



Erasmus+
Enriching lives, opening minds.

Erasmus+ All you need to know

**KA1 for the Vocational Education &
Training (VET) Sector**



EUROPEAN UNION



UK Government



Today's agenda:

- ❖ Erasmus+ quick programme overview
- ❖ VET – scope & eligibility
- ❖ What can you do in a KA1 project?
- ❖ Funding for KA1
- ❖ Benefits and impact – hear from experienced VET projects
- ❖ Next steps
- ❖ Resources
- ❖ Questions



Housekeeping

We will have a Q&A session at the end - in the meantime please add your questions in the chat function.

If you see a question in the chat you would also like to be answered, please react to the question, this will help us to see the most popular questions.

Erasmus+ overview

EU flagship programme for education, training, youth and sport – divided into 6 sectors:

- Adult Education
- Higher Education (HE)
- Schools
- Sport
- Vocational Education and Training (VET)
- Youth

Increased budget for UK in 2027: from €200m in 2019 to **€436million** in 2027

4 horizontal priorities - Inclusion and diversity, Environment and fight against climate change, Digital transformation, Participation in democratic life



The VET Sector is defined as:

‘Education and training which aims to equip young people and adults with **knowledge, skills and competences required in particular occupations or more broadly on the labour market.**’

Eligible applicants could include:

- Organisations providing initial or continuing VET (e.g. FE Colleges, ITPs)
- Local authorities, coordination and organisations with a role in VET
- Businesses and other public or private organisations hosting, training or otherwise working with learners and apprentices in VET.

Full eligibility details will be in the National Agency VET guide released later in 2026.



What's can you do in 2027?

- Bigger programme, more funding – be ambitious!
- European-focused activities, with some wider global activities
- Funding for staff to learn (CPD), job-shadow, teach and train
- Optional two-way reciprocal exchanges of students and staff
- Host experts, teachers, trainers and volunteers – contributing expertise, fresh ideas, skills and life experience
- Re-engage with previous Erasmus+ project partners



Two quick questions:

Who's here today?

What are your plans?



What can you do for staff?

Motivate, inspire and upskill your **staff** - this includes teachers, trainers, support staff, managers, administration, external experts, volunteers, board members. You can:

- Send your Staff (and volunteers) on **Courses and Training** for 2-10 days:
Structured courses provided by qualified professionals with specific learning outcomes, usually with 12-30 other people, full of innovation and motivation
- Organise **Job Shadowing** for your Staff for 2-60 days, learning new practices, gathering new ideas, observing and interacting with peers and experts in another country.
- **Teaching/training assignments** for your Staff for 2-365 days, working in a host organisation
- **Host an educator or expert** from another country in Europe in your organisation

Understanding and Supporting Students With ASD and ADHD

One-Week Course in:

📍 Athens, Florence, Paris, Split, Tenerife, Vienna

🌐 Targeted to **Intermediate English (B1+)** speakers. ⓘ

👥 Cross-Curricular, Special Needs Educators. ⓘ

📊 Advanced Course. ⓘ

📖 Description

The growing prevalence of students with Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder ([ADHD](#)) poses **challenges for all teachers**.

The very tasks these students find the most difficult – e.g. concentrating, coping with change, understanding multiple perspectives, sustaining attention to tasks – are the ones they are required to do all day long in every classroom environment.

Students with ASD may need support making sense of the world and how to participate in it while students with ADHD can be energetic, creative, innovative problem solvers who need **support in managing hyperactivity, impulsivity, and inattention**.

This highly interactive teacher training course provides a solid introduction to the challenges of Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD) in education and offers suggestions on how to adapt **effective educational techniques to fit these** learning differences.

Eating Disorders: Strategies for Health and Wellness

One-Week Course in:

📍 Split, Trapani

🌐 Targeted to **Intermediate English (B1+)** speakers. ⓘ

👥 Cross-Curricular. ⓘ

📖 Description

In contemporary society, social networks significantly influence young people's perceptions of themselves and their bodies, often contributing to distorted body images and the spread of **unrealistic beauty standards**.

Consequently, **eating disorders** and related psychological issues such as anxiety and depression have become increasingly prevalent among youth.

Recognizing the **urgent need for prevention** and education, this course centers on two crucial topics: promoting **body positivity** and addressing eating disorders.

Participants will delve into the importance of cultivating a **positive body image**, understanding **healthy nutrition**, and debunking prevalent myths perpetuated by social media.

Additionally, the course will explore **sustainable eating practices** and shed light on the role of genetics in shaping body composition.

What can you do for learners?

Eligible participants include learners and apprentices in VET. Recent graduates (inc apprentices) are eligible up to 12 months after their graduation.

- Send a minimum 2 learners on a **group mobility** - 2-30 days – meeting peers in another country, flexible activities that can be undertaken, including peer learning, volunteering. The group must be accompanied by qualified staff.
- Organise **individual learning mobilities** - An individual learner can travel abroad to a partner VET provider, a company or another VET organisation to learn or train. The placement must have a strong work-based component. This can 10 days to 265 days (can be 2 days for learners with fewer opportunities and is justified).
- Participation in **skills competitions** from 1 – 10 days.

Organisational support funding for these reflects the investment and time required to develop learning programmes for a group cohort or for an individual:

Group €100* per participant; Individual €350-500* per participant

What is funded

Erasmus+ provides unit-cost funding for:

- ❖ Travel (and Green Travel)
- ❖ Individual support (where necessary for travel time before and after the activity)
- ❖ Organisational support (varies for group and individual mobility)
- ❖ Inclusion support – unit cost for organisations supporting those with fewer opportunities AND inclusion support for learners.
- ❖ Exceptional costs – e.g. expensive travel
- ❖ Linguistic support (where Online Language Support or other barriers exist)

Funding is designed to reduce financial barriers to participation.

Preparatory visits can also be funded.

Example projects (*notional rates, based on 2026 PG)

Group VET Learner Mobility:

5 learners & 2 staff in Spain for 10 days plus 2 days travel

€10,956

Organisational support - €100* pp (learners)

Travel - €309* each individual, based on distance Edinburgh to Barcelona

Individual Support – €132* pp/pd (staff)

Individual Support – €75* pp/pd (learners)

Inclusion Organisation Support – €125* each (ALL 5 learners with fewer opportunities)

Staff Mobility – Job shadowing

2 staff in Athens for 5 days plus 2 days travel

€3338

Organisational support - €350* pp (staff, job shadowing)

Travel – €395* each, based on distance Edinburgh to Athens

Individual support – €132* pp/pd

Plus any additional inclusion support & other real costs

Eligible venues

27 EU member states

Plus third countries associated to the programme:

Iceland

Liechtenstein

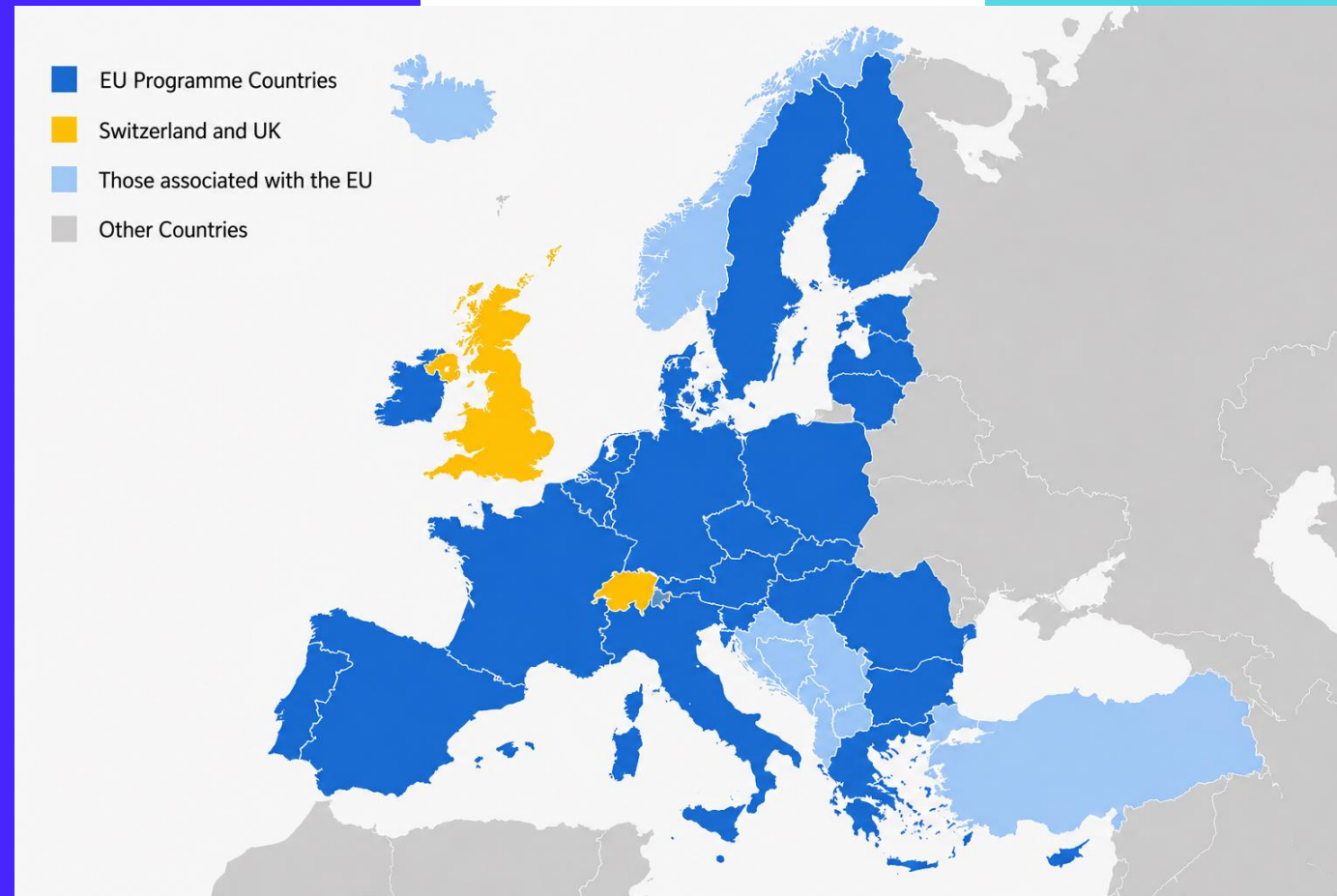
North Macedonia

Norway

Serbia

Turkiye

Some eligibility outside of Europe – to be define in PG 2027



Key Action 1 - benefits of Erasmus+ for VET learners

VET mobility projects drive long-lasting, positive and innovative changes.

They provide lifelong learning opportunities that **boost personal growth**, **improve job skills**, and **increase social inclusion**.

Participants return with stronger confidence, better language skills, and a broader global perspective.

- ❖ Advanced language and communication competences
- ❖ Enhanced employability and career prospects
- ❖ Intercultural awareness and personal independence

Offers life-changing opportunities for your staff and learners: through European international professional development

VET - Key Action 1

Case studies

Let's look at some examples of previous projects based on official Erasmus+ criteria, project structure and strategic priorities before moving to what you can do to be application ready.



Erasmus+ KA1 Experience

Elaine McKeown

Senior International Development Manager



Advanced robotics placement for mechatronics apprentices

Organisation: Technical Vocational College of Munich (Germany)

Participants: 14 Mechatronics apprentices (VET Learners) and 2 accompanying instructors.

Mobility Type: VET Learner Mobility - short term learning mobility of VET learners (3 weeks).

Host Organisation: Automation Engineering Hub (Denmark)

Objectives: To equip students with practical, industry level competencies in advanced industrial robotics and smart factory automation (Industry 4.0) absent from their domestic curriculum.

Activities: 21 days of hands-on work placement in Danish manufacturing plants, learning automated programming, safety diagnostic logging and hardware adjustments.



Erasmus+ Priorities Addressed:

Digital Transformation

Improving employability and transition to the labour market.

Sustainable culinary arts and farm to table practices

Organisation: Hospitality and Culinary VET Institute (Italy)

Participants: 10 culinary students

Mobility Type: Erasmus Pro (long-term mobility, 3 months)

Host Organisation: Eco-Hotel & Gastronomy Network Lyon (France)

Objectives: To master zero waste culinary production, organic supply chain logistics and high-end sustainable catering frameworks.

Activities: Fulltime, embedded apprenticeships in certified eco-restaurants across Lyon, managing kitchen waste logs, creating seasonal menus and validating skills via ECVET (European Credit System for VET).



Erasmus+ Priorities Addressed:

Environment and Fight against Climate Change

Internationalisation of vocational education

Upskilling VET educators in electric vehicle (EV) systems

Organisation: Automotive Vocational Training Centre (Netherlands)

Participants: 6 Automotive technology instructors.

Mobility Type: VET staff mobility – job shadowing and industry placements.

Host Organisation: E-Mobility Training Centre (Sweden)

Objectives: To close the skills gap for VET staff regarding high voltage electrical drivetrains, EV safety protocols, and smart charging infrastructure.

Activities: 10 days of job shadowing senior engineers; co-delivering test diagnoses on EV batteries; creating a modernised syllabus to import back to the Dutch college.



Erasmus+ Priorities Addressed:

Adapting VET to labour market needs

Green skills in the transport sector

Next steps – decide what you will do

- ❖ Talk to colleagues and peers about ideas and opportunities
- ❖ How can E+ further your organisation's goals and aims?
- ❖ KA1? KA2? Or both?
- ❖ Sole applicant or consortium approach? Involve other sector specialists?
- ❖ Project duration - how best to overcome challenges and boost participation?
- ❖ Set goals - be clear how planned activities will benefit your staff &/or learners
- ❖ Align with at least one cross-cutting E+ theme
- ❖ Supporting those with fewer opportunities is at the heart of Erasmus+ 
- ❖ Think about practicalities such as safeguarding and any visas/passports that maybe needed

Resources - finding a partner organisation/course

Remember partners can be from EU member states or associated eligible countries including: Iceland, Liechtenstein, North Macedonia, Norway, Serbia, Switzerland or Türkiye.

- ❖ Reach out to an already established partner
- ❖ Use the British Council's **"Partner Finder Tool"**
- ❖ Use the Erasmus+ EPALE **"European Platform for Adult Learning in Europe"**
- ❖ Training and Cooperation activities – **SALTO Education and Training TCA Resource Centre**
- ❖ **Erasmobility** – Work placement exchanges Platform
- ❖ Utilise your own professional networks – ask any existing partners who they work with
- ❖ There are some Facebook/LinkedIn Groups dedicated to finding Partners
- ❖ Attend one of the British Council's dedicated Partner Finding Sessions

Resources - Erasmus+ programme

- ❖ **2026 Programme Guide:** the new Programme Guide applicable to the 2027 funding call will be out in Autumn 2026.

<https://erasmus-plus.ec.europa.eu/erasmus-programme-guide>

- ❖ **E+ Resources include:** Example application forms (note: 2026 and subject to change), distance calculator and online language support.

<https://erasmus-plus.ec.europa.eu/resources-and-tools>

- ❖ **Example Past Projects:** Use the approved projects list detailing all past projects including best practice

<https://erasmus-plus.ec.europa.eu/projects>

Next steps - application readiness

Autumn 2026:

- ❖ British Council applicant helpdesk, webinars and clinics
- ❖ National Agency guidance for applicants
- ❖ New Erasmus+ Programme Guide (PG) for 2027

Until then:

- ❖ Consider the eligibility rules in current PG for your organisation
- ❖ Register on EU Funding & Tenders portal for your Organisation ID (OID)

Resources - stay informed!

- ❖ Website: www.erasmusplus.org.uk/
- ❖ Events Website: <https://www.britishcouncil.org/erasmusplus>
- ❖ X: <https://x.com/ErasmusPlusUK>
- ❖ Insta: <https://www.instagram.com/erasmusplus.uk>
- ❖ LinkedIn: <https://www.linkedin.com/showcase/erasmusplusuk/>
- ❖ Facebook: <https://www.facebook.com/erasmusplusuk.britishcouncil/>

Q&A

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