



Co-funded by
the European Union



ETHAZI Report for the Food Industry

A Comprehensive Guide for Vocational Education and Training (VET)

Project: Ethazi Skill Harvest: Cultivating the Future of Food Industry

Project Code: 2024-1-ES01-KA210-VET-000247832



Executive Summary

This report presents the adaptation and implementation of the ETHAZI methodology within vocational education and training (VET) for the food industry, developed in the framework of the Ethazi Skill Harvest: Cultivating the Future of Food Industry project. This is a European Union Small-scale partnerships in vocational education and training [KA210-VET] project, involving partners from the Basque Country (Spain), Italy and Turkey (Tunceli). The report consolidates methodological guidelines, best practices, comparative system analysis, and empirical reflections collected during project activities.

Key outcomes of the project include:

- a transferable framework for integrating ETHAZI into food-sector VET programmes
- a comparative model supporting cross-regional implementation
- documented best practices and pedagogical resources
- empirical evidence from participant reflections
- recommendations for sustainability and future development

This document serves as a practical and strategic reference for educators, training centres, and stakeholders seeking to implement challenge-based learning approaches in vocational contexts.

This work is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-nc-sa/4.0/>



TABLE OF CONTENTS

ETHAZI Report for the Food Industry

A Comprehensive Guide for Vocational Education and Training (VET)

- 1. Introduction**
 - 1.1 EU Project Context and Territorial Adaptation
 - 1.2 Purpose of the Report
 - 1.3 Scope and Target Audience
 - 1.4 ETHAZI in the Context of the Food Industry
- 2. Foundations of the ETHAZI Methodology**
 - 2.1 Core Principles
 - 2.2 Key Roles in ETHAZI
- 3. Step-by-Step Guide to Integrating ETHAZI into Food Industry VET**
 - 3.1 Bridging Educational Frameworks
 - 3.1.1 Beyond Formal VET: Cooperatives, NGOs and Non-Formal Education as Living Laboratories of ETHAZI
 - 3.2 Phase 1: Preparation and Alignment
 - 3.3 Phase 2: Challenge Design
 - 3.4 Phase 3: Learning Scenario Implementation
 - 3.4.1 Team Organization
 - 3.4.2 Learning Activities
 - 3.4.3 Teacher Facilitation
 - 3.5 Phase 4: Assessment and Feedback
 - 3.5.1 Assessment Tools
 - 3.5.2 Evidence of Learning
- 4. Best Practices in ETHAZI for the Food Industry**
 - 4.1 Teaching Practices
 - 4.2 Learning Scenarios
 - 4.3 Innovation and Digital Tools
- 5. Standardizing the ETHAZI Approach Across Institutions**
 - 5.1 European and Cross-Regional Consistency
 - 5.2 Common Framework
 - 5.3 Teacher Training and Alignment
 - 5.4 Quality Assurance
 - 5.5 European Dimension and Project Mobilities: Objectives and Impact
- 6. Resources for Educators and Trainers**
 - 6.1 Case Studies
 - 6.2 Common Challenges and Solutions
 - 6.3 Adaptable Materials
- 7. Promoting Continuous Learning and Evolution**
 - 7.1 Sustainability of EU Project Results
 - 7.2 Feedback Culture



- 7.3 Adaptation to Industry Change
- 7.4 Measuring Impact
- 8. **Empirical Reflection on ETHAZI Implementation**
 - 8.1 Methodological Note
 - 8.2 Perceived Advantages
 - 8.3 Challenges and Limitations
 - 8.4 Comparison with Traditional Approaches
 - 8.5 Recommendations
 - 8.6 Integrated Interpretation
- 9. **Conclusions**
- 10. **References and Images**



1. Introduction

1.1 EU Project Context and Territorial Adaptation

This report has been developed within the framework of the European Union Ethazi Skill Harvest: Cultivating the Future of Food Industry cooperation project, and is specifically adapted to two vocational education and training (VET) project partner ecosystems:

- **CIFP Don Bosco LHII**, Basque Country (Spain), where the ETHAZI methodology originates and is widely implemented across Basque VET schools.

- **Ciofs/Fp Puglia**, Italy, with its regionalized VET system (IeFP and IFTS/ITS pathways)

The report is also based in the work done by the other partner organizations in this Ethazi Skill Harvest project: **S.S. ZEBUL KADIN GİRİŞİMİ ÜRETİM İŞLETME KOOPERATİFİ** in Turkey and the NGO **ASSOCIATION DE COOPERATION AL DESAROLLO ABARKA** in the Basque Country.

The objective of this adaptation is to ensure that the ETHAZI model can be understood, transferred, and applied coherently across different regulatory, cultural, and organizational contexts, while maintaining a common European quality framework.

1.2 Purpose of the Report

This report provides a comprehensive, sector-specific guide for applying the ETHAZI methodology (Erronketan Oinarritutako Ikaskuntza – Challenge-Based Learning), which has been implemented in VET centers in the Basque Country and is being actively used in these educational centres. With this project, the methodology used within Vocational Education and Training (VET) programmes has been adapted to the food industry and nutrition sector. It is designed as a practical and strategic reference for educators, trainers, curriculum designers, and industry professionals.

1.3 Scope and Target Audience

The report is written for:

- VET educators and trainers in food-related programmes
- Training centre coordinators and managers
- Curriculum designers and pedagogical advisors
- Food industry professionals and companies collaborating with VET institutions



1.4 ETHAZI in the Context of the Food Industry

The food industry operates in a highly regulated environment, where compliance with HACCP system, food safety standards, quality assurance systems, and traceability requirements is essential (Regulation (EC) No 852/2004 of the European Parliament and of the Council of 29 April 2004 on the hygiene of foodstuffs). Professionals must combine technical expertise with a strong awareness of regulations, precision, and responsibility. At the same time, the sector faces growing challenges related to sustainability, digitalization, and technological innovation, requiring adaptable and continuously learning professionals.

Food industry is inherently multidisciplinary, involving collaboration between areas such as production, quality control, nutrition, logistics, and marketing. As a result, teamwork, communication, and problem solving are key competences for successful performance.

The ETHAZI (Challenge-Based Learning) methodology is designed to meet these needs by placing learners in real or realistic professional situations (Tknika, Ethazi Gunea, s. f.). Through team-based challenges, students develop both technical and transversal competences while working under conditions that simulate real industry constraints and requirements. Furthermore, this methodology promotes continuous improvement through reflection and feedback, which are common practices in the real industry daily work.

A key factor in the successful implementation of ETHAZI in the food industry sector is the establishment of strong and sustained links between training centres and industry stakeholders. Collaboration with food companies, laboratories, and regulatory bodies ensures that learning challenges are based in real-world needs and current industry practices. These partnerships enable the co-design of challenges, provide access to authentic data and professional environments, and allow for external validation of student outcomes.



2. Foundations of the ETHAZI Methodology

2.1 Core Principles

The ETHAZI (high-performance training) methodology is structured around these principles (Tknika, Ethazi Gunea, s. f.):

- **Challenge-Based Learning:** Learning is organized around real or realistic professional challenges.
- **Student-Centred Learning:** Learners take an active role in planning, executing, and evaluating their work.
- **Teamwork:** Collaboration mirrors professional food industry environments.
- **Integrated Competences:** Technical, transversal and personal competences are developed simultaneously.
- **Continuous Assessment:** Evaluation is formative, transparent, and competency-based.

2.2 Key Roles in ETHAZI

The ETHAZI framework redefines traditional education roles, transforming students, teachers, and companies into a learning team. These roles are defined as follows:

- **Learners:** Active professionals-in-training, responsible for decision-making and teamwork.
- **Teachers/Trainers:** Facilitators, coaches, and learning designers.
- **Industry Partners:** Providers of challenges, real constraints, feedback, and validation.



3. Step-by-Step Guide to Integrating ETHAZI into Food Industry VET

3.1 Bridging the Basque and Italian Educational Frameworks

While the ETHAZI methodology is a hallmark of the Basque vocational system, its core—collaborative, challenge-based learning—is designed for universal adaptability. Successful integration into the Italian Food Industry VET sector requires a strategic mapping of institutional regulations to ensure pedagogical coherence across borders.

The synergy between both systems is rooted in their shared move toward competency-based education.

In this project, evaluation transcends traditional testing. We adopt an Authentic Assessment approach, which focuses on "know-how": verifying a student's ability to apply knowledge in real-world situations rather than just theoretical acquisition. We ensure that evaluation is intersubjective, transparent, and formative.

To implement ETHAZI in an Italian Food Industry context or on any other target context, "Challenges" should not be seen as extra work, but as the delivery vehicle for official curricula.

While the terminology may shift—transitioning from "Cycles" to "Pathways" or from "Challenges" to "Project-Based UdA"—the methodological coherence remains. The goal is to empower VET centers to adapt these tools to their local food industry needs while maintaining the high-performance standards of the ETHAZI model.

3.1.1 Beyond Formal VET: Cooperatives, NGOs and Non-Formal Education as Living Laboratories of ETHAZI

The ETHAZI4FOOD consortium was deliberately designed as a hybrid learning ecosystem. Alongside the two formal VET centres — CIFP Don Bosco LHII (coordinator, Basque Country) and Ciofs/Fp Puglia (Italy) — the partnership integrates two organisations that operate primarily in the field of non-formal education and community-based learning: ABARKA, a Basque development-cooperation NGO based in Oiartzun (Spain), and S.S. ZEMBUL Kadın Girişimi Üretim İşletme Kooperatifi, a women-led production cooperative located in Tunceli (Türkiye/Kurdistan). This dual configuration — formal VET schools working shoulder to shoulder with a cooperative and an NGO — is not a peripheral feature of the project: it is one of its defining methodological choices and a key contribution to the European debate on inclusive vocational education.

The cooperative dimension brought by ZEMBUL adds a layer that traditional VET systems rarely access directly. As a women-led cooperative active in food production, hospitality (Zembul Café) and rural development, ZEMBUL embodies the principles ETHAZI seeks to teach — shared decision-making, real responsibility over the value chain, integration of technical, social and economic



competences, and reinvestment of value in the local community. In ETHAZI4FOOD, ZEMBUL has acted as a real-life challenge environment, where the abstract notion of "industry partner" is replaced by an actual collective enterprise that learners and trainers can observe, dialogue with, and learn from.

The NGO dimension brought by ABARKA contributes the inclusion and intercultural lens that runs through the whole project. ABARKA's experience working with youth, migrant women and underrepresented communities has informed the Inclusive and Equitable Learning for Diversity Guidelines for Ethazi Challenges (Phase 3) and the design of mobility activities, ensuring that ETHAZI is not implemented as a one-size-fits-all model but as a methodology that actively recognises diversity of starting points, languages and life trajectories. ABARKA also acts as a connector between the formal VET world and the wider European civic ecosystem (ESC, EGG, EYES, ESIRA), opening additional pathways for participants beyond their initial training.

Can ETHAZI be used in non-formal education? The experience of ETHAZI4FOOD answers this question affirmatively, with three important nuances:

1. The methodological core is portable. The four ETHAZI building blocks — challenge-based learning, team protagonism, integrated competences, and continuous, transparent assessment — work equally well outside a formal classroom. In the ABARKA and ZEMBUL contexts, "the challenge" is often a real community or production problem (a new product line, a local food-traceability issue, a training need for migrant women), and "the team" is a mixed group of learners, workers and community members.
2. The reference framework needs translation, not replacement. Where formal VET maps challenges to official curricula and EQF descriptors, non-formal settings map the same challenges to competence portfolios, validation of prior learning (VPL/RPL), and community-impact indicators. ETHAZI's transparent rubrics and reflective diary remain valid; what changes is the certification ecosystem around them.
3. Inclusion stops being an add-on and becomes a design parameter. When the methodology is deployed by an NGO and a cooperative, the inclusion of women, young people with fewer opportunities, migrant backgrounds, and rural and minority-language communities is not a corrective layer applied at the end — it shapes the challenge itself. This is the most distinctive contribution of ETHAZI4FOOD to the wider ETHAZI tradition: a demonstration that the model gains, rather than loses, robustness when it is opened to non-formal education and to organisations whose primary mandate is social transformation.

In practical terms, this means that any institution or partnership wishing to adopt the ETHAZI approach in the food sector — or any other sector — can do so along a continuum that ranges from fully formal VET pathways (Don Bosco, Plaiaundi,



CIOFS-FP Puglia) to fully non-formal community-based learning (ABARKA, ZEMBUL), with all the intermediate hybrid configurations in between. ETHAZI4FOOD has shown that this continuum is not only possible: it is desirable.

3.2 Phase 1: Preparation and Alignment

The project begins with the identification of curricular professional competencies across the entire food industry value chain, focusing on areas such as food production, safety, quality, nutrition, logistics, sustainability, etc. This approach is essential for shifting from mere theoretical knowledge to a “know-how” model that emphasizes what learners can effectively perform in real-world contexts. In this project we have worked and generated the Cutting-Edge Review ETHAZI key competences document (Don Bosco LHII, 2026). The purpose of this document is to analyze and present the existing GAP between vocational training programs in the food industry sector and the demands of the labour market in various European countries. We have identified a clear demand for strengthening the following areas: digitalization and ERP usage, sustainability, organic product regulations, digital marketing, and English for international trade. By grounding these skills in performance-based tasks, learning outcomes are directly aligned with actual industry needs and current labor market demands. Furthermore, this alignment creates a direct link to the professional world, ensuring that demonstrated competencies are reflected in tangible results that are both transferable and socially recognized within the European framework.

Further actions are required in this first step to align and coordinate teacher teams and industry actors.

Multidisciplinary teaching teams must be established by bringing together experts from areas such as food technology, hygiene, quality control, and sustainability, ensuring a comprehensive approach to learning (*Tknika, Ethazi Gunea, s. f.*). In addition, common evaluation criteria and responsibilities are defined to create clarity and consistency in assessment, making sure that each team member understands their role and that learner performance is measured fairly across all disciplines (*Tknika, Ethazi Gunea, s. f.*).

Collaboration and connection with food sector; as we reflected in the Cutting-Edge review document (Don Bosco LHII, 2026), companies, laboratories, catering services, regulatory bodies, etc. is a necessary work for the teaching team to ensure that learning is closely connected to real-world contexts. In addition, challenges can be co-designed to reflect actual operational constraints, providing learners with practical, relevant experiences that mirror industry conditions.



3.3 Phase 2: Challenge Design

Challenges should be realistic and professionally relevant, incorporating aspects of food safety, quality, and regulatory requirements; always the challenges must propose a problem to be solved by the students. They should encourage teamwork and decision-making while allowing for multiple different valid solutions, reflecting the complexity and variability of real-world industry situations.

3.3.1 Example Challenge Themes

Within the project these four challenges have been developed:

- Organic and Local Food
- Odoo in the Food Industry
- Circular Economy and Project Management
- Internationalization and New Markets

There are many challenges that can work in our projects context. In fact all requirements and real problems can be brought to a challenge, for example designing a safe and sustainable ready-to-eat product, improving shelf life while maintaining nutritional value, implementing a HACCP plan for a small food business, reducing food waste in a production or catering and a long etc.

3.4 Phase 3: Learning Scenario Implementation

For the learning scenario implementation we have based our work in Tknika's methodological approach, specifically in the information available at it's webpage, Tknika, Ethazi Gunea (s. f.). Aprendizaje colaborativo. Tknika.eus.

<https://ethazi.tknika.eus/es/aprendizaje-colaborativo/>

3.4.1 Team Organization

Student teams consist of four to six members each assigned clearly defined roles that rotate periodically, including positions such as quality manager, production lead, and documentation officer. This structure promotes shared responsibility, ensures balanced participation, and supports the development of a broad range of professional skills.

3.4.2 Learning Activities

The learning activities must be planned to include a whole range of activities such as research and benchmarking of the challenge, practical lab or production facility activities, data analysis and documentation, practical exercises and prototyping and testing.



3.4.3 Teacher Facilitation

Teacher's role is to accompany the students, just help them by giving the right direction. For this purpose, the teacher should:

- Guide rather than instruct
- Provide timely feedback
- Encourage reflection and peer learning

3.5 Phase 4: Assessment and Feedback

For the assessment and feedback part we have based our work in Tknika's methodological approach, specifically in the information available at it's webpage, Tknika, Ethazi Gunea (s. f.). Evaluación. Tknika.eus.

<https://ethazi.tknika.eus/es/competencias-evaluacion/>

3.5.1 Assessment Tools

Assessment tools include rubrics aligned with professional competences, as well as opportunities for self-assessment and peer assessment to encourage reflection and collaborative learning. Whenever possible, industry feedback has to be incorporated to provide real-world perspectives and ensure that performance standards remain relevant and aligned with professional expectations.

3.5.2 Evidence of Learning

The evidence of learning will be recorded using the following items:

- Technical reports, exercises, etc.
- Process documentation
- Product prototypes or process simulations
- Oral presentations and defence
- Technical examination

All these items, results of the challenge will create a portfolio. Some of the items will be personal for the student and many will be team or group material. All this material has been proved useful for the students as information source for future.



4. Best Practices in ETHAZI for the Food Industry

4.1 Teaching Practices

When implementing and starting to work with the methodology, with a new group of students, it is important to start with simpler challenges and gradually increase their complexity as students gain confidence and competence. Regulations and food safety should be integrated naturally into each challenge so that they become a regular and essential part of the learning process rather than an isolated topic. This will help the students to get aware of the importance of regulations and food security in the food industry as main aspects present in all challenges.

Documentation should be encouraged too as a professional habit, helping students understand its importance in real workplace environments and develop consistent, organized working practices.

4.2 Learning Scenarios

Each student group will create a simulated food company in order to recreate realistic professional contexts and daily operational dynamics in the most real way into the school learning environment. By assigning students specific roles they experience how responsibilities are distributed and how teamwork functions in a real world and in a company too. This approach helps them understand organizational structures, decision-making processes, time management, and accountability in a practical and immersive way.

Cross-module challenges should be designed to integrate production processes, quality control systems, and sustainability criteria into a single coordinated task. Instead of addressing these areas separately, students work on comprehensive projects where they must produce a food product, ensure it complies with safety and regulatory standards, and evaluate its environmental and social impact. This integrated perspective reflects the complexity of the food industry and promotes systems thinking, collaboration, and problem-solving across different technical domains.

Whenever possible, the use of real data from industry partners should be incorporated into the learning process. Working with authentic production records, quality reports, cost analyses, or sustainability indicators allows students to base their decisions on realistic information rather than hypothetical examples. This strengthens their analytical skills, improves their ability to interpret professional documentation, and increases their awareness of current industry challenges. It also reinforces the connection between vocational training and the labor market, making learning more meaningful and directly applicable to future employment contexts.

4.3 Innovation and Digital Tools

Digital quality management systems must be introduced into the challenge so that students become familiar with the tools commonly used in the food industry



working environment. This includes procedure monitoring, documentation managing, incident recording, etc. By working with structured digital platforms instead of paper-based systems, students understand how audits are prepared, how non-conformities are tracked, and how continuous improvement processes are implemented in professional environments.

Traceability and labelling software should also form part of the training experience. Students can use these tools to simulate batch control, ingredient tracking, allergen management, and regulatory labelling requirements. This helps them understand how information flows throughout the production chain and how accurate traceability systems are essential for food safety, transparency, and consumer protection. It also reinforces the importance of precision and responsibility when handling product data.

In addition, data collection and analysis tools should be integrated into daily. Whether monitoring production efficiency, evaluating quality parameters, or assessing sustainability indicators, students develop analytical skills that are increasingly valued in modern food companies. Learning to transform raw data into meaningful conclusions prepares them for a more digitalized and data-driven professional environment.

Students have to get the habit to work IoT, using for example sensors for process monitoring (temperature, humidity, hygiene).

5. Standardizing the ETHAZI Approach Across Institutions

After our Cutting-Edge review ETHAZI key competencies (Don Bosco LHII, 2026), we conclude following points:

5.1 European and Cross-Regional Consistency

For EU projects involving multiple countries, standardization does not imply uniformity, but rather **shared principles, tools, and quality criteria**.

The following elements support coherence between the Basque Country and Italy:

- Common challenge structure and documentation templates
- Shared competence language aligned with EQF descriptors
- Transparent assessment criteria adaptable to local regulations

5.2 Common Framework

The Common Framework aims to establish a unified structure for challenge-based learning that can be applied across different countries. This includes shared templates for designing challenges, which allow teachers in various contexts to create comparable and high-quality learning activities. Competence definitions and assessment rubrics are agreed upon and aligned with the European Qualifications Framework (EQF), ensuring clarity and consistency in evaluating students' skills

Co-financed by the European Union · Funded by the European Union — Erasmus+ KA210-VET · Ref. 2024-1-ES01-KA210-VET-000247832.
The views expressed are the sole responsibility of the author(s) and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible.
Consortium partners: CIFP Don Bosco LHII · Ciofs/Fp Puglia · Zembul Kadın Girişimi Üretim İşletme Kooperatifi · ABARKA ONGD.
Methodological reference: ETHAZI (Tknika, FP Euskadi).



and knowledge. Standardized documentation formats are also developed, translated, and localized as needed so that materials are accessible, usable, and relevant in each participating country. This framework provides a common language and set of tools that facilitate collaboration, comparability, and quality in the implementation of Ethazi methodology across borders.

5.3 Teacher Training and Alignment

Teacher Training and Alignment focus on building professional capacity and harmonizing practices between schools in different countries. Joint transnational training activities allow teachers to deepen their understanding of Ethazi principles and learn effective strategies for challenge-based instruction. Peer learning between Basque, Turkish and Italian teachers and project partners, has been very useful in this Ethazi Skill Harvest project. Each time that we have met, the exchange of ideas, experiences, and best practices, have fostered a collaborative culture of continuous professional growth. Observation of Ethazi practices in Basque vocational education and training centres provides practical insights and inspiration that can be adapted to other contexts. In addition, communities of practice supported by the EU project help maintain ongoing dialogue, shared reflection, and mutual support, strengthening the alignment of teaching approaches and Image 2. Train The Trainers activity in Taranto (Italy). May 2025.



Image 1. Train The Trainers activity in Taranto (Italy). May 2025.



5.4 Quality Assurance

Quality Assurance is embedded throughout the process to ensure that challenges, teaching practices, and learning outcomes meet agreed standards and evolve over time. Regular reviews of challenges and outcomes at the project level allow for the monitoring of effectiveness, relevance, and impact. Feedback from students, teachers, and industry partners in both countries is collected and analyzed, providing multiple perspectives on the quality of the learning experience. Continuous improvement cycles are documented as part of the EU project results, creating a systematic approach to refining challenges, teaching methods, and assessment practices. This structured approach ensures that ETHAZI implementation is not only consistent and high-quality but also adaptive, responsive, and capable of evolving in line with emerging educational and industry needs.

5.5 European Dimension and Project Mobilities: Objectives and Impact

ETHAZI4FOOD is, by design, a European cooperation project. Its added value does not reside only in the four pedagogical challenges or in the Cutting-Edge Review of the food industry: it resides equally in the transnational learning experience that the consortium has built between Spain (Basque Country), Italy (Puglia) and Türkiye (Tunceli). This European dimension is what allows ETHAZI — a methodology born in the Basque VET system — to be tested, questioned and enriched by partners operating in very different regulatory, cultural and socio-economic contexts, and then to be returned to each territory as a stronger, more transferable model.

Two physical mobilities have anchored this European dimension during the project lifecycle.

Mobility 1 — Training of Trainers (TTT) · Taranto / Ruvo di Puglia, Italy

Hosted by Ciofs/Fp Puglia in 2025, the TTT was the methodological backbone of the partnership. Trainers and project staff from the four partner organisations (Don Bosco, CIOFS-FP Puglia, ABARKA, ZEMBUL) gathered for an intensive in-person training programme structured around three blocks:



Image 2. Train The Trainers activity in Taranto (Italy). May 2025.

- Day 1 — Knowledge and skills needed in the food industry and integration of skills in ETHAZI: shared diagnosis based on the Cutting-Edge Review and the surveys collected in Spain, Italy and Türkiye.
- Days 2–3 — ETHAZI and Implementation of the Challenges: hands-on training on team activation, challenge identification, parameter setting, information management, alternative generation, proposal selection, action planning, and learning evaluation, complemented by the Learning by Doing — Authentic Assessment in VET approach contributed by CIOFS-FP Puglia.
- Days 4–5 — Erasmus+ KA210 Project Drafting: capacity-building in EU project design, ensuring that the consortium and its trainers can sustain and replicate the experience after ETHAZI4FOOD.

Objective. To equip a multidisciplinary, multilingual group of trainers with a shared command of the ETHAZI methodology and a shared language for designing, facilitating and evaluating challenge-based learning in food-industry VET — in both formal and non-formal settings.

Impact on participants. Participants reported a marked shift from understanding ETHAZI as an external Basque model to owning ETHAZI as a working methodology they can adapt to their own context. The TTT also generated a tangible spill-over effect: the seven workshops carried out post-TTT in Don Bosco (3), Plaiaundi (1), CIOFS-FP Ruvo (1) and CIOFS-FP Taranto (1), as well as the Eko Bosco jam competition, were directly facilitated by trainers who had completed



the Taranto programme. The Day 4–5 KA210 training has already opened concrete avenues for follow-up proposals (KA220-VET, CERV) within the same consortium.

Mobility 2 — JUMPIN International Exchange · Tunceli, Türkiye · 10–12 December 2025

Hosted by ZEMBUL in Tunceli (Dersim) over three days, JUMPIN was the second mobility and shifted the centre of gravity of the project from formal VET delivery towards community-based learning, intercultural exchange and project legacy. The programme combined:

- an Official Opening and presentation of the ETHAZIFOOD approach (Don Bosco);
- a guided visit to the Zembul Café, a flagship community space rooted in local food traditions;
- ice-breaking and team-building activities (ABARKA);
- a Collective Reflection on the ETHAZI Model (Don Bosco), supported by the ETHAZI Methodology Reflection sheets completed by three teams;
- a Testimony Recording Session (ABARKA) feeding the dissemination strategy;
- a networking session with local stakeholders and a visit to Tunceli University (ZEMBUL);
- a cultural and ecological discovery of the Munzur Valley, connecting food, environment and community.



Image 3. JUMPIN activity in Tunceli (Turkey). December 2025.



Objective. To consolidate the partnership in a non-formal, cooperative and intercultural setting; to test the transferability of ETHAZI outside conventional VET classrooms; and to capture qualitative evidence (testimonies, reflections) on what the methodology actually produces in participants — beyond what can be measured by rubrics alone.

Impact on participants. The reflection sheets and testimony sessions confirm three converging effects:

4. Personal protagonism. Educators, youth workers, students and entrepreneurs experienced the ETHAZI cycle from the inside, as learners themselves, which strengthened their conviction as future facilitators of the methodology.
5. Intercultural confidence. Working across Basque, Italian, Turkish and French linguistic backgrounds, in a region with a strong cooperative and minority-language identity (Tunceli/Dersim), participants reported a deeper understanding of how ETHAZI's emphasis on team protagonism intersects with cultural sensitivity and inclusion.
6. Project legacy. The mobility produced a shared narrative — the "ETHAZI4FOOD story" — that will feed Erasmus+ Project Results Platform, EPALE articles, social-media campaigns and the institutional websites of all partners, ensuring that the European dimension of the project lives beyond the official end of funding.

A consolidated European dimension

Together, the two mobilities turned the project's European dimension into a lived experience rather than an administrative requirement. They gave ETHAZI a transnational stress-test (Taranto) and a community-based stress-test (Tunceli), and they produced a generation of trainers, youth workers and cooperative members who are now in a position to act as multipliers of the methodology across at least three EU and neighbouring-country ecosystems. This is the European added value that ETHAZI4FOOD is proud to leave on record.

6. Resources for Educators and Trainers

6.1 Case Studies

Within the project "Ethazi for Food", four practical challenges have been designed to be applied in the Vocational Training cycles of the food industry. These challenges are based on the needs identified in interviews with companies in the sector, such as digitalization, sustainability and internationalization (Don Bosco LHII, 2026). These challenges are:



Ethazi Challenge 1. Organic and Local Foods: This challenge combines circular economy principles with the consumption of local products. Students must give a “second life” to discarded products from a fruit and vegetable cooperative by creating new products, such as jams. Throughout this process, they work on regulations for organic products, plant-based design, thermal treatments, and sugar determination.

Challenge 2: Odoo in the Food Industry: The aim of this challenge is to train students in digitalization and the use of management software. Students simulate the configuration and implementation of an ERP (Odoo) system within a company in the meat sector. Using the software, they must manage the reception of raw materials, stock control, production orders, and the traceability of finished products.

Challenge 3: Circular economy and project management: This challenge focuses on giving value to a by-product from beer production: spent grain. Students must develop a technological project to dry and microbiologically deactivate the spent grain. Afterwards, using this raw material, they design and produce new food products, such as bread or energy bars.

Challenge 4: Internationalization and New Markets: This challenge combines dairy production with international marketing. Students must develop a new dairy product for sale in a foreign market. To do this, they analyse European and destination-country regulations, design a digital marketing campaign, and present all materials in English.



6.2 Common Challenges and Solutions

Throughout the project several common problems or difficulties have been found when implementing the challenges and learning activities, together with a proposal of strategies to address them:

Challenge	Solution
Resistance to change	Gradual implementation and clear communication
High workload for teachers	Team teaching and shared planning
Assessment complexity	Clear rubrics and digital tools
Industry availability	Long-term partnerships

6.3 Adaptable Materials

All materials and documents are available at Erasmus+ European Union webpage. <https://erasmus-plus.ec.europa.eu/projects/search/details/2024-1-ES01-KA210-VE-T-000247832> and in Thnika webpage too: <https://tknika.eus/cont/proyecto-europeo/ethazi4food/>

7. Promoting Continuous Learning and Evolution

7.1 Sustainability of EU Project Results

To ensure the long-term impact of the project beyond its official duration, participating centers should embed ETHAZI practices into institutional strategies at multiple levels, ensuring that the methodology becomes a sustained part of educational planning. Project results should be actively shared through EU dissemination channels to reach a wider audience and support knowledge exchange. Maintaining cross-border collaboration networks is also essential, as these connections foster ongoing cooperation, mutual learning, and continuous improvement.

7.2 Feedback Culture

A strong culture of feedback is central to the methodology. Regular student reflection sessions allow learners to critically evaluate their own progress and identify areas for improvement. Teachers should conduct structured team reviews to reflect on the effectiveness of challenges and teaching strategies. Transnational feedback exchanges between partner institutions further enrich this process, enabling the sharing of insights, best practices, and lessons learned across different contexts.



7.3 Adaptation to Industry Change

Challenges must be regularly updated, checked every academic year to reflect changes in both EU and national food regulations, ensuring that learning remains aligned with current professional requirements. The methodology should also encourage lifelong learning mindsets, preparing students to continuously develop their skills in line with European skills strategies and evolving industry demands.

7.4 Measuring Impact

The impact of the project can be assessed through multiple indicators. These include student employability and the development of relevant competencies, as well as the satisfaction of industry partners in both participating regions. Additionally, the transferability of ETHAZI practices across different territories can be evaluated, alongside the project's contribution to broader EU indicators and expected outcomes. Together, these measures provide a comprehensive view of the project's effectiveness, relevance, and long-term value.



8. Empirical Reflection on ETHAZI Implementation: Questionnaire Synthesis

8.1 Methodological Note

As part of the EU project activities, a structured reflection questionnaire was administered during the JUMPIN international seminar activity of the project at Turkish partner Zenbul's headquarters in Tunceli. Group discussions were held on the topic of ETHAZI-based learning with VET participants. The group discussions led to qualitatively analyze and identify recurring themes, strengths, and areas for improvement. The following synthesis presents the main findings in an academic and transferable format.

Image 4. JUMPIN activity in Tunceli (Turkey). December 2025.



8.2 Perceived Advantages of the ETHAZI Methodology

The analysis indicates a strong appreciation for ETHAZI as an active, practice-oriented learning approach. Participants consistently highlighted the value of engaging with authentic professional challenges, which enhanced their



understanding of real workplace situations and strengthened decision-making capacities.

A significant outcome concerns increased learner autonomy and motivation. Students reported greater ownership of their learning processes, improved time management, and higher engagement levels. In addition, ETHAZI was associated with the development of key transversal competences, including teamwork, leadership, communication skills, critical thinking, and problem-solving abilities.

Participants also emphasized the close alignment between ETHAZI activities and real industry requirements, suggesting that the methodology effectively bridges the gap between training environments and professional practice.

8.3 Identified Challenges and Limitations

Despite its benefits, several challenges were identified. Variability in students' initial social and communication skills may create uneven participation within teams. Some learners experience difficulty adapting to the high degree of autonomy required by the methodology, particularly during early implementation stages.

Respondents recommended clearer initial guidance, improved planning structures, and a more balanced integration of theoretical and practical components. Group dynamics emerged as another critical factor, with communication issues and interpersonal conflicts potentially affecting learning outcomes.

8.4 Comparison with Traditional Pedagogical Approaches

Compared to traditional teacher-centred models, ETHAZI was perceived as prioritizing experiential learning and collaborative problem solving. Participants reported that the methodology enhances responsibility, time management, and learner protagonism. These characteristics were considered more consistent with contemporary labour market expectations, particularly within the food industry.

8.5 Recommendations for Pedagogical Improvement

Based on participant feedback, several practical recommendations were identified:

- maintaining an optimal group size of at least four students
- establishing clear planning frameworks and expectations from the outset
- increasing the proportion of practical, applied activities relative to purely theoretical assessments

8.6 Integrated Interpretation

Overall, the empirical evidence suggests that ETHAZI constitutes an effective framework for developing professional competences relevant to vocational education in the food sector. While an adaptation period and structured pedagogical support are necessary, participants regarded the methodology as more effective than traditional approaches in preparing learners for real



Co-funded by
the European Union



professional contexts. These findings reinforce the relevance of ETHAZI as a transferable model within European VET cooperation projects.



9. Conclusions

The ETHAZI methodology offers a robust, flexible, and industry-aligned framework for vocational training in the food sector. By integrating real challenges, teamwork, and continuous feedback, ETHAZI helps prepare learners not only to meet current industry demands but also to adapt to future changes. This report serves as a living reference, encouraging educators and institutions to continuously refine and evolve their practice.

10. References and Images

Regulation (EC) No 852/2004 of the European Parliament and of the Council of 29 April 2004 on the hygiene of foodstuffs. (Document 02004R0852-20210324, article 5-page 5) <http://data.europa.eu/eli/reg/2004/852/2021-03-24>

Tknika, Ethazi Gunea (s. f.).Context. Tknika.eus.
<https://ethazi.tknika.eus/es/contexto/>

Tknika, Ethazi Gunea (s. f.). Aprendizaje colaborativo. Tknika.eus.
<https://ethazi.tknika.eus/es/aprendizaje-colaborativo/>

Tknika, Ethazi Gunea (s. f.). Evaluación. Tknika.eus.
<https://ethazi.tknika.eus/es/competencias-evaluacion/>

Don Bosco LHII (2026). Cutting-Edge review ETHAZI key competencies.
<https://www.donbosco.eus/es/proyectos-internacionales/>

Image 1. Train The Trainers activity in Taranto (Italy). May 2025.

Image 2. Train The Trainers activity in Taranto (Italy). May 2025.

Image 3. JUMPIN activity in Tunceli (Turkey). December 2025.

Image 4. JUMPIN activity in Tunceli (Turkey). December 2025.