

Open Call for VET teachers

Green Vision Academy and European Grants International Academy



Table of content

Introduction	3
Introduction to the ELE_VET project	4
The ELE_VET blended course	6
Who can apply	7
Application Submission	9

Introduction

This document provides guidance for VET schools seeking to apply for the **ELE_VET** blended training opportunities offered under this call.

The training opportunities are promoted within the **Erasmus+ ELE_VET project (Project number 101183303)**.

This document provides a structured and comprehensive overview to support interested applicants. It begins with an introduction to the project, outlining its objectives, scope, and expected outcomes. It then presents detailed information on the blended training opportunities offered, including their content, format, and implementation arrangements. Furthermore, the document specifies the target groups and sets out the selection criteria that will guide the assessment of applications.

Introduction to the ELE_VET project

The **ELE_VET (Enhanced Learning Experiences for Vocational Education and Training)** project is a three-year Erasmus+ initiative that began in January 2025. Its goal is to improve the skills of vocational education and training (VET) teachers and trainers in entrepreneurship and digital technologies.

The project offers various learning methods, including **online courses**, **in-person workshops**, and **practical work experiences**. Initially focusing on Azerbaijan and Armenia, ELE_VET aims to build an international network of VET educators and institutions, with plans to expand to nearby countries.

The project is being implemented by 5 organisations:

- [EGInA Srl](#) (Italy)
- [INSIGNARE](#) (Portugal)
- [French-Armenian Vocational Education Center](#) (Armenia)
- [Youth Opportunities Club](#) (Armenia)
- [Green Vision Academy](#) (Azerbaijan)

The ELE_VET project has begun with a research phase and the collection of best practices and resources, which helped the consortium develop a first draft of the training curriculum, which was evaluated and validated by VET teachers and educators from Armenia and Azerbaijan in June 2025.

After finalising the curriculum, the ELE_VET consortium started to develop educational materials, focusing around three main key areas:

- *Digital skills*
- *Entrepreneurship*
- *Innovative Pedagogical Methodologies*

In 2026, the ELE_VET project will launch a blended training course, which combines **online learning**, **face-to-face sessions**, and **practical job-shadowing opportunities** in EU countries. The materials will be made available through an online platform and, even though developed in English, it will be localised in Armenian and Azerbaijani.

Two national editions of the blended course are foreseen: one in Armenia, delivered by YOC and CEPFA, and one in Azerbaijan, delivered by GVA.

After completing their training, the selected teachers and/or staff will be able to apply the ELE_VET methodologies in their classrooms, involving students directly in the learning process. This hands-on approach will culminate in **National Hackathons** organised by the students, with winning teams advancing to an International Hackathon in Italy.

Through these activities, ELE_VET is committed to closing educational gaps, promoting sustainable development, and equipping both educators and students with the necessary skills to succeed in today's digital and entrepreneurial world.

Following the training of teachers, the ELE_VET project foresees the involvement of students and local businesses in the project activities.

**ELE VET**

ENHANCED LEARNING EXPERIENCES FOR VET

Title:	Open Call for VET teachers		
Authors:	GVA and EGI nA Srl		
WP:	3	Activity:	3.1
Date	25/11/2025	Version:	0.1

Page: 5

The academic year after the training, the trained teachers and/or staff from the Blended Course will involve their students by incorporating the acquired knowledge and skills in their daily lessons. Additionally, teachers will also guide the students in some specific project works and project/contest-based learning in preparation for the National Hackathons. At the same time, the involved schools and teachers will try to connect with the **local realities to create community networks**. Such organisations will be involved in the organisation of Hackathons. Beforehand, schools will try to involve representatives in **workshops** to be organised at school on **entrepreneurial learning, business simulation, and digital skills**. Such activities can be integrated and incorporated within the already planned activity of the school (*e.g.: planned workshops/internships for students, extracurricular activities, extra CFU, etc*).

In **Spring 2027**, teachers, students, and local stakeholders will participate in the organisation of National Hackathons, with support from the ELE_VET partners. These hackathons will focus on **digital innovation and social impact**, aiming to strengthen the digital and entrepreneurial skills of young people through preparatory training.

A **school hackathon** is an interactive event where students work in teams to develop creative solutions to real-world problems. Using digital tools and entrepreneurial thinking, they design and implement projects with guidance from teachers and mentors, and present their results at the end of the event.

Trained VET teachers will facilitate students in applying the digital and entrepreneurial methodologies acquired during the training. This process promotes collaboration between schools and local companies, helping students connect theoretical learning with practical, real-world applications.

The national competitions will specifically target **digital and entrepreneurial skills**, encouraging students to develop practical and innovative digital solutions to relevant challenges.

The winners of the national competition will have the opportunity to travel to Italy for the **Final International Hackathon (July 2027)**, which will bring together fellow students and teachers from Italy, Portugal, Armenia, and Azerbaijan.



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Page: 6

The ELE_VET blended course

The ELE_VET training activities will take place from **January to October 2026** and it foresees the delivery of 3 main modules, structured as follows:

Module 1 – Digital Skills (25 Hours)

1.1) Education and Digital Transformation (20 hours)

- Digital Transformation in Education and introduction to DigCompEdu;
- Technologies in Digital Education:
 - *Selecting Digital Resources*
 - *Creating and Modifying Digital Resources*
 - *Managing, Protecting and Sharing Digital Resources*
- Digital communication, collaboration and content creation
 - *Free Digital tools / Open Educational Resources*
 - *Drafting digital content scripts*
 - *Creating digital content*
- Pedagogical methodologies and practices in Digital Education:
 - *Teaching*
 - *Guidance*
- Online Safety and Cybersecurity - Preventing Cyberviolence:
 - *Teaching*
 - *Guidance*
- Combating online violence

1.2) Facilitating and Assessing Learners' Digital Competencies (5 hours)

- Assessment strategies
- Analysing evidence
- Feedback and planning
- Students' e-portfolio

Module 2 – Innovative Teaching Methodologies (10 hours)

2.1) Education and Digital Transformation (20 hours)

- Approach to Active Methodologies and Digital Support Tools
 - *Project-Based Learning VS Problem-Based Learning*
 - *Tools for Problem-Based Learning*
 - *Resources for Project-Based Learning*
 - *Gamification in Education*
- Contest-based learning and Hackathons
 - *Organising and implementing skills competitions*
 - *Organising and implementing Hackathons*

Module 3 – Entrepreneurship (15 hours)

3.1) Entrepreneurship Education

- Entrepreneurial Competencies and the Entrepreneurial Attitude
- Teaching-learning methodologies and entrepreneurial skills
- Student work activities to promote entrepreneurial skills
- Organising an entrepreneurial project – Business Simulation
- ICT in the management and organisation of an entrepreneurial project



The **ELE_VET Capacity building path** includes:

- **JANUARY 2026: 1-week Training of Trainers in Italy for 6 selected VET teachers** (4 from Armenia and 2 from Azerbaijan);
- **FEBRUARY - JUNE 2026: Blended training course for at least 30 VET teachers** (20 from Armenia and 10 from Azerbaijan), including:
 - 10 hours of online course for 5 months (tot = 50 hours);
 - webinars and matching events with EU representatives and schools;
 - 5 days of face-to-face seminars to be organised in Armenia and Azerbaijan by the national partners
 - *The 5-day-national training will serve as a practical introduction to the project-based learning phase and the Hackathon methodology. Theoretical content to be included in the 50-hour course.*
- **JULY - OCTOBER 2026: 1-week job-shadowing opportunities** for some selected teachers (*in order to apply, a specific Call will be published*)
 - Job-shadowing provides teachers with the opportunity to observe and learn from experienced educators in other schools or institutions, gaining practical insights into teaching methods, project-based learning, and innovative practices. It allows participants to exchange ideas, reflect on their own teaching approaches, and bring new knowledge and methodologies back to their home institution. The selected VET teachers and/or staff will have the chance of visiting one EU country for 1 week.
 - The Matchmaking events planned during the blended course will be very important to find possible hosting organisations for the professionals to be selected.

Who can apply

This open call is addressed to **VET teachers, educators, trainers, and managers from Armenia and Azerbaijan**.

YOC and **CEPFA** will cooperate to deliver the course in **Armenia**, while in **Azerbaijan** the course will be promoted by **Green Vision Academy**.

Candidates are those who:

- Are currently working as VET teachers or managers in a relevant field;
 - *Although the blended course focuses on digital and entrepreneurial skills, it is not limited to IT or economics teachers. Teachers from any subject area are welcome to participate, provided they are able to apply and integrate the knowledge and methodologies gained into their daily teaching.*
- Show strong motivation to participate in international collaboration and professional development;
- Are willing to support their institution in applying the knowledge gained from the training to future activities;

- Are open to sharing good practices and experiences within their school or organization;
- Are willing to support the implementation of National Hackathons in their school.

Preference may be given to candidates who are actively involved in training design, curriculum development, or teacher mentoring.

Although English proficiency is important and essential for participating effectively in the international and exchange activities (*such as the Training of Trainers in Foligno and/or Job-shadowings in one of the EU countries*), candidates with a basic level of English may still apply. All core training materials will be translated in national language, and most activities will be carried out at national level, ensuring accessibility for participants with limited English skills.

Mandatory common criteria for VET TEACHERS and EDUCATORS

1. Academic and professional background

- Must be the teachers from **EQF Level 3 and 4**
- Interest or prior exposure to topics related to **VET pedagogy, digital learning, and work-based training**.

2. Language proficiency (for international activities only)

Proficiency in **English** (minimum intermediate level, B2 on the CEFR scale).

3. Commitment and availability

Candidates are expected to commit sufficient time and active participation to successfully complete the course and apply its outcomes.

4. Ethics and behavior

Adherence to a code of conduct that ensures:

- Respect for peers, trainers, and staff;
- Responsible use of provided resources and facilities;
- Compliance with the training program's rules and regulations.

5. The selection criteria

The selection of participants will be conducted at the national level by each partner organization. The process will ensure transparency, gender balance, and equal opportunities.

Nevertheless, the following criteria will be taken into consideration in both countries:

- Professional Background and Experience
- Motivation and Commitment
- Willingness and capacity to share knowledge, good practices, and training outcomes with colleagues and students within their school or organization

Candidates are to submit:

- Updated CV (in English) highlighting their teaching experience and relevant skills.

- Motivation letter (max. one page) explaining why they wish to participate and how they plan to use the acquired knowledge.

Application Submission

Interested candidates are invited to submit their applications by **January 9th**. Applications received after this date will not be considered. All application materials must be completed and submitted through the specific submission method specified by the partner delivering the course in your country.

Candidates are encouraged to ensure that all required documents are included to avoid delays in the selection process.