

COUNTRY: Flanders & Brussels – Dutch Speaking Community of Belgium - The national framework for supporting international educational cooperation

Principle	Actions/Objectives	Current situation (Nov 2023)	Current situation (Oct 2024)
1. Promote trust and transparency across education systems	1. We want to continue to meet each other annually in a kind of national representation of stakeholders from different sectors and educational networks to monitor the development of internationalization within secondary education. 2. Those who are responsible for internationalization within the educational umbrellas work together across the educational networks on topics/files that are relevant to all schools/teachers/students - regardless of their school network. 3. We consciously create a place where the various stakeholders in the internationalization case can meet each other: parents, students, management, policy makers, expertise organizations, educational	We have a diverse group of different stakeholders who meet each other annually and also collaborate on certain topics/files in between.	We finalized an MoU with our diverse group of different stakeholders who've met each other at least once a year over the last 3 years and will continue to do so. All 4 main school umbrellas are part of this stakeholder hub.

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	umbrella organizations, local policy makers, ...		
2. Value diversity of education cultures and contexts	1. Exchange organizations inform and support schools as a third party involved in an international exchange during secondary education (in addition to the parents and students involved) and make information about educational systems and educational realities in possible hosting countries available to sending schools. 2. Educational umbrella organizations continue to strive for the internationalization of secondary education and support schools and teachers who want to work on the internationalization of their school. 3. Social profit organizations with expertise in internationalization of secondary education try to support international teacher exchanges through Erasmus accreditation and European subsidy resources. 4. AFS invites teachers to numerous European educational events organized by AFS partner countries or by EFIL the European Federation of Intercultural Learning		We obtained our accreditation as Mobility Consortium Coordinator in December 2023 and work closely with 3 schools in this context. The first students from these schools left for IPM in August/Sept 2024. In 2024, we also helped several teachers from across the different educational networks at three different training moments to organize IPM programs for their students. In the meantime, we have also built up a broad address file of teachers who want to receive information via newsletters about the possibilities of IPM and related domains such as intercultural learning and active citizenship.
3. Ensure that pupils are fully supported in their sending and host schools during mobility and throughout reintegration and recognition processes upon return	1. We provide annual training for teachers on working with school agreements 2. We work together with the national agency EPOS to prevent different authorities from proposing different ways of working when it comes to recognition of study periods abroad. We try to work with one template throughout Dutch-speaking Belgian education to represent competencies achieved abroad. This to make sure that schools do not have to work with different learning agreements depending on	1) We organized a training course on automatic recognition of study periods abroad for teachers involved in IPM in 2022 and 2023 and a third is planned for 2024. 2) We have proposed to EPOS to include training on the recognition of study results abroad and	We organized 2 more trainings on this topic and will meet the national agency EPOS end of October 2024 to organize a training on recognition of IPM in Q1 2025.

	whether or not the student concerned goes on exchange within an Erasmus program, with or without an exchange organization or goes to school within or outside Europe. We try to work with as many stakeholders as possible to create 1 working document for send and host schools that want to collaborate on the curriculum of a pupil that goes on IPM. 3. The professional exchange organizations ensure that they teach schools how to work with a learning agreement and that they make material available for the teachers involved.	on the preparation and reintegration of students who go on IPM in the next training cycle that they organize for secondary schools.	
4. Promote flexibility in summative assessment of learning outcomes of study periods abroad	1. We provide training to teachers on assessing competencies acquired elsewhere, for example the competencies achieved within an IPM experience. 2. We advocate with the relevant policy and administrative education services for a climate in which IPM is regarded as normal and as an equivalent study experience so that missed lessons do not have to be completely made up. 3. Professional exchange organizations help teachers involved in IPM to properly monitor students and allow them to smoothly reintegrate in their own school (and catch up with the relevant content of the missed classes). 4. We try to work together with the national agency EPOS to offer teachers training to properly support the students who go on IPM and also to ensure a feasible story that gives the student time and space to focus mainly on the experience, knowledge and competencies that the period abroad provides (both in the classroom and outside).	1. We organized a training course on automatic recognition of study periods abroad for teachers involved in IPM in 2022 and 2023 and a third is planned for 2024. 2. We have proposed to EPOS to include training on the recognition of study results abroad and on the preparation and reintegration of students who go on IPM in the next training cycle that they organize for secondary schools.	We organized 2 more trainings on this topic in 2024 and will include this topic in the standard E+ trainings of the national agency EPOS.
5. Support	1) We want to motivate schools to allow IPM by,	1. AFS Flanders submitted an	We wrote together with a lot

development of national frameworks, along with guidelines, tools and training to support consistent and fair recognition processes.	among other things, advocating for a separate registration code that indirectly makes it clear that IPM is permitted/legal and is a full part of a secondary school career (see also point 6). 2) We advocate Erasmus accreditation of social profit organizations that have expertise in IPM and can thus support schools in starting up IPM (and an integral internationalization policy) at school.	Erasmus application for the second time in October 2023 to receive accreditation as a consortium coordinator for a project submitted together with 3 secondary schools.	of relevant stakeholders an MoU for administrations, policy makers, ... that asks explicitly for a special registration code for pupils that are hosted or sent on IPM. We will launch this MoU in November 2024 and will then reach out to all relevant decision makers. AFS Flanders got her accreditation as a mobility consortium provider in December 2023 and will send out in total 9 pupils of the 3 'member' schools on a IPM program.
6. Strengthening Individual Pupil Mobility	1) We notice that there are many problems in Flanders regarding the retention of the so-called 'growth package' ('Groeipakket' = child allowance) for children who attend IPM. The regulations are not clear and are not applied consistently, which means that young people who go on IPM are at risk of losing their child support. We try to raise this issue through the authorities involved and denounce inconsistencies and abuses. We fight for uniform and clear regulations that provide the certainty that young people will continue to receive their child benefits if they go on IPM. 2) Schools are requesting a specific registration code for students who go on individual international exchanges. The authorities and administration involved are not convinced of this and have rejected the request for a specific code in the past.	1. The existing stakeholder group is working with the national agency for internationalization of youth work Jint to resolve the existing issues regarding the Growth Package. 2. A statement was drawn up by the stakeholder group to approach the various political and administrative bodies and agencies in the context of the demand for a specific registration code for IPM students.	We've engaged an official from the Agency 'Growing Up' (The national Agency that is responsible, among other things, for paying child allowance) in our national stakeholder hub and she is specifically following up this topic for us in the hope of preventing problems in the future. She confirms that 'het groeipakket' (the growth package) must continue to be paid as long as a minor remains under parental authority and therefore dependent on the parents. We launched our MoU at the beginning of November. We will then reach out to all

	We are trying to reverse this decision through the minister involved, the administration involved and the education committee of the Flemish Parliament.		agencies involved in registering attendance and absence at the secondary school, in the hope of obtaining a specific code for IPM participants.
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Stakeholders involved:

- AFS Low Lands/ AFS Interculturele Programma's vzw
- YFU Vlaanderen
- WEP Belgium
- Gemeenschapsonderwijs Vlaanderen
- Federatie van Steinerscholen Vlaanderen
- Europahuis Ryckvelde vzw
- Koepel van Don Bosco scholen
- Sint-Lodewijck College Brugge
- Sint-Bernarduscollege Oudenaerde
- Regina Caeli Dilbeek
- JINT Nationaal Agentschap voor Internationalisering van het Jeugdwerk