

Flemish policies for inclusive international student mobility

Renilde Knevels, Flanders Knowledge Area – VLUHR international

Valerie Van Hees, SIHO



FLANDERS KNOWLEDGE AREA

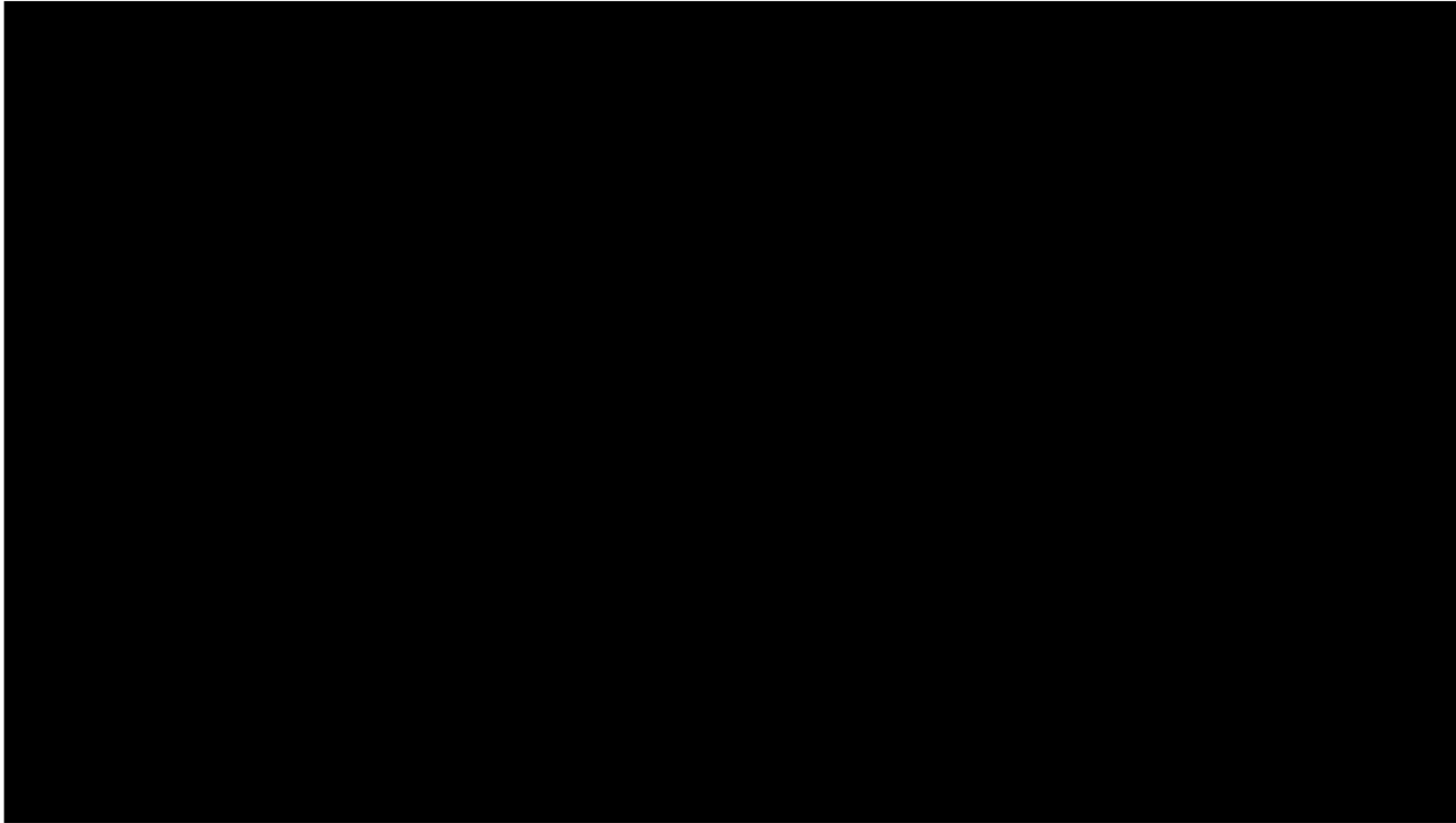
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Vlaamse universiteiten en hogescholen raad



Part 1: Student Testimonials

Student Testimonials



Student Testimonials

Jessica



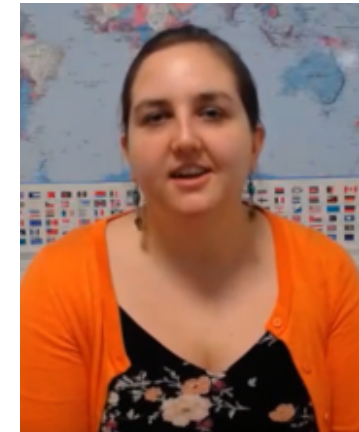
Caroline



Noelle



Carolien



Part 2: National policies for inclusive mobility in Flanders

1. 25 % rule

Mobility Action Plan for higher education “Brains on the Move”, developed and funded by the Flemish Ministry of Education and Training: minimum 25% of scholarships have to be awarded to students from underrepresented groups:

- Students from an economically disadvantaged background, who receive a study grant from the Flemish Government
- Students with disabilities and functional impairments
- Working students

Students from these groups receive a top up of 200 EUR per month.



1. 25% rule

Hilde Nijs, International Office, KU Leuven:

“The 25% rule is a simple but effective rule that forces higher education institutions to deal with the issue of underrepresented groups. The KU Leuven does great efforts to identify students who are in a difficult financial situation. For each application round, students are explicitly invited to explain their situation. The Social Service of the university decides which students are entitled to priority selection in case of comparable files. This happens in the highest possible discretion.”



KU LEUVEN

1. 25% rule

- Brains on the Move objective:
 - 33% of all scholarships for outgoing mobility to students from underrepresented groups
- Awareness initiatives: seminars, student portraits, brochure
- Results:
 - 2016-2017: 51%
 - 2017-2018: 46%



2. EPOS: Erasmus+ special needs support:

Beside the support for special needs costs, students with special needs can apply for a grant for a **preliminary visit** to the destination of their mobility (campus or traineeship company):

- maximum duration 5 days (including travel days)
- lump sum for travel and subsistence (according to the country of destination) for the student + the accompanying person (if needed)
- simple application at least 4 weeks before departure
- (medical) certificate has to be included in the application



<https://www.epos-vlaanderen.be/nl/nieuws/voorbereidende-bezoeken-voor-studenten-en-leerlingen-met-een-functiebeperking>

3. SIHO: Flemish Support Point for Inclusive Higher Education

- founded in 2009 by the Flemish Government in partnership with the Flemish higher education sector.
- SIHO takes the following actions:
 - information and support for students with disabilities
 - information and support for higher education institutions
 - expertise on inclusion of students with disabilities
 - guidelines and practical tools to support inclusion of students with disabilities, **also for incoming and outgoing student mobility**
 - positive image and success stories of students with special needs in higher education (e.g. **mobility portraits**)
 - policy recommendations for inclusion of students with special needs in higher education, at national and European level



Part 3: Further Developments and Reflections

1. Charter for the registration of students with disadvantaged backgrounds

- approved by the board of Flemish universities and universities of applied sciences in 2017
- All Flemish HEI commit themselves to register data about students and disadvantaged backgrounds characteristics in a uniform way
- A growth scenario for registration at a central level

1. Charter for the registration of students with disadvantaged backgrounds

The following groups have been retained:

- Students with a disability
- Students with a migration background
- Students newcomers
- Foreign-language students
- Multilingual students
- Working students
- Grant students
- Near-Grant students
- Students from a short-educated or medium-skilled environment

2. Policy advice on international mobility of students with disabilities

- Published in 2018
- Policy recommendations:
 - Need for data
 - Need for information and awareness policy
 - Need for transparent information about funding
 - Need for international agreements on learning support measures
 - Need for social map
- Recommendations for institutions: qualitative measures to support international mobility of students with disabilities

3. Reflection

Some students from underrepresented groups **don't want** to go on a mobility.

Which international experience can we give them “@home”?

Thank you!

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