

# NEWSLETTER

APRIL 2026

## Welcome to the first VOCA project Newsletter!

We are excited to introduce the VOCA project aimed at **strengthening the digital and professional competences of teachers and trainers in vocational education**. In an era of rapid changes, our goal is to empower educators with the tools and skills they need to thrive in the modern classroom.

## What is the VOCA Online Course?

The core of VOCA project is the development of a comprehensive **80-hour online course**. Designed as an open, self-learning tool, the course will be available in three languages—English, Lithuanian, and Czech.

The project includes teachers training in Lithuania, and the pilot testing of the final online course to ensure it meets the standards of quality and usability.

**Currently**, the partners-ITMC (Lithuania) and InErudico (Czech Republic) are working on the **content development** of the modules.

The curriculum is designed to bridge the gap between pedagogy and technology, covering **topics** such as:

1. Management of complex communication situations

2. Educating through positive influence and inclusive teaching

3. Visual communication: online tools for creating designs

4. AI and creativity

5. Unexpected possibilities of using AI



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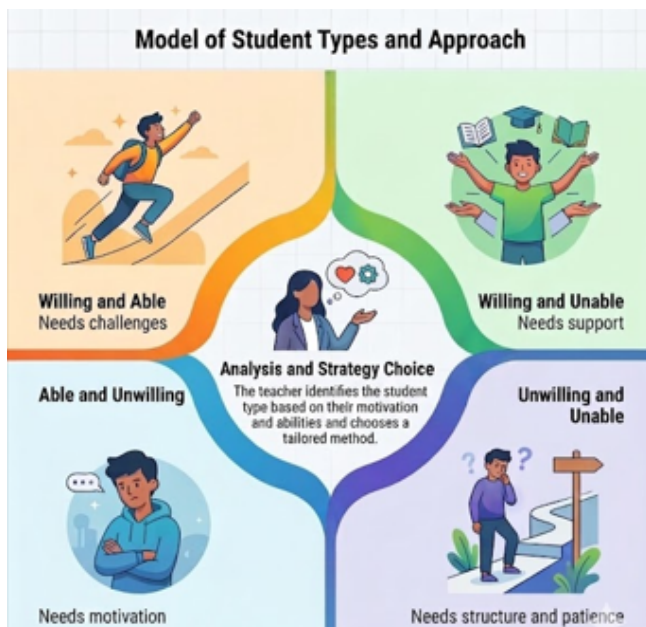
## VOCA Training Session in Vilnius

On **March 26–27, 2026**, the ITMC partner organized a successful two-day **training session in Vilnius**, specifically designed to strengthen the digital and professional competencies of VET teachers and trainers. This event brought together **10 Czech teachers and 10 Lithuanian colleagues** to pilot new educational modules and exchange pedagogical expertise. The goal was to gather direct feedback to ensure the VOCA project remains tailored to the evolving needs of educators.

### **THE PROGRAM WAS BUILT ON 2 PILLARS:**

#### **Pillar 1: Soft Skills – Communication management and Inclusive teaching**

The first pillar of the program was focused on the soft skills that are essential for today's educators. Participants explored **active listening** techniques designed to foster stronger teacher-student relationships. The session on **student typology** and specific **motivational methods** empowered teachers to better understand diverse learners for improved engagement, alongside with a focus on the principles of **inclusive education**.



Educators were engaged in discussions regarding **conflict management**—identifying root causes of problems and addressing tensions between students, as well as student-teacher and school-level dynamics—by sharing examples and practicing techniques.

A significant focus was placed on **differentiation as a key to effective teaching**, allowing educators to respond to the unique needs of individual students. This was complemented by an insightful exploration and viral participants' discussion on **demographic generations** (B, X, Y, and Z), where the team discussed how different **communication styles** across these generations can lead to conflict and, more importantly, how to bridge those gaps to create a harmonious classroom environment.



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## Pillar 2: AI and Digital Tools

The second pillar was aimed at the practical application of modern technologies within the school environment. Teachers were introduced to the power of **visual communication**, learning how to present information effectively using modern graphic tools.

The training also prioritized the integration of **Artificial Intelligence (AI)**, demonstrating how it can serve as a teaching assistant and also as a tool for student engagement. Participants gained hands-on experience with a wide range of applications, including the use of **ChatGPT and Microsoft Copilot** for tasks as 3D modelling, image generation etc. The session on **Canva** proved particularly inspiring, providing teachers with specific examples and practical tasks to help them create professional educational materials quickly and efficiently.

The professional program was further enriched by a **visit tour** in the hosting school Vilniaus paslaugyverslo profesinio mokymo centras (VPVPMC), which provided a valuable opportunity to observe the practical teaching of graphics, multimedia, clothing design, and floral arrangement.



## Co-creating the future of VOCA

The training session was accompanied by **collaborative brainstorming and sharing educators experience**. Participants provided feedback on the developed modules and shared ideas for future topic development, e.g. creative ideas for data visualization in education. This training session concept ensured that the upcoming outputs of the VOCA project remain tailored to the needs of educators.

The international exchange in Vilnius has not only strengthened professional and digital competences, but also set a clear **path for the continued development of innovative, teacher-centered training modules**.



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