

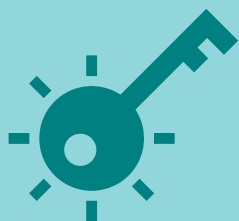
The Impact of Erasmus+ on Vocational Education and Training in Ireland

National VET Team Impact Study



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Executive Summary

The Impact of Erasmus+ on Vocational Education and Training in Ireland examines the contribution of European mobility to learners, staff and organisations within the national vocational education and training (VET) provision delivered under the Further Education and Training (FET) system.

It situates mobility within a rapidly changing national and European policy environment in which employability, lifelong learning, inclusion, digital transformation, sustainability, internationalisation and the development of future-ready skills have become increasingly important. The study demonstrates that mobility is strongly aligned with national and European VET priorities and generates substantial benefits at individual, professional and organisational levels.

The research adopted a qualitative approach through an ethnographically informed methodology combining desk research, data analysis, participant reports, a survey, interviews with Erasmus+ Coordinators, VET experts and members of the VET Team as well as focus-group engagement. Almost 1,500 participant reports were reviewed, while a survey response rate of approximately 80% was achieved. Thematic analysis of the data enabled quantitative findings to be interpreted alongside direct accounts of participants' mobility experiences.

The most significant finding concerns personal and vocational learner development. The main aim of this report was to capture the learner voice, in line with best practice in VET/FET. Mobility produces benefits extending considerably beyond vocational learning. The strongest and most consistent impact is the development of transversal skills, particularly self-confidence, communication, intercultural competence, adaptability and independence. Some 94% of survey respondents identified increased self-confidence as a critical learner outcome. Travelling, living and working in unfamiliar environments requires learners to manage themselves independently, solve problems, communicate across cultural and linguistic boundaries and adapt to uncertainty. These experiences can fundamentally enhance their perception of their own capabilities. The impact appears particularly significant for learners experiencing fewer opportunities, for whom international mobility may represent a major expansion of personal, educational and professional horizons.

Across diverse sectors, learners reported exposure to new occupational practices, technologies and working environments. Importantly, mobility strengthens employability and supports educational progression. More than half of survey respondents reported learner progression to further education associated with mobility, while 56% highlighted a positive impact with regard to employment. The impact of mobility therefore extends beyond skills acquisition to develop learner capacity, enabling them to recognise and articulate those skills in progression to further education and employment.

The impact on VET staff is similarly significant. Staff participants reported increased confidence, motivation, adaptability and professional capability. Exposure to international practice introduced educators to new pedagogical approaches, vocational techniques, digital technologies and methods of learner support. 75% of survey respondents identified new teaching methodologies as a principal benefit, while 88% agreed or strongly agreed that classroom practice had improved following staff mobility.

Staff also developed valuable professional networks, creating opportunities for continued exchange of expertise and collaboration. These benefits generate an important organisational multiplier effect. Returning staff transfer learning to other colleagues and learners, contributing to improved curriculum development and organisational practice. Mobility also strengthens international networks: 82% of respondents reported new partnerships or networks arising from participation. Organisational profile and reputation were enhanced following participation in Erasmus+ and helped beneficiaries to align more closely with national and European policy priorities.

At organisational and staff level challenges reported included administrative workload, staff capacity to support learner wellbeing and partnership development. Differences between national VET systems, learner ages and programme structures can complicate international partner and mobility matching. This is an important area to address going forward to ensure a high-quality experience for all involved.

The study highlights the benefits of Erasmus+ mobility for VET learners and recommends that VET organisations embed the principles and practices of Erasmus+ mobility within their systems, to maximise the opportunities offered by the Programme. A dedicated team-based management is particularly important for building sustainable institutional capacity.

The VET Team initiative managed by Léargas under the Erasmus+ Programme has delivered a comprehensive programme of activity aimed at strengthening vocational education and training through the promotion of transversal skills, international collaboration, and Erasmus+ engagement. Their efforts strengthened the recognition and integration of transversal skills, increased opportunities for international cooperation, and contributed to inclusion, quality and ongoing development of VET provision in Ireland. The remarkable growth and impact of the European VET Team network serve as a model of collaboration across policy, practice, and Erasmus+ opportunities.

The evidence from this report positions Erasmus+ VET mobility as a powerful educational methodology. Its value lies in the interaction between vocational learning and personal transformation: learners acquire occupational competence while developing the confidence, independence and intercultural capability required for an increasingly complex workplace and society. Staff learning extends these benefits into classrooms and organisations, creating a multiplier effect that strengthens VET provision and yields high-quality projects.

The findings provide a strong case for sustained investment in Erasmus+ VET mobility to further build out Erasmus+ mobility activity within the VET sector and provide continued support for high-quality implementation of projects. Erasmus+ VET mobility is a powerful mechanism for developing capable learners, innovative practitioners and a more responsive, inclusive and future-ready VET system in Ireland.



Introduction

INTRODUCTION TO VET IN IRELAND

Vocational education and training (VET) is a system of education and training that equips individuals with the knowledge, skills, competences, and qualifications required for employment, career progression, personal development, and active participation in society. It combines theoretical learning with practical and work-based experiences, supporting people to enter, remain, and progress within the labour market while enabling lifelong learning, upskilling, and reskilling in response to changing economic, technological, and societal needs.

In the Irish context, VET is delivered primarily through the **Further Education and Training (FET) system**, which provides flexible learning pathways, including apprenticeships, traineeships, Post Leaving Certificate (PLC) programmes, Adult Education, community education, and specialist skills development. It serves learners at different stages of their lives, from initial vocational preparation through to higher education, continuing professional development, and workforce transformation. The *Creating Futures: Further Education & Training Strategy 2026–30* positions FET as a critical driver of **future-ready skills, inclusion, quality and innovation, and collaboration**, recognising VET's role in supporting economic competitiveness, social inclusion, digital transformation, the green transition and lifelong learning.

For Erasmus+ purposes, this definition encompasses both **initial VET (iVET)** and **continuing VET (cVET)**. In Ireland, both are incorporated within the FET policy.

INTRODUCTION TO LÉARGAS

Léargas is the National Agency in Ireland for the European Solidarity Corps and Erasmus+ in Adult Education, School Education, Vocational Education and Training (VET), Youth, and Sport. Léargas manages international and national exchange and partnership programmes in education and training, sport, youth and community work. These provide funding to connect people in different communities and countries and bring an international dimension to the work of organisations across Ireland through EU Programmes, Erasmus+ and European Solidarity Corps. Other programmes and initiatives administered by Léargas include eTwinning, EPAL, Eurodesk, Youth Wiki, PEACEPLUS ASPIRE, and National VET Team.

In addition, Léargas supports and contributes to annual EU wide campaigns promoting EU values, education, and opportunities. We also undertake research and contribute to the implementation of policy and practice both nationally and internationally across

education, volunteering, and youth work fields. All our work serves to make international cooperation and learning accessible to a wide range of people and organisations.

INTRODUCTION TO ERASMUS+ (2021–2027)

Erasmus+ is the European Union's flagship programme for education, training, youth, and sport. In Ireland, Léargas manages Erasmus+ funding for learning mobilities, which enable people to learn, train or work abroad, and cooperation partnerships, which support organisations to collaborate, share good practice, and develop innovative projects across Europe. Through activities, such as learner and staff mobility, strategic partnerships, and cooperation projects, Erasmus+ promotes inclusion, digital transformation, environmental sustainability, active citizenship, and European cooperation.

ERASMUS+ OBJECTIVES

- To promote learning mobility of individuals and groups, as well as cooperation, quality, inclusion and equity, excellence, creativity, and innovation at the level of organisations and policies in the field of education and training;
- To promote non-formal and informal learning mobility and active participation among young people, as well as cooperation, quality, inclusion, creativity, and innovation at the level of organisations and policies in the field of youth;
- To promote learning mobility of sport staff, as well as cooperation, quality, inclusion, creativity, and innovation at the level of sport organisations and sport policies (European Commission, 2025, p6).

INTRODUCTION TO VET TEAM

Within the Erasmus+ Programme, the National VET Team, a group of national experts from the vocational education and training sector, is an EU Commission initiative managed by Léargas that started in 2021 with the purpose to:

- Promote and enhance progress toward the application of EU VET tools and principles in projects funded by the Erasmus+ Programme.
- Support the development and internationalisation of the VET sector through engagement with VET management, practitioners, researchers, Erasmus+ coordinators, and beneficiaries.
- Collaborate with other National VET Teams and share best international practice in VET.
- Provide advice and support to EU funded projects supported by the Erasmus+ Programme.

Members of the VET Team are educators, practitioners, Erasmus+ project coordinators, quality assurance experts, mobility experts, and national state agency representatives who have understanding, experience, and an interest in mobility in VET. The VET Team acts as a bridge between policy, practice, and Erasmus+ opportunities, helping VET providers, teachers, learners, and stakeholders engage more effectively with European initiatives. The Transversal Skills Toolkit, developed under the auspices of the Irish VET Team, and published by Léargas in 2024 as a support to VET practitioners, has since been translated into several languages.

This research report was commissioned by the Irish VET Team for the purpose of assessing the impact of Erasmus+ VET mobility in Ireland. The aim of this research is to examine the impact of VET mobility on learners, staff and organisations, and to gather evidence on its value and transformative potential. The research seeks to contribute to the evidence base supporting the continued development and support of VET mobility through Erasmus+. It reviews programme activity and experiences from 2022–2024.

Aligning with best practice in VET, this study aims to capture the learner voice as a priority throughout the study, by focusing on the knowledge, skills, and experiences of participants who have undertaken a mobility. It examines the resulting impact on learners, staff, and participating organisations. The VET Team supervised the delivery of this report, shared their expertise via the interview process, and assisted with the development of the impact questionnaire.

ERASMUS+ FOR VET KA1 MOBILITY

Erasmus+ funds vocational education and training mobility projects, known as Key Action 1 (KA1), across Europe to provide learning opportunities to individuals and to support internationalisation and institutional development of VET providers and VET organisations.

There are two main types of Erasmus+ VET KA1 Mobility projects: Short-Terms Projects for mobility of learners and staff and Accredited Projects for mobility of learners and staff. Organisations that take part in Erasmus+ should also actively promote the Programme priorities: inclusion and diversity, digital transformation, environment and fight against climate change and participation in democratic life, common values, and civic engagement.

A mobility project is where an organisation sends its learners or apprentices to another country to take part in short or long-term work-based learning activities, peer to peer learning, or in skills competitions. Teachers, trainers, and VET staff from the organisation can also travel to another country for job shadowing, teaching assignments or courses and training. The organisation applies for funding to prepare and manage the project, and for the costs of travel and participation.

A VET mobility project is an opportunity to increase the quality of initial and continuing vocational education and training (IVET and cVET) in Europe and strengthen the European dimension of teaching and learning.

ERASMUS+ PRIORITIES FOR VET MOBILITY

The objective of mobility activities funded by Erasmus+ is to provide learning opportunities to individuals and to support internationalisation and institutional development of VET providers and other organisations active in vocational education and training with a focus on:

- **Enhancing the quality of VET** to improve the quality, relevance, and responsiveness of vocational education and training through high-quality learning mobility and stronger links with labour market needs.
- **Supporting learner employability and future skills** to equip VET learners with technical, digital, green, and transversal skills that enhance employability, adaptability, and lifelong career development.
- **Promoting inclusion and equal opportunities** to increase participation by learners and staff with fewer opportunities, ensuring mobility is accessible, equitable, and inclusive for all.
- **Strengthening internationalisation and European cooperation** to build sustainable partnerships between VET providers, employers and European organisations to share innovation, good practice, and expertise.
- **Developing staff competence** to enhance the professional development of teachers, trainers, leaders, and support staff through job shadowing, teaching assignments, and structured training.
- **Supporting the green transition** to encourage environmentally responsible mobility, develop sustainability competences, and promote practices that contribute to climate action.
- **Accelerating digital transformation** to improve digital skills, promote innovative teaching methods, and integrate digital technologies into vocational learning and organisational development.
- **Fostering active citizenship and European values** to strengthen learners' understanding of democracy, inclusion, intercultural awareness, European identity, and civic participation.
- **Improving organisational capacity and innovation** to help VET organisations strengthen leadership, quality assurance, internationalisation strategies and their capacity to manage high-quality mobility projects.
- **Contributing to the European Education Area and Lifelong Learning** to support lifelong learning pathways, recognition of learning outcomes, and closer alignment between education, training, and employment across Europe (European Commission, 2025).

These priorities align with, and support, wider European policy frameworks, including the **Osnabrück Declaration**, the **European Education Area**, and the **European Skills Agenda**. They also closely complement Ireland's *Further Education and Training Strategy 2026–30*, particularly its emphasis on quality, inclusion, sustainability, digitalisation, and international collaboration.



The Policy Landscape in 2026

Educational policy at both Irish and European levels plays a significant role in shaping vocational education and training by ensuring that skills development aligns with labour market needs while also promoting inclusion and lifelong learning.

VET POLICY IN IRELAND

Ireland's *Creating Futures: Further Education and Training (FET) Strategy 2026–30*, published in May 2026, positions FET as a central pillar in delivering the skills required for Ireland's evolving economic needs.

The strategy places a strong emphasis on: **Artificial Intelligence (AI), Digital Transformation, Green Innovation, Lifelong Learning, and Workforce Adaptability**. It builds on the previous strategy, *Future FET: Transforming Learning* (2020–2024), which focused primarily on structural reform, strengthening the FET sector and presenting it as a viable and attractive alternative to tertiary education. While the earlier strategy was underpinned by the three pillars of **Building Skills, Fostering Inclusion** and **Creating Pathways**, the new strategy shifts its focus towards responding to current economic and societal challenges.

These include closing digital skills gaps, supporting hybrid and technology-enabled workplaces, promoting reskilling and upskilling, and embedding lifelong learning across all stages of life. It also focuses on bringing into practice collaborative options for routes into tertiary education, in particular the two-plus-two option whereby VET learners can complete the first two years of their degree programme with a VET provider before transferring to the relevant tertiary institution.

Other national education and skills policies which contribute to shaping Ireland's approach to vocational education and training include: *The National Skills Strategy*, the *Action Plan for Apprenticeship*, and the Digital Ireland Framework (2022), all support the development of a skilled, adaptable, and inclusive workforce.

EUROPEAN POLICY

The importance of aligning education with labour market demands is also reflected across European policy. Initiatives such as the *Union of Skills*, the *Herning Declaration* and the recent Draghi report—*The Future of European Competitiveness* (2024)—reinforce the need to equip citizens with the knowledge and competencies required to improve workforce competitiveness, address skills shortages, and respond to technological and environmental change. *Global Citizens 2030* highlights the importance of partnership to strengthen collaboration between education providers and transformative learning through international placements that provide experiential learning that challenges assumptions, builds resilience and enhances personal, social, and professional development.

These frameworks encourage Member States to develop agile education and training systems that support both economic growth and individual career progression.

THE CONTRIBUTION OF ERASMUS+ TO VET POLICY AT NATIONAL AND EUROPEAN LEVEL

Employability, skills development, inclusion and diversity are central themes across both Irish and European educational policy. Global shifts and increasing levels of migration have resulted in more diverse populations across Europe, creating new opportunities and challenges alike for education systems. Erasmus+ places significant emphasis on ensuring that mobility and other educational opportunities are accessible, inclusive, and attractive learning pathways for all.

Opportunities presented within Erasmus+ aim to enhance intercultural competence, equity, and social inclusion while encouraging cooperation and understanding among organisations, staff, and learners from diverse communities and cultural backgrounds. The new *Creating Futures: FET Strategy 2026–30* seeks to widen participation by ensuring that vulnerable and underrepresented groups can access high-quality education and training opportunities. Both Erasmus+ and FET Strategy 2026–2030 foster participation in democratic life, civic engagement, and common European values, and promote VET as a flexible, community-based learning pathway that supports learners of all ages while placing particular emphasis on foundational skills and lifelong learning.

This is also reflected in the European Union's '*Europe on the Move*' initiative in VET which aims to make learning mobility abroad a regular and accessible part of VET and set a target of at least 12% of all VET learners to benefit from a learning experience or placement abroad by 2030. Together, these, and other policies, promote lifelong learning, strengthen vocational and apprenticeship pathways, improve essential digital skills, and encourage stronger collaboration between education providers, employers, and industry. Also recognised is the growing importance of transversal skills, including critical thinking, problem-solving, communication, and digital competence, to ensure learners are equipped to respond to changing labour market demands.

Irish education policy places lifelong learning, inclusion, and flexible learning pathways at the centre of its agenda for the next 5 years. By prioritising AI, digital capability, green skills, lifelong learning, and workforce responsiveness it seeks to ensure that learners are equipped for the future of work. Equally strong is the emphasis on intercultural competence, transversal skills, and widening participation which aligns with broader European priorities and opportunities within Erasmus+.





**By promoting mobility,
intercultural learning,
and European values,
Léargas reinforces
Ireland's commitment to
lifelong learning and
skills development.**

(LÉARGAS STRATEGIC STATEMENT 2025–2030, PG. 4)



Methodology

THE APPROACH

Given the nature of VET mobility participant reports and the priority in VET practice to capture the learner voice where possible, the study adopted a qualitative approach to analysing participant experiences through an ethnographically informed lens. Participant reports provided descriptive and experiential reflection, and this provided the key evidence base for the study.

THE AIM OF THE STUDY

The aim of the study is to examine and demonstrate the value, benefits and impact of Erasmus+ at three levels: individual participants, participating organisations, and the wider provision of vocational education and training, and apprenticeships in Ireland. The study draws on the perspectives of national organisations accredited under the Erasmus+ Programme, as well as newcomers and less experienced organisations undertaking short-term Erasmus+ projects.

The study was divided into four key phases.

PHASE 1: DESK RESEARCH

All previous research and relevant documentation were gathered and analysed to gain a deep understanding of the VET sector and the broader context in which it operates. Various policies were also examined to understand how VET aligns to the national and European education priorities. Desk research included previous Léargas impact studies, European Centre for the Development of Vocational Training (CEDEFOP) reports, relevant FET strategy documents, and national and European policy papers. The list of documents reviewed is provided in Annex 1.

In addition to relevant policies and published papers, final reports from Erasmus+ participants (2022–2024), from both accredited and short-term projects who had indicated their approval for use in further research, were examined and analysed. A total of **1497 participant** reports were reviewed during the desk research phase.

PHASE 2: PRIMARY RESEARCH

A questionnaire was developed and issued via Google Forms to project coordinators to capture both quantitative and qualitative data and further information on the mobility experience. The questionnaire was divided into six sections: **Profile Information, Preparation Phase, Learner Impact, Staff Impact, Organisational Impact, and Future Recommendations**. Questions were a mix of open descriptive and closed statistical questions to provide both qualitative and quantitative feedback for analysis.

A total of 64 responses were received indicating a response rate of 80%. All responses were anonymised to protect respondent identity and encourage authentic feedback.

Interviews and focus groups were conducted with VET Team and Erasmus+ accredited VET organisations - college principals and Erasmus+ coordinators. Ten individual interviews were carried out as well as a focus group with VET Team members to obtain deeper insight into the demands of involvement in VET Mobility, the experience of undertaking a VET Mobility and consequent impact of VET Mobility on participants.

The primary data source for this report was from the participant reports. A review of 1497 reports enabled the capture of the learner voice and first-hand impact stories. Participant reports do not provide detailed demographic information, such as participants' age, gender or other background characteristics, nor do they consistently identify the specific courses or programmes in which participants are enrolled. It is therefore not possible to develop a comprehensive demographic profile of the VET learners represented in the available data.

Nevertheless, the wider Irish VET learner population participating in Erasmus+ is diverse, encompassing learners of different ages and backgrounds. During the period examined by this research, participants were predominantly enrolled in full award programmes leading to QQI qualifications at Levels 4, 5 and 6.

The data was provided by Léargas, in excel format, and analysed with particular focus placed on three areas of participant feedback: 1) describe your experience, 2) benefits and learning and 3) any additional comments you would like to make. Much of the descriptive content regarding experience and impact were found in the feedback within these areas. Key word searches were also carried out in the data analysis to further streamline and focus the process. Only reports with participant consent for publication by the National Agency or European Commission were included in the study.

PHASE 3: DATA ANALYSIS/FINDINGS

The data was collated and analysed using reflexive thematic analysis informed by the principles of evidence-based ethnographic research method to capture the learner voice. Relevant themes which emerged from the data were highlighted for further analysis and

reflection based on the methodology of Braun & Clarke (2021). Graphs were included in the report to reflect statistical data from the questionnaire, and quotes from mobility participants were included to further emphasise key outcomes.

Phase 4: Reporting

A draft version of this report was submitted to the VET Team Coordinator and Léargas in July 2026. This enabled sufficient time for any corrections, edits or feedback, following which the final report was submitted.

Research Practice

Our values relating to ethical practice, social sustainability, and respect also fit well with those of Léargas. We, the researchers, are experienced in qualitative research methods and thematic analysis required for this impact study. We abide by the principles of the *National Policy Statement on: Ensuring Research Integrity in Ireland (2024)* to ensure integrity and transparency throughout the process.

Findings

The evidence shows that VET mobility is highly beneficial across all cohorts, has a profound participants and was reported by all participating cohorts - VET practitioners, VET organisations, and VET learners.

OVERVIEW

Set against the backdrop of total numbers of projects and participants for VET organisations for the period under review 2022–2024, which grew steadily during the period in question, the figures quoted here include 2025 as some projects funded in 2024 were not fully completed until 2025. VET consistently receives the highest level of funding, growing steadily from €4.2 million in 2021 to €12.8 million in 2025, reflecting its strong position within the Erasmus+, and a sustained investment in VET mobility. A total of 140 KA1 VET projects were funded during this period.

There were 64 responses to the questionnaire, a strong response rate, exceeding 80%, from both experienced and less experienced individuals with first-hand knowledge and understanding of VET who provided invaluable insight into the impact of VET mobility. The questionnaire highlighted that 90% of respondents had implemented short-term projects (KA122), and 94% of respondents were from VET organisations accredited under Erasmus+ (KA121). Additionally, 91% of survey respondents were either Erasmus+ project coordinators, managers/principals or VET practitioners and 88% of respondents had worked in their organisation for over 5 years. Therefore, the primary data for this report emanated from very experienced sources.

While some organisations undertook VET mobility with apprentices, these were relatively few, highlighting the need for a stronger focus on mobility within apprenticeships in Ireland going forward. However, the positive impact reported in the study also extends to apprenticeships, demonstrating the value of mobility for this group.

While respondent organisations participated in a VET Mobility across the whole of Europe, the dominant host nations were Spain (63%), France (25%), and Portugal (41%).

The principal mobility types implemented were:

- Learner mobility (56%)
- Staff mobility (67%)
- Learner and Staff mobility (44%)
- Preparatory Visit (44%)
- Invited experts (23%)

(Source: VET Impact Study Questionnaire, 2026)

79% of respondents indicated that they sent accompanying people with their learners, and a wide variety of sectors were mentioned by survey respondents regarding learner and staff mobility. Some of the most commonly mentioned sectors were **Education, Business, IT, Beauty, Healthcare, Tourism, and Childcare**.

The distribution of activity under Staff Mobility was Courses and Training (69%), Job Shadowing (40%), and Teaching and Training assignments (3%).

Findings of this research have been organised into three sections, Learner Impact, Staff Impact, and Organisational Impact, with thematic overlap but discrete sub-headings relevant to learner, staff, or organisational perspective/voice. The primary positive impact across all three categories relates to transversal skills acquisition, followed by vocational skills, exchange of knowledge and practice, active citizenship, and European identity. The following sections provide a deep dive into the experience and impact feedback with supporting participant quotes.

LEARNER IMPACT

TRANSVERSAL SKILLS DEVELOPMENT

The impact of mobility on learners went far beyond the acquisition of vocational skills, strengthening key skills for both work and life. Across participant reports, a consistent theme emerged: individuals described a shift in self-perception, returning home more independent, more confident and more aware of their own capability.

One participant captured this shift in self-perception, describing a new-found sense of independence and potential:

I learned just how much potential I have as a person... I found that I learned how to organise my life and to rely on myself to support a life on my own. I set my own schedules, purchased my own groceries, took care of every aspect of my life. And it worked.

(VET learner)

They went on to describe a lasting change in their self-conception, noting that this confidence and self-reliance could be replicated in other situations going forward:

I have confidence I wasn't aware of before, and I could easily slip back into a routine like that without a second thought.

Research from leading psychologists indicates that confidence grows from a commitment to step toward discomfort rather than avoid it, and this pattern was clearly reflected in the data (Eifert & Forsyth, 2005). The growth in confidence, independence, and adaptability that learners experienced often arose from being placed in a state of strategic discomfort, navigating unfamiliar environments, disrupting familiar routines, and living independently while adapting to a new host culture and country. This 'stretch zone' pushed transversal skills acquisition even further by helping learners build adaptability and resilience.

For example, a learner reflected on the experience of learning to live with other people on their mobility:

Another thing I have learned was how to live with people I didn't know that much before. Learning to live with people that were very different to me and had different habits to me was really good preparation for college or life in the future.

(VET learner)

Learners also noted a strengthening of other transversal skills, including:

- Time management and responsibility
- Teamwork and collaboration
- Problem-solving and taking initiative

One learner highlighted their growth in teamwork and communication, gained from navigating a diverse, multicultural team while planning and hosting an event with their host organisation. These skills are critical to education and many future career paths:

I have gained the skill to work as a team which I wasn't good at before, as well as communication and time keeping.

(VET learner)

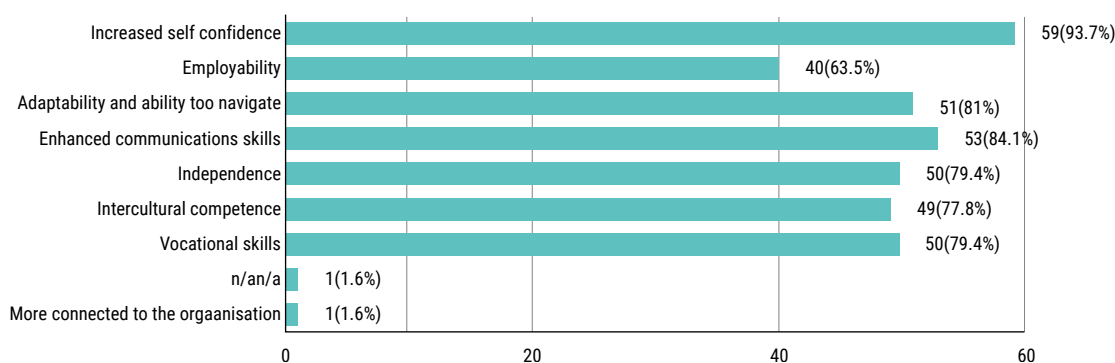
This growth in key transversal skills was reinforced by survey respondents, staff who consistently identified transversal skills development as a significant and beneficial impact of mobility for their learners. The five transversal skills most evidenced in learners on their return were:

- Self-confidence
- Communication skills
- Intercultural competence
- Adaptability and ability to navigate new experiences
- Independence

94% of survey respondents recognised self-confidence as a critical skill acquired through the mobility experience.

(Fig 1: VET Impact Study Questionnaire, 2026)

The main skills I see VET Mobility participants acquire post mobility are ... (Please select all relevant options)
63 Responses



Staff particularly noted the growth in self-confidence during post-mobility debriefing sessions, observing that learners who spoke up at these meetings would not have done so before undertaking a mobility. While this growth in confidence and transversal skills was reported across all learners, it was even more strongly reflected in those experiencing socio-economic disadvantage.

One interviewee reflected on the increased confidence she witnessed in a learner, a young person experiencing fewer opportunities, who returned from the mobility experience with such enhanced self-belief that the hosting organisation offered them a summer job:

He came home nearly a foot taller

(VET staff)

Other interviewees shared similar sentiments:

For students with fewer opportunities, it is life changing. It develops confidence to continue in education and gives them an awareness of opportunities available.

(VET staff)

Several learner reports also highlighted a raised sense of **European belonging and Identity**, strengthened through the mobility experience. For many Irish participants, particularly those experiencing fewer opportunities who had never previously travelled abroad alone, living, working, and forming friendships with people from other European countries proved transformative.

One participant noted:

I discovered an ability to learn my surroundings and get to integrate into a place quickly by just getting the bus daily to work. Walking over to a place to commute with the locals and then working made it feel as if I was genuinely living abroad.

(VET learner)

Being immersed in a different culture, and forging positive relationships within it, helped foster greater open-mindedness among learners. As one participant noted:

I learned a lot about Muslim culture from our tour guide in Morocco having very little knowledge about that culture beforehand. It was so interesting and the people were so nice there it left me with a very positive impression of Morocco and Muslim people in general.

(VET learner)

Many learners reported a strengthened sense of connection to their European identity, highlighting the intercultural benefit of VET mobility. This experience sparked a curiosity in learners, fostering an interest in learning about other cultures and people that might not otherwise have arisen. Multiple learners explicitly described developing a sense of 'European fraternity' for the first time, using words like friendship, kinship, connection, and belonging to describe the common threads that forge connection. One learner reflected eloquently on this impact of connection and European identity:

I felt a vastly increased sense of kinship and belonging with, not only Spain, but the people of Europe as a whole... but I now wholeheartedly believe in a fraternity of peoples across borders and cultures, strengthened by both their similarities and differences. Confucius, the great Chinese thinker, is known to have said that 'between the four seas, all men are brothers. There is no other phrase that better summarises my feelings on the international project.

(VET learner)

This sense of European identity was further strengthened by the strong connections and bonds formed between learners. This theme recurred throughout learner reports, with participants identifying the friendships formed with fellow Irish learners and international learners alike as equal to or greater in importance than the vocational learning itself.

Many described arriving as strangers and departing as close friends. One participant, for example, reflected on the close friendships formed with their peers during the mobility experience:

I really enjoyed getting to know new people, people that were already in my college, but I never seen before and now we are all very close friends because of this trip.

(VET learner)

This social bonding effect appears to be a significant outcome of the mobility programme, with long-term positive impacts for learner engagement, peer networks, and social confidence. It is within this networking space that much of the intercultural learning also takes place, as cultural norms become visible and internalised through relationships formed with people from different backgrounds during the mobility, something survey respondents also repeatedly noted as an invaluable part of the learning.

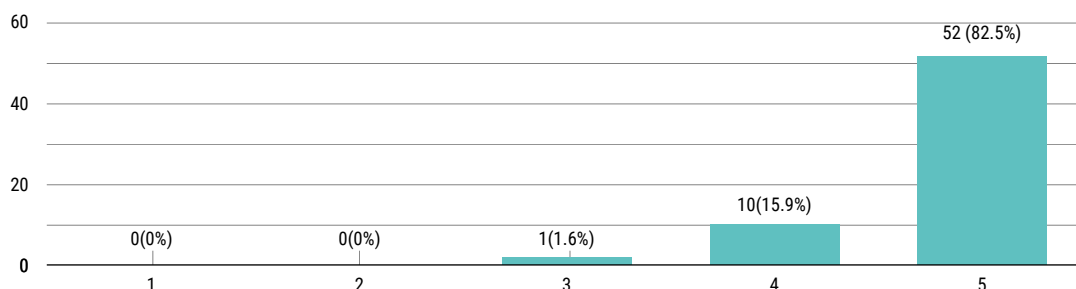
VOCATIONAL SKILLS DEVELOPMENT

Mobility participation demonstrated a strong positive impact on technical skills development, with learners returning home with greater knowledge and enhanced vocational and practical capability in their chosen areas.

(FIG 2: VET IMPACT STUDY QUESTIONNAIRE, 2026)

On a scale of 1 (strongly disagree) to 5 (strongly agree) rate the following statement: Learners have gained skills from mobility that they could not otherwise gain from their home institution.

63 Responses



Given the broad and diverse range of mobility types and sectors it is difficult to identify a single set of common vocational skills acquired through mobility. However, learner reports make clear that many greatly enhanced their capabilities in their chosen area of vocational study, with multiple learners describing how they incorporated newly acquired vocational skills into their practice on their return. Below are some sector-specific examples from participant reports.

BEAUTY

Many participants in the beauty sector reflected on learning new massage techniques like hot stone massage, leg massage, reflexology, etc., while others spoke of learning new facial treatments, manicures, pedicures including BIAB, and gel nails. They spoke of cleaning the salon and the importance of being organised and keeping on top of appointments, so the day runs smoothly:

During my mobility period I carried out activities, such as working in a salon and practicing treatments with my employer such as a pedicure, a full leg massage followed by leg compressions and I have also practiced some microdermabrasion along with some micro needling.

(VET learner)

One participant, highlighted their growth in hairdressing skills:

I learnt about methods of curling hair with heat and chemicals. Good housekeeping skills for a salon, washing hair effectively and efficiently. How to use rollers, pin curls and curly blow dry.

(VET learner)

CREATIVE SKILLS

Another strengthened their artistic capabilities while painting murals in a primary school in Spain:

I learned how to quickly adapt to the difference of climate in relation to painting and finding ways to stretch our resources out and keep paint from drying out. I've gained more of an understanding of working with paint outdoors and at such a large scale.

(VET learner)

COACHING & PERFORMANCE

Another participant highlighted their increased sporting skills following their mobility experience:

One of the most positive aspects was the opportunity to immerse myself in a new football culture which opened my perspective on the sport. The level of coaching and the intensity of training were much higher than what I had experienced before, and it pushed me to improve my skills rapidly.

(VET learner)

TECHNOLOGY

Many of the IT learners reflected on the new IT systems and software they were exposed to, trainings around cybersecurity, and defending against cyber-attack.

For example, one learner stated:

During my work at MIPS, I gained a huge amount of knowledge in a fast-paced, hands-on environment, allowing me to finally work on stuff I have been passionate about for years. I have become far more comfortable with the setup of servers using the Windows server operating system, creating domains for client groups, implementing RRM systems for remote management, using EDR Security software to monitor several machines at once and defend against attacks.

(VET learner)

Although the technical skills acquired differed greatly from learner to learner, improved digital skills, AI literacy and how to prompt AI when using it as a tool were central to the benefits of technology-focused mobilities. Sustainability skills were frequently cited as common threads across the learner reports, for example, one learner reflected on their growth and learning in sustainability-related skills:

Finland as a country is very sustainable and clean, and I have brought back many of their habits back home with me. The customer relations and sustainability module taught me a lot about how much more sustainable Finland is compared to Ireland.

(VET learner)

CHILDCARE

The learners whose mobility focused on childcare reflected on their time in crèches and preschools helping the children with various activities, from preparing their food and feeding them, changing them and supervising sleeping times, to classroom activities and keeping the children entertained.

Many participants also worked alongside Special Needs Assistants (SNA) or with children with disabilities, which proved to be particularly strong training and preparation:

I worked in a preschool with young children. I aided and cared for one child with special needs in my class as well as playing, cleaning, teaching, and feeding the other children... Professionally I greatly improved my skills as an SNA when working with a child that had additional needs. I learned to have more patient and understanding qualities.

(VET learner)

LANGUAGE

Language capability was another important skill strengthened through mobility, with multiple learners reporting a notable uplift. This acceleration was often the result of being fully immersed in a different cultural and linguistic environment, coupled with the necessary push to communicate effectively in an environment without any other option.

One participant noted:

I can finally fluently understand Portuguese.

(VET learner)

Another learner reported increased language competency resulting from the mobility, coupling this closely with a growing confidence in speaking Spanish. While many learners report an increased understanding of the host language, beginning to speak it represents a further step change in confidence.

The biggest positive is I felt I started and gained some good ground in my journey of learning Spanish.

(VET learner)

This increased confidence also extended to interactions with other learners who had a different mother tongue, requiring learners to find a non-verbal and alternative ways to make themselves understood:

Another positive was the Ceuta people. They were very nice and accommodating even though they did not speak English and it left you unafraid to approach strangers for help.

(VET learner)

Competency in other language environments accrues to learners regardless of their linguistic proficiency in the host language, this is as much about the confidence to make oneself understood through gesture and non-verbal communication as it is about language capability itself. One participant, on mobility in Malaga, functioned well across several languages and reported enhanced confidence to take on a tourism-related role in any language environment; it was the opportunity provided by the mobility, and by Erasmus+, that demonstrated this possibility to them:

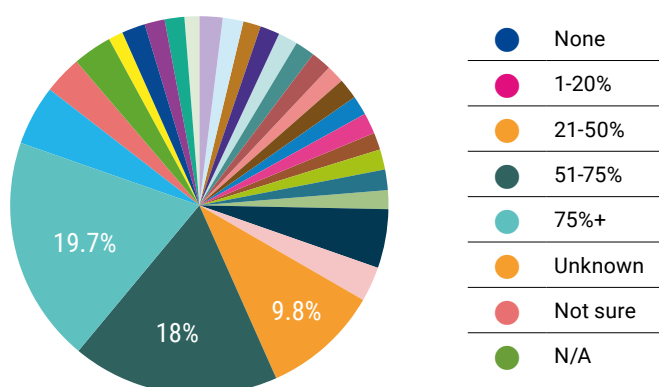
I am grateful to this program, because now I feel confident that I can cope with any job in the field of tourism since I had to communicate with people in four languages, one of which was new to me (Spanish) and they understood me, my colleagues supported me, answering difficult questions for me.

EMPLOYABILITY/PROGRESSION TO FURTHER EDUCATION

Participation in VET mobility was exceptionally beneficial for learners in terms of both **further education progression** and **employment opportunity post-mobility**. Over 50% of survey respondents noted that their learners progressed to further education as a result of participation in VET mobility and 20% highlighted the benefit as significant, with over 75% of their learners progressing to further education as a direct result of the experience.

(Fig 3: VET Impact Study Questionnaire, 2026)

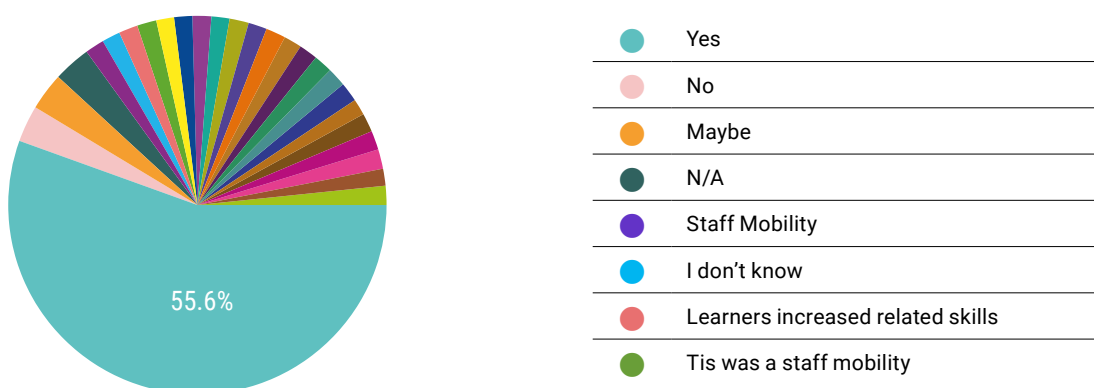
What percentage of learners (if any) progressed to further education as a result of their mobility experience?
63 Responses



56% of survey respondents also emphasised the positive impact of mobility on gaining employment, driven by a strong alignment of skills with labour market needs and the enhanced confidence and self-reliance demonstrated by the learners' post-mobility. This is a significant finding, as it appears to close the 'articulation gap' that was highlighted in the report *Erasmus+ VET Mobility as a Route to the Acquisition of Transversal Skills* (2023). Learners were able to articulate the value of the experience to others including prospective employers.

(Fig 4: VET Impact Study Questionnaire, 2026)

What percentage of learners (if any) progressed to further education as a result of their mobility experience?
63 Responses



One learner described how the experience gained from their mobility strengthened their knowledge and awareness of the requirements and opportunities within their chosen industry, opening a pathway toward a career in music:

I personally gained a whole new level of awareness as to how big the music industry is, and how what we are doing in Ireland can be done on a scale so much larger. It gave me the opportunity to develop my music performance skills across multiple instruments in a way that was truly inspiring. It has led me down a path that will eventually lead to a career as a professional music producer.

Another credited the mobility experience with giving them greater confidence in their own ability ahead of starting college later in the year. The elevated self-belief that came from having to draw on their communication, IT, and other skills enabled them to refine their decision about their preferred area of study and future career direction:

I also had to be responsible for keeping notes every day on what I did and doing some research on the businesses so that I could put my PowerPoint together and give my final presentation. I am more confident now of my own abilities and think I am better able to cope going to college in September. I had to use my communication skills, my IT skills, my time management skills, and my belief in myself and how I am well able to cope. I think I am now better placed to move on to college, and I think I would like to study a bit more about sustainability, the circular economy, and customer relationship management rather than my original choice of just marketing.

An additional female participant described how the mobility experience sparked their interest in working within the automobile industry:

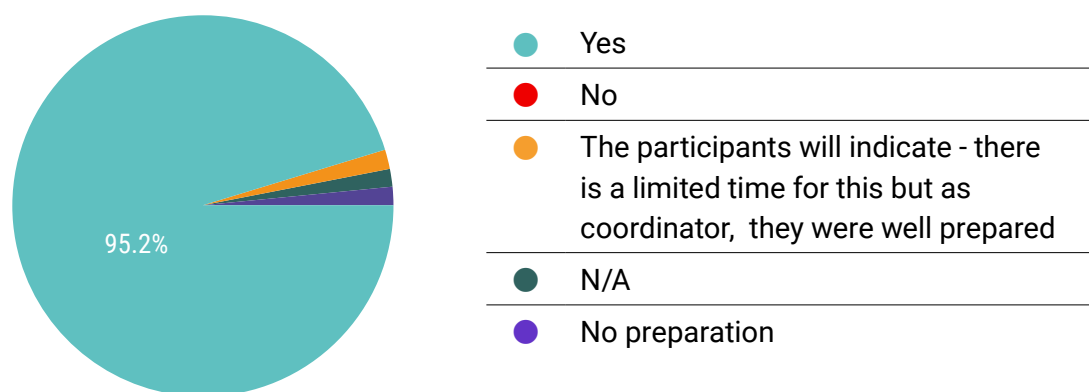
The best part of Germany was the BMW factory as it was such an interesting experience, it was so cool. It made me want to pursue my dreams of being an engineer for a huge car company brand.

MOBILITY PREPARATION

The preparation phase provided a strong foundation for learners to optimise their mobility experience. The majority reflected that they felt well prepared, with some indicating that they would have benefited from even more preparation. The majority of survey respondents highlighted the preparatory phase as a strength of VET mobility for participants, with 95% feeling that participants were well prepared for the mobility experience.

(Fig 5: VET Impact Study Questionnaire, 2026)

Were the mobility participants well prepared for the mobility?
63 Responses



Five key areas of the preparation phase were consistently emphasised by respondents as positively contributing to the quality of the mobility. These included:

- **Preparatory meetings** – weekly pre-departure meetings were held with participants to outline the expectations of the mobility and to provide them with an overall idea of what to expect on their upcoming mobility experience.
- **Group bonding sessions** were seen as beneficial to participants as they helped individuals get to know one another and reduced anxieties about the upcoming mobility.
- **Safety presentations** were delivered to participants by a community guard prior to departure. These presentations ensured individuals were aware of potential dangers and provided helpful knowledge and advice on how to stay safe while away.
- **Moodle** was highlighted as extremely helpful for both participants and staff. It provided a clear and efficient way to gather and store all relevant documentation for the mobility and clearly highlighted any gaps or missing relevant documentation.
- **Transversal Skills Preparation** – an important element of preparation for participants prior to departure. Many participants were reported to be anxious about their upcoming mobility, however, the strong focus on confidence building, independence and communication in the preparatory phase had a beneficial impact for many.

ACCOMPANYING PERSONS

Accompanying persons were very well received by participants for the support they provided, especially at the outset of the mobility, particularly for learners who were uneasy or experiencing some degree of anxiety. This support is particularly important for those new to the mobility experience who may never have taken part in this kind of activity before or who may never have travelled abroad.

One participant specifically noted the role their accompanying persons played in helping them settle into the work placement experience, reflecting positively on the support they received:

The two teachers accompanying us the whole time helped us out a lot and kept us grounded when we got nervous. They showed up at our work placement and checked it out and checked up on us.



STAFF IMPACT

PERSONAL DEVELOPMENT

Staff mobility strengthened multiple transversal skills, such as, confidence, motivation, adaptability, and resilience.

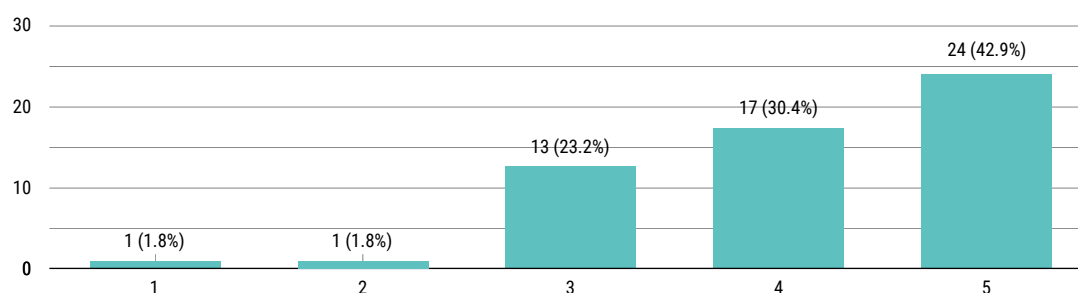
This growth in confidence was reflected in VET practitioners' teaching capabilities post mobility. Many participant reports shared the same sentiment—they were excited and inspired by the new teaching methods, tools, and practices that had been shared and this had a positive impact on their motivation and capabilities going forward.

Survey respondents and interviewees also highlighted increased confidence and capability in supporting learners with additional needs as a result of their mobility experience with 73% reporting feeling more confident and capable of doing so following mobility.

(Fig 6: VET Impact Study Questionnaire, 2026)

On a scale of 1 (strongly disagree) to 5 (strongly agree) please rate the following statements: My confidence and capability to support learners with ...has grown from participation in VET Staff Mobility.

56 Responses



Teacher-to-teacher connections, and the resulting connections between schools, was identified as a further benefit of mobility participation. Connections formed between individuals in the same field provided real benefit for staff mobility participants, offering an invaluable opportunity to share knowledge and exchange expertise.

Spending time with colleagues was a great opportunity to work together and build relationships especially while many meetings within our organisation are online.

This strengthening of connections was also facilitated by the common bond created when staff realised they were grappling with similar classroom situations and systemic institutional challenges.

For me, one of the greatest strengths of this Erasmus+ experience was the chance to connect with educators from across Europe and realise that many of us are grappling with similar classroom and system challenges.

(VET staff)

The opportunity allowed staff to bond further, giving them a soundboard to discuss issues within their role and creating a sense of solidarity. It also helped staff to recognise the positive value and standards of VET provision in their own organisation; it further reinforced their confidence in their own capabilities as professional educators.

Many participant reports highlighted improved language capabilities as a further benefit of the mobility experience. One interviewee noted:

Being proactive in unfamiliar environments and learning by observing is a skill I have improved on. Exposure to the Spanish language and local business etiquette has improved my knowledge of the spoken language.



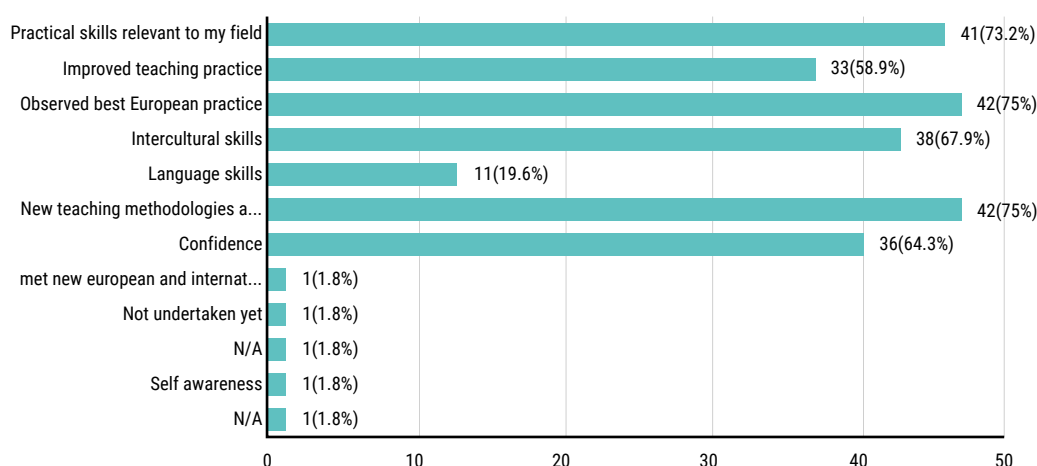
PROFESSIONAL DEVELOPMENT

Staff mobility positively impacted many areas of teaching, most notably, teaching methodologies. 75% of survey respondents identified new teaching methodologies as the main benefit of VET mobility, reporting that the experience equipped tutors with new tools and practical skills relevant to their field.

(Fig 7: VET Impact Study Questionnaire, 2026)

From undertaking VET Staff Mobility I have gained. (please select all that apply).

56 Responses



Staff mobility participants were enthusiastic about sharing their new skills, learnings, and ideas with learners and colleagues at their home institution and motivated to adopt new practices modelled on international best practice to enhance VET provision in their own organisation.

In addition, many mobility participants were exposed to new skills and practices to support the mental health and wellbeing of learners. One participant highlighted in their report the enhanced practices for support in their host organisation and the positive impact it could have on teaching and learning:

Got me to focus on the practices that we do well such as providing a choice of courses across the city. But also, areas where we can improve, such as, focus on learner wellbeing as part of every course. This is an area that they put resources into as maybe young people struggle with mental health issues. They identified this as a major factor regarding attendance and overall engagement.

(VET staff)

One VET practitioner, on a job shadowing mobility in Paris for butchers, noted:

One of the most valuable aspects of the mobility period was learning the unique methods French butchers use to cut beef, lamb, pork, and chicken. These techniques differ notably from Irish practices, often focusing more on aesthetics and minimizing waste while maximizing flavour. This kind of insight is invaluable, as I can now bring these new methods back to my classroom, enriching the learning experience for my apprentices and exposing them to international standards and techniques.

(VET staff)

Another participant highlighted the positive impact of learning about AI and its application in the classroom:

I learnt how to use AI in specific scenarios relevant to me in my work as a teacher, for instance use of Co-pilot and Chat GPT in devising content for courses. I got a good idea as to what potential AI has for helping students do work in a positive way. I appraised the various tools in AI and practised using Almanack and Gamma, the two tools I expect to use most. I also used SlidesGPT and Canva slides. I used some apps which create innovative assessment and revision material.

Many participants found the new digital and AI tools to be particularly beneficial; one noted the benefit of their mobility in regard to AI use in the classroom:

I developed knowledge of how to analyse student assessments to discover use of AI by them and unauthorised plagiarism by them. I learned how to use a number of different AI apps such as ChatGPT, Gemini, Claude and Perplexity to develop class materials and improved practical skills in Information and Communication Technology (ICT).

Another participant reflected positively on software that could enhance their teaching practice in the classroom:

Business & accounting classes demonstrated the software they use, Sefed Project, which uses the creation of a company in the classroom as a pedagogical tool to train students, in a practical and transversal way (by doing) in administration and business management.

59% of survey respondents also noted improved teaching practice as one of the main skills acquired from mobility and 88% agreed or strongly agreed that their classroom practice had been enhanced as a direct result of VET staff mobility participation. This improved teaching practice was often a result of observing best practice in VET across Europe and the impact this had on their own teaching methods upon their return.

For example, one participant reflected on the teaching methods they observed to keep learners engaged and motivated:

We observed teaching using interactive whiteboards to deliver their subject matter and used online quizzes to keep them interested and motivated to learn. I thought this was a very good approach and they became competitive and wanted to win so they were trying to get the correct answers in the quiz and it showed on the main screen who was winning, etc. This created a very happy place for the students, and they were learning all about the subject matter too.

Another participant shared their experience observing practical activities to enhance teamwork in the classroom:

We observed the students in the Media class demonstrating their final projects to us. They developed a video game from scratch. They were given the theme of the game, and they developed a working video game together... This showed how they were developing really good teamworking skills which is so important in any working environment.

Another participant echoed a similar sentiment regarding practical activities for learner development at their host institution:

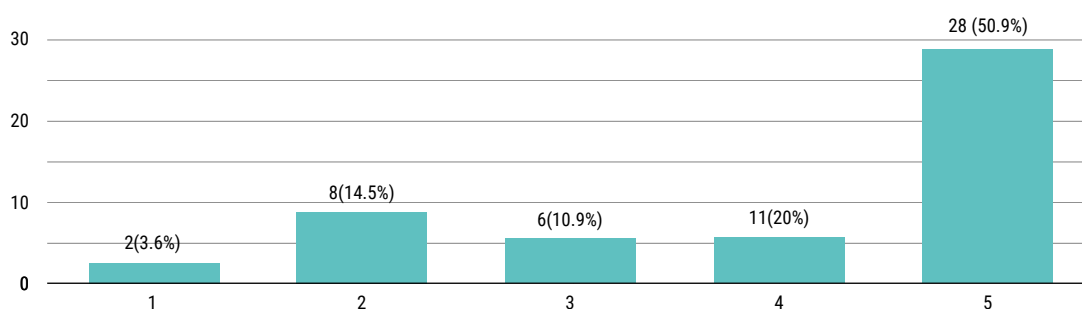
I also observed teaching methodologies and classroom interactions that are based on practical learning and real-world application. The insight into how companies and schools collaborate to offer hands-on work experience while studying has been really useful to me and I hope to improve on what we deliver at our Institute.

It is worth noting that although staff may have undertaken mobility with the intention of enhancing key technical skills in their own field, many indirectly enhanced a range of additional skills simply from observing best practice in their host organisations. Digital skills were a clear example of this: 71% of survey respondents found they had been introduced to new digital tools through mobility.

(Fig 8: VET Impact Study Questionnaire, 2026)

My mobility experience exposed me to new digital tools which can be adopted in my VET organisation.

55 Responses



Sustainability and green skills were also positively impacted by mobility participation, with a further 64% of survey respondents reporting that they had acquired new sustainability skills and were keen to bring these back to their sending institution for implementation.

PREPARATION PHASE

Advanced preparatory meetings were held as part of the preparation phase, with selected staff and some learners taking part in an online meeting or visiting the partner institution in situ. These sessions were considered a significant strength of the preparatory process, providing clarity on processes, expectations, and advance planning, while consolidating the programme and ensuring alignment between all parties. Preparatory meetings also serve to demystify elements of the mobility, particularly for those engaging in VET mobility for the first time, enabling partnerships to cement more quickly and build early momentum for progression.

Online preparatory meetings, workshops, and icebreakers for accompanying persons were all reflected on as very beneficial and positive. The buddy system, in particular, was noted as a helpful preparation activity enabling mentoring from experienced accompanying persons who had previously taken part in a mobility.

ORGANISATIONAL IMPACT

The organisational benefits of VET mobility, highlighted from the interview and focus group phase of the research process, were significant and include:

- Uplift to organisational performance around Instructional Design and Delivery
- Networking and Partnership development
- Improved Organisational Profile
- Erasmus+ Accreditation

ORGANISATIONAL CAPABILITIES

As previously noted, VET mobility has a positive impact on staff development. This has resulted in increased tutor capability, enhanced skills development, and student support across their respective organisations. Participant staff consistently described returning with specific intentions to improve practice, including introducing AI tools, redesigning curriculum, adopting new approaches to learner support, and establishing exchange opportunities. In some larger VET organisations securing a full-time Erasmus+ coordinator was a great advantage to capacity building in accessing opportunity under Erasmus+ for staff and learners.

One participant encapsulates very well the full potential of impact on VET provision deriving from a mobility Job Shadowing experience:

I spent time over the 3 days with the President and Principal, during which time I got an overview of the operations of the college. Discussions were had to compare and contrast with my home organisation/campus in relation to operations, budgets, challenges, growth, future strategy. I received an overview of the strategic plan for the college, which has changed very much in the past decade. They outlined where they were when they started their current strategic development in comparison to where they are today, and the opportunities and challenges they had in implementing organisational change, and the impact on staff, the facilities, and budgets, etc. They also outlined their future plans and how they wish to grow and develop the organisation to meet the needs of their stakeholders, such as students/ apprentices and their families, employers, state educational system... I learned of the techniques that they used in introducing this change, which I can bring to my current role as we are also in a period of organisational change. During discussions on the plans to expand and develop the activities in the college I gained valuable information on how they linked development to changes in the marketplace and the tools used to gather information on which base to base these decisions.

VET INSTRUCTIONAL DESIGN AND DELIVERY

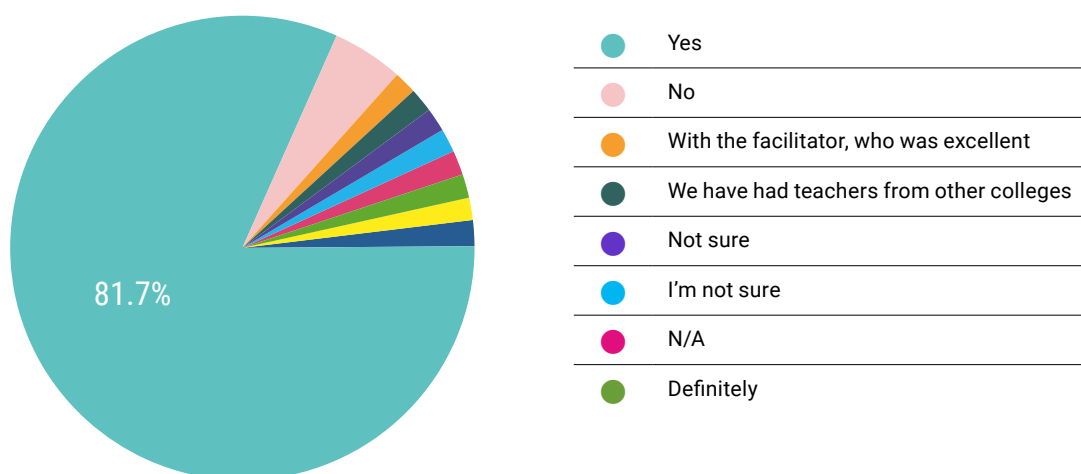
The Erasmus+ experience had a profound positive impact on the management, design, and delivery of VET provision in many organisations. Feedback showed a wide range of changes made, from new teaching methodologies adopted, job structure changes, to new assessment practices implemented. Some accredited organisations now use project-based learning methods to build capacity and skills with their learner participants.

NETWORKS/PARTNERSHIP

VET Staff Mobility participation resulted in the creation of new networks and partnerships for the organisation: 82% of survey respondents noted new partnerships and networks formed as a result of their participation in Erasmus+.

(Fig 9: VET Impact Study Questionnaire, 2026)

Were any new networks and partnerships developed as a result of participation in Erasmus?
60 Responses



ORGANISATIONAL PROFILE

A notable finding from the questionnaire was that the profile and reputation of VET organisations undertaking Erasmus+ were enhanced from participation in VET mobility. As an organisation, they are more strongly aligned with national and European priorities and are actively enhancing their diversity and inclusion efforts through intercultural learning experiences. Additionally, these organisations are attracting new applicants as a result of the Erasmus+ experience, enhancing their competitiveness as VET providers. Dissemination also brought new enquiries to the organisation with prospective learners asking about the opportunities available to them under Erasmus+. Information evenings also provide a conduit for future learners to learn about Erasmus+ opportunities.

DISSEMINATION OF LEARNING

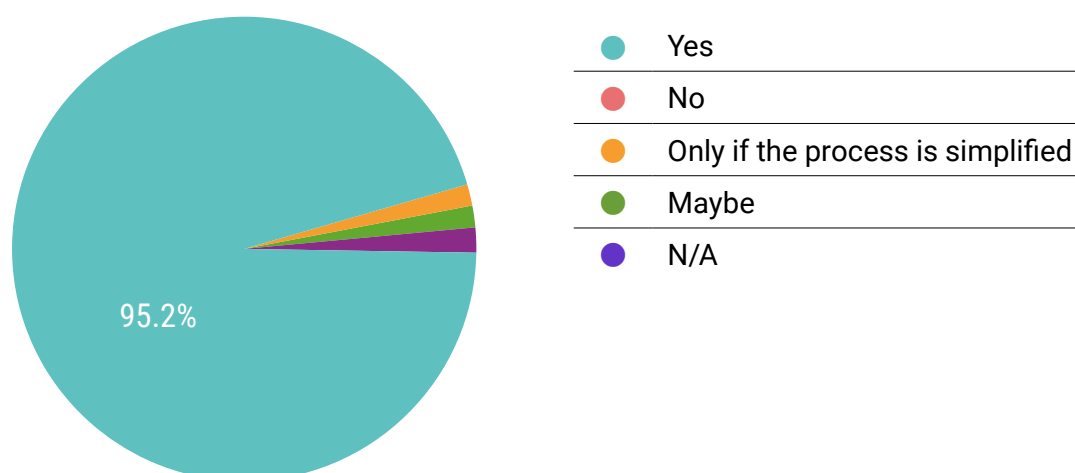
Dissemination of learning was considered a strength of the mobility experience, with both learner and staff outcomes generally well recorded and shared.

95% of survey respondents felt that the learner impact was well recorded by the organisation and that the learning from VET staff mobility was shared well with other staff members and the wider organisation upon their return.

In addition to the positive ‘knock-on’ effect of attracting new learners from strong dissemination activity, the positive impact of VET mobility is further evidenced in response to the recommendation of the mobility experience—95% of survey respondents said they would recommend the mobility to other VET organisations.

(Fig 10: VET Impact Study, 2026)

Would you recommend the mobility experience to other VET organisations?
62 Responses



Many organisations encourage former participants to promote the benefits of an Erasmus+ VET Mobility to new incoming students. Past participants come in to advise potential participants of opportunities and recount their experiences and its impact. This is a very positive activity which yields a multiplier effect. In one organisation, a small number of former mobility participants engaged in a buddy system to act as a support to the new mobility participants. This proved very beneficial for learners especially those experiencing fewer opportunities and who may never have travelled abroad before.

CHALLENGES

LEARNER CHALLENGES - TRANSVERSAL SKILLS

Survey respondents noted the main challenges learners faced on mobility; the priority themes which emerged were:

Adapting to the host culture: 63% of survey respondents found that some learners may initially struggle to adapt to their host culture. Some of the contributory factors to this included language, food, and cultural differences. Although the specific challenges experienced varied, this challenge carried the most consensus amongst respondents. One learner noted:

I was more homesick than I normally would be. Simply because so few people could speak English. Not being able to express yourself to people can get lonely.

Navigating new places: 53% of survey respondents reported that some learners may struggle to find their way around their host destination, negatively impacting their experience at the outset. This again highlights the importance of accompanying persons to smooth the transition into a new and different host culture.

Managing finances: 39% of survey respondents highlighted the difficulties faced by some learners in budgeting and managing their expenses.

Living independently: 39% of survey respondents found some learners may struggle to live independently. Mental health and wellbeing challenges relating to loneliness, stress, and anxiety reported by some learners were contributing factors in this case.

Mental health and wellbeing: Mental health was highlighted as a challenge within the VET learner cohort with 26% of survey respondents (staff) noting varied levels of anxiety amongst some of their learners. This was further reiterated in the interview phase. Some staff reported feeling under-qualified to address instances of anxiety in their learner cohorts.

Making friends: 21% of survey respondents highlighted the potential for social challenges and difficulties making friends amongst some of the challenges learners face on mobility. Some interviewees felt that learners, particularly younger learners, were relying too heavily on technology and social media and therefore may struggle with socialising in person and in group bonding activities. Participant reports reiterated issues which challenged the possibility of making friends, with one participant suggesting more opportunities to bond were needed:

I think there should have been more organised nights out, even to a restaurant or something, just so people could get to know each other better because I know a few students were very quiet and unsure at the start of the first week.

Mobility Duration: In some instances, the duration of the mobility programme presented a challenge for learners. The most common duration of mobility was 2 weeks. However, learners frequently stated that 2 weeks was very short. The first week was typically spent adjusting, learning transport routes, settling into accommodation, and building workplace relationships. By the time learners felt settled and confident the programme was coming to an end.

One thing I feel that could improve this mobility is enhancing the duration of 2 weeks to a 3-week mobility in order for students to dive deeper into their internship roles...

Requests for 4-week programmes, or longer, was a common finding in participant reports. While the option for longer mobilities is available under the Erasmus+ Programme, various constraints, such as the academic cycle and workplace requirements, may have an impact on the duration selected by the applicant organisation. This, therefore, is not a structural design issue within the Programme but rather the impact of external factors.

Language skills: Although language skills were cited as a strength of the mobility, where many survey respondents highlighted increased language acquisition skills, they were also cited as a negative among some learners. Language barriers were occasionally cited as limiting the depth of learning in professional settings, particularly in settings where instruction and client interaction are language-dependent, e.g., healthcare and childcare. Multiple learner reports proposed that language preparation—not just information about the destination, but actual language coaching would be beneficial to enhance the mobility experience.

STAFF CHALLENGES

PROJECT ADMINISTRATION & IMPLEMENTATION

Although the overall sentiment suggested mobility participants were well prepared, some common challenges and concerns arose throughout the preparation and administration process for staff. The amount of paperwork required to organise a mobility can be considerable for someone less experienced, and some staff found it was challenging to coordinate everything needed for those involved. These challenges were amplified with learners experiencing disadvantage, the difficulties were often noted in supporting them to submit all required documentation and paperwork. Although the Erasmus+ Programme facilitates inclusion costs to support learners with fewer opportunities, some staff still reflected on further challenges which arose in regards with learners who required additional paperwork or visas for mobility.

This was particularly challenging for learners with fewer opportunities. To support them, the Erasmus team organised additional support clinics where participants could receive guidance and assistance with completing the necessary documentation. Some non-national learners also experienced difficulties related to visa and residence permit requirements. Ukrainian students, in particular, faced additional barriers and often required further paperwork and official letters from the college in order to participate in the mobility.

ACCREDITATION

Accreditation is a structural construct within Erasmus+ that allows simplified access to funding and can significantly streamline the application and preparatory processes. However, on further analysis, it was highlighted that some of those organisations not accredited under Erasmus+ find the process to be complex. In some organisations the accreditation process would fall to the staff, who may find it challenging to combine this preparatory work with their own timetable. This again, is a resource rather than a Programme issue.

Some survey respondents highlighted the difficulties faced in blending the dual responsibilities of Erasmus+ mobility with their current management structure.

In smaller colleges there are no middle management posts (Assistant Principals) (AP1 or AP2) so you cannot assign Erasmus to a post holder like they would in larger colleges, i.e., it's part of that teacher's duties to run Erasmus. I am therefore looking for the goodwill of the staff to help implement Erasmus, hence, time is one of the major factors that we encounter here with regards to running Erasmus.

Additionally, one interviewee stated:

I feel for people where it (Erasmus) isn't their full job.

PARTNERSHIP

Some interviewees highlighted difficulty in mixing and integrating with European colleagues, feeling the Irish employees to be isolated. An annual conference to encourage networking and get to know VET staff abroad was suggested. Staff also suggest this could assist in identifying the better-matched partners for mobility for their organisation. Thematic Transnational Cooperation Activities (TCAs) are organised by Léargas which also have a partner finding function. There are other elements and supports provided by Léargas which also assist in partnership formation. Building effective partnership is important to ensure capacity building for the Programme.

Conference once a year—for networking—face-to-face is better. Especially for the Irish because we don't have the same system, e.g., PLC—nowhere in Europe has that. So, identifying the matches... we're very on the periphery in Ireland—they're all on mainland Europe and know each other.

Supporting organisations are also a very important element of working collaboratively with project partners to build a solid mobility experience. The benefit of their networks and contacts enable access and participation that may not otherwise be possible. However, not all supporting organisations operate to the same standards, so good partnership management and understanding of core tasks and responsibilities is important.

ORGANISATIONAL CHALLENGES

MOBILITY ALIGNMENT

Participant reports highlighted a clear dividing line between participants whose mobility placements were well-matched and professionally engaging and those who felt that their mobility content did not match their expectations. The former group reported transformative professional and personal growth, the latter reported dissatisfaction and disappointment.

This misalignment was illustrated in one participant report:

I do feel as if the work experience I had done did not go with my course which was pre-teaching and education. I was painting a mural for majority of my time there. It still was enjoyable, but I do feel as if the staff definitely could've been a bit more welcoming towards me and the other students. Some of the staff were amazing... others seemed to see us as outsiders and treated us as such.

Upon deeper analysis it was reported that there are not many PLCs in Europe which makes it difficult to get the match right. Interviewees also posed an important question: what age should learners begin in VET in Ireland? The age of VET learners in the rest of Europe is younger than in Ireland, they start at 14 or 15 years old whereas Irish VET learners are often post-Leaving Certificate and more adult. This can have a negative knock-on effect for learner networks and connections according to a staff member:

In a lot of places we saw 14-year-olds and we have 18-year-olds... they're a mile apart at that age.

The mismatch of age-groups for VET also impacted staff mobility at times, as staff noted that teaching a class of 14 or 15-year-olds is very different to a class of young adults who are more focused on their future and the world of work.

PRE-MOBILITY INFORMATION

Information flow pre-departure was highlighted as an occasional challenge. Some learners reported not knowing what they would be doing during their mobility until they arrived at their destination. It further emphasises the importance of clear learning agreements between project partners and support organisations. One participant noted this lack of communication in their report, suggesting giving learners greater notice of their role going forward:

... if the internship roles could be provided at least a few weeks before the mobility in order for student to prepare and research the role and the business their working in.

ACCOMPANYING PERSONS

Accompanying persons are often praised for their work, their positive intention of care, and the assurance they provide as the learner settles into a new environment. Their work is very important in scaffolding and supporting the positive experience of the learner. This is especially relevant to participants with fewer opportunities and who heretofore may not have experienced a mobility opportunity. The level of responsibility, particularly with regard to supporting learners who may experience mental health issues while abroad was raised:

It's quite a responsibility taking younger people away—they're not aware of what could go wrong, etc. This year we did have a few issues—you're always on your guard and kind of don't sleep well until they're home...

To support accompanying persons in fulfilling their duty of care effectively, clear protocols should be in place to guide practice in more challenging situations relating to learner care and wellbeing. As one learner indicated, the role of the accompanying persons played a big part in alleviating the anxiety experienced pre-departure.

I was very scared of going on such a journey with so many different people that I did not talk to before this trip. So many different personalities getting sent to an unfamiliar environment together just seemed so daunting and I really debated not applying... There were days in Malaga when I was feeling stressed, upset or lost they (accompanying persons) made it known that they were there for any concerns, which was extremely helpful.

However, it is important to note that the responsibility for duty of care and quality of the mobility lies with the project beneficiaries. Erasmus+ has clear quality standards that are shared with all beneficiaries by the National Agency.

MATURE STUDENT MOBILITY EXPERIENCE

Some learner reports highlighted that some mature learners—in their 40s and 50s—described the experience as transformative in ways they did not anticipate. One 52-year-old participant described the experience as:

One of the best of my life.

One participant specifically thanked the Programme for being inclusive of mature learners. However, some course content (particularly movement-based activities, or social activities calibrated for younger cohorts) did not adequately account for mature participants. Their presence in the participant reports is significant, and their outcomes are often the most reflective and articulate, yet the mobility activity is not always structured with mature students in mind.



Discussion and Recommendations

DISCUSSION

The evidence shows that VET mobility is highly beneficial across all cohorts, has a profound impact on individual learners, staff, and organisations, and a lasting positive effect on VET systems. The strongest impact often emerging from participants is in relation to enhanced transversal skills as they identify self-awareness, confidence, capability, and broader personal development as key benefits. Both transversal and vocational skills are enhanced by the mobility experience.

This growth in key transversal skills was reinforced by staff who consistently identified transversal skills development as a significant and beneficial impact of mobility for their learners. Open-mindedness, sustained change in self-concept, and releasing pre-conceptions, along with greater cognitive and attitudinal flexibility, are key skills for the future to sustain people in a rapidly transforming and diverse world (Cleary, 2023). These skills, while valuable, are often those most difficult to measure. Mobility learners experience greater levels of self-awareness, and the degree to which they recognise that awareness changes and deepens over time. This is why short, medium, and long-term tracking of mobility participants—learners and staff—is so important to capture the pivotal impact of a mobility.

Vocational skills were also reported as beneficial from the mobility experience as one participant indicated:

I learned so many new recipes, a new pastry I never heard of before. A hybrid between a pizza dough & sweet pastry. Very versatile and is used in Holland a lot for tarts. The binders they use for thickening liquids is different to ours and I found this great. I bought a lot of it to take home, along with a pastry cutter they used for the tart top. I've made it already since home and it's fantastic. I'll make it in work now for my head chef and see what she thinks of it!

This quote illustrates that Erasmus+ mobility provides an important opportunity for the development of vocational skills by exposing learners to new practices, techniques, and approaches used in other countries. International mobility experiences can introduce participants to methods, tools, and processes that may not be familiar in their home context, while encouraging them to experiment with these practices upon their return. In this way, Erasmus+ can support, not only the acquisition of new vocational skills, but also the transfer of innovation and good practice into the workplace.

From a staff perspective, the positive impact of sharing good practice and exposure to other pedagogical methods is reported to have a direct positive impact on provision in the home institution.

Sharing ideas about curriculum design, apprenticeship structures, and industry trends helped me better understand how cultural and educational differences shape the learning environment. These conversations opened my eyes to the importance of adaptability and continuous learning in a teaching role.

Another staff participant reported the personal impact from the mobility experience indicating:

It has changed completely the way I work.

This sharing of good practice by mobility practitioners on their return upskills teachers who did not undertake mobility themselves, enhance teaching methods, and provide a better learning experience overall. The Erasmus+ investment in staff mobility, therefore, generates a multiplier effect through to the learners that those staff subsequently teach—they benefit from staff who are more skilled and better equipped across multiple aspects of VET.

For learners the priority benefits and impact reported consistently related to transversal skills. Transversal skills are essential to ensure that VET learners are future-fit for the world of work. The range of transversal skills highlighted focused on intra-personal skills ahead of interpersonal skills and included self-confidence, self-reliance, independence, adaptability, and reflective practice. The particular benefit is that the learner can access these skills to navigate unfamiliar situations, tolerate ambiguity, and uncertainty.

The strong alignment between national and European policy around the direction of VET is evident and beneficial at a strategic level. The priorities fostered across the policy landscape are aligned and linked to the benefits and objectives of Erasmus+, especially regarding enhancing the quality of VET, vocational and employability skills, engendering inclusion and fostering active citizenship and European values.

All those involved in the management of Erasmus+ at a national and European level may need to take a longer lens and iterative approach to impact. There is a time lag in the estimation of value of participation and assessment of value over time.

The impact assessment of mobility experiences needs to be an ongoing process, focused on qualitative, and quantitative data. While there is an immediate positive uplift from participation, in the context of mobility participants, important elements like positive self-concept, confidence, emotional and social development are not always immediately measurable. It takes time for benefits and impact to become visible. For some, it is not fully recognised or understood until several years after the fact.

NATIONAL AGENCY - LÉARGAS

For the past 40 years, Léargas has managed international exchange programmes in vocational education and training in Ireland and have a stellar reputation for the work, both at home and abroad. At every interview and in every conversation for this research this was confirmed. The support provided by Léargas was lauded by mobility coordinators and participants alike and recognised as a huge positive. Léargas was repeatedly praised for the supportive approach they provide, their responsiveness, and accessibility. Respondents from both experienced accredited organisations and Erasmus+ newcomer organisations consistently described Léargas staff as friendly and helpful.

While the Erasmus+ administration burden on the projects can be heavy, Léargas does everything possible to ease that burden, share their knowledge and expertise for the benefit of the project, and promote high-quality practice in the development and delivery of Erasmus+ mobility.

RECOMMENDATIONS

The recommendations set out in this report should be understood within the scope and remit of Erasmus+ implementation in Ireland. They are intended to identify the organisational conditions and approaches that can support the effective implementation of Erasmus+ and maximise its benefits for participants and organisations.

They highlight the types of structures, practices and conditions within which Erasmus+ can be most effectively implemented and its potential benefits maximised.

Undertaking an Erasmus+ mobility is an opportunity to develop vocational skills in a safe way with the support of an accompanying person and mentor in the host organisation. It has also been shown to be an effective way to expedite the acquisition of transversal skills.

The primary recommendation of this report is that mobility be integrated into all VET programmes, with curricula adjusted to enable the time needed to undertake a high-quality mobility informed by relevant educational methodology and project-based learning. The benefits to learners, staff, and organisations are evident and align well with the ambitions of both national and European education policy for VET. The processes to support learners with fewer opportunities are fully understood at organisational level and the positive benefits to this cohort are profound and transformative.

In relation to the planning and implementation of Erasmus+ projects, some operational improvements were identified that could strengthen their impact and support more consistent, positive outcomes:

RESOURCES

While the positive impact of mobility is uncontested, most respondents acknowledge the considerable level of work involved in managing Erasmus+. A dedicated Erasmus+ coordinator is the optimal solution where possible, and where not possible it is suggested that the responsibility for organising the mobility is by a project team to ensure that competency and capacity are built across the organisation and not left to one individual who may also be teaching a full schedule. This is strategically beneficial in that it avoids creating a single point of failure and is always recommended by the National Agency.

ADDRESS MOBILITY ALIGNMENT

While mobility activity is well supported and funded, it is, nonetheless, a costly experience and the anticipated benefits of sending learners on mobility are negatively impacted when the mobility is not correctly matched to their needs. Systemic incongruity emerged between Ireland and Europe in that VET learners in Europe start their VET education earlier than their Irish counterparts. This has a significant implication for the nature of the partnership, the need for good management, and clear communication.

ADDRESS THE WELLBEING OF LEARNERS

It is recommended that organisations consider a health and wellbeing supports for learners focused on reducing anxieties, building necessary social and emotional skills, and enhancing resilience. Challenges relating to mental health and wellbeing were highlighted across interviews, focus groups, and survey respondents. A stronger wellbeing focus for learners in the preparatory phase could help mitigate some of these anxieties and assist participants to settle into their activity, further enhancing the impact and experience of same.

ACCOMPANYING PERSONS

The *Erasmus+ Programme Guide* provides a definition of the scope of role of accompanying persons (p443) as:

A person who accompanies participants on a mobility activity in order to ensure their safety, provide support and assistance, as well as assist with the participant's effective learning during the mobility experience.

In individual activities, an accompanying person may accompany participants with fewer opportunities and young people with little experience outside their own country. In case of group activities in the field of education and training, qualified education staff must accompany the group to facilitate the learning process. One of the learner challenges noted by accompanying persons related to wellbeing. Clear guidelines and protocols to govern practice in more challenging situations of learner care are suggested to ensure optimal safeguarding of all involved.

ERASMUS+ VET MOBILITY PREPARATION

To ensure good practice in preparatory activities, it is suggested that a Digital Badge could be awarded for excellence in preparation. This is one route to ensure high-quality pre-departure preparation, but also a means to ensure that mobility projects are not entirely leader led.

ERASMUS + VET MOBILITY DURATION

Mobility duration should be increased from 2–3 weeks to 1–3 months, if possible, and if relevant to the applicant. This would be particularly beneficial over the summer months and would help learners gain more from their mobility experience. If extending mobility duration is not an option, an alternative may be to introduce a stronger preparation phase focused on building key transversal skills to help mobility participants settle into their mobility quickly. Many learners highlighted that they were only getting settled when the mobility was over—if this could be improved, the short term mobilities may have a much stronger impact.

MOBILITY FOR MATURE LEARNERS

There is an opportunity to design Erasmus+ VET mobility experiences that explicitly serve the mature learner better. The activities for mature learners need to be suitable for their age and tailored to their needs. Applying the lens of inclusion would enhance the preparation for this type of mobility, and inclusion supports are available for same.

SUPPORTING ORGANISATIONS

There needs to be enhanced communication between the beneficiaries, supporting organisations, and the learners to ensure the learners are well-informed of their role and expectations while on mobility. See the link below to the *Erasmus+ Guidance* for working with supporting organisations.

[Guide for Working with Supporting Organisations \(KA1\) - Léargas](#)

Overall, when considering impact, it is important to note that assessing impact of Erasmus+ VET mobility would be best carried out in an iterative fashion on a carefully collated data set and over a long period of time. It has been shown in this and previous reports that the benefits of the mobility are often not fully recognised or understood until several years after the mobility has taken place.

A longitudinal study, where data is collected and participants tracked over an extended timeline is the best way to establish the real and positive impact of Erasmus+ VET mobility.



Impact of the National VET Team

Over the 2023-2025 period, the Irish National VET Team delivered a comprehensive programme of activity aimed at strengthening vocational education and training through the promotion of transversal skills, international collaboration, and Erasmus+ engagement.

Through participation in and delivery of national and international conferences, webinars, study visits, workshops, and stakeholder events, the team enhanced the visibility and impact of VET while fostering knowledge exchange across Europe.

Key achievements included the development, dissemination, and promotion of the Transversal Skills Report and Toolkit; contributions to policy and practice discussions at major European and national forums; the establishment of strong collaborative relationships with VET partners across several countries; and the advancement of sustainability, wellbeing, and professional development within the sector.

The development and promotion of resources and guidance on transversal skills have contributed to enhancing inclusion in Erasmus+ VET mobility. We have continued to see increased participation from Community Training Centres and Youthreach organisations in VET mobility, which is associated with the increased emphasis on transversal skills and the introduction of group mobility for VET learners in 2024.

The team also initiated this research into the impact of Erasmus+ on VET in Ireland, supporting alignment with national and European priorities. Collectively, these efforts strengthened the recognition and integration of transversal skills, increased opportunities for international cooperation, and contributed to inclusion, quality, innovation, and ongoing development of VET provision in Ireland.

The VET Team collective is gaining momentum in terms of strategic progression addressing gaps experienced within Erasmus+ for VET, e.g., partnership development. One example of this type of VET Team activity is an international collaboration established in Bordeaux in 2024, following which Ireland, Finland, France, Croatia, Estonia, and North Macedonia organised a virtual contact making seminar for their KA1 beneficiaries. Recognising that quality partnership development presented an ongoing challenge in the VET sector, 6 partner countries, led by France, collaborated to facilitate

an online contact making seminar for 177 of their accredited and less experienced beneficiaries through innovative and accessible networking platform b2match. This initiative is ongoing with a new iteration of the seminar expected to commence at the end of 2026 and involve 9 countries.

The VET Team Capacity Building Meeting in Dublin in June 2026 marked the fourth gathering in a series that began in Lithuania and was subsequently hosted by Latvia and Estonia, highlighting the remarkable growth and impact of the European VET Team network, now spanning 14 countries (Lithuania, Latvia, Estonia, Ireland, Romania, France, Croatia, Finland, Netherlands, Spain, Germany, Iceland, Serbia and Sweden) and serving as a dynamic bridge between policy, practice, and Erasmus+ opportunities.

The event highlighted the network's strategic commitment to strengthening collaboration, sharing best practices, and driving innovation across vocational education in Europe. Participants demonstrated a unified vision to enhance inclusion, international partnerships, and digital transformation, while also focusing on robust impact measurement and the amplification of learner voices. The meeting underscored the VET Team's role as a knowledge-rich, collaborative force that is successfully addressing sectoral challenges, raising the visibility of Erasmus+ opportunities, and fostering sustainable, evidence-based improvements in vocational education.



The VET Team are also addressing head-on the issues being experienced by VET in accessing the full potential of Erasmus+ and are working to raise the visibility of Erasmus+ for VET in each Member State to highlight the positive impact of participation. Looking forward, the VET Team network is well positioned to act as a **knowledge multiplier** across Europe, supporting the future Erasmus+ Programme (2028–2034) and contributing to a more attractive, inclusive, innovative, and internationally connected VET sector. There is a shared commitment within the VET Team to collaboration, continuous improvement and ensuring that vocational education remains central to Europe's social and economic development. This cross-disciplinary model of collaboration has been so effective thus far, that it merits replication in other settings.

With a clear roadmap for future priorities and a strong spirit of cooperation, the VET Team network is exceptionally well-positioned to lead the way in making European vocational education more attractive, inclusive, and internationally connected.

Conclusion

The evidence presented in this study demonstrates that Erasmus+ VET Mobility delivers substantial and interconnected benefits for learners, staff and organisations.

For learners, the most powerful impact is personal transformation. Vocational skills are enhanced through exposure to different workplaces, practices, technologies and professional expectations, but the strongest recurring impact relates to confidence, independence, adaptability, communication, self-reliance and the capacity to navigate unfamiliar situations. These capabilities are increasingly important in a rapidly changing and uncertain work context. The change in self-perception positively influences subsequent educational choices, employability and willingness to pursue opportunities that previously appeared inaccessible. The evidence indicates that, among learners experiencing fewer opportunities, the impact of participation in Erasmus+ VET Mobility is particularly powerful and transformative.

Staff mobility provides another dimension of impact. Exposure to international approaches, teaching methodologies, digital technologies and vocational practices stimulates professional learning and encourages educators to reconsider established ways of working. This learning is shared by returning staff who disseminate new knowledge, introduce new practices and influence colleagues and learners, creating a multiplier effect across the organisation. In this way, investment in one mobility participant has the potential to improve the educational practice across the entire staff body.

There is a clear and strong alignment between the positive outcomes and impact of VET mobility and Irish and EU VET policy particularly in relation to enhancing the quality of VET, vocational and employability skills, inclusion and European values.

The overarching conclusion from this study is that high-quality mobility participation should become increasingly embedded within VET provision. The findings provide a strong case for sustained investment in Erasmus+ VET mobility to further build out Erasmus+ mobility activity within the VET and Apprenticeship sector and provide continued support for high-quality implementation of projects. Erasmus+ VET mobility is a powerful mechanism for developing capable learners, innovative practitioners and a more responsive, inclusive and future-ready VET system in Ireland.

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ANNEX 1

- Policy Documents reviewed:
- Erasmus+ Impact Study: International Mobility Placements for Vocational Education and Training Learners from Ireland, Léargas (2018)
- Vocational Education and Training for the Future of Work: Ireland, CEDEFOP (2020)
- Erasmus+ School Education: The Impact of Mobility Projects on the Professional Development of Staff, Léargas (2022)
- Future FET: Transforming Learning, National Further Education and Training Strategy (2020–2024)
- Creating Futures: Further Education and Training Strategy 2026–2030, SOLAS (2026)
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- Report of the Independent Expert Panel: Evaluation of Irish FET Practitioner Staffing Structures in ETBs against International Comparators (2026)

ABBREVIATIONS:

CEDEFOP	European Centre for the Development of Vocational Training
Erasmus+	EU Programme to support education, training, youth and sport
ETB	Education and Training Board
FET	Further Education and Training
PLC	Post-Leaving Certificate
QQI	Quality and Qualifications Ireland
SOLAS	State agency for Further Education and Training
VET	Vocational Education and Training

Notes

[illegible]

