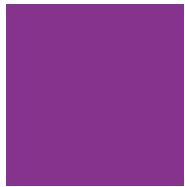


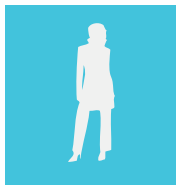
**brains**



**on**



**the**



**move**



**!**



**action plan for  
mobility 2013**



**brains on the move !**





# Contents

## **1. Situation 11**

## **2. Why is mobility important? 15**

## **3. Policy framework 19**

European level

Flemish level

## **4. Current international cooperation programmes in Flanders 25**

Erasmus programme

Erasmus Belgica

Erasmus Mundus

Tempus

Cultural/bilateral agreements

Bilateral cooperation agreements between institutions

ASEM-DUO

Washington Center for Internships and Academic Seminars

VLIR-UOS

VVOB

## **5. Strategic objective of mobility 31**



## 6. Operational objectives 37

Advice, information and support

Mobility window in curriculum

Joint programmes

Reinforcing the international climate/character of Flemish higher education

- Launching a call for the organisation of international summer schools and intensive international training programmes
- Reception policy for foreign students
- Grants for outstanding incoming international students
- Making the curriculum more international
- Expanding “Study in Flanders”/“Research in Flanders”

Balanced mobility

Work placements

Registering mobility

- Primary objective and registration
- Current registration systems
- Future registration systems

## 7. Improving the quality of mobility 58

## 8. Funding mobility 61

The generic system of mobility grants

Specific mobility grants system

- ASEM-DUO Fellowship Programme
- Washington Center
- Mobility with countries in transition
- Bilateral agreements

Under-represented groups

## 9. Administrative support 69

Implementation of the policy of the Flemish Government

Developing a centrally managed support system at the Flemish level

# Foreword

Internationalisation is an indispensable aspect of the character of our age. In education and higher education, internationalisation plays an important role. That's why our higher education must respond to the worldwide trend for internationalisation to guarantee the place of Flanders and Brussels within a globalised knowledge society. Adequate international exchange of teachers and students is vital to achieving this. On the one hand, Flemish higher education must have the opportunities and the necessary competitiveness to attract talent from elsewhere, and on the other we need highly educated Flemish students who make their way in international institutions, industries, research centres, etc. As the social policy document on the reform of higher education (2010) rightly states, Flemish students and teachers must be able to communicate adequately and exchange with the international community, and our higher education must be adequately open to students and teachers from abroad. On my initiative the regulations have been adapted, allowing our universities and university colleges to offer more courses in other languages.

It therefore gives me great pleasure to present to you the "Brains on the move" action plan for mobility within Flemish higher education. This action plan contains a wide range of initiatives that will contribute to the further development of an internationally high-quality Flemish higher education. The emphasis will be on the mobility of students, while not losing sight of the fact that student mobility is just one part of a greater whole.

My primary aim with this action plan is to allow students to acquire international and intercultural competences through high-quality mobility. To this end, a path for growth will be drawn up in which by 2020 at least one out of three graduates of higher education will have spent part of their education or a work placement abroad, both within or beyond Europe. This is much more ambitious than the European 20/20/20 objective to send one out of five students graduating in higher education "over the border" in seven years' time.

The action plan also aims to have 33 per cent of mobile students coming from under-represented groups. These are students with a disability, students on a grant, lateral-entry students, students working their way through higher education and students from cultural-ethnic minorities with a background of migration.

The action plan not only contains measures for “outgoing” Flemish students, but also creates opportunities for attracting foreign students. Thus, the organisation of joint programmes across borders will be encouraged, as well as the organisation of international summer campuses and intensive training programmes. From the 2015-2016 academic year, grants will also be available for international top students who come to our country.

I am aware that this “Brains on the move” action plan for mobility is highly ambitious and will demand considerable effort from every party involved. Nevertheless, I want to call on everyone to develop an international outlook within the context of our higher education. I am convinced that internationalisation must be embedded in the policy as well as in each level of a university college or university. Only in this way our Flemish higher education can further develop towards an internationally competitive and high-quality higher education.

Pascal Smet

Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs

A handwritten signature in black ink, appearing to read 'Pascal Smet', with a small mark below it.





## 1

# Situation

In the social policy document<sup>1</sup> on the reform of higher education in Flanders of 2010, the “ad hoc higher education” parliamentary committee included a provision on international mobility. The committee, headed by Fientje Moerman (Open VLD), felt that adequate exchanges with foreign students and teachers had been achieved in previous years, especially through the Erasmus programme and by giving more space to foreign work placements or international research projects in curricula. At the time this applied to nine per cent of university college students and fourteen per cent of university students, or, taken as a whole, to eleven per cent of students in higher education. A cross-check against the policy ambitions showed that we were already well on our way. The policy document for education 2009-2014 set out the following objectives: by 2015-16 at least fifteen per cent of students must acquire at least three months' foreign experience; by 2020 this figure must be twenty per cent<sup>2</sup>. These percentages are based on the benchmark included in the Leuven Communiqué (April 2009)<sup>3</sup>: **“In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad”**. Driven by the Flemish Delegation, the entire 2020 discussion on mobility in higher education was initiated with this declaration.

A number of policy projects within the Department of Education and Training have received a VIA<sup>4</sup> label. The action plan for mobility is one of them.

Following the social debate, on 8 July 2010 a motion was tabled for a recommendation on the reform of higher education in Flanders<sup>5</sup>. In this document the Flemish Parliament recommends further encouraging the mobility of students and teachers and, with a view to achieving the European target figure of 20% students (graduates) with foreign study experience in 2020, providing appropriate financial support to also make this experience achievable for less well-off students.

On 16 July 2010, the Flemish Government decided to commit to implement this motion for a recommendation. Plans were initially made to develop an action plan to promote the mobility of students and teachers by the end of 2010. Due, among other things, to the complexity of the subject, it emerged that more time was needed to set up this action plan. A thorough analysis had to be made of the policy pursued up to that point, and this had to be examined to see how it could be modified to achieve the objectives. After all, policy was - and still is - implemented mainly under the auspices of higher education institutions or their umbrella organisations. The role of these institutions must not be diminished in the future, on the contrary. But responsibility must be shared between the government and the universities and university colleges.

1 <http://docs.vlaamsparlement.be/docs/stukken/2009-2010/g591-1.pdf>

2 <http://www.ond.vlaanderen.be/beleid/nota/2009-2014.pdf>

3 [http://www.ehea.info/Uploads/Declarations/Leuven\\_Louvain-la-Neuve\\_Communique%C3%A9\\_April\\_2009.pdf](http://www.ehea.info/Uploads/Declarations/Leuven_Louvain-la-Neuve_Communique%C3%A9_April_2009.pdf)

4 <http://vlaandereninactie.be>

5 <http://docs.vlaamsparlement.be/docs/stuken/2009-2010/g591-6.pdf>

---

6 <http://www.ewi-vlaanderen.be/ewi/daar-zit-beweging-een-vlaams-actieplan-voor-onderzoekers>

7 The task force consisted of Elke Timmermans, Kathleen Van Heule, Michaël Joris, Axel Aerden, Patrick Sorgeloos, Piet Vanhove, Stijn De Stecker and Jan Cornelis/Jacqueline Couder, who were selected because of their personal expertise. They therefore speak on their own behalf, and in no way commit the organisation in which they are professionally active. The following people also formed part of the task force: Magalie Soenen (dep O&V division HV), Isabelle Erauw (dep O&V division SBO), Wim De Pelsemaeker (AHOVOS) and Raf Devos (Cabinet Minister for Education).



It is clear that mobility of students and teachers are linked together and influence each other. However, given the specificity and complexity of teacher mobility, it was decided to treat student and teacher mobility separately. A separate action plan for mobility of teachers will be prepared in 2014, taking into account the work already achieved in connection with the joint Action Plan "Daar zit beweging in!" of the Department of Economy, Science and Innovation (EWI) and the Department of Education and Training (O&V)<sup>6</sup>.

In July 2012, the Flemish Government took note of a plan of approach to produce an action plan for student mobility. The administration also produced a draft with proposals that could form part of the mobility action plan.

In the autumn of 2012, on request of the minister for education, during four meetings (5 Nov., 20 Nov., 28 Nov. and 3 Dec.) a mobility task force<sup>7</sup> examined in detail the objective of the action plan and the resources required to help achieve it. In the first place, a number of essential questions had to be answered, namely:

- What is the **definition** of mobility?
- How will we **register** mobility?
- How can we improve the **quality** of mobility?
- To what extent can **financing** contribute to growth? How will we apply this financing and in what way can we pay particular attention to students from under-represented groups?

Based on the work of the task force, a draft action plan for mobility 2013 entitled "Brains on the move" was developed. At the request of the minister responsible for education, on 2 May this year the Flemish Education Council (Vlor) issued a recommendation on this draft.



## 2

## Why is mobility important?

Mobility of students provides added value for all those concerned from several perspectives: on an intellectual, educational, social, economic and cultural level. In the first place for the mobile students and teachers themselves, but also for the programmes and institutions, the employers and the job market.

On an intellectual and educational level, the exchange of knowledge, skills and attitudes with foreign teachers and students leads to new insights, dealing with new working methods and contributes to our education in a globalising world. Institutions of higher education can apply these new insights both in scientific research and in education. The academic added value created by the interaction and cooperation between institutions is vital to developing and modernising curricula. Mobility of students, doctorate students and staff provides further incentives for modernising curricula and generates attractive programmes and a better service.

From an economic perspective, international student mobility also offers a clear added value. After Ireland, Belgium is the most open economy in Europe<sup>8</sup>. In concrete terms this means that imports and exports are (relatively) high, as a result of which most businesses have frequent contacts with foreign suppliers and/or customers. It is therefore very much in their employees' interest to possess and use the necessary competences. In addition, more and more people are looking beyond national borders in their search for the most suitable job. In Flanders, VOKA<sup>9</sup> carried out a study in this area. Studies have also been conducted internationally on the value attached to international experience by employers<sup>10</sup>. These show, for example, that when recruiting, 67% of employers in Belgium actively seek out people with international experience, or at least attach added value to international experience. Businesses also attach considerable value to a good knowledge of languages and intercultural communication skills.

Nevertheless, it seems appropriate to investigate further the link between internationalisation and the economy through study. One thing, however, is certain: mobility increases the impact and quality of the production of knowledge. This knowledge is a valuable commodity in our country:

8 <http://www.ey.com/BE/en/Newsroom/News-releases/Davos-Belgie>

9 cf. VOKA study 2010 "Staat een internationale ervaring goed op je CV?" [http://www.epos-vlaanderen.be/\\_Uploads/dbsAttachedFiles/Resultaten\\_bevraging\\_internationale\\_mobiliteit\\_studenten\\_voka.pdf](http://www.epos-vlaanderen.be/_Uploads/dbsAttachedFiles/Resultaten_bevraging_internationale_mobiliteit_studenten_voka.pdf)

10 [http://www.eaie.org/dms/pdf/publications/forum/forum-extracts/2012\\_Winter\\_Forum\\_extract/Internationalisation%20of%20higher%20education%20%7C%20Internationalisation%20and%20employability%20%7C%202012%20EAIE%20Winter%20Forum.pdf](http://www.eaie.org/dms/pdf/publications/forum/forum-extracts/2012_Winter_Forum_extract/Internationalisation%20of%20higher%20education%20%7C%20Internationalisation%20and%20employability%20%7C%202012%20EAIE%20Winter%20Forum.pdf) & <http://www.iu.qs.com/2012/04/16/free-qs-global-employer-survey-report-2011/#wp-cf7-f8144-p5601-o1>



**“The policy in relation to Economy, Science and Innovation has opted resolutely to develop a knowledge-intensive economy in Flanders. Flanders must become a top region in terms of both knowledge creation, the education and training of people, and in the economic and social validation of that knowledge in economic growth, jobs and prosperity.”<sup>11</sup>**

Obviously the students themselves are the most important stakeholders. Through international mobility, students can discover new cultures, expand their knowledge of languages and place their social view in a broader context. They can develop competences that are needed to function effectively in today’s globalising and intercultural society.

Non-mobile students and teachers and society at large also experience the positive impact of mobility. For example, through contact with incoming students and teachers and collaboration within international projects, the international and intercultural competences<sup>12</sup> are developed that are needed within a globalising world. In the US, the ministry of education has presented an international strategy for higher education for the first time. This is designed to help American students succeed in a globalised world<sup>13</sup>.

Mobility of students is a key component of the internationalisation of higher education, and at the outset was its driving force. Over the years, however, the focus has increasingly shifted towards **Internationalisation@Home**, virtual mobility, international projects, etc. Mobility is just part of the broader framework of internationalisation. Mobility also delivers added value for all those concerned, the more embedded it is in the internationalisation policy and in the general strategic policy of the government and institutions. At the same time, mobility must not be an aim in itself, but an effective instrument for acquiring, deepening or broadening meaningful international and intercultural competences and strengthening the internationalisation of education. **“In particular, mobility of students, teachers and researchers has become an essential driver of innovation and creativity, and the quality of research at European universities will increasingly depend on the professionalization of their international recruitment and selection efforts on the international talent markets.”<sup>14</sup>** Here, interculturality therefore also means that mobile students must come into close contact with another culture and with the language associated with that culture. It must therefore be ensured that courses in Dutch and courses about Flemish culture are offered to incoming students and that these students can also follow Dutch-language course modules together with Flemish students.

Interculturality must also be promoted among incoming students through contact with Flemish students.

On a social and cultural level, a study stay abroad and the presence of international students in one’s own educational sphere contribute positively to the acquisition of citizenship competences and linguistic knowledge, and to the quality and employability of graduates on an increasingly international job market. It also promotes dealing with cultural diversity and other social contexts.

11 <http://www.ewi-vlaanderen.be/landschap/over-ewi-vlaanderen>

12 Competences are an integrated whole of knowledge, insight, skills and attitudes that a person masters and needs to perform a task or assignment.

13 <http://www2.ed.gov/about/inits/ed/international/international-strategy-2012-16.html>

14 B. De Moor, P. Henderikx. International curricula and student mobility. LERU paper, March 2013, 29 pp ([www.leru.org](http://www.leru.org))

All this contributes to the personal development, social integration and social mobility of the individual.

Finally, mobility of students, doctoral students and staff contributes to a broader visibility of Flemish higher education and Flemish institutions.

In this action plan we want to emphasise that we are focusing on achieving an objective through the recording of quantitative data, but we also want to make it clear that increasing quality is an essential part of the whole. As the Flemish Government, we want to invest in sustainable, valuable student exchanges. For this reason, each initiative must be focused on strengthening the quality of exchanges.



# 3

## Policy framework

At both European and Flemish level, mobility is playing a fast growing and ever-greater role in the development of education and training policy. In the following section we provide an overview of the policy framework used in relation to mobility, first at a European level, and then at the level of the Flemish higher education policy.

### European level

Below a brief overview of the most recent highlights in the development of European cooperation in education and training is given.

**Education and Training 2020** (ET2020) builds on the achievements of ET2010 and is designed to support the Member States in addressing the challenges facing them when creating a European knowledge society in which lifelong learning is a reality for all and consequently, in the further development of their educational and training systems. The new framework contains four strategic objectives that apply to all levels and sectors within education and training:

- a better quality and effectiveness of education and training
- the promotion of equality, social cohesion and active citizenship
- the improvement of creativity and innovation, the importance of entrepreneurship and the good operation of the knowledge triangle
- the role of lifelong learning, the importance of expanding mobility and the quality of this mobility

**2009-2014:** the “Lifelong Learning” Programme (LLP) is helping to develop the ET2020 objectives. In particular, the programme aims to promote mutual exchange, cooperation and mobility between educational and training systems within the European Union. A total budget of EUR 6.97 billion has been set aside at European level for the implementation of the LLP, which runs from 2007 to 2013. The LLP consists of a number of sub-programmes (Comenius, Grundtvig, Leonardo da Vinci and Erasmus), a transversal programme including ICT and language education, and the Jean Monnet programme.



**2011:** in its **recommendation for promoting the learning mobility of young people**<sup>15</sup>, the Council of the European Union emphasises the importance of several conditions, principles and pillars designed to optimise mobility in education among young people. On the one hand, the recommendation addresses certain preconditions of a more practical nature, such as information on and support for opportunities for learning mobility, preparation for participation in learning mobility (foreign language knowledge and intercultural awareness), the optimisation of administrative and institutional aspect associated with learning mobility, the portability of study grants and loans and the recognition of learning results. The importance of somewhat less tangible or concrete elements is also clarified: the motivation of young people to take part in transnational mobility, the general quality of learning mobility, the attention to under-represented groups when promoting learning mobility, the importance of solid partnerships, appropriate financing, the role of **multipliers** or opinion-makers and the monitoring of the progress made in the field of learning mobility.

**2011:** the European Commission launches its proposal for a successor to the LLP, Erasmus for All. This new structure combines the existing European programmes in education, training, youth and sport. The Commission proposed to increase the budget by around 70% compared with the current budget of the past seven years. In February 2013 the European Council adjusted the Commission's ambitions, but is still proposing a significant increase of around 50% compared with the current programmes. Negotiations about the precise budget for "Erasmus for All" are still ongoing with the European Parliament. In June 2013, the European Commission, the Council and the Parliament decided that the new programme will be called Erasmus+. This programme is based on three pillars: 1) individual mobility both within and outside the EU, 2) cooperation between institutions, organisations, businesses, local and regional authorities and NGOs, and 3) policy development within the EU but also with non-EU countries. Besides the existing grant systems for Erasmus exchanges, a loan guarantee system will be developed in the new programme. It will create the possibility to provide loans to students who want to follow a complete Master's programme abroad. To finance this system, 3.5% will be withdrawn from the total programme budget of Erasmus+. The mechanism will be managed centrally at European level by the European Investment Fund.

**ET2020**, the Lifelong Learning Programme and **Erasmus +** comprise various levels and sectors within education and training. Given the scope and design of this action plan, certain processes that have a specific impact on mobility in higher education are listed below.

Mobility plays an essential role in the **Bologna process**. It also has profound implications for the creation of the European Higher Education Area. The elimination of obstacles for the mobility of students, teachers and researchers was one of the original lines of action of the Bologna Declaration of 1999.

As mentioned previously, at the ministerial conference in Leuven/Louvain-La-Neuve in 2009, the ministers put forward a clear target : **"in 2020 at least 20% of graduates in the European Higher Education Area must have completed a period of study or work placement abroad"**.

The Council of the European Union has taken into consideration this target when formulating conclusions relating to the **internationalisation of higher education**<sup>16</sup>. In these conclusions, the Council recalls the impact of learning mobility in higher education, thanks to the development and exchange of knowledge and skills it brings about. It emphasises in the conclusions the role of mobility of students, teachers, researchers and other members of staff within and outside Europe as a means of creating a culture of internationalisation in higher education institutions..

<sup>15</sup> The recommendation was formally accepted at the EU Council on Education on 28 June 2011 (Council Recommendation of 28 June 2011 "Youth on the move! - promoting learning mobility of young people (2011/C199/01)).

<sup>16</sup> Conclusions of the Council of 11 May 2010 on the internationalisation of higher education



During the Ministerial Bologna Conference in Bucharest on 26 and 27 April 2012, the ministers responsible for higher education in the EHEA<sup>17</sup> approved the **Bucharest Communiqué** and the associated **EHEA mobility strategy**. The mobility strategy focuses on ten points. It stresses that all EHEA countries must create and implement their own internationalisation and mobility strategy and develop a policy with concrete and measurable objectives. It also reaffirms the 20% objective and describes this in greater detail. In addition, it also calls for attention to mobility from and to non-EHEA countries, to various types of mobility, including short mobility, to mobility of young researchers and staff and to the social dimension of mobility. The quests for open systems of higher education and for balanced mobility are also central, both within the EHEA and between the EHEA and non-EHEA countries. The EHEA mobility strategy also states that a number of obstacles to mobility must be addressed. It wants to use quality control systems and transparency tools to promote mobility of high quality both within and outside the EHEA. The EHEA countries are asked to transfer the flexibility of the Bologna framework to higher education institutions and to reduce to a minimum national regulations relating to study programmes. It also wants to increase mobility by offering better information on study programmes and focusing on better communication on the individual, institutional and social benefits of a period abroad. Finally, it asks the higher education institutions to develop their own internationalisation strategies, to take the mobility and international competences of their staff into consideration, to develop structures within which mobility is easier and to provide opportunities for virtual mobility and Internationalisation@Home.

The Bucharest Communiqué also includes a section on the automatic recognition of diplomas. The work on automatic recognition is linked to the Lisbon Recognition Convention (LRC)<sup>18</sup> of the Council of Europe and UNESCO, drawn up in Lisbon on 11 April 1997. Belgium ratified the LRC on 22 July 2009 and the LRC came into force on 1 September 2009. The basic principle is that a diploma is recognised unless a significant difference can be demonstrated by the recipient Member State. This principle applies to both access to a higher education programme, joining a higher education course (= partial recognition) and to full equivalence recognition. The LRC is enrolled in the Decree of 4 April 2003 on the restructuring of higher education in Flanders. The higher education institutions must therefore apply the decree for students with a foreign diploma who wish to gain access to or join a higher education programme in Flanders. NARIC-Vlaanderen must apply the principles of the LRC to recognising foreign higher education diplomas.

In response to the section on automatic recognition in the Communiqué, a Pathfinder Group (PG) is set up. The PG has to create a road map based on system characteristics for the automatic recognition of comparable higher education diplomas in the EHEA. The European Commission is coordinating this project, and has the full support of Flanders. The aim is to inform the European recognition centres by 2015 on the possibilities of “automatic” recognition within the participating countries as. At present, recognition is a purely individual procedure, and the PG initially wants to introduce mutual acceptance for the concept that a holder of a Bachelor’s and/or Master’s diploma automatically gains access to further education and/or training. One of the challenges is to find the best possible solution between the autonomy of the higher education institutions and the higher education systems while guaranteeing the quality.

A proper quality control system (e.g. listed in EQAR<sup>19</sup>) is a necessary condition of automatic recognition. The PG will limit itself to the automatic recognition of Bachelor’s and Master’s diplomas issued by recognised private and public HE institutions with a view to advancing to Master and Doctor. The use of the diploma supplement is recommended as a source of information and a handy means of translation.

17 European Higher Education Area (consisting of 47 countries)

18 Lisbon Recognition Convention: <http://www.ehea.info/article-details.aspx?ArticleID=66>

19 European Quality Assurance Register

It is obvious that from the outset mobility has been a **key component** of European cooperation on education and training. This undoubtedly has to do with the enormous impact participation in a mobility action generally has, in the first place on the individual, but also on the social, academic or professional environment of that individual. In short, for higher education mobility is one of the most visible forms of European cooperation within education.

## Flemish level

The priorities set at European level over the last 30 years in relation to education and training have exerted their influence on policy choices in Flanders. The priorities currently being emphasised in ET2020 can therefore be found in Flemish education policy texts. .

- The coalition agreement of the Flemish Government 2009-2014<sup>20</sup> states that with the Leuven Declaration (April 2009), the Bologna process entered a new phase, in which, among other things, the objectively demonstrable quality of institutions and programmes is paramount, and in which more students, researchers, teachers and graduates must be able to be mobile in Europe without obstacles. A foreign experience is useful for every student. To achieve the European objective - 20% of students spending a period of study abroad in 2020 - measures have to be taken to increase student mobility. Financial thresholds that hinder students in this regard must be dismantled step by step and cross-border initiatives must be stimulated.
- The 2009-2014 policy document of the Flemish Government stresses the importance of studies abroad. The proposed target that has to be achieved in the short term in Flanders is expressed as follows: "at the end of the 2015-2016 academic year, 15% of graduates on an initial Bachelor's or Master's programme have at least three months' foreign learning experience." The policy document also stresses the importance of balance in this learning mobility: an even spread by discipline, geographical origin and destination must ensure that quality does not disappear from sight in the effort to achieve the objectives.
- The second half of 2010 was characterised by Belgium's Presidency of the Council of the European Union. One of the events organised during this presidency was the conference "Youth on the move - Achieving mobility for all!". The different aspects of mobility were discussed, with room for various outlooks, proposals and recommendations. Thus, there must be adequate emphasis on the framework conditions for a high-quality implementation and perception of mobility. At the same time, a broad and shared vision of internationalisation must not disappear from sight, in all relevant policy areas and levels. An appropriate budget is obviously required to achieve the proposed quantitative and qualitative objectives.
- In the Flemish Parliament policy document of 25 June 2010 on the reform of higher education in Flanders<sup>21</sup>, the chapter on internationalisation focuses on the use of languages in higher education. The document sets out as a general objective that on the one hand, Flemish teachers and students must be able to communicate and exchange adequately with the international community, and that on the other, our higher education must be sufficiently open to students and teachers from abroad.

20 <http://www.vlaanderen.be/nl/overheid/vlaamse-regering/beleidsdocumenten/het-regeerakkoord-van-de-vlaamse-regering-2009-2014>

21 <http://docs.vlaamsparlement.be/docs/stukken/2009-2010/g591-1-bijl.pdf>

- The VLOR has issued two opinions on mobility. In the opinion on student mobility<sup>22</sup> of 24 June 2010, the Higher Education Council of the VLOR makes a number of recommendations on the way student mobility can be stimulated, but also addresses the distribution of tasks between the various actors and forums that have a role to play in Flanders in connection with student mobility. The opinion on staff mobility<sup>23</sup> of 8 February 2011 arises out of the consideration that student and staff mobility are complementary and that their potential mutual impact should not be underestimated. The observations and recommendations of both opinions were taken into account when drawing up this action plan.

It is evident from the above that mobility concerns not only students and teachers, but also the broad group of members of staff within higher education. However, this action plan limits itself to student mobility. For teacher mobility, refer to the proposals of the **Flemish action plan for researchers “Daar zit beweging in!”**, a joint initiative of the Flemish minister for Innovation, Public Investment, Media and Poverty Reduction and the Flemish Minister for Education, Youth, Equal Opportunities and Brussels Affairs. Mobility will also figure in the teaching career debate, since teacher mobility fits into the context of the broad vision of professional development.

---

<sup>22</sup> VLOR opinion on student mobility can be found at: <http://www.vlor.be/advies/advies-over-studentenmobiliteit>

<sup>23</sup> VLOR opinion on staff mobility can be found at: <http://www.vlor.be/advies/advies-over-stafmobiliteit>





## 4

# Current international cooperation programmes in Flanders

## Erasmus programme

Erasmus is one of the best-known mobility programmes in the European Union. Erasmus student mobility began in 1987, and since then more than 2 million students have acquired a foreign experience through the programme. During the academic year 2010-2011, the 50,000th Erasmus student from a Flemish institution went abroad. Since 2007-2008, besides student mobility for study purposes, student mobility for work placement purposes has also been available and non-teaching staff from higher education institutions can also take part in Erasmus mobility.

The most important actions are

- Mobility
- Student mobility for study purposes (SMS) and student mobility for work placement purposes (SMP)
- Staff mobility - Educational assignments for staff from institutions for higher education and guest staff from businesses (STA) and training of staff in institutions for higher education in businesses and institutions for higher education (STT)
- Intensive Programmes (IP)
- Erasmus Intensive Language Courses (EILC)
- Preparatory visits

Institutions that hold the **Erasmus University Charter** (EUC) can participate in these actions. In Flanders, 32 higher education institutions hold the EUC. The Erasmus programme is supported financially by the European Commission. Flanders also provides co-financing.

As National Agency, EPOS vzw is responsible for implementing the Erasmus programme, and in particular for implementing the actions relating to the mobility of students and teachers.

## Erasmus Belgica

Erasmus Belgica is a cooperation project, supported by the Prince Philippe Fund, between the Flemish Community, the French Community and the German-speaking Community to promote the mobility of higher-education students between the Communities of Belgium. It offers university or university college students the chance to receive part of their education at a university or university college in another Community. Student mobility for work placement purposes is also possible under Erasmus Belgica.

There are also a number of intra-Belgian exchange projects. The Prince Philippe Fund stimulates joint initiatives of Belgium's French-speaking, Dutch-speaking and German-speaking university colleges and universities. Students who spend time studying at a university college or university in another Community learn to better understand and respect other people's origins. They discover a culture that is close to theirs, but at the same time is very different. They become more familiar with another language and establish lasting contacts on the other side of the linguistic border.

The Prince Philippe Fund also supports the development of joint didactic material. This is a new form of cooperation that enables lecturers, teachers and professors to make their expertise available and use the expertise of colleagues from the other Community/ies.

## Erasmus Mundus

Erasmus Mundus is an EU-programme aimed at advancing the quality of European higher education, promoting it across the world and furthering cooperation with countries outside the EU.

The programme offers subsidies and grants for:

- joint European Masters and Doctorates
- partnerships with non-European higher education institutions
- projects to promote European higher education worldwide.

Funding is provided and managed by the European Commission.

## Tempus

In the European programme Tempus, higher education institutions can cooperate with institutions from neighbouring countries of the European Union (27 countries in the Western Balkans, Eastern Europe, Central Asia, North Africa and the Middle East) for the purpose of modernising higher education.

There are two types of action:

- joint projects: partnerships between higher education institutions from the EU and partner countries. They can develop, modernise and disseminate new curricula, teaching methods or materials and further the quality guarantees and management of higher education institutions;
- structural measures to develop and reform higher education institutions and systems in partner countries, to improve their quality and help bring them into line with EU developments.

The Tempus programme is therefore primarily aimed at capacity-building projects and less at the exchange of students.

Funding is provided and managed by the European Commission.

### **Cultural/bilateral agreements**

In the period following World War II, Belgium entered into cultural or bilateral agreements with various countries to stimulate mobility and exchanges between the various partners. With the revision of the Belgian state structure, since 1982 these agreements have been implemented by the communities. In 1993, Flanders was given the power to conclude treaties itself. As a result of this, treaties have been concluded in all areas for which it has authority. These treaties make it possible to develop work programmes that are broader than the areas of education and culture, which allow different forms of financing and are open to project-based cooperation. These agreements are bilateral agreements, the significance of which alters for some countries in line with changes in the supranational details. The educational component of these bilateral agreements is funded and managed within the Department of Education and Training.

### **Bilateral cooperation agreements between institutions**

To implement the Erasmus programme, higher education institutions sign institutional agreements with other institutions, mostly within the context of a network. Next to these agreements, there are however also bilateral cooperation agreements between Flemish institutions and foreign institutions within and outside the European Union. Within the institutions, there is a high degree of diversity within the joint ventures. Funding is provided by the higher education institutions.



## **ASEM-DUO**

The purpose of the ASEM-DUO programme is to stimulate student mobility between Flanders and a number of Asian countries (China, India, South Korea and Vietnam) by awarding mobility grants, specifically so-called “duo” grants (1 Flemish and 1 Asian student in each case). The programme was launched in 2012 and the first student exchange began in September 2012. This programme is funded and managed within the Department of Education and Training.

## **Washington Center for Internships and Academic Seminars**

Within the cooperation with the Washington Center for Internships and Academic Seminars, work placement mobility for Flemish students is supported. The programme was set up in 2010. This programme is funded and managed within the Department of Education and Training.

## **VLIR-UOS**

VLIR-UOS provides travel grants of EUR 1,000 to students from Flemish universities and university colleges to undertake a study trip of at least one month to a developing country. The study trip must form part of a recognised educational component such as a work placement or a thesis.

The VLIR-UOS also offers doctorate grants (2 to 4 years) to researchers attached to a Flemish university whose research proposal is based on a development-related problem.

VLIR-UOS also provides grants to students from the South<sup>24</sup> to follow a Master's programme or prepare a doctorate at a Flemish institution. Next to this, VLIR-UOS offers travel grants to students from the South for a short study stay at a Flemish institution.

Grants are also provided within the South projects of VLIR-UOS. Besides incoming mobilities, local grants, or South-South grants, are also given, whereby students from a developing country can study/conduct research in another developing country.

VLIR-UOS is currently financed with federal funds.

---

<sup>24</sup> For more information on the criteria of these programmes, see: [http://www.vliruos.be/index.php?language=EN&navid=425&direct\\_to=Scholarships](http://www.vliruos.be/index.php?language=EN&navid=425&direct_to=Scholarships)



## VVOB

The Flemish Association for Development Cooperation and Technical Assistance (VVOB) was founded in 1982 as a non-profit organisation. VVOB's motto "Education for Development" reflects its overall objective to contribute to poverty reduction and to a fairer world with increased opportunities for all. The organisation's main aim is to sustainably improve the quality, efficiency and effectiveness of education and training in developing countries. VVOB is an organisation for development that operates mainly by order of the Flemish Government and the Belgian Federal Government. Its approach is based around **developing the capacity of its partner institutions**. It works closely with local, national and regional authorities. It usually operates on a meso-level (teacher training, provincial departments of education, etc.). This enables it to plot its own course and assume responsibility for implementing programmes. To achieve this, it mainly offers technical assistance via specialist staff from the North and the South. It mainly works with funds from the Belgian Federal Government and the Flemish Government..

For higher-education students, it offers work placements abroad.

VVOB does not fund travel expenses, and/or accommodation costs, but its contribution consists of:

- time invested by VVOB staff (support in situ);
- costs associated with two-day preparation of students prior to departure;
- minor operating costs.



## 5

# Strategic objective of mobility

It is important to distinguish between means and objectives. Thus, mobility - moving from one geographical region to another - is in itself more of a means than an objective.

## Forms of mobility

A distinction is made between different forms of mobility: incoming and outgoing mobility, credit mobility (horizontal mobility) and diploma mobility (vertical mobility), study abroad or work placement, short or longer mobilities, mobility at **Bachelor**, **Master** and **PhD** level and various combinations: outgoing credit mobility, incoming diploma mobility, etc. In addition, a distinction can also be made between institutionalised mobility in the context of a structured programme (EU mobility programmes, national mobility programmes, national bilateral agreements and institutional cooperation agreements and networks) and “free” mobility purely on the student's own initiative.

We are convinced of the importance of both credit and diploma mobility. Within the context of the action plan for mobility, however, we want to focus mainly on outgoing credit mobility. Outgoing diploma mobility is difficult to monitor within Flanders, given the dependence on records in other countries.

Incoming credit and diploma mobility also deserve attention. Within the context of this action plan, the necessary initiatives must therefore be taken to improve the recording of both incoming credit and diploma mobility (see point 6.7).

## Acquiring competences through high-quality mobility and their validation

In the light of the 20% benchmark, the mobility task force set the **strategic objective** of **acquiring international and intercultural competences through high-quality mobility abroad**<sup>25</sup>.

<sup>25</sup> In the first instance we assume the crossing of a national border, but given Belgium's specific situation we are also including mobility to other communities. When we refer in this document to a national border, this must also be read as “including the border with other communities in Belgium”.

Within this framework, a distinction is made between:

- subject-specific competences (competences within the person's own discipline, both content-related and system-based);
- more generic competences that can be divided into 4 main groups: personal competences, intercultural competences, linguistic competences and world citizenship.

These competences can be acquired through various types of mobility. In particular, the following types of mobility<sup>26</sup> are proposed as valuable<sup>27</sup>:

- programmes (or part thereof) abroad<sup>28</sup>, such as e.g. Erasmus (SMS) or joint programmes;
- work placement abroad, such as e.g. via Erasmus (SMP) or via VLIR travel grants or by means of other work placements in companies/organisations;
- research abroad, for example in connection with a thesis or doctorate;
- other extra-curricular activities and stays<sup>29</sup>: such as participation in student conferences, following short initiatives such as the **Model United Nations** (MUN), following some **summer courses**, etc.

The acquisition of competences in this last category can be validated within the institution/programme via ECTS<sup>30</sup> or via some other form of validation. The institutions are familiar with the system of validation via ECTS. A framework will have to be developed to operationalize other forms of validation. The extra-curricular activities will have to be validated against a list of pre-determined international and intercultural competences, across institutions. The institution can then recognise the competences acquired through extra-curricular activities via the diploma supplement, as is currently the case in various institutions.

---

26 Many programmes can come under different types of mobility. We also want to emphasise that the mobilities involved are always both within and outside Europe.

27 Here we are only concerned with outgoing credit mobility. Obviously diploma mobility is also valuable.

28 In the Europe of the regions and taking into account the proposed objective, in which the acquisition of competences is central, we believe that mobility between the regions in Belgium must also be included, even if this will not initially apply at EU level.

29 These activities are not part of the curriculum and do not count towards the educational programme that lead to a diploma.

30 ECTS stands for "European Credit Transfer and Accumulation System", and is a European system for the transfer and accumulation of credits awarded to components of a study or training programme. ECTS guarantees a uniform description of each course, leading to greater transparency and comparability in Europe. The system also makes it easier to recognise studies abroad when the student exchange takes place in accordance with the appropriate procedures.



## Recording validated mobility

The emphasis we, in Flanders, wish to place on the acquisition of competences through high-quality mobility and their validation, means that we make a clear distinction between European<sup>31</sup> and Flemish objectives and criteria. Obviously Flanders has to satisfy the requirements of data collection (for both diploma and credit mobility) at international level. We are currently one of the countries with the best data collection<sup>32</sup> in relation to the recording of credit mobility. But we, in Flanders, do not want to limit ourselves in our ambition by adopting the dominant definitions (15 credits or 3 months<sup>33</sup>), which have their origin in Erasmus mobility. These definitions may help quantify a number of aspects for certain forms of mobility, but again are means, not objectives per se. In this area too, Flanders must take the lead at European level to defend this vision, because this will also allow the link between quality and quantity to be strengthened.

It is however, not enough to simply record mobility: a student does not automatically acquire international and/or intercultural competences simply as a result of crossing a border. As mentioned earlier, it is important that **the institutions validate the competences acquired through mobility**. The new Erasmus for All programme of the EU also places extra emphasis on broadening the existing programmes.

This means that “counting” mobility (or registration) and undoubtedly validation of mobility is going to play a very important role in the near future. It is also not certain that a particular competence was acquired during mobility. A student may also have acquired this competence earlier in some other way. The diploma supplement will therefore also have to indicate that the student was mobile, as well as which competences the student has acquired during the mobility.

In the context of this action plan, we are therefore proposing to record all validated mobility for the Flemish 2020 objective (see also 6.7). However, to reach a sufficient level of acquired competences, only those graduates with **at least 10 credits** achieved through mobility will be counted for the **Flemish objective**.

We want to adjust the Flemish ambitions upwards. Random sample surveys indicate that a number of institutions are already achieving the European 20% standard, if we take into account other forms of mobility next to the figures from Erasmus. It can also be assumed that the correct and complete recording of all mobility, based on the primary objective of acquiring the competences in question, will lead to higher shares in terms of mobility. We therefore propose - starting out from the proposed primary objective - **achieving the European objective of 20% and striving for international mobility among 33% of all graduates**.

31 At EU level, the main aspects are already clear (20% of HE graduates must spend at least 3 months abroad or obtain 15 ECTS abroad). However, the uncertainty lies in the recording and in a number of discussion cases.

32 Eurostat activities revealed that Flanders already has a database (the DHE) in which all forms of (outgoing) credit mobility can be recorded. In most other countries, data on mobility is only available in connection with the EU's life-long learning programmes. In addition, many countries struggle with the concept of “Country of previous diploma” in their recording; which is essential to be able to correctly record mobile students for (incoming) diploma mobility. In Flanders, this aspect is incorporated into the database. Diploma mobility by Flemish students is recorded not in Flanders but in the destination country. Flanders is therefore dependent on other countries for these data (in the same way as other countries count on Flemish data for their outgoing diploma mobility). For Flanders this represents an additional challenge, given that abroad not Flemish students but Belgian students are recorded.

33 In an EU context, Flanders has already argued for short-term mobility to also be recorded in an internationally comparable way, even though this is not eligible for the EU2020 benchmark (through not achieving 15 ECTS or a period of 3 months).

After all, it should not be Flanders' ambition to be average. We must aim for the top within the European Higher Education Area. However, it will not be possible to achieve the 33% objective in relation to mobility in each university college or university. There is currently a significant difference between higher education institutions, in terms of both recording and percentages already achieved. Realistic growth will have to be determined for each institution, which must help achieve 20% at Flemish level and aim in time for 33%.

### **Models in which students are mobile**

The quality of higher education in Flanders is well known. There are few small countries where most universities appear in the various rankings. In terms of mobility, Flanders must also be at the top in Europe - and why not the world. We are not going to achieve this by simply focusing on the existing Erasmus programme. From now on, all stakeholders will have to focus on what we call structured mobility. Three models can be distinguished in which students are mobile<sup>34</sup>:

**Exchange mobility:** students choose to gain experience abroad themselves based on an individual agreement between the recipient and the dispatching institution.

**Networked mobility and curricula:** a university or university college, a faculty, a department, etc. forms a network with various other foreign partners. Students are sent from one particular institution to the other participants in the network to pursue their education there. The diploma is therefore obtained at the institution that sends the students.

**Embedded mobility and curricula:** a limited number of partners (faculties, departments, programmes) establish an international consortium in which students rotate and pursue their education in several institutions while students from the partner institutions do the same. To do this, the curricula must be aligned with each other.

The first model is currently the dominant one, e.g. via the current Erasmus programme. If we want to concentrate on more structured mobility, the focus will have to shift to the other two models. Together with this shift, we will also be able to better guarantee the quality of mobility.

### **Strategic objective - summary**

In the light of the European 20% objective, where an effort is made to have at least 20% of graduates complete a period of study or a work placement abroad by 2020, we, in Flanders, are prioritising the acquisition of international and intercultural competences through high-quality mobility abroad<sup>35</sup> as a strategic objective.

<sup>34</sup> B. De Moor, P. Henderikx. International curricula and student mobility. LERU paper, March 2013, 29 pp ([www.leru.org](http://www.leru.org))

<sup>35</sup> In the first instance we assume the crossing of a national border, but given Belgium's specific situation we also want to include mobility to other communities. When we refer later in this action plan to a national border, this must also be read as "including the border with other communities in Belgium".

Starting from this primary objective, we are striving to achieve the European objective of 20% and develop further towards an international mobility of 33% of all graduates.

All graduates will also have obtained at least 10 cumulative credits through mobility.

Since we, in Flanders, are striving for a more structured and high-quality mobility, we will have to broaden the focus from mainly “exchange mobility” to the other two models, namely “networked mobility” and “embedded mobility”.





## 6

# Operational objectives

## Advice, information and support

The mobility of students is furthered by structurally providing students with support, guidance, advice and preparation for a period of study or work placement abroad.

Clear communication on the possibilities and added value of a period abroad and target group-based awareness-raising are vitally important because they contribute towards high-quality mobility. Various actors have a role to play in this regard: institutions and teachers, but also authorities and intermediary organisations, such as student organisations, Flanders Knowledge Area, EPOS and other organisations, such as Studio Globo<sup>36</sup>.

Initiatives on communication and awareness-raising are mainly directed at students of higher education institutions, but final-year students of secondary schools can also obtain information on the range of possibilities, for example at information days at the institutions and at the SID<sup>37</sup>-ins at Flemish level. We must therefore also examine what specific activities can be developed in secondary education (both for pupils from general secondary education (ASO) and those from technical secondary education (TSO) and vocational secondary education (BSO)), SenSe<sup>38</sup> and HBO5<sup>39</sup>. In this case, particular attention must be paid to students from under-represented groups (see also point 8.3).

Besides communication and awareness-raising actions, student-based support initiatives can also make a difference. These measures are situated on various levels. One area of focus is improving the awareness of the opportunities for learning or improving a foreign language. After all, a sound basic knowledge of the host country's language has the effect of lowering barriers. Some students need more support than others. However, specific preparation for departure, a reflective welcome on return and guidance during the stay abroad form part of an integral offer of support needed for all students. An approach tailored to the student should be chosen here over a **one-size-fits-all** approach that overlooks the specific needs of certain target groups.

36 Studio Globo is an NGO for development cooperation that specialises in development education. It offers a varied selection of courses in the socio-cultural field on preparation and after-care.

37 Study Information Days per province

38 Secondary after secondary

39 Higher Vocational Education, level 5

The guidance currently offered can also be improved in relation to travel and assistance insurance for mobile students. Students are normally insured as part of their educational or research activities. But this insurance does not cover all risks, such as repatriation. Some institutions already provide and pay for travel and assistance insurance, while in other institutions it is the responsibility of the student to take out insurance. A collective insurance system for mobile students, provided and possibly financed (or at least partly financed) by the institutions and/or the government, could be an important guidance initiative.

To support higher education institutions in setting up information and guidance strategies in relation to study and work placement mobility, we want to focus on developing a platform for the exchange of best practices between Flemish institutions reciprocally and between Flemish institutions and institutions abroad.

Without increasing the administrative burden on the institutions, we are inviting the institutions to explicitly set out their internationalisation policy in their strategic plans.

Finally, we also want to focus on cooperation with the policy area of Youth and support and develop initiatives with CJP - Cultureel Jongeren Paspoort. "I am motivated" and "I want to" seem to be the main driving forces for young people to go and discover Europe. Therefore the information they receive about study, travel, culture, leisure, living and working in Europe should stimulate them and arouse their curiosity. Also, it is always their friends and peers who make an impression with stories and give them a boost.

CJP wants to develop following actions:

- regular, multimedia (text, photo, video, tweets, etc.) communication (mailing, website, events, Facebook, etc.);
- provide true stories about study, travel, culture, leisure, living and working in Europe produced for and by young people;
- directed at all young people aged 16 to 30 - i.e. including incoming students - through intermediary organisations such as educational establishments, youth organisations, local authorities;
- under a single joint name that transcends the individual interests of the intermediary organisations and with which young people can identify;
- in conjunction with local and international partners who work in internationalisation, exchange, mobility, culture, promotion, etc.

CJP is considering launching an international youth card next year within the European EYCA<sup>40</sup> network, starting with surprising stories (in English and Dutch) on low-cost travel, "exploring ex-communist countries", unknown student towns, summer festivals, reporters at the Winter Games, a day in the life of an Erasmus student from Madrid, etc. By extending their collaboration with educational establishments, they can reach a large public and turn each student card into an "international youth card".

---

40 EYCA: European Youth Card

CJP also wants to join a European network that:

- can support an editorial operation for the above communication by providing input and assuming co-responsibility for guidance;
- promotes study, travel, culture, leisure, living and working in Europe;
- young people recognise, is locally organised and where they can go with any questions they might have;
- offers benefits (discounts on public transport, etc.) to make life abroad more financially viable.

A large part of these actions that CJP wants to set up can find a place in the communication strategy to students (and future students) in the context of mobility. Further discussion is needed between CJP and the higher education institutions to develop and introduce an “international youth card”, and firm agreements must be made to limit any costs.

### Mobility window in curriculum

When designing the curriculum, it is important to structurally incorporate the possibility for students to go abroad (= **mobility window**)<sup>41</sup> in order to stimulate outgoing mobility and make it more effective. Incorporating a mobility window involves the development of a curriculum in which the building blocks are courses worth a certain number of credits, which are for example, followed and acquired at a foreign institution. In this respect mobility windows contribute to the achievement of strategic objectives related to acquiring international and intercultural competences. Incorporating a minimal mobility window (depending on the type of education and institution) is also essential for stimulating worthwhile mobility. Mobility windows can be applied to study and work placements.

Internationalisation in general and mobility in particular, structurally incorporated in an institution's policy, leads to a policy topic of a higher order. Structural integration also means that the educational institution bears major responsibility for ensuring that the foreign institution, which the student attends in the context of a mobility window and where he/she follows part of his/her programme, offers an adequate quality level.

Within a mobility window at a Flemish institution, a package of courses can be offered in a different language. This will attract foreign students. However, these students should be offered the possibility of following Dutch language courses and if necessary, of also following the regular courses taught in Dutch, to allow these students to acquire intercultural skills and increase their linguistic proficiency.

41 Example 3rd Chemistry Bachelor degree (UGent), major European trajectory; <http://studiegids.ugent.be/2012/NL/FACULTY/C/BACH/CBCHMI/CBCHMI.html>

## Joint programmes

Organising joint programmes with one or more foreign institutions, that result in a double or joint degree benefits incoming as well as outgoing student mobility. At the same time, joint programmes with one or more foreign institutions offer students the opportunity to study a specialised subject that may otherwise not be available or is difficult to access. These types of programmes involve intensive collaboration between the institutions concerned, and, as a result promote quality.

We will use small start-up grants to encourage institutions to develop these types of initiatives, alongside the existing Erasmus Mundus framework. In the past, a cooperation partnership has already been established with France in which a limited start-up fund was provided for setting up joint master programmes that incorporate student and teacher mobility.

During the Asia-Europe Meeting of Ministers of Education, it was also decided that Flanders would participate in a pilot programme for establishing joint curricula development.

## Reinforcing the international climate/character of Flemish higher education

We cannot only focus on the “20-20-20-rule”<sup>42</sup>, but must seize the unique opportunity to make internationalisation an integral part of Flemish higher education institutions. A large proportion of students after all, are not mobile and we also want these students to have acquired international and intercultural competences when they graduate. Therefore it is important to work on an international climate in the institutions and ensure that the international dimension is reflected in the learning outcomes of the programmes and courses.

Depending on the course specifics, this can be incorporated in different ways in the curriculum, working and assessment methods and the course material: by including foreign languages, intercultural communication and diversity and activities in the context of internationalisation@home:

- Courses organised in association with foreign partners;
- Courses that focus on international elements;
- International projects as an assignment for a courses;
- Structurally employing foreign guest teachers;
- Making the curriculum more international;
- Organising international summer schools and other intensive programmes, etc.

In its advisory report on 2 May of this year<sup>43</sup>, the Flemish Education Council rightly pointed out that at the moment there are many interesting ongoing initiatives in institutions that far exceed this list, both in terms of approach and of creativity. The fundamental principle is however that the listed initiatives and many other possible initiatives are used to improve Flemish higher education and obtain an **international classroom** in as many courses as possible.

<sup>42</sup> The focus on achieving European targets of 20% of graduates with experience acquired abroad by 2020.

<sup>43</sup> <http://www.vlor.be/advies/advies-over-het-actieplan-mobiliteit-2013-brains-move>

The Flemish Government wants to support several initiatives at central level.

Launching a call for the organisation of international summer schools and intensive international training programmes

International summer schools and intensive programmes offer several advantages, namely:

- Promoting student mobility, including stimulating contact between incoming students and Flemish students;
- Promoting teacher mobility;
- Developing a genuine **international classroom** with an international body of teachers and students;
- Increasing the appeal of Flemish higher education;
- Creating synergy and encouraging international cooperation between institutions;
- Offering the possibility of acquiring ECTS credits for participating in a summer school/intensive programme;
- Increasing activity at campuses outside traditional educational periods;
- Attracting foreign students for later credit or degree mobility<sup>44</sup>;
- Focusing on mobility as a **branding tool** for Flemish higher education abroad;
- Offering the opportunity to screen talented foreign students.

An international summer school is financed by the institution that organises it. The institution concerned could possibly offer financial support to incoming students and teachers.

The advantages outlined above apply not only to organising these initiatives in Flanders and attracting foreign students and teachers. Naturally they also apply to intensive international programmes in which our Flemish students and teachers participate abroad. Taking part in intensive programmes can encourage Flemish students to effectively choose a study period abroad at a foreign institution at a later stage. Therefore we also want to encourage Flemish students to participate in international summer schools or intensive programmes both in Flanders and abroad.

We can take several examples for boosting summer schools/intensive programmes. There is the French Ministry for Higher Education and Research system that has already launched a call for “Campus d’été” summer schools for several years now<sup>45</sup>. At institutional level Utrecht University represents a fine example with its long tradition of summer schools<sup>46</sup>.

44 See also the article in Transfer: [http://www.transfermagazine.nl/transfer/transfer-2009-2010/NUF\\_transfer9\\_100610\\_web.pdf/view?searchterm=None](http://www.transfermagazine.nl/transfer/transfer-2009-2010/NUF_transfer9_100610_web.pdf/view?searchterm=None)

45 <http://www.enseignementsup-recherche.gouv.fr/pid24822/campus-europe-international.html>

46 <http://www.utrechtsummerschool.nl/>



A study<sup>47</sup> by the Finnish Centre for International Mobility (CIMO) demonstrates that intensive programmes on internationalisation can make a major contribution to international cooperation between institutions for higher education on publications, projects, joint course modules and joint degrees also in the long-term. It appears that intensive programmes often act as a sort of stepping stone between student and staff mobility and more in-depth forms of cooperation. In this respect they contribute to the institution's internationalisation strategy. Intensive programmes for example also allow working students/part-time students to obtain international experience. It is indeed often much more difficult for them to participate in more extensive mobility programmes.

External funding is also extremely important for implementing international summer schools and intensive programmes given that only few institutions are able to develop compatible intensive programmes with their own resources.

### **Support policy for foreign students**

At Flemish level (in association with the Flemish Department of Foreign Affairs) measures will be developed to improve and optimise the policy to support foreign students even further. Specifically for students and researchers the existing "Study in Flanders" project is currently being expanded with the new "Research in Flanders" project.

The various authorities must collaborate more effectively to align their policy for incoming student mobility, e.g. in terms of access and residence in Belgium as well as housing.

A recommendation was already published at the European level in 2006 on using a "European Quality Charter for Mobility", in which Europe asks its Member States to apply such a charter. The proposal consists of ten principles that can be flexibly interpreted. We will examine the European charter at the Flemish level along with charters drafted by other countries. We will then draft a charter to guarantee the quality of mobility in Flanders.

### **Grants for outstanding incoming international students**

When we refer to incoming student mobility and more specifically degree mobility we also focus on the attractiveness of Flemish higher education (particularly of certain programmes). Incoming international students that come to Flanders, mostly to follow a bachelor, master's degree or PhD programme in another language than Dutch, offer an added value to our Flemish higher education. Important elements here include interaction with Flemish students and staff and the transfer of knowledge and expertise. Attracting outstanding students is especially interesting for institutions in this regard. After they complete their studies, these students return to their home country and will act as "ambassadors". Their introduction to Flanders can lead to the development or reinforcement of economic, social and political ties.

---

47 [http://www.cimo.fi/instancedata/prime\\_product\\_julkaisu/cimo/embeds/cimowwwstructure/26946\\_Impact\\_of\\_the\\_intensive\\_courses.pdf](http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/26946_Impact_of_the_intensive_courses.pdf)

On 19 April 2013, the Commission Labour Market and Education Matters (AMV) in the Netherlands<sup>48</sup> issued an advisory report about persuading foreign students to stay in the Netherlands and retaining them for the labour market. According to the report the Netherlands can benefit significantly if it can a) attract more international talent and b) retain this talent. The advantages for promoting knowledge migration apply to prosperity, economy and higher education (in terms of quality, place of residence and public funds). Attracting and retaining international students must be linked more to the labour market: employment and shortages on the labour market (labour market demand) must be a more prominent factor than at present. Flanders can also prioritise occupations with shortages of staff when attracting foreign students.

Several countries offer grants to incoming exceptional students such as Germany for the German Academic Exchange Service DAAD (Deutsche Akademische Austauschdienst)<sup>49</sup>. Denmark offers similar grants to students from non-EU/EEA countries<sup>50</sup>. Many other European countries (such as Spain and Austria) and non-European countries offer a grant system for incoming students based on "academic excellence". We also want to develop a grant programme for incoming exceptional students as part of this action plan.

The grants offered by the countries listed here for a full academic year vary. We will examine the grants offered in other countries and propose an amount that will also allow the student to cover his/her travel expenses. The grants may not cover all costs but will certainly offer attractive possibilities, similar in terms of the scope of grants awarded for credit mobility as part of the specific mobility programme's system (see 8.1). Flanders Knowledge Area vzw can play a role in implementing this action.

If in the future we decide to work with a number of priority countries of origin on this project, there will be consultation with the Flemish Department of Foreign Affairs to select the countries, although the funding will be provided by the Department of Education and Training.

### **Making the curriculum more international**

As mentioned earlier, in Flanders we want 33% of students to be mobile by 2020. This means however that 67% of students will not be mobile by that time. These non-mobile students must also acquire the necessary international and intercultural competences to be able to function in the global environment. Therefore it is important to develop @Home initiatives for non-mobile students. Activities that are part of **Internationalisation@home** are not intended to replace physical mobility but are equivalent and complementary. They should not be viewed as a second choice.

In the context of this action plan we also want to establish a number of activities that support institutions and teachers in developing @Home initiatives.

In the initial period of the **Internationalisation@home** concept, the internationalisation objectives mainly focus on the intercultural experiences provided by international contacts. The assumption was that living and working with foreigners would have the effect of creating awareness. This process would ensure that the students develop international sensitivity and orientation.

48 13/1/20113 SER - Make it happen in the Netherlands! Advisory report on retaining foreign students in the Netherlands; ADDRESSED TO THE MINISTER OF EDUCATION, CULTURE AND SCIENCE; NR.1 - APRIL 2013 ([http://www.ser.nl/~media/db\\_adviezen/2010\\_2019/2013/make-it-in-the-netherlands.ashx](http://www.ser.nl/~media/db_adviezen/2010_2019/2013/make-it-in-the-netherlands.ashx))

49 <http://www.daad.de/deutschland/stipendium/hinweise/en/8459-general-information-for-scholarship-applicants/>

50 <http://www.studyindenmark.dk/study-in-denmark/tuition-fees-and-scholarships>

In time a second type of **Internationalisation@home** activity will be developed, whereby activities will substantively be anchored in the curriculum. Of course there is no strict separation: on the one hand, in their original design, many initiatives focus on the intercultural environment but on the other they are also included in a curriculum. This means for example that students can follow a course that allows them to earn credits by participating in a buddy project or by supervising immigrant pupils' homework.

An important additional dimension involved in including an **Internationalisation@home** initiative in the curriculum is its formal valuation. Thus participation continues to be less non-binding and intercultural learning as an objective is included in the programme. In addition, for many programmes it is also possible to internationalise the programme content by integrating these activities in the curriculum.

The possibilities for integrating **Internationalisation@home** initiatives in the curriculum are highly diverse. The basic principle remains consistent with the definition that international activities are established without linking them to outgoing student mobility. One interesting concept in this context is the **international classroom**, which is described as a form of education in which students from different cultures work together. The key to internationalisation is the curriculum: students are prepared for a career in an international context.

The most obvious way of achieving this lies once more in establishing contacts between Flemish students and international students. Therefore it is also important to open up study options for incoming students (exchange students as well as standard international students), for Flemish students and vice-versa. It also becomes immediately obvious that the teacher plays a major role in this respect. In addition to considerable linguistic skills he/she should also possess the necessary intercultural skills to teach the international group of students as effectively as possible and make use of the additional learning opportunities this context offers.

Besides integrating the international and Flemish students in the curriculum's various courses (and lessons), a teacher can take different initiatives related to **Internationalisation@home**. We list several current initiatives here:

- Inviting guest teachers,
- Organising an international week with contributions from international teachers and students related to a specific theme,
- Joint classes with foreign colleagues via videoconferencing,
- An explicit focus on international and intercultural skills and attitudes within the programme,
- Developing joint modules in which the responsibility, objectives and content of the courses are shared with a colleague from a partner institution,
- Etc.

Furthermore there is also the concern for the curricula to be internationalised in other ways. It is important that they acquire international content, formally tested against international developments in the sector itself. Each educational institution must dare to question whether it fulfils a number of international descriptors. Over the years it has become clear that tools must be developed for this to be achieved.

Therefore both the content of the courses and the forms of education must be aligned with the requirements of the global community.

To achieve internationalisation objectives using **Internationalisation@home** initiatives it is best to adopt an integral approach. All services and activities must devote attention to the international context of higher education and society with which it interacts. One must keep in mind the international aspect of campus life; services, colleagues and fellow students must consider the need for an international dimension in their work. Sadly enough there is no **quick fix** because it is something that partly depends on the choices an institution makes, the context in which one works and the resources that are allocated. **Internationalisation@home** is a process that is introduced with a long-term vision.

It is important to be aware that the best way for students to acquire international and intercultural competences is through international initiatives incorporated in the curriculum.

### **Expanding “Study in Flanders”/“Research in Flanders”**

Increasing internationalisation and student and teacher mobility cannot be achieved without an active approach and drawing up a (new) communication and recruitment campaign about studying in Flanders. The Study in Flanders project should continue and be further developed. The new Research in Flanders project is being launched. The PR resources should be further developed. In order to accurately determine and serve the target group of foreign students, teachers and scientists, the communication and recruitment campaigns should be continued and new initiatives should be developed, inspired by Flanders Knowledge Area and in consultation with the sector.

Flanders Knowledge Area has positioned itself as the channel for promoting mainly incoming mobility through the website, through the coordination and presence of Flemish Higher Education at international fairs and through incoming requests for information. Other entities also rely on Flanders Knowledge Area when it comes to incoming mobility and finding ways for Flanders to benefit, (economically, politically and culturally), from the presence of foreign teachers and students. We must also focus on targeted collaboration with Flemish representations abroad and embassies, by for example involving them in promoting Flemish higher education.

Flanders Knowledge Area also has an information portal for Flemish students that study abroad: “Studeer in het buitenland” (Studying abroad).

Flanders Knowledge Area vzw is financed by the budgets for education and foreign affairs policy.

### **Balanced mobility**

It is of course important that Flemish higher education includes both mobility roles in a balanced manner: on the one hand striving for Flemish students to gain experience abroad and on the other to offer adequate opportunities for students from other educational systems to come and study at Flemish higher education institutions. This last group also helps Flemish students, for whom mobility experiences cannot be guaranteed, to gain intercultural competences (cf. **Internationalisation@Home**). It therefore consistently involves incoming and outgoing degree and credit mobility.

An overall balance must also devote the necessary attention to equilibrium in terms of the groups of countries and study areas. The intention is not for mobility to be interpreted in a one-sided manner by students from one particular study area in one bilateral agreement in terms of outgoing mobility, or by welcoming students from a limited number of countries as far as incoming mobility is concerned.

It goes without saying that at the system level we strive for a balance between incoming and outgoing mobility, always focusing on the balance between countries and study areas. However it is important that the individual institutions also try and safeguard this balance.

We recognise here that some aspects of this objective are not equally straightforward for all institutions and/or all programmes. Programmes on subjects in which Flemish higher education is reputed to offer an extremely high quality level can act as "magnets" for foreign students while other subject areas in which experience abroad offers considerable added value will be more successful in persuading Flemish students to be mobile.

Dutch as an educational language does not always work to the advantage of Flemish institutions in attracting students from other education systems. The recently introduced more flexible rules related to educational language in higher education already offer some consolation. Student mobility must also contribute to intercultural competences whereby language is part of the culture. Offering a number of English-language courses - within the limitations and objectives of the higher education language laws - in addition to Dutch-language courses for incoming students, is also recommended. We should also be sure, for quality reasons and to safeguard our international reputation, that the teachers' level of proficiency in a teaching language other than Dutch, e.g. English, is of an impeccable quality and thus of a high standard.

The balanced mobility objective cannot be achieved without a proper registration system for incoming and outgoing degree and credit mobility. Point seven explores this topic in more detail.

## Work placements

Work placements abroad (e.g. Erasmus SMP, Flemish Interuniversity Council travel grants and the Flemish Association for Development Cooperation and Technical Assistance (VVOB)) have already been cited as one of the four valuable kinds of mobility. All too often mobility is still just viewed as a study period abroad, whereas a work placement abroad is equivalent (and as part of certain programmes may be even more relevant than a study period). The following examples are considered as foreign work placements: a stay abroad in a foreign company, a subsidiary of a Belgian company abroad, foreign hospitals, public administrations, educational institutions, non-governmental organisations, international institutions. Preparations for a bachelor or master's thesis are also included here.

In this context we must refer to the development of mobility windows (cf. 6.2). Mobility windows must also take the organisation of work placement periods into account.

Work placements for recent graduates are also important. They represent the transition between studying and the labour market and offer the student the necessary competences to increase his/her chances on the labour market. We absolutely recognise the importance of these kinds of work placements but see a great many difficulties in their actual registration and supervision. Only individuals who apply to a public body for funding or (other types of) support in one way or another might be registered; work placements organised at the student's own initiative and with



his/her own resources disappear off the radar. However a new TOI<sup>51</sup> project has been launched in Flanders to support work placements for graduates. It consists of developing an online platform for graduates and companies/organisations that offer work placements for incoming as well as outgoing students. Flanders Knowledge Area will be responsible for supporting this platform. The project involves collaboration with the Netherlands, Switzerland and the United Kingdom. Other agencies such as the Flemish Service for Employment and Vocational Training (VDAB), Chambers of Commerce, Flanders Investment and Trade (FIT), etc. will be involved in developing the project.

New possibilities will also be explored for post-graduation work placements in the Erasmus for All programme.

Work placements abroad are crucial in a learning mobility system but represent a separate issue. The key question concerns the role a higher education institution in the host country can or should play in this respect: students who participate in a work placement abroad do so, usually independent of a higher education institution in the host country. Work placement students generally transfer straight to the companies concerned which means that the role of the higher education institution is not defined and it is not clear whether the institution in the host country must register and accommodate the students. There is usually no contract with the higher education institution in the host country, just between the student, the sending institution and the company.

Lastly incoming students must also have the option of doing work placements here. This presents a problem with regard to international work placements for students from non-EEA and third countries. There is a framework for European students that come and work for a Flemish company (Leonardo da Vinci programme), but this does not exist for students from non-EEA countries and third countries. (Daar zit beweging in! action plan for researchers Action 20).

## Registering mobility

### Primary objective and registration

The Flemish target for 2020 includes a significant quantitative component: 20% of graduates should have acquired experience abroad and we are striving for 33%. It is therefore extremely important that there is a **complete and correct** registration process.

Ideally we should also approach the issue of registration starting out from our primary strategic objective, i.e. acquiring international and intercultural competences. For various reasons this is not possible. One of the main reasons is due to the fact that existing structures and systems employ a credits registration system linked to courses. Establishing a registration system for competences just for registering mobility would far exceed its objective and result in major delays and extremely high development costs, which is not desirable in light of the objective of obtaining results by 2020.

**Every student** who is mobile, i.e. who crosses a border, should be **registered**. In light of the primary objective, mobility between the various language communities in Belgium will also be registered: acquiring competences is key.

At the moment, the process for registering mobile students is not consistent. Registration should not be viewed in this context as an objective in itself but rather as a condition for effective monitoring, for use of funds and as a result of a process. Institutions should also be guided in their search for optimal registration systems that are consistent with the government's policy vision. Different processes are involved at the various levels of an institution: programmes, departments or faculty levels and the central level that makes the situation all the more complex. It is therefore also important that we look for levers to support and improve this registration process.

Naturally there should also be a necessary and correct registration process for allocating government grants, which is fully integrated in the institutions' registration procedure.

The registration system that needs to be developed should make it possible to examine whether enough international/intercultural competences are being acquired when the qualification is awarded. This is linked to:

- A minimum number of credits linked to these competences and
- Cumulative credits awarded for mobility as part of the programme.

## Current registration systems

### Incoming student mobility

In Flanders we have a relatively good overview of **incoming degree mobility** (based on nationality). It is registered by institutions and reported to the government in the Database for Higher Education (DHO). Students can also be counted based on the country in which they obtained their previous qualification. Research has revealed that the DHO does not always include details regarding the latter. In the 2011-2012 academic year, the country where the qualification for admission was obtained was not available for 37.6% of enrolments of non-Belgian students (see Table 1).

**Last loading operation****Registration status:** Active and removed**Nationality:** Non-Belgian**Table 1. The percentage of enrolments of foreign students for whom the country in which they obtained their qualification for admission is not available in the DHO - Source: Database for Higher Education (DHO)**

Number of enrolments		2009-2010	2010-2011	2011-2012	2012-2013*
Initial programmes	Country of qualification for admission available in DHO	8,704	8,515	9,464	9,926
	Country of qualification for admission not available in DHO**	1,550	3,090	3,690	4,971
	Final total	10,254	11,605	13,154	14,897
Post-initial programmes	% Country not available in DHO	15.1%	26.6%	28.1%	33.4%
	Country of qualification for admission available in DHO	4,583	3,457	4,734	5,195
	Country of qualification for admission not available in DHO**	2,572	5,210	4,874	4,698
	Final total	7,155	8,667	9,608	9,893
Total	% Country not available in DHO	35.9%	60.1%	50.7%	47.5%
	Country of qualification for admission available in DHO	13,287	11,972	14,198	15,121
	Country of qualification for admission not available in DHO**	4,122	8,300	8,564	9,669
	Final total	17,409	20,272	22,762	24,790
	% Country not available in DHO	23.7%	40.9%	37.6%	39.0%

\*Figures for the 2012-2013 academic year have not yet been finalised and may change during the academic year

\*\*These relate to "Country not applicable", "Not specified" and "Unspecified refugee"

Registering incoming degree mobility is a major point of concern at the European level. Registration is important not only for our own requirements but also for supplying related data on an international level so that other countries can calculate their own degree mobility. In the future, data related to previous qualifications must be registered more efficiently given that one also wants to take account of this criterion at the European level instead of the nationality criterion. This variable must be included in the existing AHOVOS<sup>52</sup> monitoring system.

The database for higher education shows that numbers of foreign students and their the representative share of the student population has increased in recent years from 5.3% in the 2005-2006 academic year to 8.3% in the 2011-2012 academic year (see Table 2).

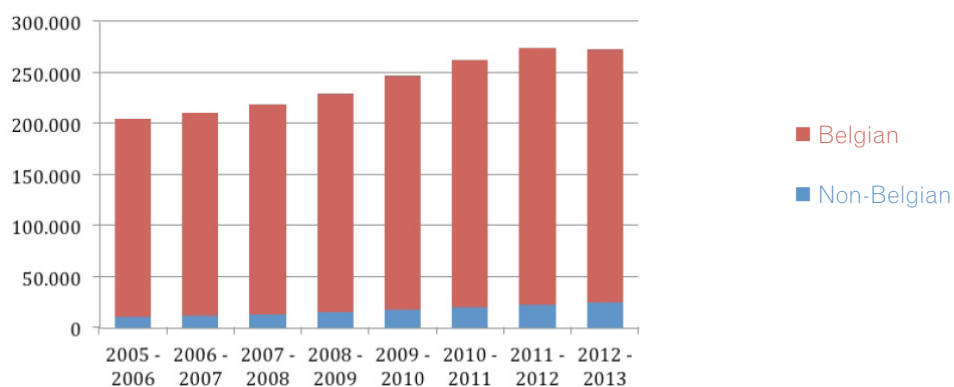
## Last loading operation

**Registration status:** Active and removed

*Table 2: The evolution of the number of enrolled foreign students compared with Belgian students (based on nationality)*

Number of enrolments		2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013*
Initial programmes	Belgian	168,441	168,763	175,210	183,367	195,181	204,744	210,943	213,135
	Non-Belgian	5,499	6,128	7,414	8,651	10,254	11,605	13,154	14,897
	Total	173,940	174,891	182,624	192,018	205,435	216,349	224,097	228,032
	% Non-Belgian	3.2%	3.5%	4.1%	4.5%	5.0%	5.4%	5.9%	6.5%
Post-initial programmes	Belgian	25,500	29,565	30,154	31,384	34,595	37,190	39,828	39,617
	Non-Belgian	5,254	5,570	5,859	6,155	7,155	8,667	9,608	9,893
	Total	30,754	35,135	36,013	37,539	41,750	45,857	49,436	49,510
	% Non-Belgian	17.1%	15.9%	16.3%	16.4%	17.1%	18.9%	19.4%	20.0%
Total	Belgian	193,941	198,328	205,364	214,751	229,776	241,934	250,771	252,752
	Non-Belgian	10,753	11,698	13,273	14,806	17,409	20,272	22,762	24,790
	Total	204,694	210,026	218,637	229,557	247,185	262,206	273,533	277,542
	% Non-Belgian	5.3%	5.6%	6.1%	6.4%	7.0%	7.7%	8.3%	8.9%

*\*Figures for the 2012-2013 academic year have not yet been finalised and may change during the academic year (source: Database for Higher Education)*



With regard to incoming **credit mobility** we can reveal that numbers of incoming Erasmus students have increased over the past five academic years:

- 2007-2008: 3,260 students
- 2008-2009: 3,482 students
- 2009-2010: 3,514 students
- 2010-2011: 3,656 students
- 2011-2012: 3,745 students

When collecting data related to incoming students we will first look into establishing international agreements (e.g. Groningen Declaration). In the development of the new DHO (needs analysis in 2013/2014 and operationalisation in 2014/15 and 2015/16) priority will first be given to outgoing credit mobility since the 2020-target is related to the latter. The focus will afterwards shift to incoming credit mobility in the context of international agreements or, where necessary, to our own data collection.



## Outgoing student mobility

Statistical data related to **outgoing degree mobility** can only be obtained at the international level, since this information must be obtained from data about incoming degree mobility in other countries. An additional complication involves the fact that foreign institutions do not register students as being Flemish but Belgian.

The Bologna Process Implementation Report<sup>53</sup> that was presented in 2012 to ministers at the Bologna Ministerial Conference in Bucharest reveals that in 2008-2009, 8,705 Belgian students studied in a different country in the EHEA. In addition 1,181 Belgian students studied in a country outside the EHEA (the following countries are included in this figure: Australia, Canada, Japan, New Zealand and the USA).

In Flanders we only have data related to Flemish students that take their student grant abroad. There is systematic data exchange with the Netherlands. As a result we know that in the 2011-2012 academic year, 2,418 Belgians followed higher professional education or scientific education in the Netherlands.

There are two operational databases in Flanders related to **outgoing credit mobility**. In the Database for Higher Education (DHO), outgoing students are registered on the basis of the credits linked to courses they are following at a foreign institution, whereas the Erasmus EPOS vzw database contains details of outgoing Erasmus students (duration of their stay but no earned credits).

Therefore there is a certain overlap between the two databases. On the other hand, a great many mobile students are not registered in the DHO or the EPOS database (short-term mobility, work placements, language courses, intensive programmes, travel grants, etc.). It is essential that these limited forms of mobility are also registered as efficiently as possible.

In the future it is important that registrations of outgoing credit mobility for students associated with a Flemish institution are linked to the DHO. This is the only way that all types of indicators can be calculated (e.g. access to the labour market, the impact of mobility on the student's academic career, etc.) and a connection can be made to the funding mechanism.

Work placements are not automatically registered in the existing DHO because the duration of these stays abroad is often expressed in months or weeks and not in credits. Indeed, in most cases the credits for a work placement or stay as part of a thesis project are awarded by a Flemish institution and not by the foreign partner (the foreign partner for work placements is not usually a higher education institution but a company or a non-profit organisation). Some Flemish institutions do however provide a credit conversion, which means that some work placements are indeed registered in the DHO as courses with the corresponding number of credits. Following the development of an improved and more extensive registration system, the needs analysis should further explore how work placements can be optimally registered.

To summarise one could say that the DHO provides an overview of the number of exchange enrolments. These mainly consist of enrolments that involve part of the curriculum being followed abroad. A data analysis reveals that registration of the exchange enrolments is not complete. As the database only allows registrations linked to credits, the exchanges related to a work placement or a stay at a different institution in preparation for a bachelor or master's thesis cannot be registered (or registered fully) in the DHO. Moreover the number of exchange enrolments is not validated by the institutions in the same way as other data in the DHO, and is not included in the Agency for Higher Education, Adult Education and Study Grants monitoring system. This means therefore that the data can only be used as an indicator.

<sup>53</sup> <http://www.ehea.info/Uploads/%281%29/Bologna%20Process%20Implementation%20Report.pdf>

In order to estimate the current mobility percentage and compare it with the proposed targets, namely 15% of graduates with study experience abroad by 2015 and 33% by 2020, the following calculations compare the number of registered exchanges with the number of awarded qualifications in professional bachelor programmes and the number of qualifications in initial master's degree programmes. We limit ourselves to these qualifications because these are the initial final qualifications for professional higher education and academic higher education. Those involving mobility cases worth at least ten credits throughout the student's academic career were included to establish the number of exchanges.

On this basis 3,253 exchanges were registered in initial programmes in DHO (see Table 3) in the 2008-2009 academic year. Compared with the 34,249 qualifications this equates to a mobility percentage of 9.5%. One year later in 2009-2010 there were 3,355 exchange students compared with a total of 34,754 qualifications, which equates to 9.65%. In 2010-2011 there were 3,723 exchanges compared with 36,910 qualifications (10.09%).

In 2011-2012, the mobility percentage amounted to 10.59% (4,106 exchanges compared with 38,778 qualifications).

	2008-2009	2009-2010	2010-2011	2011-2012
Number of exchanges	3,253	3,355	3,723	4,106
Number of Professional bachelor and initial Master's qualifications	34,249	34,754	36,910	38,778
Mobility percentage	9.50%	9.65%	10.09%	10.59%

**Table 3: The number of registered exchanges in initial programmes compared with the number of qualifications achieved in professional bachelor degree programmes and initial master's degree programmes (mobility percentage)**

The number of exchanges<sup>54</sup> compared with the number of qualifications in university colleges and particularly in professional programmes is considerably lower than at universities (see Tables 4 and 5).

		2008-2009	2009-2010	2010-2011	2011-2012
University College	Number of exchanges	1,231	1,372	1,456	1,910
	Number of Professional bachelor and initial Master's qualifications	22,717	22,731	24,219	25,573
	Mobility percentage for University Colleges	5.42%	6.04%	6.01%	7.47%
University	Number of exchanges	2,022	1,983	2,267	2,196
	Number of initial Master's qualifications	11,532	12,023	12,691	13,205
	Mobility percentage for universities	17.53%	16.49%	17.86%	16.63%

**Table 4: The number of registered exchanges in initial programmes compared with the number of qualifications achieved in professional bachelor degree programmes and initial master's degree programmes (mobility percentage) per type of institution**

<sup>54</sup> Here this mainly concerns registrations that involve part of the curriculum being followed abroad.

			2008-2009	2009-2010	2010-2011	2011-2012
University College	Professional programmes	Number of exchanges	673	760	863	1,203
		Number of Professional bachelor qualifications	18,290	18,466	19,624	20,788
		Mobility percentage for University Colleges (professional)	3.68%	4.12%	4.40%	5.79%
	Academic programmes	Number of exchanges	558	612	593	707
		Number of initial master's qualifications	4,427	4,265	4,595	4,785
		Mobility percentage for University Colleges (academic)	12.60%	14.35%	12.91%	14.78%
Universities	Academic programmes	Number of exchanges	2,022	1,983	2,267	2,196
		Number of initial master's qualifications	11,532	12,023	12,691	13,205
		Mobility percentage for Universities	17.53%	16.49%	17.86%	16.63%

**Table 5: The number of registered exchanges in initial programmes compared with the number of qualifications achieved in professional bachelor degree programmes and initial master's degree programmes (mobility percentage) per type of institution and type of course**

As mentioned above the numbers of exchanges are not consistently completed in the DHO. There are also differences between the figures from the DHO and the figures from EPOS (NPO) related to Erasmus students. There are also cases of mobility outside Erasmus in other programmes or own initiatives (such as longer or shorter cases of mobility). To obtain a more realistic calculation of the current mobility percentage we suggest increasing the number of Erasmus exchanges by 30%.

Mobility percentage calculation					
Year	Erasmus	ER + 30%	Number of qualifications	MOB% ER	MOB% ER plus
2008-09	3,243	4,215.9	34,249	9.47	12.31
2009-10	3,521	4,577.3	34,754	10.13	13.17
2010-11	3,907	5,079.1	36,910	10.59	13.76
2011-12	4,001	5,201.3	38,778	10.32	13.41
Number of qualifications: professional bachelor + initial master's degrees					
Erasmus: Erasmus study and work placement exchanges					
ER=30%: Erasmus exchanges plus 30% as a correction for other exchanges					

We know from a sample that in certain institutions the mobility percentage that takes place as part of the Erasmus programme amounts to just 50% of the total number of mobility cases lasting a month or longer. It is still unclear what financial resources are used to facilitate all the other mobility cases.

The above table shows that Erasmus mobility is not increasing at a fast pace. Based on the samples we suspect that other forms of mobility are experiencing more rapid growth. Some institutions already achieve the 20% standard now, based on preliminary calculations of 15 credits acquired abroad when obtaining an initial master's degree qualification.

### Future registration systems

Taking into account the international target of 20% of graduates, and the Flemish target of 33% of Flemish graduates, with international experience by 2020, the required reporting should be developed with policy indicators so that the benchmark can be conducted for Flanders. A detailed analysis should be performed of the possible types of mobility and further definitions will be provided when developing the registration process.

The definition of mobility and the descriptions of its various forms and of current data collections reveal that existing applications and data exchange are inadequate and insufficiently aligned for calculating the specific indicators and performing the benchmarking process.

The objectives of the data collection requiring improvements to the process are:

- Benchmark monitoring; i.e. the target of achieving 20% at the international level and to strive for 33% at the Flemish level;
- Establishing a central grants system (see point 8.1);
- Additional weighting in the funding system for institutions (see point 8.4).

In principle data collection and registrations are the result of business or of administrative processes in which details and information are necessary and are not an objective in themselves. Therefore when developing or adapting databases one should first identify or optimise the steering processes so that they can provide the desired output in the form of data.

These include:

- Outgoing credit mobility
- Incoming degree mobility
- Incoming credit mobility

It must be possible to monitor outgoing degree mobility at the European level.

In addition to outgoing credit mobility for studies we also want to obtain an overview of other experiences students gain abroad:

- Work placements and workplace learning;
- Research;
- Other extracurricular activities and stays.

The process of validating the latter by ECTS or RPL<sup>55</sup> will also lead to registration and data capture.

Registration of or data exchange related to under-represented groups is also necessary.

Apart from university colleges and universities, other officially registered institutions (e.g. Vlerick, ITM) are also involved in cases of outgoing and incoming mobility. These institutions are not currently included in the DHO because they do not fall under the funding decree. Agreements must be made with them about data collection or reporting in order to fully map mobility.



## 7

# Improving the quality of mobility

If the competences acquired as a result of mobility are validated, their quality should also be guaranteed.

Validation should be based on pre-determined objectives linked to **learning outcomes**. This means that the educational institution should pre-determine the international and intercultural competences that they want students to acquire. After the student has returned it should be examined whether the pre-defined competences have been acquired.

Testing and validating initiatives that are integrated in the curriculum is relatively straightforward. However it becomes more difficult if one attempts to validate aspects that fall outside the curriculum.

Validation of the acquired competences is not necessarily the same as awarding credits or splitting the credits or the duration.

The institution should include the international and intercultural competences that it wants the students to acquire when compiling the course-specific learning outcomes. At the end of the course, the institution needs to examine whether the students have indeed acquired them. This is easier if the student has remained at his/her own institution for the entire duration of the course than if he/she has been mobile. However the institution must be able to ascertain whether the student has acquired the competences and which ones he/she has acquired through an international activity. It is therefore necessary to define specific goals in advance and assess the results once the student returns home.

An **international student portfolio** could be a useful resource, which could be developed at the institution. It can be used to monitor the international experiences a student has gained. It can also offer useful added value to the student when included in the diploma supplement. We should explore whether it is possible to use the existing Europass system.

Following their application for accreditation to the Accreditation Organisation of the Netherlands and Flanders (NVAO), institutions can also request the NVAO to carry out an assessment for a special quality label. This offers the institution the possibility to use the course to profile itself. One potential special quality label could be "internationalisation".

In its assessment the NVAO shall take the following criteria into account:

- The special quality label makes a significant contribution to distinguish and profile higher education;
- The special quality label contributes to the quality of the institution;
- The outcomes of the special quality label for educational quality are put into practice.

This procedure can activate and stimulate an institution to introduce and develop a qualitative internationalisation and mobility policy.

Furthermore institutional reviews will be carried out as of the 2015-2016 academic year. Not only the strict quality processes will be examined but also policy processes such as internationalisation. We hope that this will also have a positive effect on the quality level of the policy on internationalisation and mobility.

With these actions and processes we hope that internationalisation will become an integral part of the programmes and that students will have the opportunity to acquire international and intercultural competences through various forms of mobility.

In striving to improve quality we should promote the use of social media. Students share their experiences on Facebook and Twitter and in doing so also influence their fellow students. Good and bad experiences are now exchanged at an incredible pace and are accessible to all.

Obviously we also want to promote the quality of the institutions' international cooperation partnerships. In the context of more embedded, structural mobility it is important to develop effective partnerships in a network of privileged international partners based on objectified quality criteria. In order to be able to construct these international cooperation partnerships in a high-quality manner, to be able to estimate the added value these partnerships offer the institutions/faculties/programmes, it would be useful to design a tool that can also be used as an advisory instrument for assessing the partnerships. In addition we could work with a set of criteria that provide institutions/faculties/programmes with an angle for better examining and screening their international partners.



## 8

# Funding mobility

## The generic system of mobility grants

For students who want to earn a number of credits at a foreign institution abroad as part of their course or who want to complete their work placement abroad, the financial resources that are available represent an important element. As part of this action plan we also choose in the first instance to fund students, potentially in addition to other financial resources.

Student mobility grants can be funded by three sources:

- The government (basic student grants);
- The institution (additional grants from the institution and additional grants for students from under-represented groups via the STUVO (student services) Decree);
- Other sources (e.g. European or corporate funding).

Public funds must be correctly allocated to students who want to study abroad. At the moment Flemish public funds are mainly spent on the Erasmus programme in which students can apply for a grant. In the future however we also want to offer all mobile students, also those who travel outside Europe, the opportunity to submit an application to the institution that they select based on suitability, competence and the available budget.

Strict criteria will be applied when awarding grants. In any case, only mobilities involving five credits or more will be eligible for a grant<sup>56</sup>. A minimum stay of one month is a prerequisite for mobilities that to date are not yet registered using credits (e.g. work placements or thesis).

A distinction between funding for professional and academic programmes is not desirable.

In time, payment of these grants will be processed by a centrally managed system, in which the existing grants systems (including Erasmus and study grants) will be linked<sup>57</sup>.

Specific European rules apply to Erasmus for the allocation of European funds, that should be taken into account when integrating them into a broader system.

<sup>56</sup> Please note: for inclusion in the 33% target we apply a minimum requirement of 10 credits (cf. Chapter 5)

<sup>57</sup> See Request for explanation nr. 800 by Sabine Poleyn on 13/1/2011



The way in which the generic mobility grants are awarded and the drawing up of the conditions and criteria is the subject of further consultation between the stakeholders concerned (higher education institutions, the Department of Education and Training, the Flemish Council for Universities and University Colleges Internationalisation and Development Cooperation management committee (VLUHR I&O), AHOVOS, EPOS and suchlike). The initial options will be outlined by the mobility task force. They can then be further tested with the other parties. Several conditions, such as being selected by the institution, and a minimum degree or duration of mobility are obvious.

An important condition when developing a generic system for mobility grants is that funding mobility should be transparent and that information must be available to all. Each student should be able to obtain an overview of his/her different options, grants, conditions that need to be fulfilled, etc. in a clear and simple way.

### Specific mobility grants system

There are also several specific, ongoing projects in addition to the generic system for mobility grants.

#### **ASEM-DUO Fellowship Programme**

In accordance with European agreements incorporated in the Leuven/Louvain-La-Neuve Communiqué of April 2009 and the policy intentions established in the 2009-2014 policy memorandum on mobility, we want to use subsidies to the ASEM-DUO Fellowship Programme to increase student mobility. This involves allocating an annual subsidy to the ASEM-DUO Fellowship Programme for establishing a mobility programme between Flanders and Asia. Student selection is performed via cooperation agreements between Flemish and Asian institutions.

Both Flemish and Asian students (from ASEM countries) are eligible for the grants that always apply to pairs of students. The students receive recognition for their exchange from the home institution.

#### **Washington Center**

This programme aims to encourage work placements via the Washington Center for Internships and Academic Seminars. The students are placed in various prestigious international organisations and companies. Follow-up, support and quality control are managed by the Washington Center. The Washington Center itself has also already provided additional grants for Flemish students. In 2012-2013, twelve grants of EUR 7,500 were awarded to Flemish students by the Flemish Government to participate in a work placement at the Washington Center for Internships and Academic Seminars. This funding is established in a **Memorandum of understanding** signed by the Minister for Education and the Washington Center. Students who are eligible for this type of exchange and possible grant are subject to a strict selection process.

## **Mobility with countries in transition**

In 2012, a mobility programme has been set up between Flanders and four countries in transition: Brazil, South Africa, Morocco and Turkey. Students are selected within cooperation agreements between Flemish and foreign institutions. Both Flemish and international students are eligible for the grants. Preference goes to the exchange of students in pairs. The students receive recognition for their exchange from the home institution.

## **Bilateral agreements**

The bilateral agreements of the Flemish Community offer various opportunities to students and graduates to acquire international experience. In association with the Flemish Department of Foreign Affairs, the Department of Education and Training will review the range of grants on offer as part of bilateral agreements based on the policy of academic diplomacy. The underlying concept is that Flemish higher education scores well in terms of education and research and that this asset should be optimally used in Flanders' foreign affairs policy. The main pillar of academic diplomacy is the cooperation between Flemish higher education institutions and those in the partner country. This cooperation is mainly generated by exchanges of students, teachers and researchers.

This system of mobility grants aims to stimulate structural student exchanges with priority countries and is based on the following basic principles:

- The exchange must represent added value for Flanders and the partner country and must lead to closer cooperation between the two.
- The exchange takes place in the context of an institutional cooperation partnership between a Flemish higher education institution and one in the priority countries. In time this cooperation partnership may be expanded to a consortium of more than two partners;
- Ideally the student exchanges between Flanders and the partner country are balanced over one to three academic years;
- Both governments sign a Memorandum of Understanding (MoU) in which they agree to encourage the institutions to conclude cooperation agreements, in which priority themes or study areas that the exchange should focus on, are set; both governments together determine the funding arrangements;
- The exchange should provide a quality boost and be based on each party's expertise.



To prevent fragmentation and optimise the quality, the financial resources will be concentrated for a selection of priority countries. The priority countries are determined using the following basic principles:

- Countries with emerging markets
- Country of origin of cultural ethnic minorities
- Historic partners of Flanders
- Countries that are eligible for mobility grants from the Erasmus project will be excluded

The countries that will be prioritised are: Brazil, Russia, India, China, South Africa, South Korea, Vietnam, Turkey, Morocco, Mexico, the United States of America, Japan and Chile.

Selecting a number of priority countries will allow the financial resources to be structurally allocated.

Ongoing agreements with countries that are not included on the priority list will be phased out in a transition period.

### **Under-represented groups**

The decision of the Flemish Government of 16 July 2010 explicitly requests attention for under-represented groups in the context of the action plan for mobility. The ministers of education also paid additional attention to access to the programme for under-represented groups in their agreement with the “Erasmus for All” proposal of May 2012. They included the following passage<sup>58</sup>: “When implementing the programme, the Commission and Member States will ensure that special efforts are made to promote the social integration and participation of persons with special needs or that are disadvantaged.”

To date there is a normal distribution in Flanders<sup>59</sup> between mobile grant and non-grant students compared with the distribution of grant and non-grant students in higher education (in 2010-2011 the group of grant students comprised 23% of the total student population in higher education). Nevertheless we need to continue to focus on this group. With regard to mobility grants that it awards (e.g. in the context of ASEM-DUO and Washington) the Flemish Government already applies the rule of allocating 25% of all grants to grant students. This is slightly higher than the share of these students among the total population in Flemish higher education. A social factor should also be taken into account when awarding Erasmus grants.

We would like to set higher standards and are aiming for 33% of mobile students to come from under-represented groups. Financial incentives will be provided for students from under-represented groups in order to achieve this target.

<sup>58</sup> Negotiations on this topic are ongoing and the text may still be amended.

<sup>59</sup> calculation based on figures from the Erasmus programme

The decree on student services currently makes it possible for higher education institutions to award an additional grant to students from under-represented groups. Apart from this we want to provide additional funding and establish a generic system of an additional subsidy/grant for these students. An average monthly amount of EUR 170 will be provided. This amount can be adjusted according to the category of students from under-represented groups. The intention is to obtain a greater differentiation in grant amounts than the existing distinction in Erasmus grants between funding for “regular” students and students from under-represented groups by increasing the distinction between the grant categories (currently two categories). In time, we also intend to incorporate the payment of these additional grants/subsidies in the centrally managed system for generic mobility grants.

Funding does not however always appear to be the most important obstacle for students from under-represented groups. There are other aspects that also play a major role in motivating students from these groups. Further research will be carried out, including that based on an earlier study by the Bologna experts on obstacles to mobility. Supervising these under-represented groups may demand more energy and specific support than simply eliminating traditional obstacles.

Work is currently ongoing to define and identify students from under-represented groups in the framework of the “Aanmoedigingsfonds” (stimulus fund). As part of this action plan for mobility we definitely include grant students (students that receive a study grant from the Flemish Community) and students with disabilities. This last group accounts for approximately 1.5% of the total number of students. The percentage of disabled students who qualify for weighting related to funding for institutions in accordance with the Funding decree is markedly lower. Both groups are already registered at the moment. In the future there will be two additional groups of under-represented students included in the calculations for the target figure once there is more clarification about identifying and registering under-represented groups in the context of the Aanmoedigingsfonds.

In the first instance, registration and monitoring of under-represented groups should take place in the context of the Aanmoedigingsfonds. The impact of this and other measures will be monitored using the Database for Higher Education and the related allocation of funding. Besides this financial support, institutions and programmes should also take additional support measures to encourage students from under-represented groups to spend a study period abroad through personal guidance and solid assurances for recognition of credits earned abroad.

### **Incorporation of incentives in the funding system**

With this action plan we want to encourage higher education institutions to achieve positive results in terms of their outgoing student mobility and provide a financial incentive for doing so. The basic principle here is that institutions should do greater efforts to support mobile students, as for working students, disabled students or grant students.

Various options could be considered for creating a system of financial incentives:

A first incentive is the application of a weighting factor in the standard funding system for institutions. Credits earned as a result of mobility could be eligible for additional weighting. In the existing block grant this can result in shifts of operating funds to institutions that do better in terms of mobility than others.

Such weightings are already applied at the moment for working and disabled students and students entitled to a study scholarship of the Flemish Community. What is new in this proposal is that a characteristic of the course component should be weighted and not a characteristic related to the student or registration.

Elements that should be examined and determined in this area include the weighting factor and the possible application of a click system. The current weighting factor is 1.5.

Institutions shall be free to use any additional resources on mobility, internationalisation and to further encourage the acquisition of the desired competences.

A second possibility is to earmark a budget for mobility from the global operating fund and to distribute the latter among the institutions based on a weighting factor that rewards mobility.

A third option is to work with result-oriented targets. A results directive can be drafted for each institution using a baseline measurement and taking realistic growth into account. If the target is not met, a sanction could be applied (or vice-versa: a reward for institutions that achieve their targets). This working method could take into account the institutions' specific characteristics and the targets can be linked to mobility growth at an institution instead of using the same benchmark for everyone. The aim is to encourage each institution to take up responsibility.

When drawing up a system it is important that the institutions understand the impact of their mobility efforts on funding (= reward for the efforts made). We will also examine whether additional weighting can be included for students from under-represented groups in the system and the potential impact this will have.







## 9

# Administrative support

## Implementation of the policy of the Flemish Government

The policy related to study and work placement mobility and its implementation involves different actors on different levels. They all play a decisive role in the success of a qualitative mobility policy. Below you will find an overview of the key actors:

- International institutions such as the European Union, which promotes mobility through its own mobility programmes, recommendations and council opinions, or such as the OECD and Unesco, which outline a policy framework for transnational education and recognition for qualifications and study periods abroad;
- National government, the Federal Government and the Flemish Government, which outline the policy framework and necessary regulatory framework, define the conditions, develop information channels and provide financial resources;
- National Authority, a role that is assigned to the Department of Education and Training in Flanders. This agency monitors and drafts policy for implementing the European Programme for Education and Training in Flanders (Lifelong Learning Programme 2007-2013 and its successor);
- National agencies such as EPOS vzw in Flanders, which is responsible for implementing European mobility programmes and organising the necessary services for institutions and (potential) participants;
- Intermediate organisations such as Flanders Knowledge Area vzw, which is responsible on Flemish level for promoting the Flemish higher education abroad and VLIR-UOS<sup>60</sup>, which coordinates the Flemish development cooperation for higher education;
- Higher education institutions that design the academic and educational framework and set out academic and educational conditions, provide information and support and organise services for students;
- Programme managers who take the various forms of student mobility into account when designing the curricula;

<sup>60</sup> VLIR-UOS is currently working with federal resources but will be transferred to Flanders in the future using "usurping accountability"



- Teachers in a dual role: the teacher as motivator and inspirator of student mobility and as a mobile **professional**;
- Administrative staff at the institutions responsible for administrative and logistics facilities who can also take part in mobility programmes;
- Student associations such as the Vlaamse Vereniging voor Studenten (Flemish Student Association) (VVS);
- Individual students that take the initiative themselves to participate in a mobility programme and obtain information on the subject.

Communication between these actors takes place via different channels and in different forums that feature diverse themes related to the internationalisation of higher education, with learning mobility as just one of many themes.

This clearly demonstrates that the policy related to study and work placement mobility and its implementation is fragmented, (by the various actors that are involved, the various actions, ill-defined task distribution, the various priorities within the institutions and the different European channels, etc.) The Court of Audit and VLOR have already raised this issue in the past. In its assessment of Erasmus' operations the Court of Audit reveals that cooperation between the relevant departments could be improved further<sup>61</sup>. The VLOR goes further and already advocated for an independent agency in its advisory report in 2007<sup>62</sup>:

"It would be useful to integrate efforts related to internationalisation in an independent agency<sup>63</sup> that supports the government and educational institutions in participating in international mobility programmes. The agency could also develop policy on different educational levels and sectors. As in other European countries a strong unity could be forged in which a great deal of expertise on international education and training policy could be brought together. This agency would also allow Flemish education and higher education in particular to be promoted abroad more effectively. It can be useful to integrate all services involved in internationalisation with regard to education in one single point of contact (SPOC). Cooperation with existing initiatives is recommended in this respect."

In contrast to this fragmented approach are the clear objectives established in the context of this mobility action plan: achieving the European target of 20% and further growth to international mobility for 33% of all graduates, whereby 33% of mobile students come from under-represented groups. What is also important in this discussion is that we start out from these established targets for student mobility. The question that we should also ask is **"How should the policy be implemented to achieve the proposed targets?"** (Who, what, where, when and how). In other words a structure should be developed that is responsible for achieving the proposed targets for student mobility in a broad context of international cooperation with a specific focus on education and training.

61 <https://www.ccrek.be/EN/Publications/Fiche.html?id=0f01b598-159d-4fc6-bc89-ff1bfcc2e13d>

62 <http://www.vlor.be/sites/www.vlor.be/files/advies/ar-adv008-0708.pdf>

63 The term "agency" should not be interpreted in the context of Improved Administrative Policy

## **Who**

It is important that all relevant actors are involved in achieving the proposed targets for student mobility: the Flemish Government (Department of Education and Training, Flemish Department of Foreign Affairs, Department of Economy, Science and Innovation, higher education institutions and the VLUHR, agencies and students (VVS and alumni)). Input from a number of other partners is also important: companies, Federal Public Services, non-profit organisations, etc. It is vital that the tasks and responsibilities of the various players are clearly defined with a view to achieving stimulating results. All these actors should also be included in the new structure.

Not all the partners will be involved in achieving the targets in the same way. Higher education institutions and students should be the focal point. The government plays a guiding, steering role. So higher education institutions and students must form the core of the new structure.

## **What**

The new structure should create added value for achieving the proposed targets for student mobility. This also means that existing structures do not represent the basis for developing the new structure/new body.

## **Where**

A new structure will be developed with the necessary autonomy. This body must offer considerable added value for achieving the proposed targets for student mobility. The body's mission will be established in a decree.

## **When**

Preparations for the new structure begin in the 2013-2014 academic year. During that year the various partners will draft the vision, mission and specific objectives. During the 2014-2015 academic year, the new structure will be operational, perhaps in the form of a cooperation partnership/joint management with the government, with a view to autonomous implementation of the policy in the 2015-2016 academic year.

## How

In October 2013, the Department of Education and Training will bring all the actors together to launch the new body.

Independent organisations that stimulate student mobility already exist in several countries. A comprehensive analysis of the positive and less effective practices in other countries is recommended. With this in mind in April 2013, a first working visit took place to the German DAAD<sup>64</sup> (German Academic Exchange Service) that enjoys a good reputation worldwide. Its objectives are fairly consistent with the vision developed in this memorandum:

The DAAD's programmes have the following five strategic goals:

- To encourage outstanding young students and academics from abroad to come to Germany for study and research visits and, if possible, to maintain contact with them as partners lifelong;
- To qualify young German researchers and professionals at the very best institutions around the world in a spirit of tolerance and openness;
- To promote the internationality and appeal of Germany's institutions of higher education;
- To support German language, literature and cultural studies at foreign universities;
- To assist developing countries in the southern hemisphere and reforming countries in the former Eastern Bloc to establish effective higher education systems.

In June, visits also took place to NUFFIC<sup>65</sup> (the Netherlands) and CIMO<sup>66</sup> (Finland).

## Developing a centrally managed support system at the Flemish level

As described above, there are many different actors involved in making higher education more international in Flanders. These actors use different systems for registration, funding, communication, etc. If we want to adopt a consistent policy then it is necessary to effectively align all the actors' activities (see previous point). This not only means that there should be a well-defined role distribution and the necessary communication between the various actors. Also a structurally based system should be developed that all actors can identify themselves with and link their activities with.

First and foremost this involves the development of a single point of contact for the mobility "end user" and the internationalisation of education, which provides him/her with all the necessary information. This single point of contact is created by merging various central systems (for registration, funding, communication, etc.).

<sup>64</sup> <https://www.daad.de/portrait/wer-wir-sind/kurzportrait/08940.en.html>  
DAAD = Deutsche Akademische Austauschdienst

<sup>65</sup> Dutch organisation for international cooperation in higher education

<sup>66</sup> Centre for International Mobility

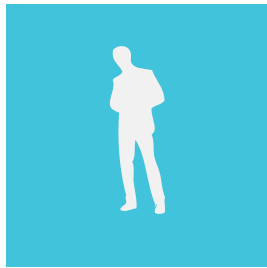
As mentioned in previous chapters, there is a clear need for a central system for registering all cases of mobility. This system should offer all actors involved added value and reduce their burden. It will also avoid cases of double registration and/or reporting and online applications should also make it possible for actors in the field to request information to use in their own policies.

In addition to a registration system, a central managed mobility funding system should be developed as well. All forms of mobility (Erasmus, bilateral agreements, ASEM-DUO, Washington, mobility to/from transition countries, etc.) are currently managed and paid out to students by different actors, with different criteria, sometimes by several payments from different sources, etc. A clear structure should be established in such a way that end users have one single window to address to for mobility and funding.

Consequently the systems for registration and funding should be linked together.

Lastly a consistent policy must be adopted and all existing programmes for student mobility should be aligned. We should strive for example to provide similar grants within similar exchange programmes, to work with clear-cut criteria and to reconcile the various initiatives while adequately maintaining each programme's uniqueness.





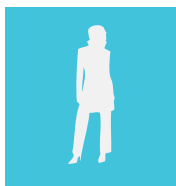
**brains**



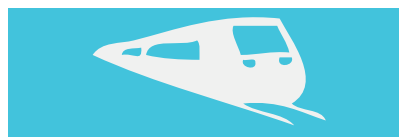
**on**



**the**



**move**



**!**



**appendix**

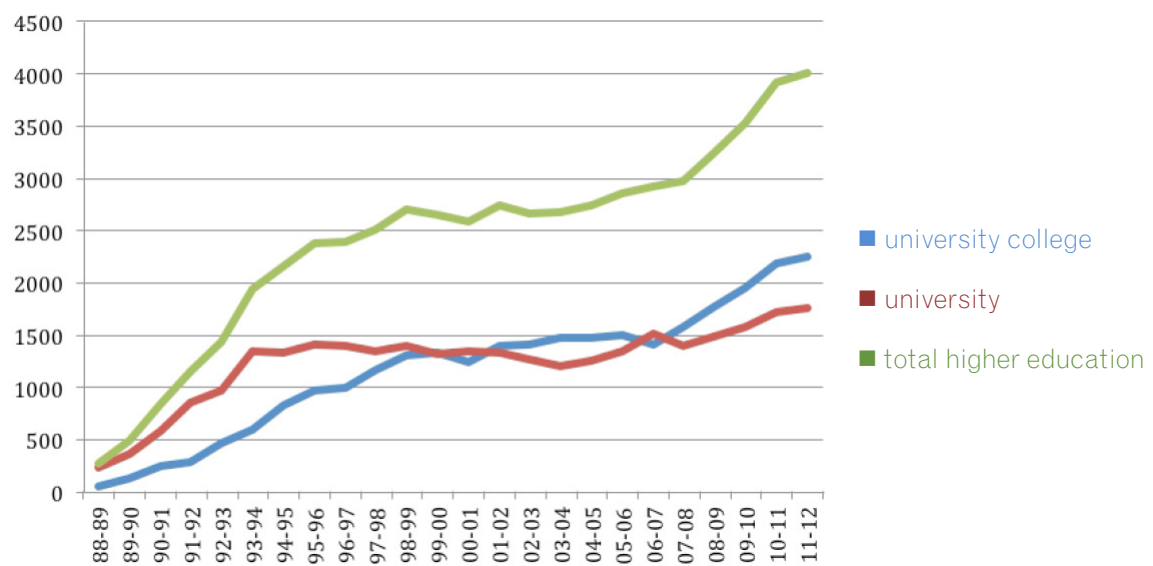


## Appendix to Chapter 4

Statistical data related to Flanders' existing international cooperation programmes

### Erasmus programmes

The following chart shows the evolution of the number of Flemish Erasmus students since the programme was launched.



	<b>University College</b>	<b>university</b>	<b>total</b>
<b>1988-1989</b>	50	217	267
<b>1989-1990</b>	128	353	481
<b>1990-1991</b>	252	576	828
<b>1991-1992</b>	291	849	1140
<b>1992-1993</b>	462	965	1427
<b>1993-1994</b>	595	1339	1934
<b>1994-1995</b>	834	1316	2150
<b>1995-1996</b>	976	1394	2370
<b>1996-1997</b>	1004	1384	2388
<b>1997-1998</b>	1166	1341	2507
<b>1998-1999</b>	1304	1390	2694
<b>1999-2000</b>	1328	1313	2641
<b>2000-2001</b>	1245	1330	2575
<b>2001-2002</b>	1400	1328	2728
<b>2002-2003</b>	1406	1256	2662
<b>2003-2004</b>	1482	1193	2675
<b>2004-2005</b>	1481	1247	2728
<b>2005-2006</b>	1504	1341	2845
<b>2006-2007</b>	1415	1502	2917
<b>2007-2008</b>	1583	1382	2965
<b>2008-2009</b>	1768	1475	3243
<b>2009-2010</b>	1957	1564	3521
<b>2010-2011</b>	2191	1716	3907
<b>2011-2012</b>	2252	1749	4001

## Erasmus Belgica

Overview of numbers of Flemish students participating in the Erasmus Belgica programme for studying (SMS) and for work placements (SMP);

ERASMUS BELGICA SMS - Flemish students	
	Number of students
2004-2005	77
2005-2006	80
2006-2007	85
2007-2008	90
2008-2009	108
2009-2010	114
2010-2011	113
2011-2011	100
Total	767

ERASMUS BELGICA SMP - Flemish students	
	Number of students
2009-2010	9
2010-2011	5
2011-2012	11
Total	25

Intra-Belgian exchange projects (Prince Philippe Fund)

	Number of projects
2009	27
2010	28
2011	22
2012	22

Projects related to developing joint educational material: supported by the Prince Philippe Fund.

Six projects were supported in 2011 and two in 2012.

### **Erasmus Mundus**

Only partial figures are available at the Flemish level for Erasmus Mundus. The Erasmus Mundus programmes in which Flemish institutions participate are registered in the Database for Higher Education, including registrations, credits and qualifications. Erasmus Mundus is also included as an exchange programme in the Database for Higher Education. However this does not constitute systematic reporting.

### **Tempus**

No figures are available at the Flemish level.

### **Cultural/bilateral agreements**

With regard to cultural and bilateral agreements, Flemish students that receive these grants have already graduated, and are do not longer take part in the Flemish higher education and therefore are not included in the Database for Higher Education.

### **Bilateral cooperation agreements of institutions**

Figures relating to the number of student exchanges in the context of these agreements are not available centrally but answers received by the Department for Education and Training to its question reveal that the number of these exchanges differs quite a lot from one institution to another. In some institutions the number of exchanges in the context of these international cooperation agreements reaches between 20 and 25% of the Erasmus exchanges, usually with more incoming than outgoing mobility. In other institutions it is rather limited, amounting to approximately 10%.

### **ASEM-DUO Fellowship Programme**

In the first round, seventeen projects were approved for the 2012-2013 academic year, which equates to 34 students.

## Washington Center for Internships and Academic Seminars

In 2010 and 2011, ten grants of EUR 7,500 were awarded to Flemish students. In 2012, this number rose to twelve grants of EUR 7,500.

## VLIR-UOS

PhD grants

Between 2006 and 2012, VLIR-UOS awarded 45 new PhD grants.

On average a grant amounts to EUR 41,000 for twelve months.

### Outgoing mobility from North to South

North => South*	2006	2007	2008	2009	2010	2011	2012	Total
PhD	6	5	6	6	6	8	8	45
Travel grants	427	438	600	450	500	500	500	3.415
<b>Total</b>	<b>433</b>	<b>443</b>	<b>606</b>	<b>456</b>	<b>506</b>	<b>508</b>	<b>508</b>	<b>3.460</b>

\*The data only relate to new PhD scholarship students and do not provide an overview of ongoing grants.

### Incoming mobility from South to North

South => North*	2006	2007	2008	2009	2010	2011	2012	Total
PhD	8	10	7	10	10	10	10	65
Master	180	180	180	180	180	180	180	1.260
Training**	149	118	163	233	179	148	175	1.165
Short Research	0	0	0	33	18	111	20	182
<b>Total</b>	<b>337</b>	<b>308</b>	<b>350</b>	<b>456</b>	<b>387</b>	<b>449</b>	<b>385</b>	<b>2.672</b>

\*The data only relate to new PhD scholarship students and do not provide an overview of ongoing grants.

\*\*Training is a broad term for attending a number of lectures, work placements and conducting research as part of a master's degree thesis or dissertation.

The data only relate to scholarship students that come to Flanders as part of the Grants Award Programme (= only a portion of the total number of grants awarded by VLIR-UOS).

### Incoming mobility related to Projects

South => North*	2012
PhD	115
Short Term (Training + Research)	50
Study (Bachelor + Master)	19
<b>Total</b>	<b>194</b>

*\*This is the number of registered scholarship students that came to Flanders in 2012. The number of ongoing scholarship students may be higher given that VLIR-UOS works with "sandwich scholarships" for PhDs. Therefore there are scholarship students who continue to work on their PhD in their home country that were not mobile in 2012. We obtained these figures by examining visa applications. Since we cannot be 100% sure that all scholarship students applied for their visas through VLIR-UOS, a margin of error applies here. VLIR-UOS plans to complete these figures in the summer with data from other years and annual reports for individual projects. We expect to be able to identify additional scholarship students as a result.*

### VVOB

Numbers of outgoing students to VVOB countries are on the rise:

- 2008 - 2 students
- 2009 - 7 students
- 2010 - 14 students
- 2011 - 36 students
- 2012 - 37 students
- 2013 - 35 students already at the time of writing (year not yet complete)



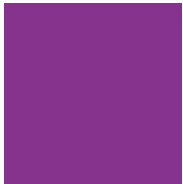




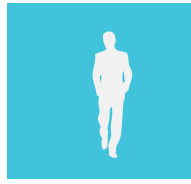
**brains**



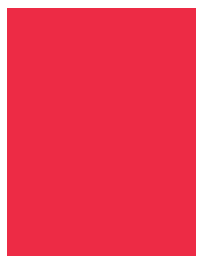
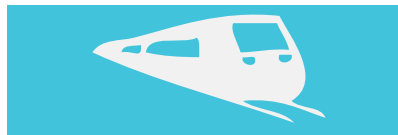
**on**



**the**



**move**



**!**



**action files**

**Action files****1. Advice, information and guidance**

<b>Operational objective</b>	To reinforce advice, available information and guidance for (potential) mobile students, with particular attention to the needs of under-represented groups.
<b>Action 1</b>	<p>Communication and creating awareness</p> <p>Broad communication about the action plan once it has been approved.</p> <p>Creating awareness among higher education institutions (aiming incorporation of internationalisation in the strategic policy of the institutions):</p> <p>Communication to students through Flanders Knowledge Area's "Studying Abroad" project (see also section 4.5);</p> <p>Development of initiatives for secondary education (for general secondary education (ASO), technical secondary education (TSO) and vocational secondary education (BSO), Sense and HBO5 (higher professional education). We will examine how incoming and outgoing "mobile" students can provide input (cf. Erasmus meets Comenius initiatives).</p> <p>Development of initiatives specifically aimed at under-represented groups (see also section 9.3).</p> <p><b>Approach</b></p> <p>A communication and action plan will be compiled. It will define the activities that will be developed, the persons that will be responsible and the related deadlines. In addition, attention will be devoted to a recognisable communication style.</p> <p><b>Initiator</b></p> <p>The Department of Education and Training: The Higher Education and Adult Education Division steers this action and will make agreements with one or more stakeholders about the implementation of the action (potentially through a management agreement).</p> <p>Stakeholders: higher education institutions, student organisations, Flanders Knowledge Area, EPOS, Agency for Educational Communication (AOC) CJP (Cultural Youth Passport), and others.</p>

<p><b>Action 2</b></p>	<p>Development of a platform for exchanging best practices, providing advice, information and guidance, between Flemish institutions and between Flemish institutions and institutions abroad.</p> <p><b>Approach</b></p> <p>We will explore existing channels that could be considered as an exchange platform. The platform will be developed (or further developed) based on these results. An annual conference will also be organised on internationalisation and mobility.</p> <p><b>Initiator</b></p> <p>The Department of Education and Training: The Higher Education and Adult Education Division steers this action and will make agreements with one or more stakeholders on the implementation of this action (potentially through a management agreement).</p> <p>Stakeholders: higher education institutions, student organisations, Flanders Knowledge Area, EPOS and others.</p> <p><b>Timing</b></p> <p>Platform development: the academic year 2013-2014</p> <p>Platform kick-off: as of the academic year 2014-2015</p>
<p><b>Action 3</b></p>	<p>Support the development of an international youth card to promote life abroad.</p> <p><b>Approach</b></p> <p>Consultation with CJP and higher education institutions about a potential link between the passport and the student card.</p> <p><b>Initiator</b></p> <p>The Department of Education and Training: The Higher Education and Adult Education Division.</p> <p><b>Timing</b></p> <p>CJP consultation: autumn 2013</p> <p>International student card: depends on the outcome of the consultation.</p>

<b>Action 4</b>	<p>Research on the possibilities of establishing a system of travel and assistance insurance for mobile students at the Flemish level.</p> <p>Approach/Initiator</p> <p>The Department of Education and Training: The Higher Education and Adult Education Division.</p> <p>Timing:</p> <p>Start: spring 2014</p>
<b>Regulation</b>	/
<b>Impact on staff</b>	<p>These actions have an impact on staff of the higher education institutions. Any additional cost must be borne by the institutions' finances (no additional funding will be provided).</p> <p>These actions could also have an impact on staff employed by a number of other stakeholders.</p>
<b>Impact on ICT</b>	Action 3 could have a limited impact on the institutions' systems.
<b>Financial resources</b>	/
<b>Feasibility</b>	The condition is the active participation by the institutions and stakeholders.

## 2. Mobility window in curriculum

<b>Operational objective</b>	To structurally integrate mobility in curricula of bachelor and master programmes.
<b>Action</b>	<p>A "mobility window" will be incorporated in bachelor and master programmes. This depends on the type of education (bachelor-master/professional-academic-HBO5 (higher professional education)). These "mobility windows" can be applied for:</p> <ul style="list-style-type: none"> <li>• study and work placements;</li> <li>• incoming and outgoing mobility.</li> </ul>

<b>Approach</b>	<p>Higher education institutions will consult with the government on the approach for (further) incorporating “mobility windows” and issuing an advisory report to the minister. Moreover, obstacles for incorporating a “mobility window” will be identified and solutions will be sought. If the consultation reveals that it is necessary to amend certain decrees, the government will take the required initiatives.</p> <p>Institutions will be obliged to (further) incorporate “mobility windows” in their policy related to internationalisation. In doing so they will devote adequate attention to quality.</p> <p>Institutions will perform the necessary amendments to their programmes.</p>
<b>Initiator</b>	<p>Higher education institutions in consultation with the Department of Education and Training: The Higher Education and Adult Education Division.</p> <p>Higher education institutions</p> <p>Higher education institutions</p>
<b>Timing</b>	<p>Consultation: September-October 2013</p> <p>Institutions' policy development: the 2013-2014 academic year</p> <p>Policy implementation: the 2014-2015 academic year</p>
<b>Regulation</b>	<p>An initiative based on a decree will be taken if it appears to be necessary.</p>
<b>Impact on staff</b>	<p>This action will have an impact on staff of the higher education institutions. Any additional cost must be borne by the institutions' finances (no additional funding will be provided).</p>
<b>Impact on ICT</b>	<p>This action does not have an impact on the institutions' systems.</p>
<b>Financial resources</b>	/
<b>Feasibility</b>	<p>The condition is the institutions' active commitment.</p>

### 3. Joint courses

<b>Operational objective</b>	<p>To encourage higher education institutions to jointly offer qualitative programmes with one or several foreign institutions, which include student mobility and possibly teacher mobility.</p>
------------------------------	---



<b>Action</b>	The government allocates an annual start-up grant to a number of bachelor and/or master programmes that are jointly organised with one or several foreign institutions. New joint programmes as well as existing reformed programmes will be eligible.
<b>Approach</b>	<p>The government will set up a group of experts to identify potential regulatory obstacles for designing joint programmes with one or several foreign institutions. If the consultation reveals that it is necessary to amend certain decrees the government will take the required initiatives.</p> <p>This programme will be supported and managed by the VLUHR. The procedure will be established and the selection made in association with the Department of Education and Training.</p> <p>Higher education institutions will initiate joint programmes with one or several foreign institutions.</p>
<b>Initiator</b>	<p>The Department of Education and Training; The Higher Education and Adult Education Division.</p> <p>VLUHR in association with the Department of Education and Training; The Higher Education and Adult Education Division.</p> <p>Higher education institutions</p>
<b>Timing</b>	<p>Identifying potential obstacles: September-October 2013</p> <p>Decretal initiative (if required): November-December 2013</p> <p>Procedure development: November-December 2013</p> <p>Initial applications: spring 2014</p> <p>Assessing applications and allocating funds: spring 2014</p> <p>Projects launch: as of the 2014-2015 academic year</p>
<b>Regulation</b>	<p>Decretal initiative if required based on the exercise executed by the group of experts.</p> <p>Draft of the Ministerial Order/Government of Flanders Decree.</p>
<b>Impact on staff</b>	This action will have an impact on staff of the higher education institutions. Any additional cost must be borne by the institutions' finances.
<b>Impact on ICT</b>	This action does not have an impact on the institutions' systems.
<b>Financial resources</b>	<p>EUR 5,000 a year per course, can be extended up to 3 years.</p> <p>Proposal: to accept 3 new courses/year: EUR 15,000/year with a maximum of three years.</p>

Feasibility	The condition is the institutions' active commitment.
-------------	---

#### 4. Improving the international climate/character of Flemish higher education

##### 4.1 Launching a call for the organisation of international summer schools and intensive international training programmes

Operational objective	To make a contribution to reinforce the international climate of Flemish higher education by encouraging international summer schools and intensive international programmes.
Action	The government awards an annual fund to five summer schools and/or intensive programmes at Flemish institutions.
Approach	<p>This programme will be supported and managed by the VLUHR. The procedure will be drafted and the selection made in association with the Department of Education and Training. In doing so the following minimum elements will be taken into account:</p> <p>Higher education institutions will provide co-financing amounting to 50%;</p> <p>The projects will run for more than a year (ideally for three years).</p> <p>The first summer schools and/or intensive programmes will be organised as of summer 2014.</p>
Initiator	<p>VLUHR in association with the Department of Education and Training: The Higher Education and Adult Education Division.</p> <p>Higher education institutions</p>
Timing	<p>Draft of the procedure: September-October 2013</p> <p>Launch of the call: November 2013</p> <p>Submission of applications: February 2014</p> <p>Organising the 1st summer schools/intensive programmes: summer 2014</p>
Regulation	Draft of the Ministerial Order/Government of Flanders Decree
Impact on staff at higher education institutions	This action will have an impact on staff of the higher education institutions. Any additional cost must be borne by the institutions' finances.

<b>Impact on ICT</b>	This action does not have an impact on the institutions' systems.
<b>Financial resources</b>	<p>Maximum EUR 15,000 per summer school per year.</p> <p>Proposal: To fund five summer schools or intensive programmes per year.</p> <p>Co-financing amounting to 50% will be requested from the institutions.</p>
<b>Feasibility</b>	The condition is the institutions' active commitment.

#### 4.2 Reception policy for foreign students

<b>Operational objective</b>	To make a contribution to reinforce the international climate of Flemish higher education by optimising the reception of foreign students.
<b>Action 1</b>	<p>Identifying any potential obstacles related to mobility for incoming students, for example in terms of access (visas), residence and accommodation.</p> <p>Approach/Initiator</p> <p>The Department of Education and Training will set up a group of experts, in consultation with the various stakeholders (other authorities, VLUHR, etc.) that will identify the issues and elaborate proposals for improvement.</p> <p>Timing</p> <p>Start: spring 2014</p>
<b>Action 2</b>	<p>Developing a "quality charter" for incoming students.</p> <p>Approach/Initiator</p> <p>The Department of Education and Training will set up a group of experts, in consultation with the various stakeholders that will draft the "quality charter".</p> <p>Timing</p> <p>Start: spring 2014</p>
<b>Regulation</b>	/
<b>Impact on staff</b>	These actions could have an impact on staff of the higher education institutions. Any additional cost must be borne by the institutions' finances (no additional funding will be provided).

<b>Impact on ICT</b>	This action does not have an impact on the institutions' systems.
<b>Financial resources</b>	/
<b>Feasibility</b>	The condition is the active commitment of all the actors involved.

### 4.3 Grants for incoming outstanding international students

<b>Operational objective</b>	To make a contribution to reinforce the international climate of Flemish higher education by attracting outstanding international students that will act as ambassadors for Flanders when they complete their studies.
<b>Action</b>	The government will develop a system of yearly grants for outstanding bachelor and master students from the EHEA and beyond.
<b>Approach</b>	<p>The government will determine the level of the grants. In doing so it will take account of 1) the minimum amount necessary for acquiring a visa, 2) the grant amounts offered in other countries and 3) levels of existing grants offered for example for Erasmus Mundus.</p> <p>This programme will be supported and managed by the VLUHR. The procedure will be drafted and the selection made together with the Department of Education and Training. The selection procedures and deadlines will be aligned with those that apply to existing initiatives.</p>
<b>Regulation</b>	Draft of a Ministerial Order/Government of Flanders Decree
<b>Impact on staff</b>	This action could have an impact on staff of the higher education institutions. These students will be included in the general funding model. Any potential additional cost must be borne by the institutions' finances.
<b>Impact on ICT</b>	This action does not have an impact on the institutions' systems.
<b>Financial resources</b>	<p>Grants amounting to a total of EUR 750,000 per academic year will be provided. In the first academic year (2015-2016 = start-up year) this amount will be limited to EUR 375,000.</p> <p>We will ask the institutions if they wish to offer these students an exemption from registration fees. Attracting outstanding international students will after all provide the institutions too with a return.</p>

<b>Timing</b>	<p>Establish grant amounts: spring 2014</p> <p>Decide on a selection procedure: spring 2014</p> <p>Launch of the call: September-October 2014</p> <p>Start: the 2015-2016 academic year</p>
<b>Feasibility</b>	The condition is the institutions' active commitment.

#### 4.4 Making the curriculum more international

<b>Operational objective</b>	To make a contribution to reinforce the international climate of Flemish higher education by making the curriculum more international.
<b>Action 1</b>	<p>Encouraging the incorporation of internationalisation in the curriculum by organising a series of conferences on the theme.</p> <p><b>Approach/Initiator</b></p> <p>A project group formed and led by Flanders Knowledge Area and comprising representatives from the Department of Education and Training and the institutions, will prepare the series of conferences.</p> <p><b>Timing</b></p> <p>Start: following the first two study days (the first one in May 2012 and the second in January 2013), a third conference will be organised in November 2013.</p>
<b>Action 2</b>	<p>Set up of a group of counsellors responsible for practical guidance to institutions that want to incorporate internationalisation in their curriculum.</p> <p><b>Approach/Initiator</b></p> <p>A group of counsellors appointed by the project group, led by Flanders Knowledge Area.</p> <p><b>Timing</b></p> <p>Autumn 2013 (to be launched at the conference in November 2013).</p>

<b>Action 3</b>	<p>Development of a manual on internationalisation of the curriculum. The emphasis is on the students@Home acquiring international and intercultural competences.</p> <p><b>Approach/Initiator</b></p> <p>Flanders Knowledge Area will develop a manual together with the group of counsellors..</p> <p><b>Timing</b></p> <p>Project launch: spring 2014</p> <p>Delivery: at the end of 2014</p>
<b>Regulation</b>	/
<b>Impact on staff</b>	This has an impact on the workload of staff at Flanders Knowledge Area and the institutions involved.
<b>Impact on ICT</b>	/
<b>Financial resources</b>	/
<b>Feasibility</b>	The condition is the active commitment of those involved.

#### 4.5 Expanding Study in Flanders/ Research in Flanders

<b>Operational objective</b>	To make a contribution to reinforce the international climate of Flemish higher education by developing a communication and recruitment campaign for studying and research in Flanders.
<b>Action</b>	Further development of the project 'Study in Flanders' and set up of the 'Research in Flanders' project.
<b>Approach</b>	<p>Development of the communication and recruitment campaigns and creation of new initiatives (see also section 1).</p> <p>Research into the economic impact of the internationalisation of education and research in Flanders.</p>
<b>Initiator</b>	Flanders Knowledge Area
<b>Regulation</b>	/
<b>Staff resources</b>	/
<b>ICT resources</b>	/



<b>Financial resources</b>	/
<b>Timing</b>	Beginning of the 2013-2014 academic year
<b>Feasibility</b>	The condition is the active commitment of those involved.

## 5. Balanced mobility

<b>Operational objective</b>	To strive for a balance between incoming and outgoing mobility also in terms of groups of countries (origin/destination) and study areas.
<b>Action</b>	Creating awareness among institutions of existing imbalances in mobility and pointing out the importance of a balanced distribution.
<b>Approach</b>	<p>Active participation in working groups that research and develop mobility registration at the European level. This particularly involves the registration of outgoing degree mobility, which can only be mapped at international level by registering incoming degree mobility in the country where the outgoing students follow their studies and obtain their qualifications.</p> <p>Set up of a registration system that allows mobility balances and imbalances to be identified at the Flemish level and institutional level (using existing systems more effectively). We refer the reader to section 7 for the registration of outgoing and incoming credit mobility.</p> <p>Identify balances and imbalances in terms of mobility and underlying causes.</p>
<b>Initiator</b>	The Department of Education and Training
<b>Regulation</b>	/
<b>Impact on staff</b>	This could have an impact on the staff of the institutions.
<b>ICT resources</b>	This could have an impact on the institutions and the government's ICT resources.
<b>Financial resources</b>	/
<b>Timing</b>	<p>Identify existing systems related to incoming mobility in the institutions and develop a Flemish registration system: 2015-2016.</p> <p>Identify balances and imbalances: as of the academic year 2016-2017.</p>

<b>Feasibility</b>	The institutions' commitment to strive for more balanced mobility. We take account of the finding that this is certainly not straightforward for all institutions.
--------------------	--

## 6. Work placements

<b>Operational objective</b>	To encourage work placements abroad: to urge institutions that already include work placements in their courses to provide more placements abroad and institutions that integrate work placements in relatively few courses to increase this number and also consider work placements abroad.
<b>Action 1</b>	<p>We will investigate the possibilities for providing a qualitative range of work placements abroad together with employer organisations and other involved organisations (such as Flanders Knowledge Area and Flanders Investment and Trade).</p> <p>Approach/Initiator</p> <p>Flanders Knowledge Area will act as the regional agency for the development and maintenance of a Flemish online platform for the supply and demand of work placements for graduates. We will also examine how this platform can be expanded to a system for work placements during studies.</p> <p>Timing</p> <p>Start of the platform's development and selection of an administrative employee: spring 2013.</p>
<b>Action 2</b>	<p>We will establish a forum with the stakeholders in which the issues related to registration, support and procedures etc. for incoming as well as outgoing work placements could be identified. This will be used as the basis for taking the necessary initiatives to eliminate the obstacles.</p> <p>Approach/Initiator</p> <p>In consultation with the government, Flanders Knowledge Area will put together a group of experts that will present a proposal for an approach, identify the issues and develop new ideas.</p> <p>Timing</p> <p>Start: autumn 2013</p>
<b>Regulation</b>	/

<b>Impact on staff</b>	These actions could have an impact on the staff of the institutions. Any additional cost must be borne by the institutions' finances (no additional funding will be provided).
<b>Impact on ICT</b>	Work placements must be registered as rigorously as study periods. This could require amendments to registration systems.
<b>Financial resources</b>	EUR 30,000 per year (after completion of the TOI project) for paying an administrative employee (FKA).
<b>Feasibility</b>	The institutions' commitment is required for organising and correctly registering work placement periods abroad.

## 7. Registering mobility

<b>Operational objective</b>	Drafting and establishing adapted processes, data collection and reporting to obtain the necessary data related to international and validated mobility for Flemish students with a view to: 1. monitoring the 2020 benchmark, 2. centrally managing grants and 3. weighting mobility in the funding of the institutions.
<b>Actions</b>	<p>Performing a needs analysis of the various aspects based on:</p> <ul style="list-style-type: none"> <li>• elements from the action plan for mobility;</li> <li>• existing advisory reports by Flanders Knowledge Area;</li> <li>• the necessary parameters for the generic system of mobility grants and for under-represented groups;</li> <li>• analysis of existing processes related to mobility and student finance.</li> </ul> <p>Modelling the necessary data flows and applications in order to support business needs and collect the necessary data (functional analysis and technical design).</p> <p>Developing the registration system and putting it into production.</p> <p>Designing the necessary reporting tools so that Flemish results for mobility can be monitored (in the Education and Training data warehouse).</p> <p>Ensuring the necessary validation procedures.</p> <p>Establishing reporting procedures for mobility by other officially registered institutions (e.g. the Institute for Tropical Medicine) in the context of a general exercise for exchanging more structured data with these institutions.</p>

<b>Approach</b>	<p>AHOVOS formulated a multiple year strategy for the Database for Higher Education (DHO). Registering mobility is afforded a prominent position in this strategy. This plan is being further developed and the necessary choices will be made in the overall planning.</p> <p>Phase 1</p> <p>With regard to mobility, existing mobility registration in the curriculum will be optimised towards the beginning of the academic year 2014-2015. This will take place in consultation with the various actors for: 1) improving the standardisation of existing parameters (exchange programmes, institutions, etc.), 2) actively monitoring registered mobility and aligning it in terms of content with other stakeholders, 3) including registrations in the validation procedure together with existing reports.</p> <p>This means that, for the academic year 2014-2015, we will obtain a more consistent overview on mobility of students during their curriculum (= outgoing credit mobility).</p> <p>Phase 2</p> <p>Alongside a number of other content-wise and technical adjustments to the Database for Higher Education, we will examine whether the implemented optimisation must be further translated into the data model and if other data is required. The global needs analysis must also capture data related to extra-curricular activities. The global needs analysis must result in a global project planning including a prioritisation of mobility requirements. The project planning describes the specific products and achievements that will be delivered and the resources necessary for doing so. It will then be implemented and monitored and result in the implementation of the elements covered by the project planning. Outgoing credit mobility and incoming degree mobility are definitely included in the scope for 2015-2016. Other, necessary aspects must be phased in over the following academic years.</p>
<b>Initiator</b>	AHOVOS: Higher Education Division
<b>Stakeholders</b>	AHOVOS: Student grants division; the Department of Education and Training: Higher Education and Adult Education Division, staff services, higher education institutions, students, Flanders Knowledge Area, EPOS and VLIR-UOS.
<b>Regulation</b>	<p>In principle no additional regulations are necessary for developing the processes, data collection and reporting. It is however necessary to amend certain decrees when it comes to student finance and alignment of the institutions (see also sections 9.1 and 9.4). A preliminary framework is also needed for capturing additional extra-curricular activities through ECTS or EVC. In this respect we must also examine how the processes are organised in the institutions. The intention is to provide no additional administrative burden.</p>

<p><b>Impact on staff</b></p>	<p>These actions have an impact on staff from the institutions, AHOVOS, the Department for Education and Training and other stakeholders.</p> <p>On the one hand financial and ICT resources for implementing this action could be provided, but a project planning will have to be compiled with the limited human resources available and this will compete with other priorities related to all the partners involved.</p> <p>This action file will include a proposal for prioritisation that will make it possible to obtain initial results for mobility by the beginning of the 2014-2015 academic year.</p> <p>In addition to the project-based working method there is also the real, additional workload for AHOVOS related to the proposed monitoring and validation of mobility data from the institutions as of 2014-2015.</p>
<p><b>Impact on ICT</b></p>	<p>AHOVOS has compiled a roadmap for DHO up to 2017. It can certainly accommodate limited adjustments for mobility, in so far as these adjustments can be incorporated in the existing data structure.</p> <p>The DHO's current objective is to be able to implement decrees. The DHO is organised as a registration and results database. Capturing data other than registrations, courses and course components such as work placements expressed in months and not credits, represents a significant paradigm shift that will involve major financial investment.</p> <p>In an initial phase, mobility that is not linked to a registration will therefore not be included in the scope, neither in phase one nor in phase two.</p> <p>These forms of mobility could potentially be included as part of a student portfolio (also see section 8). With the aforementioned phasing we can start implementing the mobility action plan with a limited financial impact as of the 2014-2015 academic year.</p>
<p><b>Financial resources</b></p>	<p>To be defined when the requirements have been specified.</p>
<p><b>Timing</b></p>	<p>2014-2015: phase one which will provide a more consistent overview of mobility in the curriculum;</p> <p>2015-2016 (and following): expansion of the data model based on a more detailed needs analysis.</p>
<p><b>Feasibility</b></p>	<p>With proper phasing and prioritising and as far as the necessary resources are available, the implementation of this objective is feasible. Substantive prioritisation will also be necessary as described above. It is therefore desirable for example to first address all the processes and data needs related to outgoing credit mobility, given that these are necessary for benchmarking and funding.</p>

## 8. Improving the quality of mobility

<b>Operational objective</b>	To guarantee and reinforce the quality of mobility in which validation of competences acquired abroad is a major focus.
<b>Action 1</b>	<p>Development of an international student portfolio.</p> <p>Approach</p> <p>The mobility task force will work together with the necessary experts to develop an international student portfolio.</p> <p>Initiator</p> <p>The Department of Education and Training: the Higher Education and Adult Education Division will support and guide the activities of the task force. AHOVOS is one of the stakeholders.</p> <p>Timing</p> <p>Development of the international student portfolio: the academic year 2013-2014</p> <p>Link data that must be included in the portfolio (cf. section 7).</p> <p>Use of the portfolio: as of 2014-2015</p>
<b>Action 2</b>	<p>Development of a tool to monitor the quality of partnerships with foreign institutions/organisations and companies.</p> <p>Approach</p> <p>The mobility task force will develop the tool together with the necessary experts.</p> <p>Initiator</p> <p>The Department of Education and Training: the Higher Education and Adult Education Division will support and guide the task force's activities.</p> <p>Timing</p> <p>Tool development: the academic year 2013-2014</p> <p>Use of the tool: as of 2014-2015</p>
<b>Regulation</b>	/
<b>Impact on staff</b>	These actions could have an impact on the staff of the institutions. Any additional cost must be borne by the institutions' finances (no additional funding will be provided).

<b>Impact on ICT</b>	Linking data that must be included in the portfolio could have an impact on ICT resources.
<b>Financial resources</b>	/
<b>Feasibility</b>	The condition is the task force's commitment and the institutions' active participation in and use of the tool.

## 9. Funding mobility

### 9.1. The generic system of mobility grants

<b>Operational objective</b>	To stimulate outgoing student mobility by establishing a generic system for mobility grants for a stay abroad (study visit, work placement, etc.) in and outside Europe.
<b>Actions</b>	Establish a generic system for mobility grants for a stay abroad (study visit, work placement, etc.) in and outside Europe. This system is transparent and accessible (necessary information is available to all).
<b>Approach</b>	<p>Establish the criteria and conditions for awarding mobility grants. These should be anchored in a decree.</p> <p>Examine whether all the information is available for calculating a grant based on the criteria established in section one.</p> <p>Define a process in which registration of the mobility in the DHO is the basis to award a mobility grant.</p> <p>Develop a centrally managed system for the payment of mobility grants, based on the existing system for study finance for higher education.</p> <p>Needs and functional analysis</p> <p>Consultation with the relevant services/institutions</p> <p>Develop a centrally managed system</p> <p>Communication</p> <p>If the study grants department will make the payments in accordance with the criteria for study grants, more data should be available (the discussion about "bachelor after bachelor"/"master's after master's" programmes, the minimum number of credits, credit contracts and stays abroad and recoveries, etc.).</p> <p>Public responsibility: identifying, in consultation with the various actors, which other and/or additional responsibilities must be assured regarding awarded funds.</p>



<b>Initiator</b>	<p>Section one of the approach:</p> <p>The mobility task force, together with the necessary experts, will develop the initial options, which will be further tested with the other stakeholders. The Department of Education and Training: the Higher Education and Adult Education Division will support and guide the activities of the mobility task force and initiate any required amendments to decrees.</p> <p>Other points:</p> <p>AHOVOS: Study grants division, in association with the Higher Education Division for the DHO aspect.</p>
<b>Stakeholders</b>	Higher education institutions, students, Flanders Knowledge Area and EPOS.
<b>Regulatory impact</b>	This action must be anchored in a decree (cf. study grants regulation).
<b>Impact on staff</b>	<p>Developing a generic grants system has an impact on the body that will award the grants as well as on the agencies needed for data collection.</p> <p>Insofar as this action is consistent with other priorities of AHOVOS, we must strive to devise a grants system that can be implemented by the agency's existing human resources. In this respect we assume that the implementation will follow the one related to automatic allocation.</p>
<b>Impact on ICT</b>	<p>Developing a grants system requires ICT support, ranging from the request for file handling, testing the conditions, potentially using interfaces with available data sources, data exchange, payment modalities and even recovery modalities.</p> <p>This must be incorporated in an existing process flow and logic at the AHOVOS study grants division. An adjusted process flow for mobility grants represents a major impact on the systems even for a limited number of files. The process flow must first be outlined. Moreover this will also compete with other priority tasks and projects.</p>
<b>Financial resources</b>	At the moment the requirements are insufficiently clear. The financial component must be developed in accordance with the complexity, availability of data and authorisation from the Privacy Commission.

<b>Timing</b>	<p>Point one of the approach:</p> <p>Task force activities begin: autumn 2013</p> <p>Results of anchoring the action in a decree: end of 2014 (programme decree)</p> <p>Other points:</p> <p>Needs and functional analysis: Second half of 2014</p> <p>Development of a centrally managed system: spring 2015</p> <p>Launch of the grants system: as of 2015-2016 (see feasibility comment)</p> <p>This timing is subject to the implementation of the automatic allocation of study grants.</p>
<b>Feasibility</b>	<p>Given the many dependent elements (including setting up a registration system, data collection, the large number of agencies involved, etc.) the introduction of the grants system by 2015-2016 is no evidence. The practical feasibility will first be revealed by the needs analysis.</p>

## 9.2. The specific system of mobility grants

### ASEM-DUO Fellowship Programme

<b>Operational objective</b>	Establishing a specific system for mobility grants for a stay abroad (study visit, work placement, etc.) in and outside Europe.
<b>Actions</b>	Award mobility grants to Flemish and Asian students, for a period of four months.
<b>Approach/Initiator</b>	This programme will be supported and managed by the ASEM-DUO secretariat. The design and selection will take place together with the Department of Education and Training. 33% of the submitted proposals (with a minimum of 25% must come from under-represented groups). If this is not the case the budget provided for this purpose will not be distributed between students from non-under-represented groups. Students from under-represented groups may receive an additional grant.
<b>Regulation</b>	/
<b>Impact on staff</b>	/
<b>Impact on ICT</b>	/
<b>Financial resources</b>	EUR 150,000 for funding 36 students (18 duo-grants) each year.

<b>Timing</b>	The call will be launched in the spring of 2013 for exchanges starting in September 2013.
<b>Feasibility</b>	This programme is already running successfully.

### Washington Center

<b>Operational objective</b>	Establishing a specific system for mobility grants for a stay abroad (study visit, work placement, etc.) in and outside Europe.
<b>Actions</b>	Award mobility grants to Flemish students for a work placement in Washington, for a period of one semester.
<b>Approach/Initiator</b>	<p>This programme is supported and managed by the VLUHR. The design and selection will take place together with the Department of Education and Training. 33% of the submitted proposals (with a minimum of 25% must come from under-represented groups). If this is not the case the budget provided for this purpose will not be distributed between students from non-under-represented groups. Students from under-represented groups may receive an additional grant.</p> <p>We will also continue with the Washington Center to find additional grants for Flemish students sponsored by American companies, public institutions and international organisations in the US.</p>
<b>Regulation</b>	/
<b>Impact on staff</b>	This action has an impact on the staff of Flanders Knowledge Area.
<b>Impact on ICT</b>	/
<b>Financial resources</b>	EUR 90,000 for the mobility of twelve Flemish students per academic year.
<b>Timing</b>	This programme is already up and running.
<b>Feasibility</b>	This programme has already been running successfully for several years.

### Mobility with countries in transition

<b>Operational objective</b>	Establishing a specific system for mobility grants for a stay abroad (study visit, work placement, etc.) in and outside Europe.
------------------------------	---

<b>Actions</b>	Award mobility grants to Flemish students as well as international students from Brazil, South Africa, Morocco and Turkey, always for a period of one, two or four months <sup>1</sup> .
<b>Approach/Initiator</b>	This programme is supported and managed by the VLUHR. The design and selection will take place together with the Department of Education and Training. 33% of the submitted proposals (with a minimum of 25%) must come from under-represented groups. If this is not the case the budget provided for this purpose will not be distributed between students from non-under-represented groups. Students from under-represented groups may receive an additional grant.
<b>Regulation</b>	/
<b>Impact on staff</b>	This action has an impact on the staff of Flanders Knowledge Area.
<b>Impact on ICT</b>	/
<b>Financial resources</b>	EUR 150,000 per year
<b>Timing</b>	The call will be launched in the spring of 2013 for exchanges starting in September 2013.
<b>Feasibility</b>	This programme has already been launched successfully.

<sup>1</sup> If one of these countries is included in bilateral agreements, it is erased from the "countries in transition" action.

### **Bilateral agreements**

<b>Operational objective</b>	Establishing a specific system for mobility grants for a stay abroad (study visit, work placement, etc.) in and outside Europe.
<b>Actions</b>	Award projects to Flemish higher education institutions for mobility for Flemish and international students between Flanders and the priority countries.

<b>Approach/ Initiator</b>	<p>This programme will be supported and managed by the VLUHR. The design and selection will be performed together with the Department of Education and Training and the Flemish Department of Foreign Affairs.</p> <p>In the project 33% of students (with a minimum of 25%) must come from under-represented groups. If this is not the case the budget provided for this purpose will not be distributed between students from non-under-represented groups. Students from under-represented groups may receive an additional grant.</p> <p>By submitting a proposal the host institution commits to investing the necessary resources to ensure a qualitative reception and guidance for the students. This contribution is clearly specified in the application file.</p> <p>Determine priority themes or study areas</p> <p>Establish grant amounts: uniform or varying according to the country</p> <p>Establish the duration of funding for approved projects</p> <p>Draft a Memorandum of Understanding (MoU) with priority countries</p> <p>The mobility grants will be centrally paid out to students that visit the partner country as part of an approved project.</p> <p>Investigate whether co-financing from the EU or the new Erasmus for All programme is possible.</p>
<b>Regulation</b>	A new decretal basis is required for awarding grants to Flemish students.
<b>Impact on staff</b>	This action will have a limited impact on the staff of the institutions. The institutions will provide manpower to design and develop institutional cooperation partnerships and to encourage students to visit one of the priority countries.
<b>Impact on ICT</b>	/
<b>Financial resources</b>	<p>EUR 800,000 from the Department of Education and Training plus existing transition countries' resources in the fullness of time (EUR 450,000).</p> <p>EUR 200,000 from the Flemish Department of Foreign Affairs.</p>

<b>Timing</b>	<p>End of June 2013: questions to the institutions about their cooperation with the priority countries: which institutions, which themes and study areas; existing student, researcher and teacher exchanges.</p> <p>September 2013: the concept is fully developed; the concept is discussed with the institutions.</p> <p>October-November 2013: the concept is discussed with the ambassadors of the priority countries.</p> <p>December 2013: MoUs are signed with a number of countries.</p> <p>January 2014: the first call for submitting projects with a number of countries for student exchanges in the 2014-2015 academic year.</p> <p>April 2014: assessment of the submitted projects by a board comprising the Flemish Department for Foreign Affairs and the Department for Education and Training, experts from the institutions / organisations and from the European Commission.</p> <p>September 2014: beginning of the student exchanges</p> <p>2014: further negotiations with priority countries</p> <p>2015: second round</p>
<b>Feasibility</b>	<p>The timely introduction of the grants system partly depends on the cooperation of the priority countries.</p>

### **Under-represented groups**

<b>Operational objective</b>	<p>To encourage students from under-represented groups to participate in mobility so that 33% of mobile students come from these groups.</p>
------------------------------	--

<p><b>Action 1</b></p>	<p>Award additional grants to mobile students from under-represented groups.</p> <p><b>Approach</b></p> <p>Identify under-represented groups that are eligible for an additional grant. Grant students and disabled students are classed as under-represented groups. Other under-represented groups will be incorporated following their identification and definition in the context of the “Aanmoedigingsfonds” (Incentive Fund).</p> <p>The under-represented groups will be included in the registration system (see section 7). At the moment only disabled students and grant students are registered as defined in the Funding Act (financieringsdecreet). We must still determine how students from other under-represented groups will be registered.</p> <p>Develop a system to correctly award an additional mobility grant with an average of EUR 170 per selected mobile student from under-represented groups with a generic mobility grant (still to be defined for students with a specific mobility grant).</p> <p>Payments will ideally be made by the centrally managed system for generic mobility grants.</p> <p><b>Approach/Initiator</b></p> <p>The Department of Education and Training</p> <p><b>Timing</b></p> <p>Identifying target groups: autumn 2013</p> <p>Including under-represented groups in registrations and central payments: this action is related to registration phase two (see section 7).</p>
<p><b>Action 2</b></p>	<p>Additional guidance and support for under-represented groups provided by the institution.</p> <p><b>Approach/Initiator</b></p> <p>Higher education institutions</p> <p>(See section 1)</p>



<p><b>Action 3</b></p>	<p>Carry out further research on the obstacles under-represented groups face related to their participation in mobility.</p> <p><b>Approach/Initiator</b></p> <p>The Department of Education and Training will draft a research assignment.</p> <p><b>Timing</b></p> <p>Drafting the assignment: spring 2014</p> <p>Beginning of the 2014-2015 academic year</p> <p>Completion of the study: end of the 2014-2015 academic year</p>
<p><b>Action 4</b></p>	<p>Monitor the participation of under-represented groups in mobility using the available data.</p> <p><b>Approach</b></p> <p>Registration system development: see section 7</p> <p>Monitoring begins: see section 7</p>
<p><b>Action 5</b></p>	<p>Incorporate additional weighting of mobile students from under-represented groups in the funding mechanism.</p> <p><b>Approach</b></p> <p>See section 9.4</p>
<p><b>Regulation</b></p>	<p>/</p>
<p><b>Impact on staff</b></p>	<p>These actions have an impact on staff from the institutions, AHOVOS and the Department for Education and Training.</p>
<p><b>Impact on ICT</b></p>	<p>AHOVOS has developed a plan for the next few years to implement the necessary amendments to databases, functionalities and architecture for mobility and the language monitor.</p> <p>Data exchange related to under-represented groups must also be included in the scope.</p>
<p><b>Financial resources</b></p>	<p>On average an additional EUR 170 per month is provided for each mobile student from an under-represented group that receives a generic mobility grant. This amount can be adjusted.</p>
<p><b>Feasibility</b></p>	<p>Several measures are already in the pipeline. A major risk in this respect is an unambiguous definition of disadvantaged groups and the technical feasibility of also identifying them as such in data files. Authorisation from the Privacy Commission is also a point of concern in this respect.</p>

## Incorporating incentives in the funding system

<b>Operational objective</b>	To encourage higher education institutions to further stimulate outgoing qualitative student mobility coupled with the acquisition of the desired competences by providing a financial incentive.
<b>Action</b>	Establish a flow of funds to the institutions based on mobility parameters.
<b>Approach</b>	Identify and releasing funds from the existing funding mechanism for higher education and using them as a financial incentive for mobility. Develop a distribution mechanism based on mobility parameters to distribute these funds to higher education institutions. This mechanism will rely on data related to outgoing credit mobility that will be included in the registration system (see section 7).
<b>Initiator</b>	For amending decrees: the Department of Education and Training; the Higher Education and Adult Education Division For financial calculations: AHOVOS; Higher Education Division.
<b>Stakeholders</b>	Higher education institutions
<b>Regulation</b>	Provisions for awarding these funds must be based on a decree.
<b>Impact on staff</b>	This action has an impact on staff from the institutions, AHOVOS and the Department for Education and Training.
<b>Impact on ICT</b>	This action has an impact on institutions' systems and on AHOVOS applications for data collection, reporting and funding. If the flow of funds is organised outside the existing funding mechanism and uses parameters that will be available in phase one, the impact of this action is limited.
<b>Timing</b>	If we assume that the 2014-2015 academic year will be the first academic year for which we will possess validated data, a flow of funds can be established as of the 2017 financial year.
<b>Financial resources</b>	The necessary funds will be made available within existing budget appropriations.
<b>Feasibility</b>	If this flow of funds is established outside the distribution of operational funds, the provision of such funding will be relatively feasible.

## 10. Administrative support

### 10.1. Implementing the Government of Flanders' policy

<b>Operational objective</b>	Develop a structure that is responsible for achieving the proposed targets for student mobility in a broad task of international cooperation with a specific focus on education and training.
<b>Action 1</b>	<p>Analyse existing foreign organisations that stimulate the internationalisation of education and student mobility.</p> <p><b>Approach/Initiator</b></p> <p>The Department of Education and Training will take the initiative of organising several foreign study visits.</p> <p><b>Timing</b></p> <p>DAAD visit: April 2013</p> <p>NUFFIC visit: June 2013</p> <p>CIMO visit: June 2013</p> <p>Report by the end of September</p>
<b>Action 2</b>	<p>Draft a proposal for a new structure that can implement the policy. In doing so, existing actors related to mobility and internationalisation in the broad sense of the word, will be closely involved taking into account their various responsibilities. We will examine the extent to which the new structure must be able to count on contributions of funds, staff and other resources, to be able to accomplish the proposed tasks and establish who will be responsible for doing so.</p> <p><b>Approach/Initiator</b></p> <p>The Minister for Education will take the initiative to present a structural proposal to the actors (in the broad sense of the word) and to the Government of Flanders, based on the report resulting from the visits and in close consultation with the Flemish Department of Foreign Affairs.</p> <p><b>Timing</b></p> <p>Presentation of the structure to the Government of Flanders: end of 2013</p>

<b>Action 3</b>	<p>Develop a central structure that will possess the necessary autonomy to implement the policy for student mobility and internationalisation based on the targets defined by the government. This structure will be steered by the government via the Minister for Education and Training by means of a management agreement.</p> <p><b>Approach/Initiator/Timing</b></p> <p>The Department of Education and Training will assemble all the actors to develop the new structure based on the decision of the Government of Flanders. Preparations will begin in the academic year 2013-2014 (develop the vision, mission, strategic objectives etc.). A design for the new structure will be drafted by the end of 2014. Depending on the Government of Flanders' decision, the new structure could be operational at the beginning of 2016 and could be fully developed by the end of the 2015-2016 academic year.</p>
<b>Regulation</b>	The task of the new structure will be anchored in a decree.
<b>Impact on staff</b>	This action will have an impact on the staff of the organisations/ institutions involved.
<b>Impact on ICT</b>	/
<b>Financial resources</b>	Resources from the existing structure will be incorporated in the new structure.
<b>Feasibility</b>	Depends on the willingness and commitment of all those involved.

## 10.2 Developing a centrally managed support system at the Flemish level

<b>Operational objective</b>	To develop a coordinated, support system for mobility and internationalisation in Flanders.
------------------------------	---

<p><b>Action 1</b></p>	<p>Develop a single point of contact for the “end user” that will provide him/her with all the information he/she requires.</p> <p><b>Approach</b></p> <p>By integrating the various systems (registration, funding, communication, etc.) the end user will have a single point of contact (web browser) where the (potential) mobile student will find all the information he/she requires for the entire process (application, confirmation, funding, etc.).</p> <p><b>Initiator</b></p> <p>Pending a decision on the new structure by the Government of Flanders, the initiator will be the Ministry for Education and Training.</p> <p><b>Timing</b></p> <p>Beginning of the 2014-2015 academic year</p>
<p><b>Action 2</b></p>	<p>Align existing programmes related to student mobility.</p> <p><b>Approach</b></p> <p>In the context of this action plan the various mobility programmes will be aligned as far as possible, although each programme will retain its uniqueness. This process has not yet been completed and must be continued in the future.</p> <p><b>Initiator</b></p> <p>Pending a decision on the new structure by the Government of Flanders, the initiator will be the Ministry for Education and Training.</p> <p><b>Timing</b></p> <p>Autumn 2013</p>
<p><b>Regulation</b></p>	<p>/</p>
<p><b>Impact on staff</b></p>	<p>/</p>
<p><b>Impact on ICT</b></p>	<p>/</p>
<p><b>Financial resources</b></p>	<p>/</p>
<p><b>Feasibility</b></p>	<p>Depends on the commitment of all actors involved.</p>

# Colophon

## Editor-in-chief

The Department of Education and Training  
The Higher Education and Adult Education Division

## Coordination

Magalie Soenen and Linda De Kock

## Publisher

Micheline Scheys  
Secretary-General Department of Education and Training

## Design

Kim Baele

## Catalogue number

D/2013/3241/261







