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# EMPOWERING VET TEACHERS

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When writing about higher Vocational Educational and Training, there is no way one can surpass the barrier of VET definition. Despite the growing adoption of VET qualifications and courses offered across the European Union, an unanimously accepted definition is still lacking. Depending on national frameworks, VET courses can be part of the formal post-secondary curriculum or follow-up, up-skilling and/or re-qualification programs.

One would think that the lack of a proper definition would be the main challenge to be addressed given the uncertainty around the practical assets taken away after successfully completing the course. However, the communication bit inside the classroom seems to be a tad more challenging. The avid technical courses providing qualifications on different scales and to various extents can only indicate the heterogeneity of attendees and not to disregard, the complexion of the underlying power dynamics within the classrooms.

With classrooms full of individuals coming from rather varied backgrounds, VET trainers and educators need to rise to the occasion and identify 'classroom-appropriate' ways to address the social distances in-between their students but also between the latest and themselves. Identifying what is usually referred to 'social distance' is of crucial importance to grasp the specificities of cross-cultural communication and the gaps within it with regards to the employed terms.

Cultural, religious and of course, gender and class related barriers in communication call for delicate approaches. VET educators and counselors appear to be the first in line to absorb the shocks and asked to deliver at the same time.





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Given the role of significant importance VET trainers play in social integration along with a rather wide palette of youth unemployment and migration related issues, projects similar to E-VET seem much needed – not exclusively to boost VET trainers' moral but to practically contribute to their efforts.

E-VET mostly focuses on inter-cultural communication and the most frequently barriers met within the process. On top of that, it touches upon the notion of animated and restrained cultures and the main characteristics they are structured upon. Besides the information provided in terms of a more theoretical rationale, the project team will be delivering a practical guide and an online platform broadly concerning ethics and professionalism in work environment, communication skills, critical thinking, problem-solving abilities and managing a multicultural environment. Participants will be given the opportunity to test their competences after registering to the courses and to receive feedback on their strengths and the bits that they should focus more.

Overall, E-VET is funded within the context of providing continuous professional development and support to VET teachers acknowledging their significant contribution to the EU vocational policy strategy.

Follow E-VET on socials for live updates on the project:

