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EMPOWERING VET TEACHERS

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With migration flows in Greece, Bulgaria and Cyprus reaching up to almost 80.000 registered arrivals during the last year, one cannot help but wonder how Europe handles the inflows coming from both the Eastern and Central Mediterranean route. In the same spirit, another 32.000 arrivals were officially registered from western Europe while another almost 15.000 individuals having arrived by the sea through the Central Mediterranean route^[1].

Given the extend of mobility both to Europe but also internally, it is easy to assume that especially when it comes to the host countries, the socio-economic dynamics will inevitably shift. First and foremost, a whole new inflow of workers and their undocumented skillsets will have to find a way to match their assets to the national industry market needs - as far as the ones more reluctant to get on board with the idea of social integration are concerned, providing minimum opportunities to new incomers has proven the logical thing to do multiple times in the past.

Nevertheless, new available skillsets come with the great responsibility to identify, register and of course, match accordingly to the sectors most needed. The tricky bit seems to once again lie to the communication barriers, formalities and legal issues aside. The vast majority of the new labor force will seek to apply for national certifications and attend courses in order to get (re-)qualified. At the same time, statistics underpin that the core focus will shift to vocational education and the more technical side of things. Inevitably, the ones in need of guidance and support, will be the trainers handling the pressure of cultural and social distance inside classrooms.

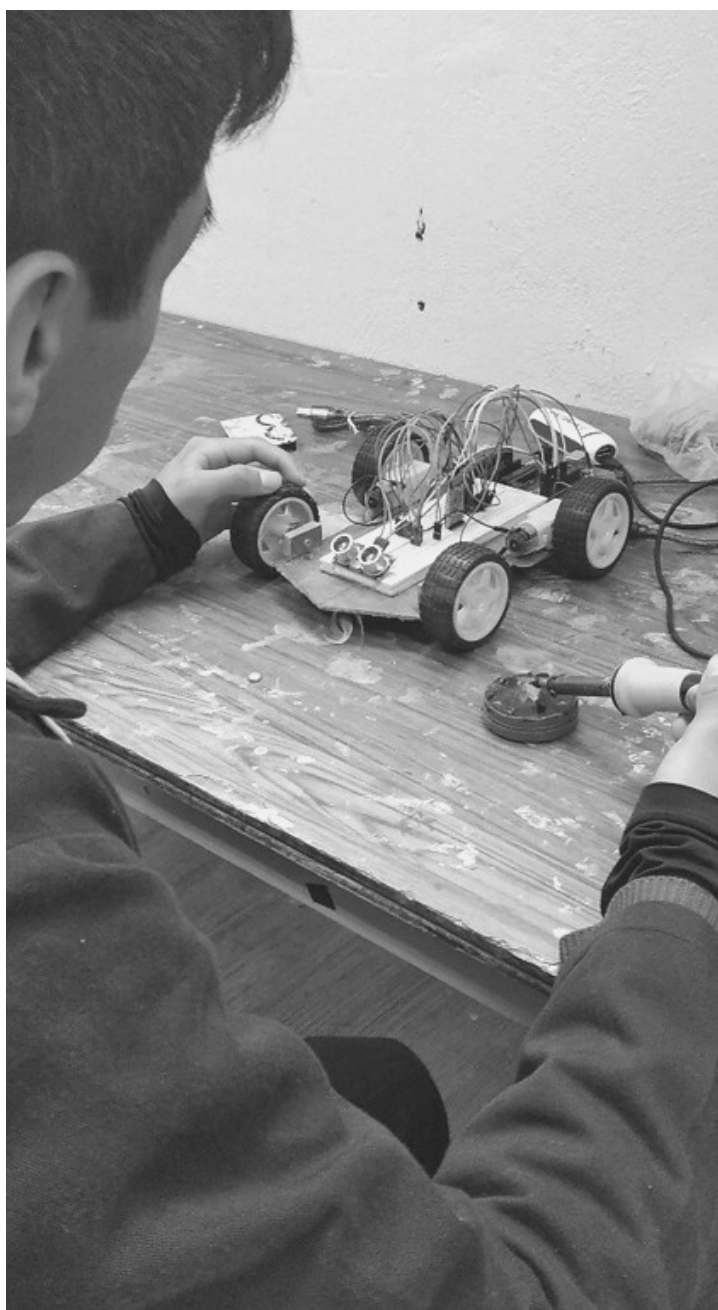


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Fostering the social integration of the newcomers and handling the cross-cultural communication in the classroom will undoubtedly require a more social-oriented approach on behalf of the trainers and counselors. Thus, re-training them with regards to identify and enhance their, what we mostly refer to as, 'soft skills' would equip them with much needed strategies to handle and guide their attendees to success.

Investing in projects that benefit both those in need yet at the same time, advance the professional development of native workers serves as the cornerstone of EU policies with respect to life-long learning and vocational education strategies. Within this context, E-VET project seeks to support the continuous development of VET teachers and address a series of challenges mainly related to youth unemployment and immigration though underpinning inter-cultural competences and providing practical tools for in-classroom dialogue facilitation.

[1]. Migration Data Portal, 2019. Migration data overview. Available from: <https://migrationdataportal.org/regional-data-overview/europe>

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