

Erasmus+ Project Interprentice

2022-2-DE02-KA210-VET-000093930

Hybrid Multiplier Event

13.05.2024



CFSE

CENTRO
PER LA FORMAZIONE
E SICUREZZA
IN EDILIZIA



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WHAT IS INTERPRENTICE ?

- “Interprentice” deals with the question of how interdisciplinary, transnational distance learning placements and cooperations can look in a vocational education context.
- The goal is to create openness for the European idea and the readiness and will for digital communication and interaction.
- Interprentice= Internship + Apprentice



WHO IS INTERPRENTICE ?



TALENTBRÜCKE



BZB

Bildungszentren des
Baugewerbes e.V.

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PER LA FORMAZIONE
E SICUREZZA
IN EDILIZIA

BENEFITS OF PARTICIPATION IN THIS PROJECT

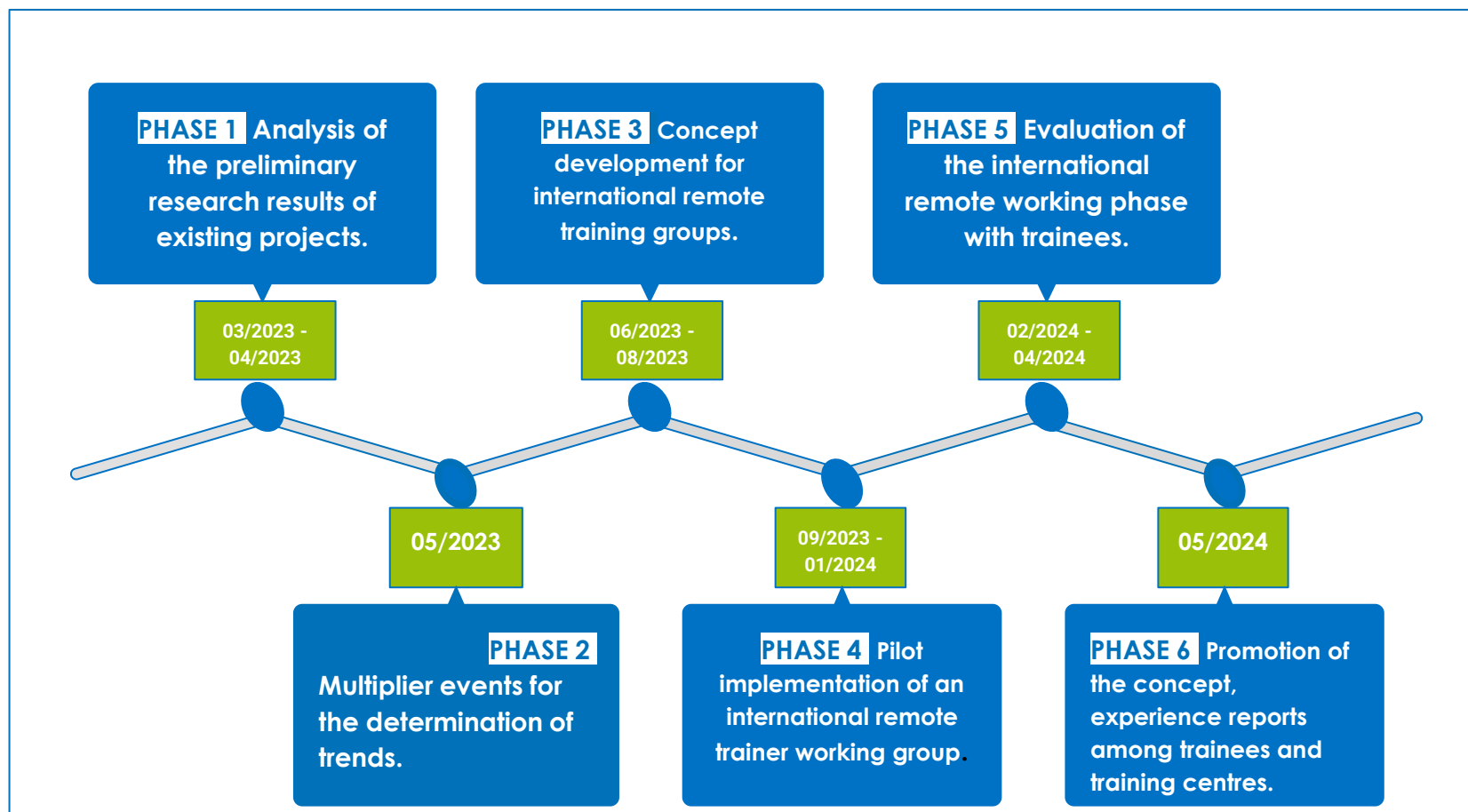
For the trainees

- Getting to know international cooperation
- Strengthening of digital competences
- Networking

For the participating organizations / training centres

- Sharpening of their own profile/portfolio
- Developing new target groups (interculturality could bring additional cooperation)
- Establishment of new partnerships

PROJECT TIMELINE



PHASE 2 – MULTIPLIER EVENT QUESTIONNAIRE



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- › *"What digital collaborative tools and programmes do you know and use for sharing with others?"*
- › *"How do you think the use of online communication tools affects the way we communicate?"*
Do you miss anything when you communicate online?"
- › *"What are the most important competences someone should have to work in international working groups?"*
- › *"Were you prepared for the use of digital media?"*
If yes, how was this done?"
- › *"What common task could apprentices in the skilled crafts sector work on online in an international group?"*

“What do you think you can learn from meeting trainees from other countries?”

Improve my
english and
create a new
common
project

how people from
other countries
work/ their
approach

Certain tips
and tricks that
may not be
common
practice in the
associated
country

how to operate
computers or
different devices.
How others use
the Net and their
way of
communicating

friendship
and new
competen
ces

get to know
other trades
and their
way of using
digital
media



PHASE 3: CONCEPTUAL GUIDE WAS DEVELOPED



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Concept for international remote
trainee working groups



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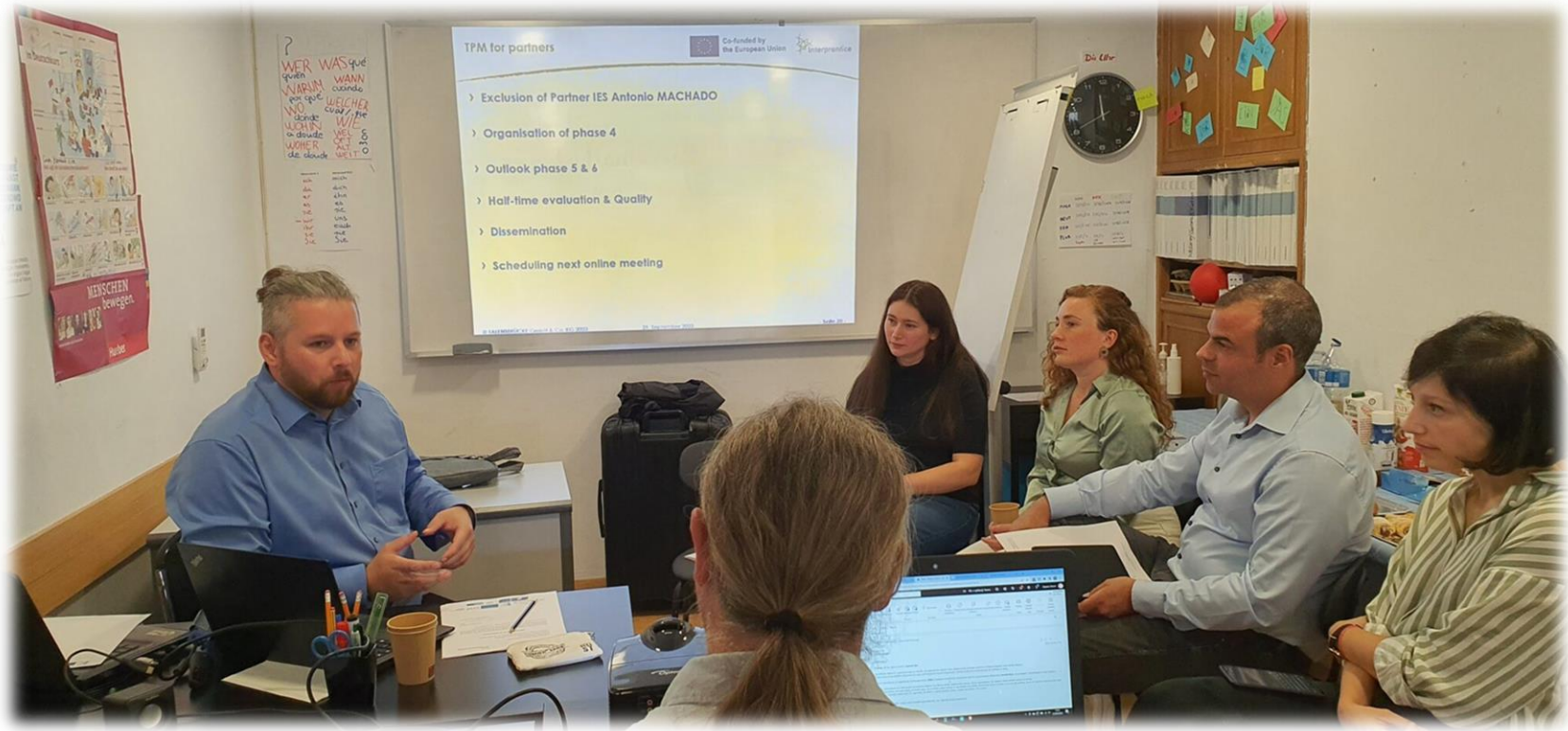
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PHASE 3: CONCEPTUAL GUIDE WAS DEVELOPED



PHASE 4: AGREEING ON A COMMON PROJECT

Geothermal heat system with circulation pump

GAS-POWERED
RC CAR

Remote controller sink



Hydro-electric powerplant
which would filter and reuse water

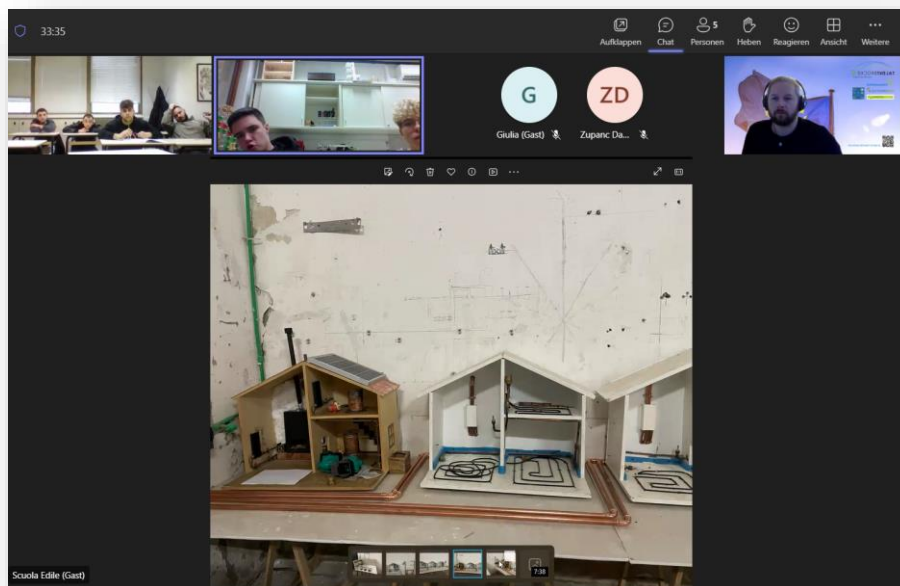
PHASE 4: AGREEING ON A COMMON PROJECT

11 FIRST I HAD A LITTLE^A
DIFFICULTY UNDERSTAN-
-DING HOW THE LABORATO-
-RY WORKS.

THE BEST WORK WAS CONVE-
CTING THE MULTILAYER^A
PIPES TO THE COLLECTORS

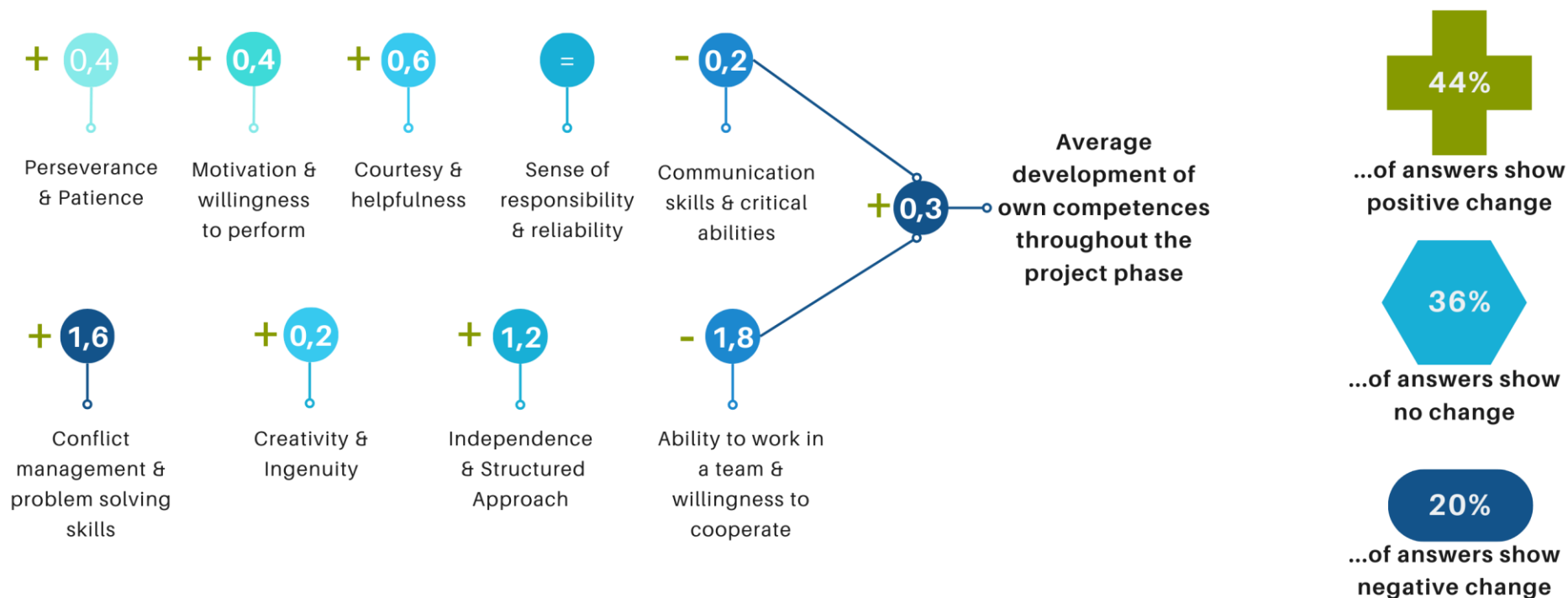
13.^A
MY PROJECT THAT I LIKE
TO PRESENT IS GEOTHERMAL
SYSTEM.

PHASE 4: ONLINE MEETINGS



QUESTIONNAIRE FOR SELF-ASSESSMENT OF PERSONAL COMPETENCES

Comparison by the trainees themselves before and after the project phase (Scale 1 to 5)



(These data make no claim to scientific validity, as the number of participants is limited to the 6 trainees of this project.)

PHASE 4: TRAINEES' PROJECT

The chosen project: a '**remote controlled water heating system**'.

A hot water boiler can be controlled via a mobile device, allowing the room temperature and hot water supply to be controlled individually for each room in the house.

→ The ideal project since it perfectly combines the trainees' two trades: **plumbing and electrical engineering**.



PHASE 4: Let the trainees' project begin...



projects.talentbruecke.de/interprentice



PHASE 4: IN PERSON MEETINGS



PHASE 4: IN PERSON MEETINGS



WHAT NEW DIGITAL TOOLS DID THE TRAINEES USE?



Microsoft
Tems and a
Snapchat
Group



Software for
programming,
no specific
tools to
communicate



Microsoft
Teams, but
mostly
Viber



Google
meet and
translate,
Zoom



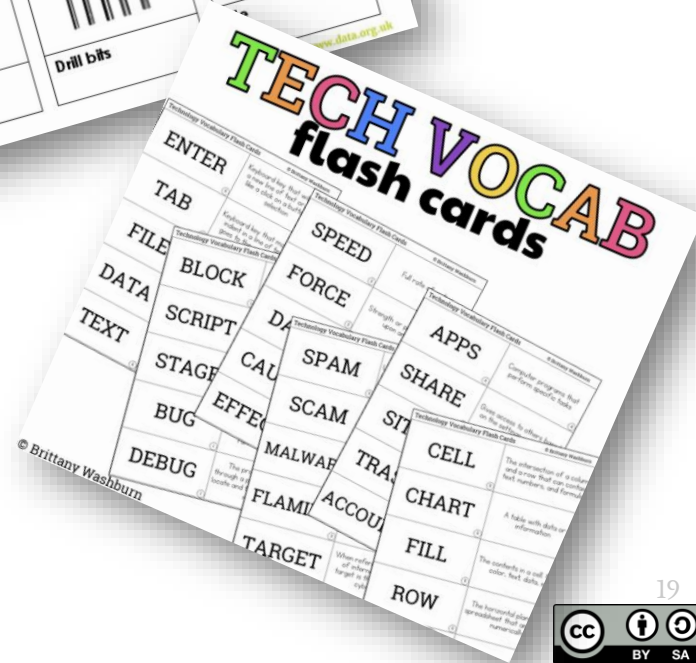
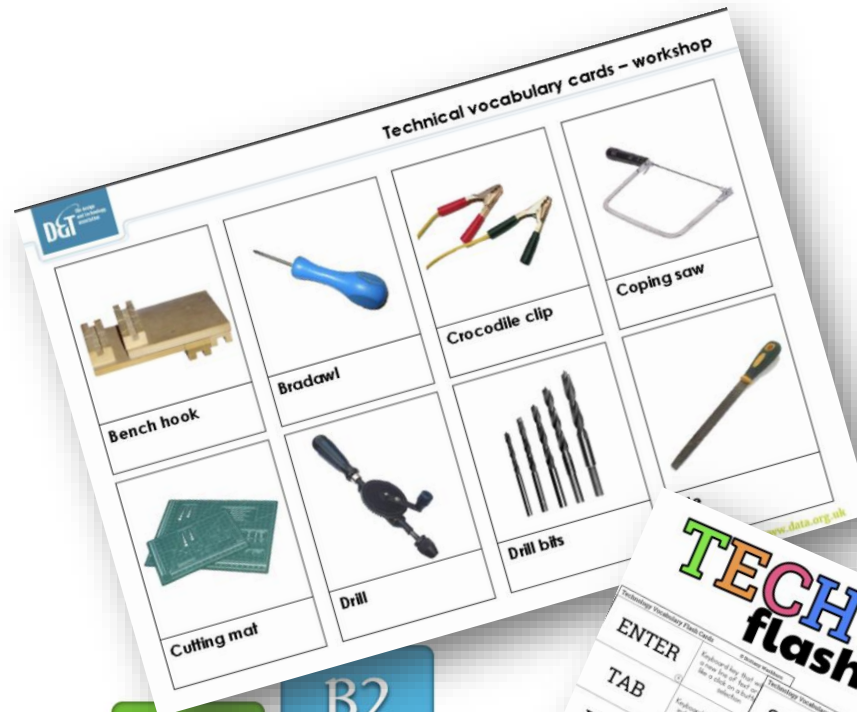
Above all,
apps like
Instagram
and
Whatsapp



Google
translate,
Chat GPT
for
professional
English

PHASE 5: IMPROVEMENT OPPORTUNITIES

- Difficulties communicating among the trainees due to different English levels.
 - Good idea to select candidates with a similar language level
 - Creating technical vocabulary cards in the common language saves time and speeds up the process. All trainees start on common ground and no one is left behind



A0
Introductory

A0/1
Newcomers

A1
Beginners

A2
Elementary

B1
Intermediate

B2
Upper Intermediate

PHASE 5: IMPROVEMENT OPPORTUNITIES

Trainees used Social Media apps mostly.

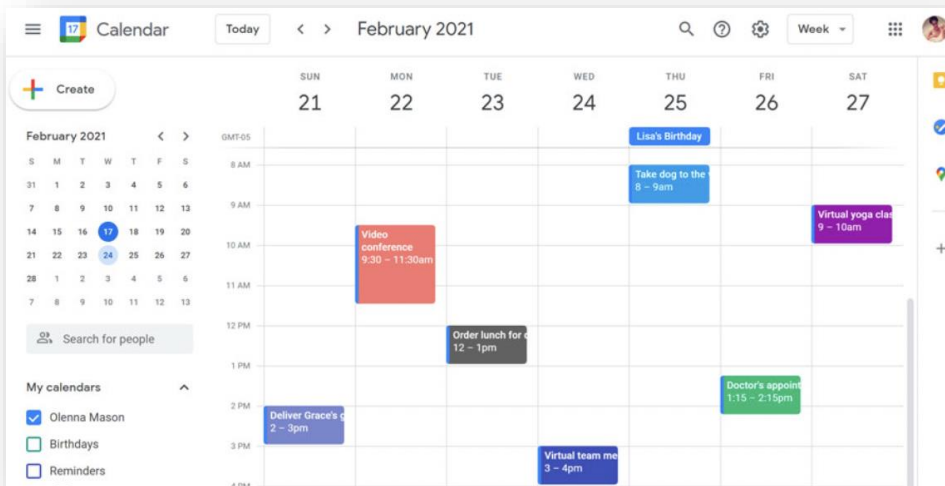
→ We could make use of the full potential of all the digital tools at our disposal by requiring the trainees to use at least 2 new digital tools not related to social media. E.g.: Online management apps, design apps, etc.



PHASE 5: IMPROVEMENT OPPORTUNITIES



We found some challenges with the timing of the meetings. All the participating trainees couldn't be present or joined later sometimes.



Creating a common calendar in advance with designated meetings and times is key.

PHASE 5: OUTCOMES



PHASE 5: OUTCOMES

Brainstorming
and ideation
of a common
project

Ambitious
challenge that
turned into
success



Intercultural exchange took place
→ Trainees had to be open
minded and adapt to new ways of
working and organizing
themselves.
→ Tolerance and flexibility

Trainees got out of their
comfort zone and lost the
fear to talk to (at first)
complete strangers.
More confidence in
expressing themselves.

PHASE 5: OUTCOMES



PHASE 5: OUTCOMES

Acquisition of
new digital skills
and tools



Creation of a
network of
contacts both in
their professional
and personal
lives.

Improvement of the English
language
→ New technical vocabulary in
both fields
→ Fluency in English speed got
better

Openness to
collaborate or
initiate future
international
projects in their
professional lives
due to positive
feedback and
experience.



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