

Mobility in VET

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 BELGIUM-FL

Timeline

2018 Implementation 2019 Implementation 2020 Implementation
2021 Implementation 2022 Implementation 2023 Implementation
2024 Implementation

ID number 43829

Background

International mobility offers fundamental added value for VET learners and teachers. It sharpens international and intercultural skills. A well-framed period abroad provides a privileged view of VET and/or field of work in the country.

There are few short-term individual mobility options (stay of less than three months) to and from Belgium for learners in IVET in general. Most of the short and long term mobility projects carried out for IVET learners are based on a common conception for very short term (a few weeks), such as those organised by vocational schools with the support of the national Erasmus+ agency Epos.

Objectives

Mobility in VET has the following objectives:

To strengthen the skills needed in a global world

In a globalising society, there is a need for competencies in the work environment, which often exceed specific technical competencies. These allow working in an internationally influenced environment and include intercultural competencies, speaking foreign languages, self-management and adaptability.

To respond to the need to internationalise the Flemish VET institutions

VET institutions that want to initiate working on internationalisation face barriers or challenges and therefore need to:

- (a) increase their knowledge of internationalisation activities;
- (b) find time for planning and implementing among high staff task loads;
- (c) increase the interest of the target group of learners and VET staff in participating in internationalisation activities;
- (d) increase the cooperation between different VET institutions and with different VET levels on internationalisation, ensuring expertise, experience and workload are sufficiently shared and distributed;

(e) increase networking with foreign partners.

To increase the attractiveness of VET

Increasing the offer for VET learners to participate in international activities, will increase the attractiveness of VET.

Description

Internationalisation continues to gain importance, also in VET. Skills in globalisation can be developed in the (often multicultural) school context, but only if the education staff have already acquired these competencies themselves. It is even better if learners and teachers are immersed in an international learning work experience. For instance, the Erasmus+ traineeship for VET learners will positively affect the attractiveness of VET in Flanders, but mobility of educational staff should also be promoted.

Mobility of learners and staff is promoted within the context of Erasmus+, Key Actions 1, 2 and 3. The intention is to see an increase in the number of participants in mobility.

Since 2018, Flanders has also been directly supporting (through personnel resources) cross-educational network cooperation in setting up mobilities for learners and staff in VET. The most important example is the ErasDu project (Erasmus Duaal), initially intended for learners in part-time education, but since 2021 also open to learners in full-time technical and vocational education, including special secondary education. The consortium around this project, Connectief, has been accredited.

Connectief wants to increase VET internationalisation by participating in the European National Networks for the Enhancement of VET, in short ENNE, and by supporting schools that want to set up a cooperation among organisations and institutions (Erasmus Key Action 2 project).

2018 Implementation

In 2018, the first call for ErasDu project took place.

2019 Implementation

In 2019, the second call for ErasDu took place.

2020 Implementation

In 2020, the third Erasdu-call took place with an extension of the target group to full-time education (BSO, TSO and BuSO), due to COVID-19 restrictions. In addition, teachers and staff from Technical and Vocational Education (including BuSo) can now participate in 'job-shadowing' activities with a foreign partner.

2021 Implementation

In 2021, the fourth call of ErasDu took place.

2022 Implementation

In 2022, the fifth call of ErasDu took place. Participation in the project consortium of ENNE, the European National Networks for the Enhancement of VET.

2023 Implementation

With the implementation of new calls, the number of students increased in the school year 2022-23 - mainly due to the accumulation of available Erasmus+ budget post COVID-19 - to 196 participants from 28 Flemish VET schools. The average age was 18

years. 57.14% of the participants was female and 42.86% was male. 20.41% were participants with fewer opportunities. 15 different target countries were involved. The number of staff, participating in mobilities was limited (4), as the focus of the project is student mobilities.

In 2022-23, the Flemish ErasDu schools also placed 44 foreign Erasmus+ students in Flemish work placements.

2024 Implementation

In the school year 2023-24, the number of participating students decreased to 106, as the post COVID-19 budgets had been fully consumed. 25 Flemish VET schools were involved. The average age of the participants was 18 years, and the gender division was 50/50. 28.30% were disadvantaged learners. 13 different target countries were involved. The number of staff, participating in mobilities remained limited (5).

In 2023-24, the Flemish ErasDu schools received 46 foreign Erasmus+ students in Flemish work placements.

Bodies responsible

- Flemish Department of Work and Social Economy

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)
Learners with migrant background, including refugees
Learners at risk of early leaving or/and early leavers

Education professionals

Teachers
School leaders

Thematic categories

Modernising VET offer and delivery

Acquiring key competences

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

European and international dimensions of VET

Mobility of learners and staff

European priorities in VET

VET Recommendation

VET underpinned by a culture of quality assurance

Osnabrück Declaration

European Education and Training Area and international VET

Subsystem

IVET

Further reading

[ErasDu](#)

[European National Networks for the Enhancement of VET](#)

[Long term mobility in VET](#)

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/43829>