participants two and a half days are too short!

The cooperation and communication with our partner (KKS MR) was very good.

Activities and methods which we applied

Time	Wednesday	Thursday	Friday
10:00 am	Arrival Get to know each other <ul style="list-style-type: none"> • Getting languages • Heavy haulage • Boling eggs Reflection after every task	Warm up and morning reflection <ul style="list-style-type: none"> • Buffet¹ <ul style="list-style-type: none"> ○ Egg exchange ○ Deluxe Hotel ○ Blind date Reflection of every task	Warm up and morning reflection Evaluation Final reflection
12:30 pm	Lunch break	Lunch break	Lunch break
14:00 pm	<ul style="list-style-type: none"> • Photo session • City research/urban exploration Reflection after every task	Individual task ² and a letter to yourself Reflection in two groups each group by one teamer and one teacher	Departure
18:00 pm	Dinner	Dinner	
19:00 pm	Individual talk about the individual task on Thursday		

¹The participates could choose one of the following activities

² The participates choose their individual task by themselves. We asked them the evening before about an individual challenge and create a personally task with them