



Interprentice

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Erasmus+



projects.talentbruecke.de/en/interprentice-2



Goals

Interprentice deals with the question of how interdisciplinary, transnational distance learning placements and cooperations can look in a vocational education context.

- Readiness and will for digital communication and interaction
- Create openness for the European idea
- Develop flexibility and adaptability in intercultural communication.

Project Phases

Phase	Content
Phase 1	<i>Analysis of the preliminary research results of existing projects.</i>
Phase 2	<i>Multiplier events for the determination of trends.</i>
Phase 3	<i>Concept development for international remote training groups.</i>
Phase 4	<i>Pilot implementation of an international remote trainer working group.</i>
Phase 5	<i>Evaluation of the international remote working phase with trainees.</i>
Phase 6	<i>Promotion of the concept & sharing experience among trainees & VETcenters</i>

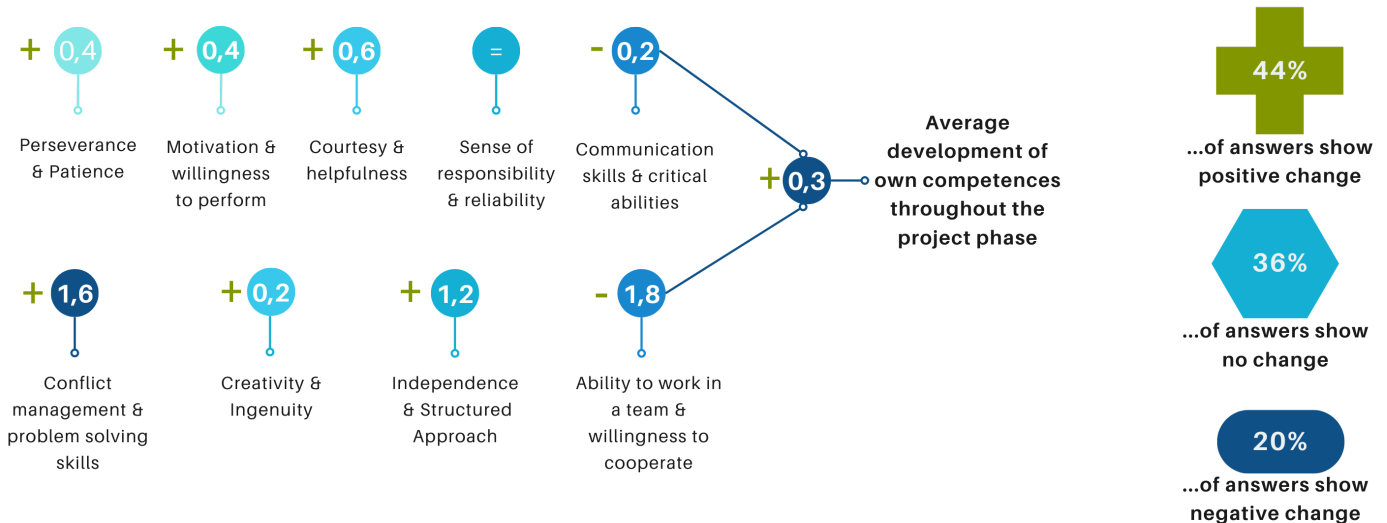
The chosen project: a 'remote controlled water heating system'

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.

→ Ideal project since it perfectly combines the trainees' two trades: plumbing & electrical engineering.

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 5: Evaluation

Outcomes

The evaluation, which included surveys, interviews and retrospectives via a Miro Board, confirmed that the objectives of Interprentice were achieved and that the expectations of the trainees expressed at the start of phase 4 in Madrid were largely met:

- Successful **interactive workshop for brainstorming and ideation** led to the realization of a common project, engaging both trainees and trainers from inception to completion.
- Adaptability and flexibility were worked hard, supported by professional guidance, were crucial in managing diverse cultural backgrounds and work approaches, **fostering social skills and expanding networks both professionally and personally.**

Improvement opportunities

Carrying out an international project of this nature entails a series of limitations that may arise during its pilot implementation. Even if solutions could not be found for all challenges during project phase, the following can be identified through joint reflection:

- Punctuality and time management issues, compounded by external factors like weather conditions, highlighted the need for **proactive scheduling involving all stakeholders.** Recommendations include pre-project meetings to align stakeholders (such as employers & trainers) and the **creation of a shared online calendar with flexibility for rescheduling.**
- Suboptimal settings, such as shared computers, hindered personal interaction and technical collaboration. **Early inquiries into equipment availability and utilization of mobile-friendly tools can mitigate such issues.**

- Trainees were encouraged to integrate new technologies and digital tools into their workflow for local and broad communication and **self-paced task organization**.
- Increased familiarity with digital tools and English as a **common language empowered trainees to step out of their comfort zones and communicate confidently** with diverse peers.
- **Regular retrospectives** held within the project management team and with the trainees maintained motivation and **ensured that many challenges were tackled promptly**, e.g. by organising an optional second face-to-face meeting for professional collaboration, which reinforced the trainees' self-efficacy.
- Positive feedback and rewarding experiences have **fostered openness among trainers and trainees to pursue future international and intercultural collaborations** in their professional endeavors.
- Different English proficiency levels among trainees hindered communication during online and in-person meetings, resulting in limited active exchange. To address this, future projects should **implement specialized vocabulary aids in the common language, ensuring all participants start on equal footing** and encouraging active participation from everyone.
- Integration of new technologies faced challenges, with trainees primarily utilizing familiar social networks rather than project management or design software. To overcome this, **specific pre-project sessions should focus on identifying and familiarizing with common digital tools** to streamline workflow.
- Groups preferred individual work and presentation, **necessitating a platform for transparent collaboration and interaction also between meetings, utilizing tools compatible with data protection regulations** of institutions.



On 15th January 2024, we used our second (additional) presence meeting in Arezzo, IT to conduct in-depth interviews of almost 60 minutes raw material with the project participants. [Click here for the final cut with helpful insights:](https://www.youtube.com/playlist?list=PLQcRH6ho0rvJaKlJaVp1dwJij637IF1JF)

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Conclusion

The interactive project of training centers and trainees yielded valuable insights in skill acquisition and networking. Challenges such as communication barriers due to varying English proficiency and specialised language levels were identified. Recommendations include the utilization of diverse digital tools, common vocabulary right from the beginning and early proactive meeting planning with all stakeholders. Overall, the project has proven to be beneficial for professional development and intercultural exchange.