

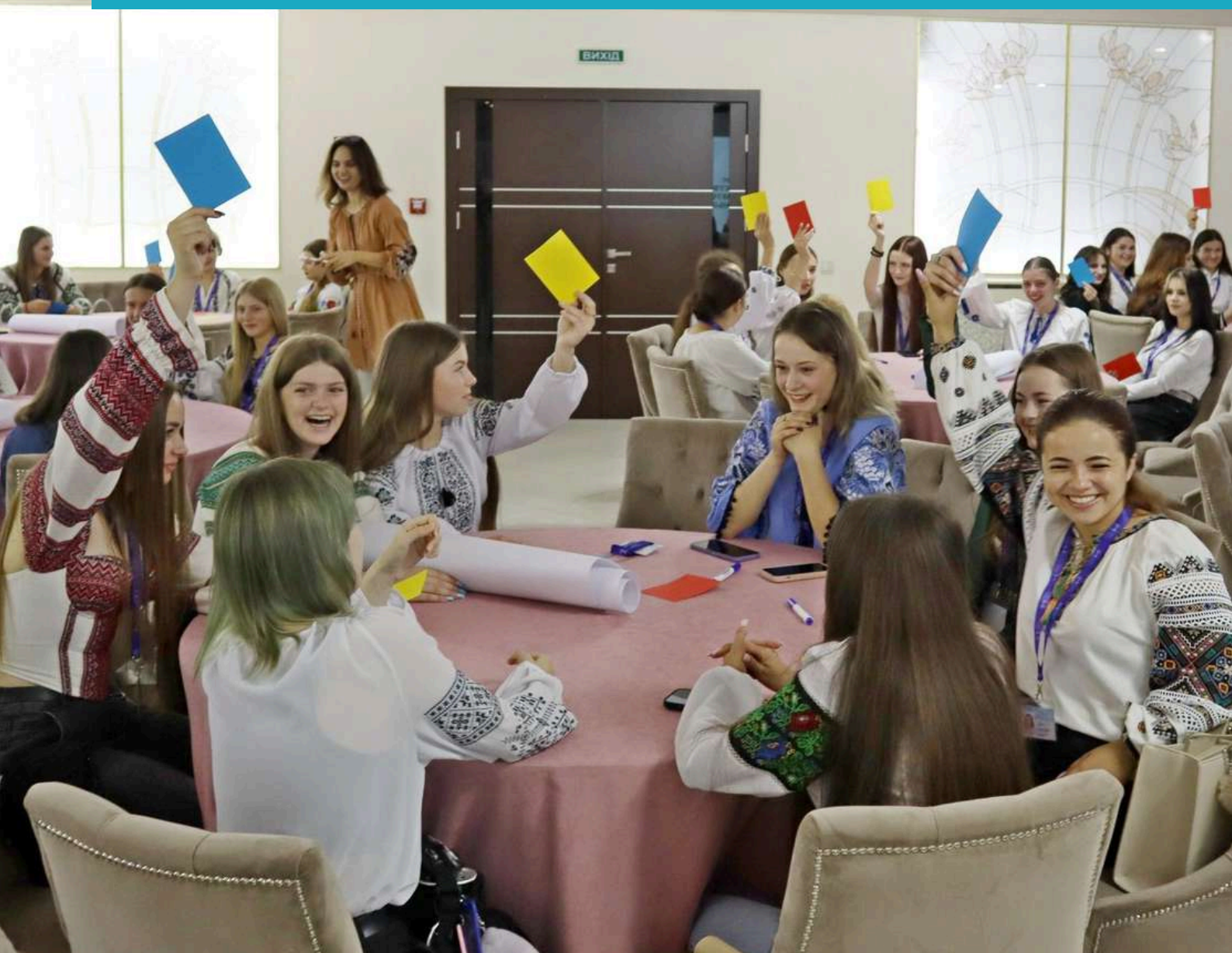
BUILDING BRIDGES

TRANSFORMING VET FOR A FUTURE-READY WORKFORCE

POWERED BY LAYING THE FOUNDATIONS

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**Laying the
Foundations**

A Holistic Intervention for an Upgraded
VET Students Performance

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THE MISSING MIDDLE:

REBUILDING THE ARCHITECTURE OF VOCATIONAL EDUCATION

The Laying the Foundations project is designed to address the critical challenges faced by the Vocational Education and Training (VET) sector in the Eastern Partnership countries, particularly in Moldova, Georgia, and Ukraine. The project aims to create a Foundation VET Cycle that will upskill entry-level VET students during their first year of studies, equipping them with the necessary competencies to succeed in the labor market

Holistic Competence Development

Equip VET students with entrepreneurial skills, critical thinking, and adaptability

Inclusive Learning Ecosystem

Foster an inclusive environment that supports diversity and empowers disadvantaged learners..

Digital Transformation

Enhance digital literacy among students and teachers to prepare them for the modern workforce.

Supportive Educational Culture

Cultivate a positive and supportive culture within VET institutions to enhance student well-being and academic success

Addressing Socio-economic Disparities

Implement targeted interventions to support socio-economically disadvantaged students.

INTERVIEW WITH DR. AMANDA TAMBUYSER, EVBB PROJECT COORDINATOR

VET is often described as the ‘forgotten sibling’ of education policy. Do you agree?

Absolutely. While universities tend to attract most of the attention, funding, and prestige, Vocational Education and Training is where skills meet reality. It’s where people actually prepare to enter the labour market. And that makes it crucial, especially in today’s digital economy.

What is the main challenge you see in the Eastern Neighbourhood countries?

In countries like Georgia, Moldova, and Ukraine, we see a clear foundational gap. Students arrive at vocational colleges highly motivated. They want to become engineers, hospitality professionals or digital technicians. Very often they lack basic competencies such as numeracy, literacy, and specifically learning-to-learn skills. Without these, it becomes extremely difficult to cope with a fast-changing labour market.

Is this where Laying the Foundations comes in?

Exactly. Thanks to the Erasmus+ programme, we were able to launch Laying the Foundations, a 36-month initiative designed to address what I often call the “missing middle” in education. It’s a holistic intervention that supports students before they fall behind.



What makes this project different from traditional VET approaches?

At the heart of the project is the Foundation Semester. Rather than expecting students to manage on their own from day one, we offer a preparatory phase that helps them build confidence and skills step by step. This semester strengthens core skills and creates a bridge between general education and technical specialisation. It’s about giving students a real chance to succeed.

Why is this so important?

OECD PISA data and the ETF Torino Process show that underperformance in basic skills is often linked to socio-economic inequality. By creating a protective and enabling structure, we reduce the risk that a student’s background determines their future. Skills should open doors, not close them.

THE RISE OF THE EDUCATOR-MENTOR

The project also places strong emphasis on teachers. Why?

Because you cannot upgrade student performance without upgrading the people who support them. Teachers are the operating system of education. If we want change, that's where we have to start.

What does this look like in practice?

Under Work Package 3, we are upskilling VET staff across six partner colleges. We are moving beyond the traditional role of the instructor towards a more complex and modern profile.

First, **soft skills**. We are training 36 teachers through an online programme focused on active listening, systems thinking, and assumption testing. These are not “nice-to-have” skills; they are essential for managing diverse classrooms.

Second, **digital facilitation**. Knowing a trade is no longer enough. Teachers need to be comfortable with digital tools, from AI to CRM systems, and able to guide students through digital environments.

Third, our **“Be a Mentor”** philosophy. In a world shaped by automation, the human element matters more than ever. Through face-to-face workshops in Greece, we work on role-playing and mentoring strategies so teachers can better support students facing real socio-economic barriers.

Finally, we work with a feedback loop, starting by identifying learners' skills gaps so that support and upskilling focus on what is truly needed.

DID YOU KNOW...

BASED ON RECENT 2024-2025 RESEARCH AND EMPLOYER SURVEYS, WHILE TECHNICAL SKILLS (HARD SKILLS) REMAIN NECESSARY TO "GET YOUR FOOT IN THE DOOR" OR PERFORM SPECIFIC JOB FUNCTIONS,

FOUNDATION AND SOFT SKILLS ARE INCREASINGLY VIEWED AS MORE CRITICAL FOR LONG-TERM CAREER SUCCESS, ADAPTABILITY, AND LEADERSHIP.

LEARNING ACROSS BORDERS

The project is strongly transnational. How does that shape its impact?

Transnational cooperation is a catalyst. We link EU expertise from Germany, Greece, and Italy with the remarkable resilience of institutions in Ukraine, Georgia, and Moldova. It's not a one-way transfer of knowledge.

EU partners contribute quality assurance frameworks and digital pedagogy, while our Eastern Neighbourhood partners bring strong experience in adapting to challenges and problem-solving, often under extremely challenging geopolitical conditions. From Lviv to Khmelnytskyi, from Tbilisi to Chişinău, innovation is happening in real time.

LOOKING BEYOND 2027

What does success look like when the project ends?

Success is not just numbers. Of course, training 144 students and 70 trainers matters. But our real goal is institutionalisation. We are developing a blueprint that can be scaled nationally. We are building an e-learning ecosystem that will remain long after the funding cycle ends.

When we talk about “laying the foundations,” we are not only helping students pass exams. We are strengthening institutions and contributing to the economic sovereignty of entire countries.

Any final thought?

In VET, we don't just teach people how to work. We teach them how to thrive in a world that hasn't been built yet. **Laying the Foundations is our contribution to building that future.**



NO MORE PANIC: BUILDING CONFIDENCE BEFORE BUILDING COMPETENCE, FOUNDATION SEMESTER AS A PSYCHOLOGICAL SAFE PERIOD

Starting college represents one of the most significant and simultaneously emotionally challenging stages in a young person's life. The transformation from high school student to vocational student requires not only academic readiness but also psychological resilience. As is well known, a large portion of students experience intense anxiety and uncertainty during the initial stages of their studies.



These emotions are not only natural—they are universal and absolutely expected. Transitioning to a new, more responsible environment often triggers psychological discomfort and internal questions: "I won't be able to do this," "I'm not good enough," "Everyone is better than me." This is transitional period anxiety—a psychological state that accompanies every significant change. The Foundation Semester was created precisely to acknowledge this anxiety, normalize it, and provide tools to overcome it. This period is a preparatory semester whose main purpose is the academic and, above all, psychological adaptation of students. It is a preparatory, supportive, and emotionally safe stage that helps students not only adjust to the vocational college environment but also understand and manage their own anxiety.

If you've recently enrolled in college and feel that everything is happening very quickly and sometimes even strangely—you're feeling exactly what almost every new student feels. Psychologists note that change, regardless of how positive it is, always activates a stress response. This is a natural defense mechanism—our brain tries to assess the new environment and decide: "Is this safe or not?"

Foundation Semester says: yes, it's safe here. Here you can make mistakes as lessons, not as failures. Here your anxiety is not a sign of weakness but a signal that you're developing. Psychological research has confirmed that students who are given time for emotional adjustment experience burnout syndrome less frequently and maintain motivation more effectively.

WHY IS FOUNDATION SEMESTER A "SAFE LANDING"?

Traditionally, the first college semester begins with technical subjects and exams. A student in an emotionally unstable state must simultaneously adapt to both the environment and difficult material. This creates "double stress"—when the anxiety of psychological adaptation is compounded by academic pressure. Foundation Semester solves this problem by creating an emotionally safe space where anxiety and mistakes are part of learning, not a problem.

Many students feel shame and fear when asking questions. Psychologically, this is impostor syndrome—the feeling that "I don't deserve to be here." Foundation Semester neutralizes this psychological barrier and creates an environment where educators normalize confusion as a natural part of learning, while the atmosphere is supportive and empathetic, not competitive.

The Foundation Semester philosophy is based on the principle: confidence before competence. This means that students must first develop an internal belief in themselves, emotional stability, and self-confidence that "I can do this," and then, based on this psychological confidence, it becomes easier for them to master difficult material.

DID YOU KNOW...

UNESCO HIGHLIGHTS THAT STRENGTHENING TVET AND ALIGNING TRAINING WITH LABOUR-MARKET NEEDS CAN SUPPORT SCHOOL-TO-WORK TRANSITIONS AND HELP TACKLE YOUTH UNEMPLOYMENT.

WHAT DOES THE IMPORTANCE OF PSYCHOLOGICAL WARM-UP MEAN?

In sports, warming up always precedes the main workout. If muscles are cold, the risk of injury increases sharply. The same principle operates in the psychological sphere. Foundation Semester is an emotional and psychological warm-up, where students become accustomed to a new emotional reality and prepare their "psychological immunity" for academic stress.

We believe that students who complete Foundation Semester will not drop out, will receive higher grades, and, most importantly, will have lower indicators of chronic anxiety, depression, and emotional burnout.



ADVICE FOR ALL THREE GROUPS

For Students

Your main task is understanding your own emotional state and developing psychological readiness. Your anxiety is not weakness—it's a natural signal. Asking questions and showing vulnerability is strength, not weakness. Creating emotional connections with peers is a resource for your entire career. Don't compare yourself to others—everyone has their own emotional pace.

For Parents

Your role is emotional support and validation, not pressure. Your child must feel that their anxiety and emotions are acceptable.

For College Staff

Actively discuss the psychological significance of Foundation Semester with vocational students and their parents. Many parents are unaware that the main reason their child drops out is psychological, not academic.

CONCLUSION

Foundation Semester is a unique opportunity that combines academic preparation with psychological care and emotional support. This is the psychological foundation upon which a student's entire subsequent academic success and emotional well-being is built. When students are given time for emotional adaptation and anxiety normalization, they become not only more academically successful but also more psychologically resilient and emotionally healthy.

“**FOUNDATION SEMESTER IS AN EMOTIONAL AND PSYCHOLOGICAL WARM-UP, WHERE STUDENTS BECOME ACCUSTOMED TO A NEW EMOTIONAL REALITY AND PREPARE THEIR "PSYCHOLOGICAL IMMUNITY" FOR ACADEMIC STRESS.**”

Foundation Semester is an "emotionally safe entry" where transitional period anxiety is acknowledged, accepted, and overcome. This is a period where panic gradually transforms into psychological readiness, fear into trust, and emotional discomfort into confidence.

No more panic! It's time for emotional confidence—before building competence. Foundation Semester creates a psychological foundation upon which not only vocational knowledge is built but also internal emotional strength and psychological resources that will help vocational students cope with any challenge, both during their studies and throughout their lives

IS VOCATIONAL TRAINING A PLAN B? THINK AGAIN...

For decades, VET has been burdened with an unfair label: **the idea that it is a “second choice” for students who did not succeed in general education.** Parents often worry that VET limits future opportunities, while students fear it signals lower ability. On the same page, policymakers sometimes treat it as an alternative pathway rather than a strategic investment.

This perception is not only outdated, but is deeply misleading.

Across Europe and neighboring countries, VET is one of the most effective ways to equip young people with practical skills, real employability and meaningful career prospects and opportunities. The real issue is not the ambition or potential of VET learners. It is what happens *before* they enter vocational education.

THE PROBLEM IS NOT ABILITY IT IS PREPARATION

International evidence paints a clear picture. Large-scale assessments such as PISA and analysis like the ETF Torino Process show that many students arrive at vocational education without strong foundational skills such as reading, mathematics, problem solving, and learning autonomy.

However, this does not mean they are “low-performing” students. It means that the transition from compulsory schooling to vocational education is often broken. Learning gaps accumulate due to disrupted schooling, socio-economic disadvantage, lack of guidance, or education systems that focus more on content than on competences.

This consequence is predictable. VET institutions are expected to deliver labour-market-ready professionals while simultaneously compensating for years of unmet learning needs.

When students struggle or disengage, the blame too often falls on VET itself, instead of the missing bridge that should have prepared learners for success.

WHAT HAPPENS WHEN STUDENTS ARE GIVEN THE RIGHT FOUNDATIONS

This reality is well known to experienced VET providers such as AKMI in Greece, one of the largest vocational education and training institutions in Europe (<https://iek-akmi.edu.gr/>). With campuses across the country and programmes ranging from tourism and hospitality to IT, health, creative industries and technical professions, AKMI attracts thousands of motivated learners every year.

Many of these students arrive with clear goals and strong interest in their chosen field. Yet instructors and trainers consistently observe the same pattern: students’ progress is often held back not by lack of motivation, but by gaps in basic skills, confidence and learning strategies.

When those gaps are addressed early, everything changes. Students participate more actively, cope better technical content, and develop the self-confidence needed to persist and succeed. Experience shows that once learners reconnect with their ability to learn, their technical performance follows.

This insight lies at the heart of a simple but powerful idea.

THE FOUNDATION SEMESTER: A MISSING BRIDGE, NOT A DETOUR

The Foundation Semester is designed as a structured transition between compulsory education and vocational training. Inspired by foundation years long used in education, it acts a shock absorber, giving students the time and support they need to rebuild essential competences before entering full technical specialisation.

During the Foundation Semester, learners will focus on:

- Strengthening literacy and numeracy
- Building confidence and motivation
- Developing digital and transversal skills
- Learning how to learn independently

This is not corrective education, and it is not about lowering standards. On the contrary, it is about ensuring that all students, regardless of background, can start vocational training on equal footing with realistic chances of success.

For our institutions, where education already combines practical training with strong links to the labour market, a Foundation Semester enhances impact. Students enter workshops, labs and internships better prepared, more resilient and more capable of translating training into real competence.



NOT MAKING EDUCATION EASIER – MAKING SUCCESS POSSIBLE

The Foundation Semester does not make vocational education easier. It makes it fairer, smarter, and more effective.

It acknowledges that equal opportunities do not mean identical starting points. By investing early in foundational competences, VET systems can reduce dropout rates, increase completion, and improve employability outcomes, benefiting students, families, employers, and society as a whole.

Most importantly, it challenges the outdated idea of VET as a plan B.

WHEN LEARNERS ARE PROPERLY PREPARED, VOCATIONAL EDUCATION BECOMES WHAT IT SHOULD ALWAYS HAVE BEEN: A FIRST-CHOICE PATHWAY TO SKILLS, CONFIDENCE, AND SUSTAINABLE EMPLOYMENT.

AND THAT IS NOT LOWERING EXPECTATIONS, THAT IS BUILDING THE CONDITIONS FOR EVERYONE TO SUCCEED.



DID YOU KNOW...

MOLDOVA HAS ONE OF THE LOWEST MATHS PROFICIENCY RATES IN PISA 2022

ONLY 44% OF STUDENTS REACHED BASIC PROFICIENCY IN MATHEMATICS

FAR BELOW THE OECD AVERAGE

THIS MEANS MANY LEARNERS ENTER VET ALREADY DISADVANTAGED





A NEW ERA FOR VOCATIONAL TRAINING IN CHIȘINĂU

Choosing an educational path after lower secondary school is a decisive moment—often filled with enthusiasm, but also with uncertainty. For many young people, the transition to vocational education can feel like a big step, especially when technical subjects and new learning environments come into play.

At Professional School No. 10 in Chișinău, students like Andrei and Nastya represent a new generation choosing vocational education not as a fallback, but as a deliberate path toward a stable and meaningful future.



ANDREI

“I WANT TO LEARN A PRACTICAL PROFESSION THAT WILL OFFER ME REAL EMPLOYMENT OPPORTUNITIES”

says **Andrei**, who is preparing to enrol at the school. While motivated, he also admits to having doubts.

“MATHEMATICS AND TECHNICAL PHYSICS SCARE ME A LITTLE. I’M WORRIED IT MIGHT BE TOO DIFFICULT AT THE BEGINNING, AND THAT I WON’T BE ABLE TO KEEP UP.”

Nastya shares similar concerns.

“I CHOSE VOCATIONAL EDUCATION BECAUSE I WANT A CONCRETE PROFESSION AND SKILLS THAT ARE IN DEMAND ON THE LABOUR MARKET (...) BUT I WAS ALSO WORRIED ABOUT TECHNICAL SUBJECTS, ESPECIALLY MATHEMATICS, AND WHETHER I COULD MANAGE EVERYTHING FROM THE VERY START.”

NASTYA



A SAFER TRANSITION INTO VOCATIONAL EDUCATION

What reassured both students was learning about the **Foundation Semester**, implemented at Professional School No. 10 within the Erasmus+ project Laying the Foundations: A Holistic Intervention for an Upgraded VET Student Performance. The Foundation Semester is designed to help students strengthen their basic knowledge, build confidence, and gradually adapt to professional requirements before entering specialised training.

“WHEN I FOUND OUT ABOUT THE FOUNDATION SEMESTER, I FELT MUCH CALMER (...) I KNOW I WON'T BE THROWN STRAIGHT INTO COMPLICATED THINGS, BUT THAT I'LL HAVE TIME TO PREPARE AND UNDERSTAND WHAT I'M LEARNING.”

Andrei explains.

For Nastya, the impact is just as important emotionally as it is academically.

“KNOWING THAT THIS SUPPORT EXISTS MAKES ME FEEL MORE CONFIDENT. I DON'T FEEL ALONE, AND I KNOW I'LL RECEIVE GUIDANCE BEFORE STARTING THE ACTUAL TRAINING.”

Beyond academic support, the Foundation Semester reflects a broader approach to vocational education—one that values inclusion, encouragement, and gradual progress. At Professional School No. 10, vocational training is not only about acquiring technical skills, but also about helping students believe in themselves and their choices.

This structured support also reassures parents.

MY PARENTS FEEL MORE COMFORTABLE KNOWING THAT I WILL BE GUIDED AND SUPPORTED, NOT LEFT ALONE TO FACE DIFFICULTIES”

Andrei adds.

DID YOU KNOW...

BY THE END OF THIS PROJECT, WE WILL HAVE DELIVERED

OVER 8,600 TOTAL STUDENT-HOURS OF SPECIALIZED TRAINING,

FOCUSING ON THE CRITICAL “LEARNING-TO-LEARN” SKILLS THAT TRADITIONAL CURRICULA OFTEN OVERLOOK.

As students proudly hold brochures bearing the slogan “**Înveți. Muncești. Câștigi!**” (“**Learn. Work. Earn!**”), the message is clear: vocational education is no longer a second option. It is a strategic, confident choice for young people who want to build, create, and contribute meaningfully to society.

Through initiatives like the Foundation Semester, Professional School No. 10 demonstrates that **vocational education and training is not only about learning a profession—but about starting the journey on solid ground.**

ERASMUS+ INFORMATION WEEK AT THE PUBLIC INSTITUTION PROFESSIONAL SCHOOL NO. 10 FROM CHISINAU

A STEP TOWARDS THE MODERNIZATION OF VET EDUCATION

Between 15–19 December 2025, the Public Institution Professional School No.10 from Chisinau hosted the Erasmus+ Information Week, aimed at **informing students about the implementation of the Erasmus+ project entitled “Laying the Foundations: A Holistic Intervention for an Upgraded VET Students Performance.”**

The event sought to familiarize students with the general and specific objectives of the project, as well as with the opportunities offered by the Erasmus+ Programme, which is widely recognized at the European level for supporting educational mobility, international cooperation, and the development of professional skills. **The activities organized throughout the week focused on strengthening students’ understanding of the importance of modern vocational education and training (VET) and the role of European projects in improving the quality of the educational process.**

**KNOW MORE ABOUT THE
ERASMUS+ MOBILITY!**

Erasmus+ mobility in VET: turning training into European experience

Erasmus+ doesn’t only fund university exchanges — it also strongly supports mobility in vocational education and training (VET), helping learners and staff gain hands-on experience abroad, strengthen professional skills, and bring new practices back to their institutions. Under Key Action 1 (Learning Mobility), VET mobility is designed to be practical, work-based, and clearly linked to learning outcomes

What mobility looks like for VET learners

Erasmus+ can support several formats, depending on the objective and the profile of the participants:

- Skills competitions abroad (1–10 days)
- Group mobility (2–30 days), where learners travel and learn together with peers at a partner VET provider
- Short-term individual mobility (10–89 days) in a company, VET provider, or another organisation active in VET/labour market



During the information sessions, students were informed about the main directions of the Erasmus+ project, the planned activities, and their expected impact on the vocational training process. Emphasis was placed on the development of practical and transversal skills, increasing learning motivation, and preparing students for effective integration into the labor market, both nationally and internationally.

The “Laying the Foundations” project promotes a holistic, learner-centered approach to VET education, focused on performance and educational inclusion. Its implementation aims to create a modern educational environment adapted to the real needs of students, supporting their personal and professional development. At the same time, the project contributes to the modernization of educational processes through the introduction of innovative practices, the exchange of best practices, and the strengthening of cooperation with international partners.

The Information Week also provided an opportunity for open dialogue between students, teachers, and project coordinators, facilitating the clarification of aspects related to the benefits of participating in Erasmus+ projects and the development perspectives they offer. Students expressed increased interest in learning opportunities and international experiences, becoming more aware of the importance of active involvement in the proposed educational activities.

By organizing this thematic week, the Public Institution Professional School No.10 from Chisinau reaffirms its commitment to promoting quality education and integrating European values into the vocational and technical education system. The implementation of the Erasmus+ project represents an important step towards the development of modern education oriented toward performance, inclusion, and the training of competitive and well-prepared future specialists.

- Long-term mobility (ErasmusPro) (90–365 days) for deeper work-based learning and stronger impact

In many cases, mobility can also be blended with virtual learning activities, complementing the physical experience.

What mobility looks like for VET staff

Erasmus+ also supports staff development, helping trainers, teachers, and other VET professionals learn from peers abroad and strengthen programme quality:

- Job shadowing (2–60 days)
- Teaching or training assignments (2–365 days)
- Courses and training (2–10 days)

The programme also allows “ecosystem” actions such as invited experts (2–60 days) and hosting teachers/educators in training (10–365 days)

Recognition and quality

A key principle is that learning should be planned and recognised. Before the activity, partners agree on the expected outcomes through a learning agreement (or similar), and after the mobility, the outcomes are documented and recognised (e.g. through Europass Mobility or equivalent).

How organisations can take part

VET organisations can participate through:

- Short-term projects (6–18 months) — a good option for first-time applicants or limited activities.
- Erasmus accreditation — for organisations that want regular access to funding, based on an Erasmus Plan and a long-term approach to quality mobility.
- Joining a mobility consortium, or hosting incoming learners/staff as a receiving organisation.



FROM INSTRUCTOR TO MENTOR: WHY CONNECTION MATTERS MORE THAN MERE CONNECTIVITY

In order to respond effectively to the specific challenges of technical vocational education at Vocational School No. 5 in Balti, Republic of Moldova—an institution with over 50 years of tradition in training qualified specialists—a paradigm shift is required: the transition from the traditional role of instructor to that of mentor. This transformation reflects the need to adapt the educational process to current socio-economic realities and to the evolving profile of learners engaged in vocational training.

Mentorship involves building an authentic educational relationship grounded in trust, open communication, and continuous support—essential elements in preparing students who are training in fields such as electronics and automation, electrical engineering and energetics, motor vehicles, ships and aircraft, as well as information technology. In this context, mentoring activities within the institution have evolved continuously, becoming increasingly diversified in order to meet the modern requirements of vocational education and training. Emphasis is placed both on the development of practical competencies in the school's workshops and laboratories and on strengthening collaboration with economic partners, particularly the German company ICS “DRA Draexlmaier Automotive” SRL, within the framework of dual education.

The primary objective of mentorship in our school is to establish an authentic educational relationship and to create a safe learning environment. Teachers, master instructors, and class tutors are actively involved at every stage of the student's educational pathway, guiding, supporting, and inspiring learners without compromising professional rigor. In technical vocational education, where students are not only learning a trade but also shaping their professional identity, mentorship becomes a cornerstone of educational success.

Mentorship is implemented in differentiated forms, depending on the educational context:

1

PRACTICAL TRAINING

the mentor applies progressive guidance by breaking down complex tasks into manageable stages, each carefully monitored and supported through descriptive, progress-oriented feedback aimed at consolidating competencies

2

THEORETICAL INSTRUCTION

mentorship involves contextualizing knowledge by consistently linking theory to students' professional realities. The teacher transforms the lesson into an active dialogue, using open-ended questions, case studies, and authentic learning situations

3

PERSONAL DEVELOPMENT CLASSES

mentorship provides an optimal framework for socio-emotional and vocational growth. The mentor supports students in setting personal and professional goals, encourages reflection on responsibility and work ethics, and strengthens strategies for managing stress and failure

In addition to these activities, mentors implement interdisciplinary projects that integrate digital, entrepreneurial, and social competencies, thereby contributing to the promotion of high-quality, learner-centered education. Projects such as CONCEPT IV and V, Kleinmaßnahme (BBW – Germany), IVET (KulturKontakt Austria) for inclusive education, “Tekwill in Every School,” CREATIVO—focused on income-generating activities—and the partnership with ACETI (the Association for the Development of Electronic Communications and Innovative Technologies) have supported increased student engagement in the learning process, the modernization of vocational training, and its alignment with European standards.

As a result of these initiatives, both students and teaching staff have participated in specialized training in cutting-edge fields, including the maintenance of hybrid and electric vehicles, the digitalization

of education, and the use of artificial intelligence in the teaching process. This has facilitated the effective transfer of newly acquired competencies into everyday classroom practice and workshop-based training.

The launch of the Erasmus+ project “Laying the Foundations: A Holistic Intervention for Improved Performance of VET Students” (2025–2027) represents a relevant example of European added value, fostering collaboration with international partners and active institutional involvement in project activities.

DID YOU KNOW...

OUR "BE A MENTOR", A PROGRAM IN GREECE, USES ROLE-PLAYING AND "CASCADING LOGIC"

MEANING EVERY TRAINER WE TRAIN IS ENCOURAGED TO RETURN HOME AND MENTOR THEIR OWN PEERS— MULTIPLYING THE PROJECT'S IMPACT EXPONENTIALLY



Conducted in the spirit of Erasmus+ values, these activities have contributed to raising awareness of the importance of PISA testing within the institution, increasing student motivation for learning, and improving the overall educational climate.

Overall, the Erasmus+ programme acts as a catalyst for institutional development, strengthening the position of Vocational School No. 5 in Balti as a modern institution open to European cooperation and capable of delivering high-quality educational services that are relevant and aligned with the current demands of the labour market. Mentorship supports the institution's vision of providing performance-based education and vocational training, ensuring equal opportunities for all participants in the educational process, and promoting lifelong learning—core values of the Erasmus+ programme.

“**THE TRANSFORMATION OF TEACHING STAFF INTO MENTORS CREATES A REFLECTIVE AND PARTICIPATORY LEARNING ENVIRONMENT IN WHICH STUDENTS FEEL RECOGNIZED AND VALUED, LEADING TO SIGNIFICANTLY HIGHER LEVELS OF ENGAGEMENT IN THE EDUCATIONAL PROCESS.**”

Teachers' observations indicate that students who benefit from mentorship and interactive practical activities develop greater autonomy, initiative, and responsibility. They are more motivated to learn, collaborate with peers, and apply acquired knowledge in real-life professional contexts throughout their personal and professional learning journey.

In conclusion, to become a mentor, a teacher must cultivate meaningful human relationships, support students' personal development, and create a safe, motivating, and progress-oriented educational environment. Mentorship does not imply reduced rigor, but rather the application of intelligent, adaptive, and profoundly human rigor.





FROM WORK EXPERIENCE TO EMPLOYMENT: THE PERSPECTIVE OF ARTEM YURCHUK, A GRADUATE OF THE KHMELNYTSKYI

As part of the Erasmus+ project ‘Laying the Foundations: A Holistic Intervention for an Upgraded VET Students Performance’, aimed at modernising vocational education and training and developing the basic and soft skills of students, the institution hosted an online meeting between students of the Khmelnytsky Centre for Vocational and Technical Education in the Service Sector and graduate Artem Yurchuk, who studied to become a cook, waiter and administrator.

The online format of the meeting made it possible to attract a wide audience of students and create an open and trusting atmosphere for communication. During the event, Artem openly shared his own experience of undergoing industrial training and subsequent employment, answered questions and gave real examples from his professional life.



PROFESSIONAL SKILLS HELPED ME GET AN INTERNSHIP, BUT IT WAS MY ADAPTABILITY, COMMUNICATION SKILLS, RESPONSIBILITY AND WILLINGNESS TO LEARN THAT ALLOWED ME TO STAY ON AND WORK.

_ARTEM



Artem Yurchuk is a graduate of our institution, the Khmelnytsky Centre for Vocational and Technical Education in the Service Sector, with a **profession** in ‘Cook, Waiter, Administrator.’

Artem completed an internship at the educational and production enterprise Hotel Radduschr Hafen (Lehde/Spreewald, Germany).

Based on the results of his internship, he demonstrated an adequate level of professional training, responsibility, and ability to adapt quickly, which became the basis for his further employment at the same hotel.

During the online meeting, Artem spoke candidly about the specifics of working in the hotel and restaurant industry abroad, working conditions, employer requirements, and the challenges faced by young professionals in a new linguistic and cultural environment. Responding to questions from students, the graduate emphasised that in his daily work as a chef, waiter and administrator, it is not only professional skills that are important, but also developed soft skills and basic competencies.

Among the **most sought-after skills**, he highlighted:

- adaptability to new working conditions and requirements;
- critical thinking and decision-making skills;
- professional communication with colleagues and clients;
- self-discipline and responsibility.

The graduate's experience is a convincing confirmation of the relevance of the Foundation Semester ideas implemented within the Erasmus+ project. It is the development of soft skills, the ability to 'learn to learn,' the formation of confidence and readiness for change that are the basis for the successful professional realisation of students.

DID YOU KNOW...

THE GOLD STANDARD FOR DIGITAL LITERACY: OUR PROJECT UTILIZES THE **EU DIGITAL COMPETENCE FRAMEWORK (DIGCOMPEDU)**, THE "COMMON LANGUAGE" FOR DIGITAL SKILLS ACROSS EUROPE.

BY USING THIS FRAMEWORK, WE ENSURE THAT A VET STUDENT IN GEORGIA, UKRAINE OR ROMANIA IS BEING MEASURED WITH EXACT SAME STANDARDS AS A PROFESSIONAL IN GERMANY OR ITALY.



Artem Yurchuk's story demonstrates that technical skills open the way to a profession, while basic and soft skills ensure stability and career growth, especially in an international environment.

Concluding the online meeting, Artem advised students to actively use their time at school for comprehensive development.



EDUCATION IS NOT JUST ABOUT A PROFESSION. IT IS ABOUT THE ABILITY TO WORK WITH PEOPLE, ADAPT AND NOT BE AFRAID OF CHANGE. THESE ARE THE QUALITIES THAT EMPLOYERS VALUE MOST.

_ARTEM

The online meeting between students and graduate Artem Yurchuk, who obtained the profession of 'Cook, Waiter, Administrator,' served as a motivating example of successful professional realisation and confirmed the effectiveness of modern approaches in vocational education. Such experience helps to build students' confidence and highlights the prospects of vocational education in the European context.

TEACHING THE “UNTEACHABLE”: SOFT SKILLS STRATEGIES FOR MODERN CLASSROOMS

In VET, we often focus on what students must learn (literacy, numeracy, digital skills). But the real “foundation of foundations” is something else: teachers’ soft skills and an inclusive mindset—because they are what unlock motivation, learning-to-learn, and long-term progress.

WHY THIS MATTERS (AND WHY IT AFFECTS RETENTION)

When communication breaks down—unclear expectations, unspoken assumptions, cultural misunderstandings—students disengage. Soft skills are the drivers behind students’ willingness to persist, participate, and ultimately stay on track.

A key insight: soft skills aren’t “nice to have.” They require practice and commitment, just like technical skills—and they strongly shape whether students can build hard skills over time.

RESEARCH SPOTLIGHT: SOFT SKILLS COME FIRST

Traits like conscientiousness, perseverance, curiosity, sociability and related “Big Five” dimensions help create the conditions for cognitive development—more than the other way around. In other words: build the mindset and the learning habits, and the academic gains follow.



THE PAIN POINT WE ALL RECOGNIZE

Misunderstandings in the classroom—especially in diverse groups—can spiral quickly:

- students interpret feedback as unfair or personal
- group work is focused more on not having conflict than on collaborative learning
- quiet learners disappear
- teachers spend energy managing friction instead of learning

Stronger outcomes are linked to teaching environments where teachers have the status, autonomy, and skill to guide active learning—not just deliver content.



THE FIX: 3 TECHNIQUES YOU CAN USE THIS WEEK (BEFORE ANY FORMAL TRAINING)

These are aligned with the project's focus on inclusivity-related skills such as active listening, openness, perspective-taking, bridging, and assumption testing.

1

Active Listening in 90 seconds

Before correcting, reflect back:

- “What I’m hearing is...”
- “Did I understand you correctly?”

This reduces defensiveness and surfaces the real issue early.

2

Assumption Testing (the fastest de-escalator)

Try: “What might I be assuming here?” and “What else could be true?”

It’s a simple habit that prevents misunderstandings from becoming negative judgments.

3

Micro “Perspective-Taking” prompts

When conflict appears, ask students to finish one sentence:

- “From the other person’s point of view, this might feel like...”
- You’re not forcing agreement—you’re training the skill of seeing context.

DID YOU KNOW...

VET STUDENTS OFTEN COME FROM MORE DISADVANTAGED BACKGROUNDS. DATA SHOWS THAT PROVIDING A “PROTECTIVE STRUCTURE” LIKE OUR FOUNDATION CYCLE CAN CLOSE THE ACHIEVEMENT GAP BETWEEN HIGH- AND LOW-INCOME STUDENTS BY UP TO 15% WITHIN A SINGLE ACADEMIC YEAR.



THE SUPERPOWER YOU DIDN'T KNOW YOU NEEDED: LEARNING HOW TO LEARN

WHY IS IT IMPORTANT TO TALK ABOUT LEARNING TO LEARN TODAY?

Vocational Education and Training (VET) is still often seen through an unfair stereotype: as a “Plan B” for students who did not succeed in academic school. In reality, VET is a first-choice pathway for motivated, practical, and talented young people who want real skills and a clear profession.

However, students enter VET institutions with very different learning backgrounds. Some are strong in theory but feel lost in practice. Others are excellent with hands-on tasks but feel anxious about formulas, instructions, or new terminology.

The problem is not a lack of ability. The real problem is that many students were never taught how to learn.

This is where a key concept of modern education becomes essential — learning to learn.

WHAT DOES “LEARNING TO LEARN” MEAN IN SIMPLE WORDS?

Learning to learn is a meta-skill — a skill that helps people develop all other skills.

As a recent article explains, “learning to learn is the ability to understand and control your own learning process, so you can adapt faster and grow continuously” (TechClass, 2024).



DID YOU KNOW...

IN THE EU, 43% OF 13/14-YEAR-OLD STUDENTS DO NOT REACH THE BASIC LEVEL OF DIGITAL SKILLS

(SOURCE: ICILS - INTERNATIONAL COMPUTER AND INFORMATION LITERACY STUDY, 2023)



This idea is strongly supported by research-based learning practice. Barbara Oakley, author of *Learning How to Learn*, explains that effective learning happens when students actively work with knowledge:



PULLING THE KEY IDEA FROM YOUR OWN MIND, INSTEAD OF JUST READING OR REREADING IT ON THE PAGE, IS THE CRITICAL IDEA BEHIND ACTIVE RECALL.

_BARBARA OAKLEY

She also highlights the value of making learning personal and meaningful:

“Coming up with a creative metaphor is one of the best ways to learn a new concept or share an important idea.” — Barbara Oakley

Learning to learn is not a separate subject or an extra exam. It is the ability to:

- understand how you learn best;
- know what helps you stay focused;
- notice when a learning method does not work;
- change your approach without feeling like a failure.

A learner with strong learning-to-learn skills does not say: “I’m bad at this.” Instead, they say: “This method doesn’t work for me — I will try another one.”

WHY DOES THIS MATTER FOR A MECHANIC, A CHEF, OR A FUTURE TECHNICIAN?

At first glance, learning to learn may sound academic. In reality, it is especially important for practical professions.

A mechanic works with new technologies, electronic systems, and software. When they know that they learn best through practice and trial-and-error, they adapt faster.

A chef works in a high-pressure environment with constant feedback. The ability to reflect, learn from mistakes, and experiment builds true professional confidence.

A technician or electrician must regularly update knowledge because of new safety standards and technologies. Those who know how to learn are not afraid of change. All these professions require not only technical skills, but also the ability to learn continuously throughout life.



DID YOU KNOW...

IN 2022, GPT-3.5 COULD ANSWER 35% OF A SET OF PISA MATHEMATICS TASKS, A LEVEL OF PERFORMANCE SIGNIFICANTLY BELOW THAT OF HUMANS, WHO ANSWER 51% OF THE TASKS SUCCESSFULLY ON AVERAGE.

HOWEVER, BY MARCH 2023, GPT-4 HAD SUCCESSFULLY ANSWERED 40% OF THE TASKS.

THE CHALLENGE FROM AI DERIVES NOT ONLY FROM ITS RAPID ADVANCEMENTS BUT ALSO FROM THE NEED TO TEACH STUDENTS TO BE ACTIVE AND CRITICAL INTERACTORS.



FROM “CATCHING UP” TO EMPOWERMENT

Learning support is often seen as help only for “weak” students. Modern education takes a different approach.

Learning to learn is not about fixing deficits. It is about:

- building confidence;
- understanding personal strengths;
- feeling control over one’s learning process;
- preparing for the real labour market.

That is why the Foundation Semester is not a remedial solution, but an empowerment tool. It gives students time and space to understand themselves as learners, rebuild confidence, and develop learning strategies before technical pressure begins.

WHAT DOES LEARNING TO LEARN LOOK LIKE IN PRACTICE?

In everyday learning, this skill shows up in very practical ways:

- students know whether they learn better alone or in a group;
- they use diagrams, instructions, hands-on tasks, or explanations depending on their needs;
- they can plan time and break complex tasks into small steps;
- they are not afraid to ask questions;
- they reflect on results and learn from experience.

These skills are not inborn — they can and should be developed.

A SKILL THAT PREPARES STUDENTS FOR THE FUTURE

The world of work is changing faster than ever. Professions evolve, new requirements appear, and technologies are updated every year.

According to a recent publication by Santander Open Academy,



LEARNING TO LEARN IS ONE OF THE MOST IMPORTANT SKILLS FOR LONG-TERM CAREER SUCCESS, BECAUSE IT ALLOWS PEOPLE TO RESKILL AND ADAPT IN A CONSTANTLY CHANGING LABOUR MARKET

—SANTANDER OPEN ACADEMY, 2025

Long-term research confirms this idea. The influential book *How People Learn* explains that real expertise is not about memorising information, but about deep understanding:

“In-depth understanding requires detailed knowledge of the facts within a domain. The key attribute of expertise is a detailed and organized understanding of the important facts within a specific domain.” — *How People Learn*

The same research also stresses the importance of lifelong learning for educators and institutions:

“Teachers need to develop models of their own professional development that are based on lifelong learning.” — *How People Learn*

In this reality, success belongs not to those who know everything, but to those who can:

- learn quickly;
- adapt to change;
- retrain without fear;
- see mistakes as part of growth.

That is why learning to learn is becoming a core skill of modern vocational education.

CONCLUSION

Learning to learn is a real superpower.

It does not make the path easier, but it makes success possible for everyone. It is not about catching up — it is about preparing students for life, work, and lifelong learning.

This is where a strong, modern, and confident VET system begins.





STABILITATEA AUTOMOBILULUI
УСТОЙЧИВОСТЬ АВТОМОБИЛЯ

FORTELE DE AGITARE A SUPRA AUTOMOBILULUI
СИЛЫ, ДЕЙСТВУЮЩИЕ НА АВТОМОБИЛЬ

POSTURILE SI POSIBILITATEA DE MANEVARA
ПОЗИЦИИ И ВОЗМОЖНОСТИ В МАНЕВРАХ
ПОЗИЦИИ SI POSIBILITATEA DE MANEVARA
ПОЗИЦИИ И ВОЗМОЖНОСТИ В МАНЕВРАХ

UCAG EFA

OPRIREA SI STATIONAREA VOLUNTARA. PARCAREA
ОСТАНОВКА И СТОЯНКА. ПАРКОВКА

CIRCULATIA PE AUTOSTRAZI
ДВИЖЕНИЕ ПО АВТОМАГИСТРАМ

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CIRCULATIA IN INTERSECTII
ПОДСЕТИ ПЕРСПЕКТИВ

INTERSECTII CU CIRCULATIE NEDIRIJATA
НЕПРЕПЯТЫЕ ПЕРСПЕКТИВ

REINOCAREA VEHICULELOR RAMASE IN PANA
СТАНОВЛЕНИЕ НЕКОРРАБНЫХ
МЕДИЦИНСКИХ ТРАНСПОРТНЫХ СРЕДСТВ

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THE STRATEGIC ROLE OF "LAYING THE FOUNDATIONS" FOR COLLEGE ICARUS AND GEORGIAN VOCATIONAL EDUCATION

The "Laying the Foundations" project represents a watershed moment for College Icarus and the broader Georgian Vocational Education and Training (VET) landscape. Funded by the Erasmus+ program, this three-year initiative (2025–2027) is not merely a training program; it is a structural intervention designed to align Georgian vocational standards with the European Higher Education and VET Area. For an institution like College Icarus, which stands as a leader in Georgia's hospitality and service sector, this project serves as a catalyst for institutional modernization and international integration.

EMPOWERING COLLEGE ICARUS

College Icarus has long been a pillar of professional education in Tbilisi and always aimed to stand out when implementing international standards in VET, specializing in Culinary Arts, Hotel Service, and Tourism. However, the "Laying the Foundations" project elevates its mission by addressing new challenges in today's VET: the "Foundation Semester." By implementing this cycle, Icarus is shifting its focus from purely technical instruction to a more holistic development of its students.

The project introduces a curriculum rich in digital literacy, AI integration, and entrepreneurial thinking. In an industry as dynamic as global tourism, these "soft skills" are now "hard requirements."

The project's focus on psychosocial support and gender equality ensures that Icarus remains a diverse and supportive hub for all learners.

STRATEGIC SIGNIFICANCE FOR GEORGIA'S INTERNATIONAL RELATIONS

On a national level, the project is a vital component of our educational system's journey toward answering international standards and implementing it in our national everyday business life. "Laying the Foundations" serves as a practical laboratory for this alignment.

Cycled harmonization with these standards by collaborating with partners from Germany, Belgium, and Greece, Georgia is not just receiving aid; it is participating in a reciprocal exchange of best practices. This project demonstrates that Georgian VET institutions can meet the rigorous Quality Assurance (QA) standards of the Erasmus+ program, effectively "laying the foundation" for future accreditation and credit transfer systems between Georgian and European colleges.

Economic Resilience and Labor Market Alignment Ultimately, international educational relations are about economic outcomes. By reducing the gap between what is taught in Tbilisi and what is required in Brussels or Berlin, Georgia is building a more resilient workforce. This project ensures that Georgian vocational graduates are "transferable," meaning their skills are recognized and valued across borders, which in turn attracts foreign investment to Georgia's growing hospitality and service sectors.

CONNECTING EUROPE & THE NEIGHBOURHOOD EAST MEETS WEST: SHARED CHALLENGES, SHARED SOLUTIONS

Transnational cooperation does not begin and end within a single project. Partners involved in Laying the Foundations are also actively engaged in other European and international initiatives where knowledge is exchanged, practices are tested, and communities of professionals grow across borders. These experiences feed into a broader culture of cooperation, strengthening vocational education and training systems well beyond individual project frameworks.

One example is a **recent international workshop on competence-based assessment for micro-credentials**, held in Athens from March 13 to 14, 2024. While not linked to Laying the Foundations, the initiative reflects the same values that underpin the project: **mutual learning, shared responsibility, and long-term collaboration between East and West**.

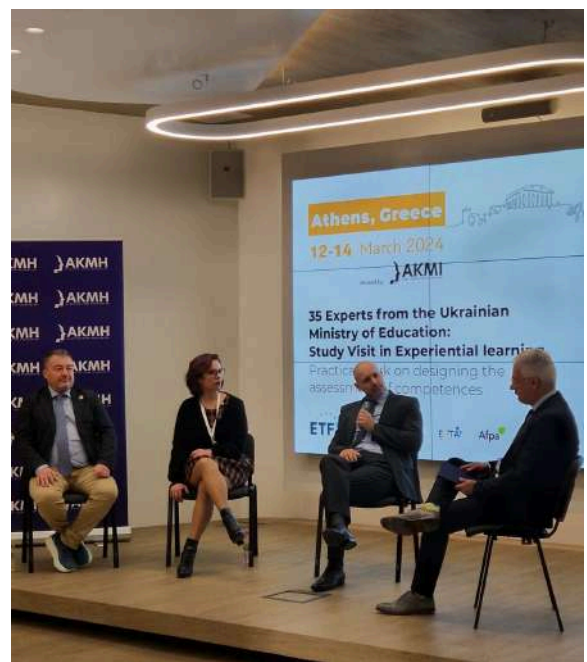
A SPACE FOR MUTUAL LEARNING

The workshop was organised by the European Training Foundation in collaboration with EVBB, AFPA and EVTA, and hosted by AKMI at Metropolitan College Global Engagement in Athens. It brought together 33 vocational education and training experts from Ukraine, alongside practitioners and policy specialists from across Europe.

Rather than focusing on one-way knowledge transfer, the workshop was designed as a collaborative space where European and Ukrainian experts worked together to address common challenges. The aim was to co-develop strategies and methodologies for competence-based assessment, while sharing experiences from different national systems and labour-market contexts.

SHARED CHALLENGES, SHARED EXPERTISE

Over two intensive days, participants engaged in a diverse programme combining expert presentations, group discussions, mini-hackathons, and hands-on exercises. The focus was on understanding how competence-based assessment can support credible micro-credentials, aligned with labour-market needs and emerging technologies.



Experts from Finland, Greece, France, Poland, Italy, and Ukraine shared perspectives on quality assurance, assessment design, teacher competences, and the use of innovative tools such as virtual reality in vocational training. These exchanges highlighted a key insight: while institutional contexts differ, the challenges faced by VET systems are often remarkably similar.

BEYOND A SINGLE EVENT

Although the Athens workshop has concluded, its outcomes continue to shape ongoing collaboration. The partnership between ETF, EVBB, AFPA, and EVTA is now focused on translating recommendations into practice, refining assessment approaches, and strengthening cross-sector cooperation.

This example illustrates a broader reality: transnational cooperation in VET is most effective when it builds lasting communities of practice. European and Ukrainian partners are not simply adapting existing models—they are co-creating solutions that respond to shared challenges in a changing labour market.

As partners of Laying the Foundations bring these experiences into their wider work, initiatives like this help reinforce a common message: vocational excellence grows through collaboration, dialogue, and mutual trust—across borders, systems, and contexts.



**WHEN
VOCATIONAL
EDUCATION
LISTENS TO THE
LABOUR MARKET,
LEARNERS DON'T
JUST GRADUATE—
THEY THRIVE**



BUILDING A STRUCTURE THAT LASTS

Vocational Education and Training (VET) institutions across Europe face a dual challenge: high dropout rates and a persistent ‘skills mismatch’ with local industries. Often, excellent training initiatives fail because they lack the structural backbone to support students consistently through challenging transitions.

Laying the Foundations moves beyond temporary fixes. We are establishing permanent Supervisory Teams and implementing robust Standard Operating Procedures (SOPs). These aren't just administrative rules; they are a blueprint for a responsive, resilient educational environment that survives staff turnover.

Laying the Foundations project moves beyond temporary fixes to establish a robust infrastructure for learning. We are helping institutions implement two game-changing structural elements that fundamentally alter how support is delivered:

DID YOU KNOW...

STANDARDIZATION IS THE KEY TO MOBILITY. BY ALIGNING YOUR INTERNAL SUPPORT STRUCTURES WITH EU-LEVEL STANDARDS THROUGH THE LAYING THE FOUNDATIONS PROJECT, YOU PROVIDE YOUR GRADUATES WITH A "CURRENCY" THAT IS VALID ACROSS BORDERS.

WHEN INTERNAL QUALITY ASSURANCE IS TRANSPARENT AND STANDARDIZED, GRADUATES' QUALIFICATIONS BECOME COMPETITIVE NOT JUST IN THE LOCAL ECONOMY, BUT INTERNATIONALLY, EFFECTIVELY HANDING THEM A PASSPORT TO THE EUROPEAN LABOR MARKET.

1. **Permanent Supervisory Teams:** We are guiding institutions to transition from isolated teaching models to collaborative oversight. By establishing permanent supervisory units, we ensure that every learner's trajectory is monitored by a cohesive team rather than a single individual. This prevents students from getting lost in the system and ensures that support is continuous, holistic, and resilient.

2. **Standard Operating Procedures (SOPs):** We are codifying unwritten knowledge and best practices into formal, rigorous SOPs. These protocols transform high-quality mentoring and administration from happy accidents into repeatable, standardized processes. These aren't just administrative rules; they are a blueprint for a responsive educational environment that survives staff turnover and maintains high standards regardless of who is in the room.

By embedding these Supervisory Teams and SOPs, your institution does more than just ‘manage’ students, it undergoes a systemic reform. This structural formalization directly aligns your operational standards with the European Qualifications Framework (EQF). The result is an institution where quality assurance is built into the walls, ensuring stability and consistency regardless of external fluctuations.



MEET THE PARTNERS

FIRST TRANSNATIONAL MEETING
BATUMI, GEORGIA





EVBB IS ONE OF THE LARGEST UMBRELLA ORGANIZATIONS IN THE VET SECTOR IN THE EU, WITH 390 MEMBER INSTITUTIONS ACROSS 23 EUROPEAN COUNTRIES AND BEYOND. IT REPRESENTS OVER 35,000 PROFESSIONALS AND 1,500 EDUCATIONAL CENTERS.



AKMI IS THE LARGEST VET INSTITUTION IN GREECE, OPERATING IN 9 CITIES AND COVERING 70% OF GREECE'S VET PROVISION. IT SERVES OVER 15,000 LEARNERS ACROSS 14 FIELDS OF STUDY AND 147 SPECIALTIES.



SKILLS TOGETHER IS AN EDUCATIONAL NGO SPECIALIZING IN SKILLS ASSESSMENT FOR VET STUDENTS, USING METHODOLOGIES LIKE PISA AND PIAAC. IT FOCUSES ON ENTREPRENEURIAL SKILLS AND SELF-EVALUATION CAPABILITIES.



BK-CON IS A NICHE SERVICE PROVIDER WITH OVER 20 YEARS OF EXPERIENCE IN QUALITY ASSURANCE, EDUCATION-LABOR MARKET COOPERATION, AND CURRICULA ADAPTATION.



COLLEGE BLACKSEA IS A GEORGIAN VET INSTITUTION OFFERING LABOR MARKET-ORIENTED PROGRAMS IN TOURISM, CONSTRUCTION, ENGINEERING, AND TEXTILES. IT SERVES 472 STUDENTS AND 180 TEACHERS.



COLLEGE ICARUS IS A GEORGIAN VET INSTITUTION FOCUSED ON TOURISM AND SERVICE INDUSTRIES, WITH OVER 6,000 STUDENTS. IT OFFERS SHORT-TERM PROFESSIONAL COURSES AND NON-FORMAL EDUCATION.



P.I. PROFESSIONAL SCHOOL NO. 10, CHISINAU THIS MOLDOVAN VET INSTITUTION, FOUNDED IN 1966, TRAINS 500 STUDENTS IN FIELDS LIKE MOTOR VEHICLES, ELECTRONICS, AND MECHANICS.



ȘCOALA PROFESIONALĂ NR. 5 DIN BĂLȚI TRAINS 400 STUDENTS ANNUALLY IN ELECTRONICS AND MACHINERY, WITH MANY COMING FROM RURAL OR VULNERABLE BACKGROUNDS.



LVIV PROFESSIONAL COLLEGE
Hotel – tourism and restaurant service

THE LVIV PROFESSIONAL COLLEGE OF HOTEL, TOURISM AND RESTAURANT SERVICE (ЛПК ГТРС) IS A WELL-ESTABLISHED STATE VOCATIONAL INSTITUTION SINCE 1954, DEDICATED TO EDUCATING HOSPITALITY PROFESSIONALS—OFFERING BOTH SECONDARY AND VOCATIONAL TRAINING ACROSS A VARIETY OF SERVICE-ORIENTED CAREERS.



KHMELNYTSKYI VET CENTRE THIS UKRAINIAN VET CENTER, UNDER THE MINISTRY OF EDUCATION, OFFERS PROGRAMS IN SEWING, BAKERY, RESTAURANT BUSINESS, AND SERVICE INDUSTRIES. IT SERVES AROUND 400 STUDENTS ANNUALLY.

FOR STUDENT ENQUIRIES AND INFORMATION ABOUT THE FOUNDATION YEAR, PLEASE CONTACT:

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Laying the Foundations

A Holistic Intervention for an Upgraded
VET Students Performance