

Strategic Agenda: Neighbour language and internationalization in Limburg

1 January 2014

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Introduction

In the South Limburg Action programme ¹, the education field proposed that 'Education in South Limburg needs to obtain a more explicit international profile. This can be accomplished by educating pupils to be world citizens — with an emphasis on multilingualism and mindset — and by providing education and vocational training in and for the Euregio.'²

The internationalization of education in Limburg has been identified as one of the most important objectives of the Education Action programme. The action programme also illustrates the relationship between educational policies and Brainport 2020/Limburg Economic Development. A competitive and innovative Limburg has a growing need for a home labour force and a business sector that can take advantage of opportunities at home and from abroad. This requires not only knowledge and skills, but most of all, this requires the adoption of an internationally-oriented attitude. Limburg's unique location offers young people tremendous opportunities to acquire these competences, together with the mindset to develop into truly European citizens.

The Strategic Agenda *Neighbouring Language and Internationalization in Limburg* seeks to fulfil this need. The overall aim of the agenda is to prepare young people in Limburg for an internationally-oriented future as a pupil, student, employee, and as a resident of Limburg; in order that they will be better equipped to identify and seize opportunities in their own region and abroad, and hence the ability to build better lives in Limburg, while still contributing to regional and Euregional development. This helps to encourage our top talents to stay in our region (which is important to the region due to concerns about demographic decline), and there is an additional benefit that by promoting Euregional competences and language skills, there will be greater interaction with young people from abroad and even opportunities for young people from Belgium and Germany to also be able to move to and around easier in Limburg.

The programme

The Strategic Agenda is a policy document that provides businesses in Limburg with a framework with clear direction and inspiration for institutions — educational or otherwise, and governments — either alone or with partners - to fulfil the stated objective: the internationalization of education in Limburg, with a particular emphasis on the Euregio. Linguistic, intercultural, and entrepreneurial competences are central to this effort. The Agenda builds on existing successful projects in the region, as well as on existing European and national level projects. These projects clearly demonstrate that the Strategic Agenda objectives are feasible — that it can be done. With that in mind, the Strategic Agenda is an instrument to assist with the coordination and to provide guidance for the further development of an integrated internationalization programme for education, in close partnership with businesses and government.

An important component of the Strategic Agenda is knowledge sharing. Existing knowledge needs to be shared among the partners requiring it, at the point in their development that they need it. A central website and newsletters are key elements of the knowledge sharing in a general sense, but also partners will help each other more specifically, and furthermore, there will be a database which all partners can utilize.

As part of the planning stage, and to flesh out the Strategic Agenda, a group of administrators from the education, business and government sectors and a team of experts from the different participating sectors

¹ *Een koers voor Limburg: Actieprogramma Zuid-Limburg*, 2012

² *Actieprogramma Zuid-Limburg* (South Limburg Action programme), May 2012, *Actieprogramma Onderwijs* (Education Action programme)

were requested to set up a possible framework for an internationally-oriented programme line to run through to 2020.

The team of experts outlined the following six programme lines as a framework for further development:

1. Instruments programme line
2. Implementation programme line
3. External Partners programme line
4. Education and Labour Market programme line
5. Training and Research programme line
6. Mobility programme line

In principle, the programme lines will develop simultaneously. However, during the early years, in the Education and Labour Market programme line, a Steering Group will oversee the development of instruments to ensure a continuous line of development and training, and to elicit the ongoing demand articulation of the programme.

The process

The implementation and progress of the programme will be monitored by a Steering Group which includes representatives of administrators from all sectors, and is supported by a team of experts.³

The development of each programme line will be monitored by a Steering Group member, who will receive substantive assistance from an expert and from representatives of specific programme line participants. The Steering Group reports annually to the covenant group members on the progress made.⁴

The Agenda offers an open and flexible framework; Each organization can participate on the basis of their individual needs and capabilities. Participation is possible at any level, and there is no obligation to attain a certain quality label, although the possibility does exist, but only for those organizations or participants who desire it.

Organizations and companies can develop and implement project requests that contribute to the achievement of each of the programme line's objectives. With this structural arrangement, organizations can determine their own priorities on the basis of their own policy perspective, and together, the developments will result in achieving the objectives. A conscious decision was made to select objectives that provide as much space as possible for the individual needs, culture and ambitions of the applicants, within the framework of the Strategic Agenda.

There will also be a service desk. New institutions or businesses will enter the programme via the service desk. Material developed within the Agenda will be managed by the service desk, and this will be made available for free to participating institutions wishing to use the materials. The Strategic Agenda website plays a central role here. Via the service desk, inquiring parties will be connected with a 'buddy,' an experienced party that can provide the applicant with further assistance.

³ For further elaboration of organization and structure, see the Organization and Process appendix

⁴ The covenant group is comprised of all organizations that have signed the *Strategic Agenda Neighbour Language and Internationalization* declaration of intent

Instruments programme line

A number of national and international standards have been developed which will be applied within the Strategic Agenda framework:

- The Common Framework of European Competences (CFEC) which has been developed within the Elos networks. Within the CFEC, different levels of linguistic, intercultural, and entrepreneurial competences have been formulated that are important for the international-orientation of pupils. It is possible to extend the Framework to primary and vocational education. In addition, affiliation will be sought with the Dublin descriptors and the Bologna objectives. The Elos competences fit seamlessly into the Europe 2020 Strategy.
- The European Framework of Reference for Languages (ERK). By educating participants according to the Framework of Reference levels, we can prepare individuals for language certificate examinations that have worldwide recognition. This will greatly improve our young people's prospects in the international labour market. The 'target language is language of instruction' principle — an important instrument within language education — also plays a central role in language education within the Strategic Agenda frameworks.
- Europass. Europass has been developed to document relevant study programmes and internship experiences on the European level. We approve of the application of this instrument, and in so doing, we realize full well that an adapted version needs to be developed, particularly for secondary education and intermediate vocational education pupils, to increase the user friendliness for these target groups.
- The foundation for a Euregional competence is under development within the Dutch Regional Training Centres (ROCs). The Steering Group believes this foundation requires further elaboration and connection with the Elos pre-vocational secondary education. The Euregional competence is especially important for pre-vocational secondary education pupils who will later become active in Euregional SMEs as employees or entrepreneurs. Coordination between pre-vocational secondary education and intermediate vocational education on this matter is crucial.

In addition to the existing and nearly-completed instruments, the Steering Group is striving to develop a number of new instruments:

- Development of a Euregional portfolio that documents a pupil's development and from which the results of the levels obtained for the various international competences can then be transferred into an employee's personal portfolio.
- Development of a quality framework for pupils, students, and organizations that have a need for it. Participation in the Strategic Agenda is voluntary and can be done on the basis of participants' own needs and ambitions, but the Steering Group also finds it desirable to develop a quality mark for those organizations requiring it.

Cooperation between businesses and educational organizations is very important for the development of the aforementioned instruments. In any event, per sector, it is expected that it is business that will formulate the internationally-oriented competences of employees, while the education sector will translate these into appropriate learning arrangements.

⁵ 'Elos' stands for *Europa als Leeromgeving Op Scholen* (Europe as Learning Environment within Schools)

Concrete objectives of programme line one: Instruments:

- 1. Beginning in 2014, the participating educational institutions will organize their neighbour language education according to the 'target language is language of instruction' principle.*
- 2. By 2015, the described international competences for primary education and vocational education will be joined with the existing Elos competences for secondary education.*
- 3. By 2015, an updated version of the Euregional competences for both pre-vocational secondary education and higher vocation education will be made available. This will be created through collaboration between pre-vocational secondary education and intermediate vocational education.*
- 4. By 2016, a supplement for Europass will be developed so that secondary education and intermediate vocational education pupils can make better use of this instrument.*
- 5. By 2017, a quality framework for educational institutions within the Strategic Agenda will be completed. By 2018, the first institutions will receive the quality label after an initial assessment.*
- 6. The aim is that by 2018, 50% of all pre-vocational secondary education pupils from participating schools will be working with the Euregional competence, and 50% of the Dutch Regional Training Centres' internationally-oriented study programmes will be working with the Euregional competence or related competence matrices.*
- 7. By 2018, the initial version of the internationally-oriented portfolio, or a portion thereof, will be drafted and which clearly demonstrates the competence developments of pupils from primary education through to vocational education.*
- 8. By 2020, a definitive version of this portfolio will have been created.*

Implementation programme line

Guaranteeing the results is an essential part of the Strategic Agenda. We view the projects as instruments to develop elements of the Agenda, which will, in turn, be included in regular programmes. The results of the projects should be sustainably implemented.

It is expected that institutions that have achieved results, will not only use these results in a sustainable manner within their own organization, but they will also make these freely available to other institutions and advise them on implementation, upon request.

In concrete terms, this means that participation in the Strategic Agenda and the results of this:

- are clearly visible in the school/institution plan, activities plan, and core competences
- are supported by professional development tracks for lecturers
- are included within the organization's quality cycle, with results responsibility
- are described in policy documents by the participating administrator
- lead to active participation in relevant networks
- clearly show which resources are available in the short and medium term for the development and sustainable implementation of the results.

An additional challenge lies in the intersection of the various links within the education chain and guaranteeing the programmes and activities with businesses. Regarding the connection with the

chain, there is insufficient experience and knowledge currently available, although the vocational education sector does have experience with joint programmes with businesses.

It is clear that successful implementation requires support; this could include a broker function. The broker could identify an institution's inquiry, then put the inquiring party in contact with an experienced expert in the field. This expert would then provide the inquiring institution with guidance and advice on the implementation and roll-out of the results within the said institution. Development group six, from the Implementation programme line, will be organized as a knowledge network in which experts share their knowledge and experience and jointly organize the implementation processes at the inquiring institution.

Concrete objectives of programme line two: Implementation:

- 1. By November 2013, a list of criteria will have been drafted to assess requests for sustainable implementation. These can be used by the granting agency.*
- 2. Beginning in 2014, our aim is to have at least one administrator, five educational institutions, and two businesses join the Strategic Agenda each year.*
- 3. Beginning in 2015, all participating institutions will include their participation and activities in the Strategic Agenda in relevant policy documents.*
- 4. Within two years of signing the covenant, all participating institutions will have a training plan for the professionalization of teachers within the framework of the Strategic Agenda.*
- 5. Beginning in 2014, a knowledge network will be actively implemented to guide inquiring institutions on successful implementation.*
- 6. Best practices regarding implementation will be disseminated through the Strategic Agenda website, together with an info bulletin about best practices that appears at least three times per year.*
- 7. The aim is to have, by 2017, 10% of all primary education pupils, 15% of all secondary education pupils, 20% of all participants enrolled in internationally-oriented intermediate vocational education study programmes, and 30% of all students of relevant university of applied sciences study programmes participating in parts of the Strategic Agenda.*
- 8. The aim is to have, by 2020, 20% of all primary education pupils, 25% of all secondary education pupils, 50% of all participants enrolled in internationally-oriented intermediate vocational education study programmes, and 60% of all students of relevant university of applied sciences study programmes participating in parts of the Strategic Agenda.*
- 9. Beginning in 2014, an additional 100 pupils per year will obtain a recognized certificate for one of the neighbour languages. We use the A1 standard for basic pre-vocational secondary education, A2 for advanced pre-vocational secondary education, B1 for theoretical pre-vocational secondary education, B2 for senior general secondary education, and C1 for pre-university education.*

⁶ For functioning and implementation, see the Organization and Process appendix

External Partners and Networks programme line

The Strategic Agenda is the Limburg Agenda, and is primarily intended for Limburg's institutions and businesses. That does not alter the fact that, to meet the objectives of the agenda, partnership with Euregional and with national and supranational partners is of paramount importance. Indeed, without these partners, the objectives will not be met.

It is vital that partners are kept informed at the right time and at the right level, and that they seek out common interests where possible. To aid in this, the administrators and the stakeholders will play an important operational-level role. The Steering Group though will be responsible for overall coordination of this programme line. Within the Strategic Agenda, and for the project requests, an inventory of relevant partners and the securing of a sustainable network will need to be set up and these form part of the as yet undrafted criteria for assessment.

Clear communication about who is busy, where, and at which time, as well as regular consultation — formal or informal — and information exchange regarding activities under the framework of the Strategic Agenda are essential. This does not have to result in a complete new consultation structure, but could be realized by regularly including the Strategic Agenda within existing consultation agendas. Another key success factor is support. Each participant needs to be convinced of the relevance of the Strategic Agenda for the development of Limburg and to want to contribute from his or her own perspective to support us in achieving our shared goals.

Examples of external partners that we would like to cite here include:

- the city region of Aachen, Mönchengladbach
- the city and province of Liège
- the Dutch Ministries of Education, Culture and Science, Foreign Affairs, Interior and Kingdom Relations, and Economic Affairs
- the German Chamber of Commerce and Industry and Belgian Chamber of Commerce
- all research universities and universities of applied sciences in the Belgian and German border regions
 - intermediary organizations like the European Platform, Netherlands Organisation for International Cooperation in Higher Education (Nuffic), and *CINOP Advies* (Dutch independent, national and international research, project management and consultancy firm)
 - *Stichting Leerplanontwikkeling* (SLO, Dutch foundation for curriculum development)
 - Goethe Institute, *Maison Descartes* (French cultural institute), Alliance Française, Bruxelles Wallonie International
- North Rhine-Westphalia Ministries of Economic Affairs, Labour, and Education
- German District councils
- Employers' associations in North Rhine-Westphalia and in the Walloon community
- European parliamentarians from the region
- European regions
- the partnering border region schools

This programme line will ultimately result in a well-informed, engaged, and sustainable network, which everyone contributes to and recognizes the added value of.

Concrete objectives of the External Partners and Networks programme line:

- 1. The Steering Group will compile a list of relevant partners and networks on the basis of the Strategic Agenda's objectives. This list will be completed by February 2014.*
- 2. In March 2014, all potential and existing external partners and networks will receive the Strategic Agenda, an accompanying letter outlining the reasoning for participation, and an invitation to participate in activities in the Strategic Agenda framework.*
- 3. In the framework of the Strategic Agenda, criteria will be included in the format of the project requests, which will address all relevant partners, and will guarantee the long-term partnership.*
- 4. Before 1 August 2014, the Steering Group will compile a list of relevant administrative consultative bodies to support the Strategic Agenda. The chairs of the relevant consultative bodies will be requested to periodically put the Strategic Agenda on their agenda and provide feedback on the relevant results of the consultation to the Steering Group.*
- 5. By 2015, all relevant existing external partners and networks will be familiar with the background and the workings of the Strategic Agenda and they will be able to indicate their role in fulfilling the Agenda to all relevant administrators.*
- 6. In consultation with the province of Limburg, the Steering Group will formulate an order for a communication plan. The implementation of the communication plan can be linked to the service desk.*

Education and Labour Market programme line

The *Atlas van Kansen voor Zuid Limburg* report concludes that 'If the four border regions manage to integrate their labour markets through cross-border cooperation, there will be an increasing number of jobs available for residents of all four regions. For South Limburg, potentially as many as 740,000 jobs.' Later the report states, 'If border barriers to the labour market could be removed, due to the improved career prospects, the regions may even exert an above-average attraction on relocating households. In this way, a sustainable, economically viable international region could arise.'⁷

Several factors still act as border barriers. In addition to legal, insurance, and taxation differences, the Atlas also identifies the barriers related to a moderate command of the neighbour language, knowledge of the intercultural aspects, and unfamiliarity with the labour market, and its prospects, on the other side of the border. The Strategic Agenda focuses on these last three aspects in particular.

By describing the linguistic, intercultural, and entrepreneurial skills in a matrix for the entire education chain, the education sector can ensure the logical and consistent development of international learning outcomes for pupils. For this, the partnership with the business sector is important, in order to know what we are educating pupils and students for. This applies to both the generic and professional behavioural indicators.

The vocational education sector has extensive experience in partnering with businesses. In its policy vision on internationalization, Zuyd University of Applied Sciences indicates that 'Zuyd's location in the heart of Europe, in the Meuse-Rhine Euregio and close to the borders with Belgium and Germany,

⁷ *Atlas van kansen voor Zuid-Limburg, Tongeren, Luik en Aken, Ponds, Van Woerkens and Marlet, Utrecht 2013*

confers a special dimension on internationalization.'⁸ In the policy document *Our vision on education*⁹, Zuyd states that, 'These days, professionals work in an international context. The study programmes of Zuyd University of Applied Sciences acknowledge the importance of cross-border thinking and action. Final qualifications, therefore, represent the performance of a professional in that international context....'

Considerable importance is thus attached to the cooperation between vocational education and businesses for the inventory of internationally-oriented learning outcomes. Based on these professional learning outcomes, a more generic translation of the learning outcomes will be made for both primary and secondary education, for which the competence matrix for secondary education in the form of a CFEC will be adapted, if necessary.

The lack of familiarity with the labour market in the border regions is due to a number of causes. Our thinking about education is highly focused on the national situation - legislation, funding, and attainment levels are still required to be met - and career orientation to date has been highly focused on our national education infrastructure. Furthermore, our system of knowledge transfer results in a consumer attitude among learners; whereas we, based on the principle of identifying and seizing opportunities, would sooner desire our pupils and students to develop an entrepreneurial attitude. However, if we want to achieve that attitude, we will have to bring pupils into the entrepreneurial mode at an earlier stage. This means that we will have to introduce linguistic and cultural aspects from an early age, but above all, we will have to introduce the Euregional study and labour market opportunities. Promoting this awareness allows for the making of informed choices. This awareness is another aspect for which a successful and long-term partnership between education and business is essential.

A number of good initiatives have already been developed — such as the horizon-expanding education of the Chamber of Commerce, Intercom, the Linguacluster, SLIDE from SVO|PL, Future proof for cure and care (Dutch Regional Training Centres and Zuyd) — that have yielded many results. Programme line four aims to link and optimize the results of these initiatives, based on the needs of, and in partnership with, businesses.

An aspect of the link between education and the labour market is that, by highlighting the international competences of current and future employees, it becomes clearer which skills current employees are lacking to exploit their cross-border opportunities. The link between education and business is also evident in this area.

Concrete objectives for the Education and the Labour Market programme line:

- 1. By the end of 2014, the internationally-oriented generic and specific competences and desired levels for the top sectors within the collaborative venture 'Limburg Economic Development' (LED) will have been identified.*
- 2. By 2016, the internationally-oriented generic and professional competences and desired levels for all sectors will have been identified.*
- 3. By the end of 2014, all existing successful initiatives in the education-labour market partnership will have been identified and the IST and SOLL situation (current and target situation) for optimizing the education-labour market link will have been described.*

⁸ Startdocument visie internationalisering Zuyd 2012-2015

⁹ Onze visie op onderwijs, Paul Reijns, Zuyd, February 2012

4. *By 2015, the internationally-oriented learning outcomes for the top sectors will have been translated into generic learning outcomes for primary and secondary education pupils.*
5. *By 2016, the internationally-oriented learning outcomes for all sectors will have been translated into generic learning outcomes for primary and secondary education pupils.*
6. *By 2016, seven pre-vocational secondary education schools in Limburg will provide programmes for a Euregional study and career orientation and at least 10% of the pupils enrolled in these study programmes will participate in Euregional job tasters and professional internships.*
7. *The aim is that, by 2020, 50% of all pre-vocational secondary education school programmes will offer a Euregional study and career orientation and at least 20% of the pupils enrolled in these study programmes will participate in Euregional short-term work experience or professional internships. All participating pupils will use the Europass supplement and the different sectors and educational institutions will coordinate on content and organization.*
8. *By 2017, at least 10% of all intermediate vocational education students, and by 2020 at least 20%, will follow a Euregional study and career orientation and complete, under the framework of the supplementary qualification 'Euregional competence,' as part of their regular work-based learning (internship) and for at least six weeks in a Euregional business or institution.*
9. *By 2020, at least 25% of all intermediate vocational education participants will actively use cross-border mobility (exchanges, internships, international projects, ECVET experience (European Credit System for vocational education and training), and partnerships, including in the Euregio).*
10. *By 2017, 20% of all universities of applied sciences will actively use cross-border mobility (studies, internships, or projects abroad, including in the Euregio).*

Professionalization and Research programme line

To achieve the Strategic Agenda objectives and to guarantee the results, we need well-equipped teachers, both now and in the future, that can expertly guide pupils and students in the development of their international competences. Professional development tracks are currently being developed in different areas to achieve this, these include:

- Teacher training college students can participate in the minor in internationalization or in foreign studies or can carry out an internship instead of following a study programme or internship at the Nieuwste Pabo (dNP) primary school teacher training college. The added value can be found in several areas. For instance, after international internships or foreign studies, students' greatest advancements are generally personal. Not only do they become more independent and flexible, but they also develop a better understanding of their own capabilities. Students, by their own admission, say they have experienced interpersonal growth (*Stichting Beroepskwaliteit Leraren*, SBL). Finally, we expect that students with international experience will be open to the world and, because of this experience, will be better able to deal with cultural differences.
- For existing teachers, a range of professionalization courses will be established that focus on French and German, as well as intercultural and entrepreneurial competences.
- The programmes to be developed may lead to teacher certification, thus making it possible to promote teacher professionalization in relation to international-orientation.

In general, the teacher professionalization programmes will be developed in consultation with experienced schools. They know which competences teachers require in order to deliver a successful internationally-oriented education. Furthermore, the study programmes need to be as practical as possible, and, hence, the modules will first be tested in experienced schools. Internships that are part of the international programmes will take place as much as possible within schools that are affiliated with the Strategic Agenda. There is also a need for research into whether participation in the 'Plus programmes,' in combination with a teacher training programme, can lead to a German or French qualification. A number of modules will be developed around the transition between primary and secondary education and secondary vocational education.

The Strategic Agenda is a long-term agenda with high ambitions; therefore, the Steering Group believes it is highly important to periodically measure the interim results of the activities and projects. This should provide sufficient information on progress and feasibility, and should also be clearly communicated to supporters.

The Steering Group would like to delegate the research task to Zuyd's various education research centres. Based on the results of their research, they will advise the Steering Group, among others, on potential changes to the programme. Areas of research may include: the development of international competences in pupils, improvement of chain advancement, the programme's effects on language development, the programme's effects on talent development, and the programme's effects on the international competences for graduating students of intermediate vocational education and of universities of applied sciences. This will allow us to answer the question of whether we, by deploying the Strategic Agenda, have indeed managed to better equip our students for the increasingly international labour market.

Another area of research, for which in particular a role is reserved for the province, is research into the effects of the programme on the labour market and incomes. By researching this, we aim to measure whether our intended approach to the objectives, which we have in mind with the Strategic Agenda, does indeed result in improving the position of our young people in the international labour market, whether there is improved Euregional mobility, and whether businesses in Limburg actually generate more revenue in the Euregio as a result of the Strategic Agenda.

Concrete objectives of the Professionalization and Research programme line:

- 1. By 2015, a minor in internationalization, based on the Strategic Agenda, will be part of the programme of de Nieuwste Pabo teacher training college .*
- 2. By 2016, a minor in internationalization, based on the Strategic Agenda, will be part of the teacher training programme.*
- 3. By 2016, a Plus programme, based on the Strategic Agenda, will be part of the programme of the Nieuwste Pabo.*
- 4. Beginning in 2016, 40% of all teacher training students will participate in the minor in internationalization and they will carry out an internship in one of the schools participating in the Strategic Agenda.*

5. In 2014, 2015, and 2016 a module for existing teachers will be delivered, based on the Strategic Agenda
6. By 2017, a two-day training programme will be established under the framework of the primary-secondary education link.
7. By 2018, a two-day training programme will be established under the framework of the secondary education-vocational education link.
8. By 2014, a list of critical success factors, including associated indicators and scores, will be drafted for the Strategic Agenda. A research structure will be developed, and the corresponding benchmark will be implemented by all participating institutions.
9. By 2015, an instrument will be available to measure intercultural competences from the International Relationship Management research centre of Zuyd. This instrument could be used for universities of applied sciences, intermediate vocational education, secondary education, and businesses.
10. Over the duration of the programme, the research group will monitor overall progress and will prepare an annual report with findings and conclusions for the Steering Group.
11. Each year, the Steering Group will include the progress results in the report for the covenant group members.

Mobilities programme line

The aim of the Strategic Agenda is to prepare young people from Limburg for an international future. This should ultimately lead to more cross-border mobility. To accomplish this, we would like to introduce young people to the various forms of mobility at an early age. Ultimately, the preceding programme lines should all lead to programme six functioning as an excellent way to demonstrate concrete results.

When we talk about mobilities, these include all activities that pupils and students could perform to develop competences in an international context. This means that we will have a broader interpretation of the definition than just the traditional exchange. Virtual exchanges, internships, joint theatre visits, as well as individual experiences on a Saturday in Aachen or Liège which the pupil or student could use to demonstrate a learning effect could all be taken into consideration. The result is vitally important; the path to the results is merely an instrument. Mobility also applies to teachers: Gaining short-term or long-term educational experience in a school across the border better equips teachers to optimally function within the Strategic Agenda. The arrival of cross-border teachers in Limburg's education system would also create added value (certainly in primary and secondary education, where this remains limited).

Concrete objectives of the Mobilities programme line:

1. All pupils from the participating primary schools will take part in three international activities, of which at least one will include a physical exchange with a cross-border school and at least one activity which has an intercultural character.
2. All secondary education pupils from the participating schools are to take part in at least one international activity in the border region per year.

3. *By 2016, seven pre-vocational secondary education schools in Limburg will provide programmes for a Euregional study and career orientation and at least 10% of the pupils enrolled in these study programmes will participate in Euregional job tasters and professional internships.*
4. *By 2020, 50% of all pre-vocational secondary education schools will provide programmes for a Euregional study and career orientation, and at least 20% of pupils enrolled in these study programmes will participate in Euregional job tasters and professional internships. All participating pupils will use the Europass supplement.*
5. *By 2017, 20% of all universities of applied sciences will actively use cross-border mobility (studies, internships, or projects abroad, including in the Euregio).*
6. *We will promote an increase in the number of Limburg students in Euregio colleges and universities in the disciplines which Limburg currently does not provide. The number of enrolments will increase every year, up until 2020.*

The Strategic Agenda neighbour language and internationalization covenant

Relevant organizations can participate in the Strategic Agenda by signing the declaration of intent *Strategic Agenda Neighbour Language and Internationalization in Limburg*. For further information, we refer readers to the attached declaration of intent and the Organization and Process appendix.