

# LEMONOC

LEMONOC Questionnaire on Student Learning  
Mobility



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## **Part One: Introduction**

### **1.1 *A closer look at learning mobility with the Global South***

The LEMONOC researchers started in November 2013 with the design of a questionnaire for non -HEI.

The overall aim was to gain insight into the state of the art concerning learning mobility to the South. The questionnaire was aimed at registering activities that happen in the process of learning mobility and to gather interesting literature and materials that are used by professionals during the different phases and activities. By using open questions we also inquired about the critical success factors and best practices in learning mobility to the South. We were interested in the opinions and evaluations of daily practitioners and experts.

The questionnaire was built on the matrix with 5 time related phases:

- Partnership building
- Recruitment
- Preparation
- Support during stay abroad
- Reflection and post-assignment support

### **1.2 *Timing***

In February 2014 the first version of the questionnaire for HEI in the North was tested during a pilot phase in Belgium. In total 20 participants filled in the questionnaire and gave comments. In March 2014 the final version was launched and spread through the LEMONOC network in Europe. During the first LEMONOC meeting in March 2015 in Granada, the research team decided to make a shorter version leaving out the questions about the materials in order to raise the potential number of respondents. On this second short version the questionnaire for HEI in the South was based. In May 2014 the questionnaire was send to HEI in the South via the partners of the LEMONOC network. Both questionnaires were online questionnaires in Lime Survey, also accessible via the LEMONOC website.

The questionnaires could be filled in till April 2015. At different moments during this period we made extra publicity and sent reminders to share material and literature. In August 2014 an adapted version of the questionnaire was send to non HEI because other types of organisations are involved in (learning) mobility to the South and have expertise and materials.

The total number of respondents:

Type of questionnaire	number of respondents
North Long version	13
North short version	36
South version	34
Non - hei	4

The questionnaire was a starting point to develop the criteria of good practice, and to look for good practices for the manual. Simultaneous the literature review was conducted and lead to more criteria and the final version of the matrix of criteria.

## Part Two: Results

This section describes the most important results of the 3 questionnaires (North, South and Non-HEI). We provide an summary of the overall results. In addition, the three questionnaires will be discussed more in detail. The questionnaires have been gathered in the appendix.

### 1.3 Results from the Questionnaire North

Per phase a number of activities were listed. Respondents had to indicate which activities they organised . The charts below show the results per phase.

#### 2.1.1 Developing Partnership

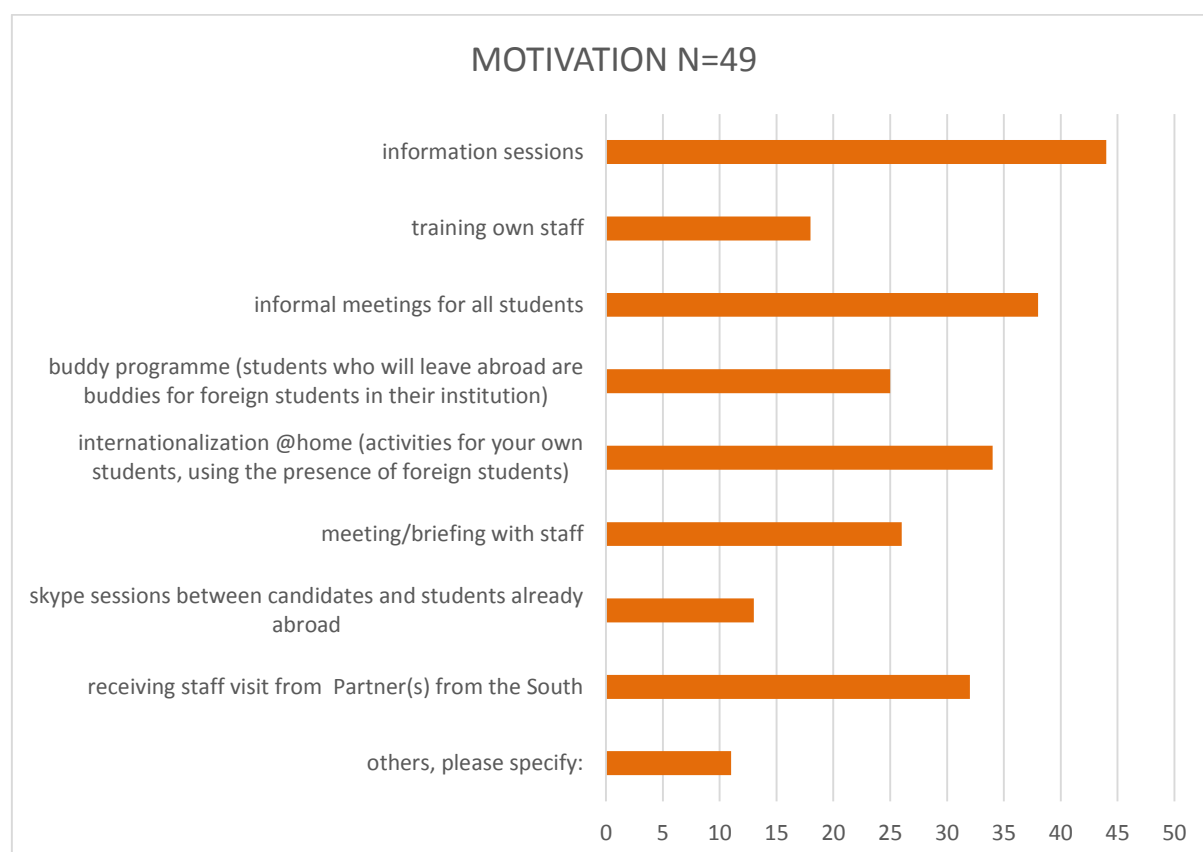
Partner visits, both from North to South and receiving visit from South are common methods when developing partnerships. Others that were mentioned were mutual projects and participating programmes which were helping institutes to find partners and improve mobility in general.



### 2.1.2 Motivation

Almost every organization uses information sessions to motivate students and staff to participate exchange programmes. Informal meetings for all students and internationalization@home –activities are also often used.

Later on during the project the name of the phase “motivation” has been changed into “recruitment”. The process of recruiting students is broader then only motivating possible participants.



### 2.1.3 Student's Preparation

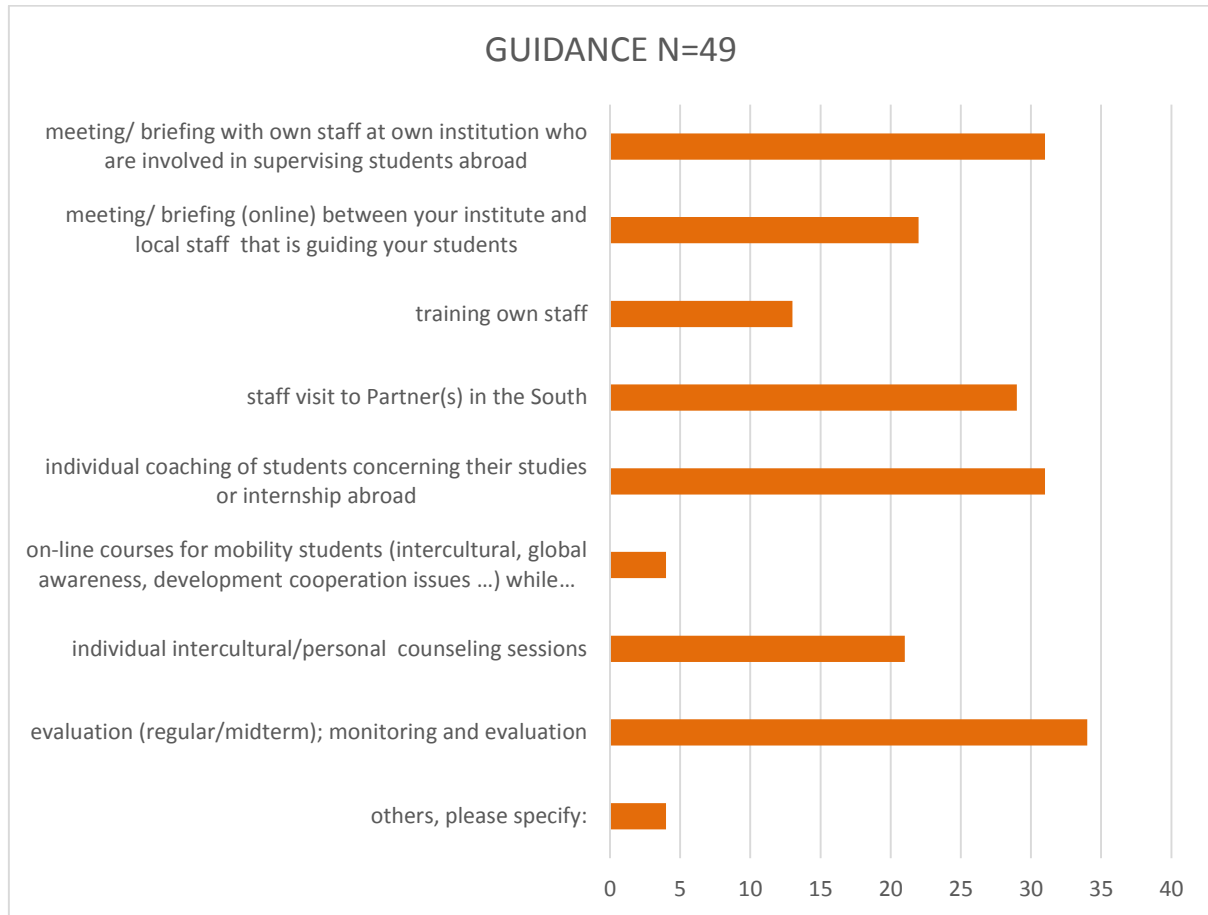
Staff visits to the south is often mentioned as an activity in the preparation of the students. It helps staff to understand the context of the partner organizations and better prepare the students. Information sessions is the most commonly used activity for student's preparation. The topics in the information sessions range from practical tips to intercultural issues. In order to make the information more lively both returnees and foreign students are invited to share their experiences. There were many mentions in “others” such as using facebook –groups before and during their stay abroad.

## PREPARATION N=49



### 2.1.4 Student's Guidance

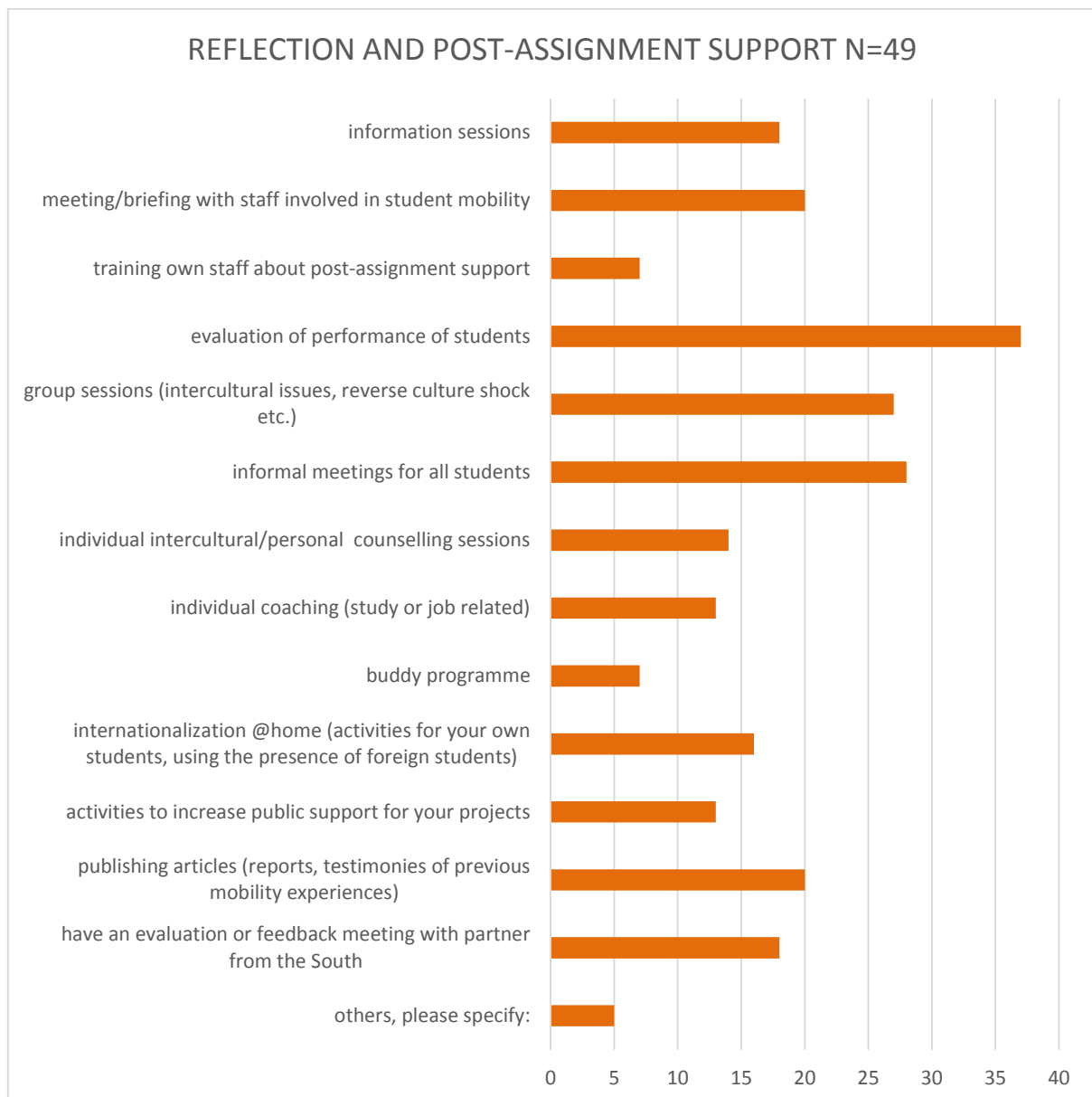
Monitoring and evaluation, individual coaching of students abroad and meetings with own staff who supervise students abroad were the most mentioned activities used for guiding students while abroad.



### 2.1.5 Reflection and Post-Assignment Support

The evaluation of performance of the student is the most important activity upon return. In this the evaluation of the participant's learning process is pivotal. Reflection is stimulated by offering informal meetings and organizing group for post-assignment support dealing with different issues e.g. (reverse) culture shock, global awareness.





### 2.1.6 Open Questions

This section gives a summary of the most important answers on the open questions of the questionnaire. The answers could be an inspiration for your own learning mobility programs.

**Please describe what you consider to be your institutions best practices concerning student's mobility to the South?**

- *"Other students or staff testimonies"*
- *"Orientation sessions before the departure of the students"*
- *"Long-lasting and committed co-operation."*
- *"Development projects related to the student mobility".*

- *"Follow up when they are abroad such as learning agreement arrangements, departure and arrival certificates, etc. through an online platform."*
- *"Students are linked with previous students who have been on the same placement".*

**What are the critical success factors concerning student's mobility to the South from the point of view of sending organization?**

- *"Knowing the receiving partner very well", "Strong partnership with institutions in the south"*
- *"Personal contact with local professors to ensure a personal guidance and supervisor"*
- *"The concordance between what the students need in development and what is expected of them abroad."*
- *"Responsibility, determination, listening skills, flexibility: they all help to adapt to the different cultural setting, respect it, and still comply with the projects they have to do."*
- *"1. Academic offer 2. Fluent communication between the staff in the sending and receiving institution. 3. Transparency in the processes. 4. Reciprocity. 5. Guaranty that our students are adequately taken care of by the receiving partner institution. 6. Ability of the institution to provide a transcript of record at the end of the mobility."*

**What are the critical success factors concerning students mobility to the South from the point of view of student?**

- *"Financial support and how the courses available will be accepted as part of the degree."*
- *"Security, quality of training, quality of facilities, accommodation, culture"*
- *"A mature and independent student that can cope with flexibility and unexpected situations"*
- *"Good preparation and good briefing on the project and conditions"*
- *"Social and emotional support"*
- *"Knowledge of international and intercultural competences"*

**Please describe any negative experience concerning this type of learning mobility of the sending institutions point of view.**

- *"Students may not actually learn what we like them to learn because the supervision is in the hand of overseas partners and the level of supervision is different than in sending institution."*
- *"Contact person quitting his/her job"*
- *"Getting inaccurate/false information"*

- *“1. Inability to keep a frequent contact. 2. Disagreement between the academic offer announced and the actual offer when the students arrive. 3. Inability to produce a transcript of records. 4. Lack of attention to the students. 5. Lack of reciprocity. 6. Lack of website or website that provides inaccurate and outdated information.”*

**Please describe any negative experience concerning this type of learning mobility of the student's point of view.**

- *“Unexpected situations”*
- *“Course content may not be accurate enough.”*
- *“Integration”*
- *“1. Disagreement between the academic offer announced and the actual offer when the students arrive. 2. Inability to produce a transcript of records. 3. Lack of attention to the students. 4. Lost in translation. 5. Lack of website or website that provides inaccurate and outdated information.”*

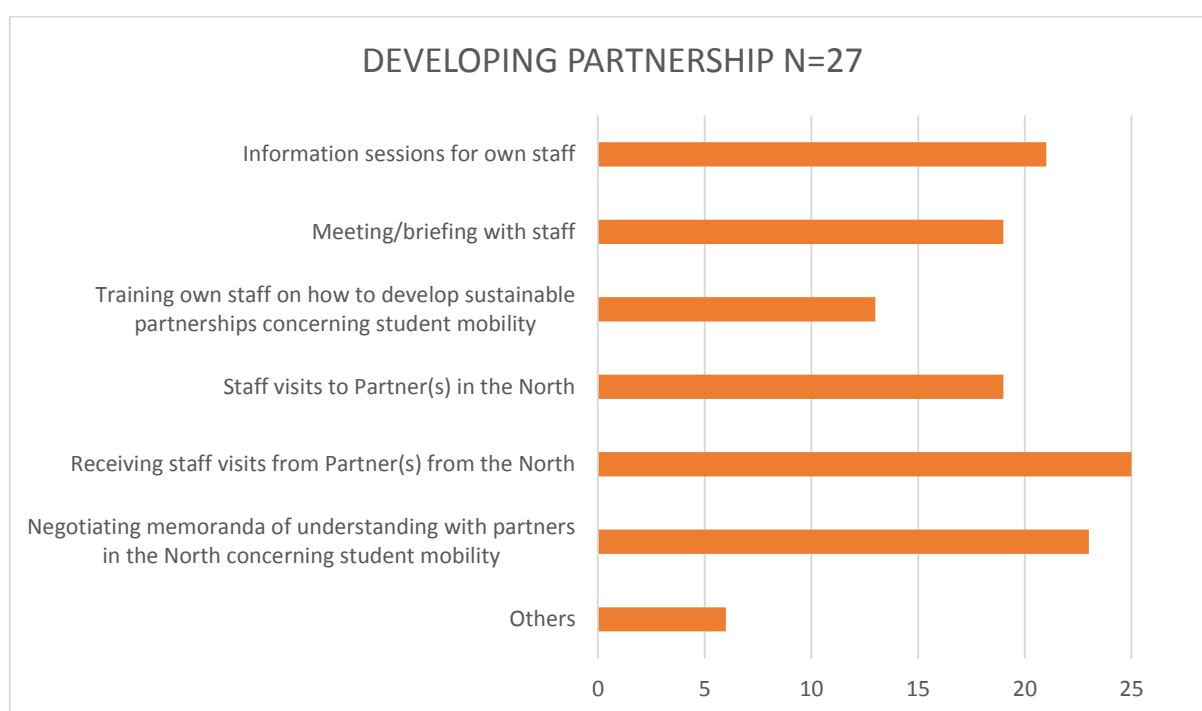
**What measures can be taken in North and South to avoid these negative aspects or consequences of learning mobility?**

- *“Establishing and signing contracts with actual guidelines”*
- *“The best pre guidance as possible”*
- *“If possible yearly local contact and visits to both sides”*
- *“Providing personal advice and training activities related with cultural aspects”*
- *“More meeting among staff, improving awareness about ECTS system outside Europe”*
- *“Both parties should be well informed and inform the students adequate, so the expectations are realistic”*
- *“Preparation, preparation, preparation”*
- *“Greater communication between host organization, Student and the University.”*
- *“Managing of expectations of students and partners in the south”*
- *“Greater effort to create more open channels of communication between North and South so that best practices can be learn”*

## **1.4 Results from the Questionnaire South**

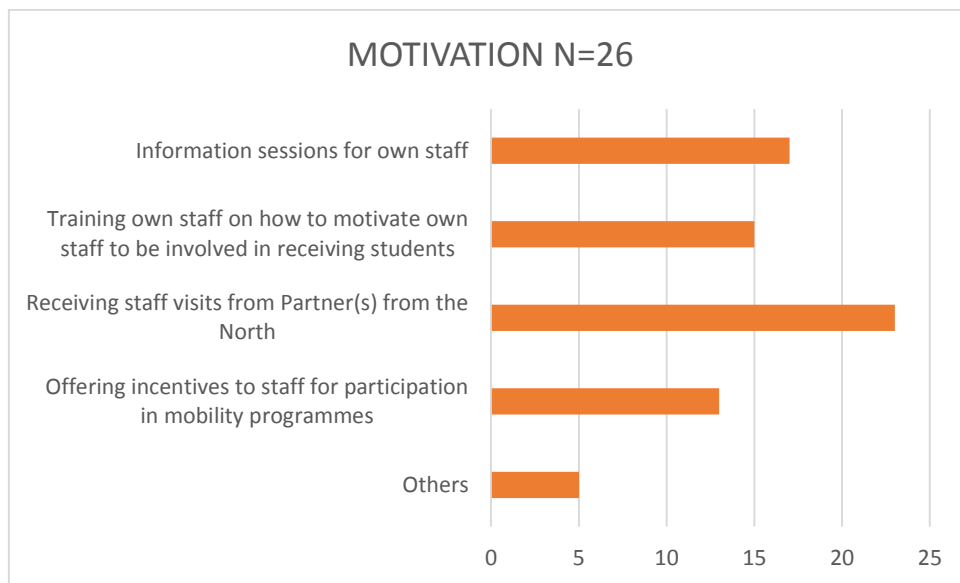
### **2.2.1 Developing Partnership**

In regard of Developing partnerships it is common to receive partners from the North. Many institutions arrange information sessions and meetings for their own staff in order to establish good partnerships. Others that were mentioned were governmental projects which were helping institutes to find partners and improve mobility in general.



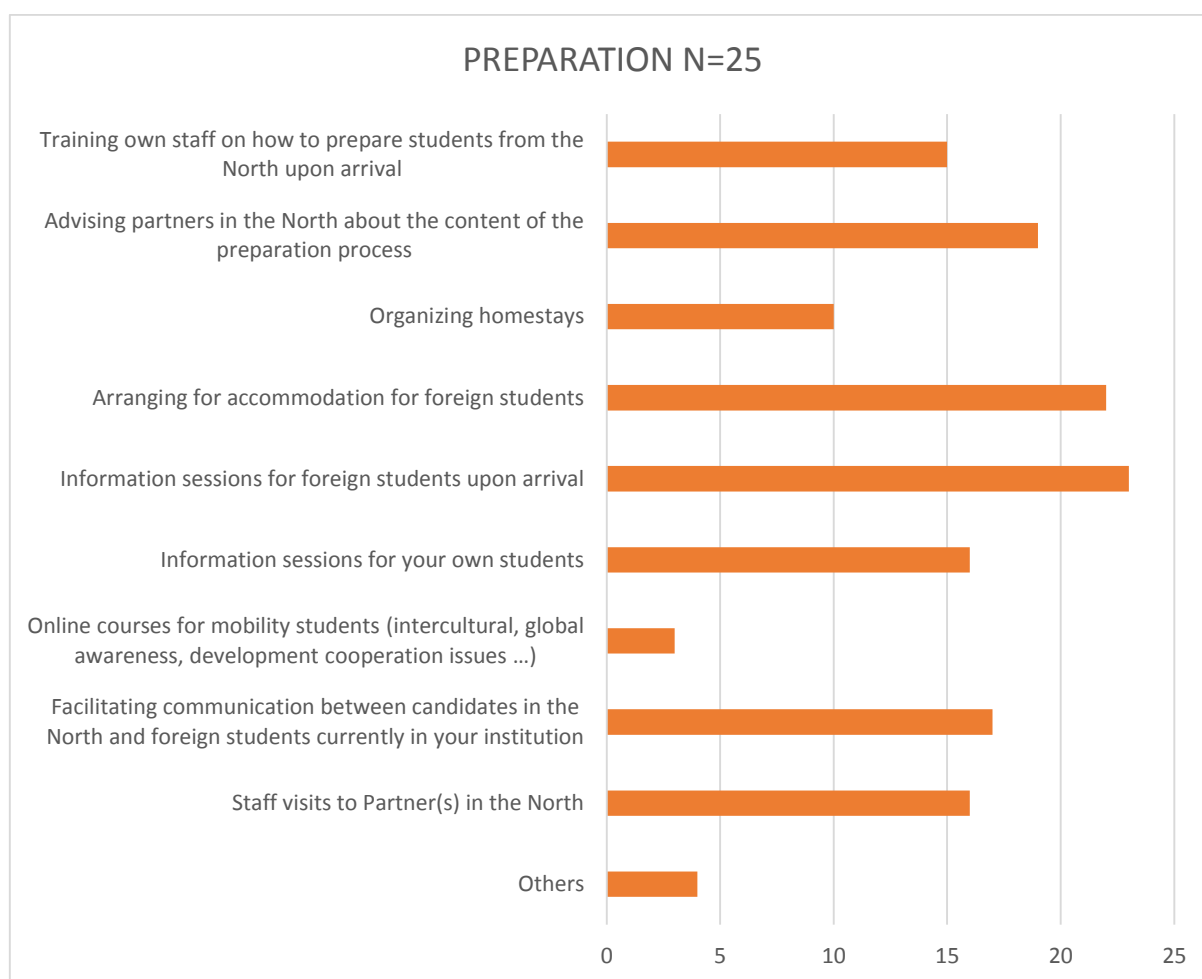
### **2.2.2 Motivation**

Receiving staff visits from northern partner and having an information sessions for own staff are the common activities in order to motivate staff to participate in learning mobility programs. Also training to play an active role in receiving students in mobility programs is often mentioned.



### ***2.2.3 Student's Preparation***

Information sessions for foreign students upon arrival and arranging for accommodating were the most frequent activities South partners mentioned. Advising the north partners how to prepare their students before leaving and participate in this process is an important activity for the partners in the South.



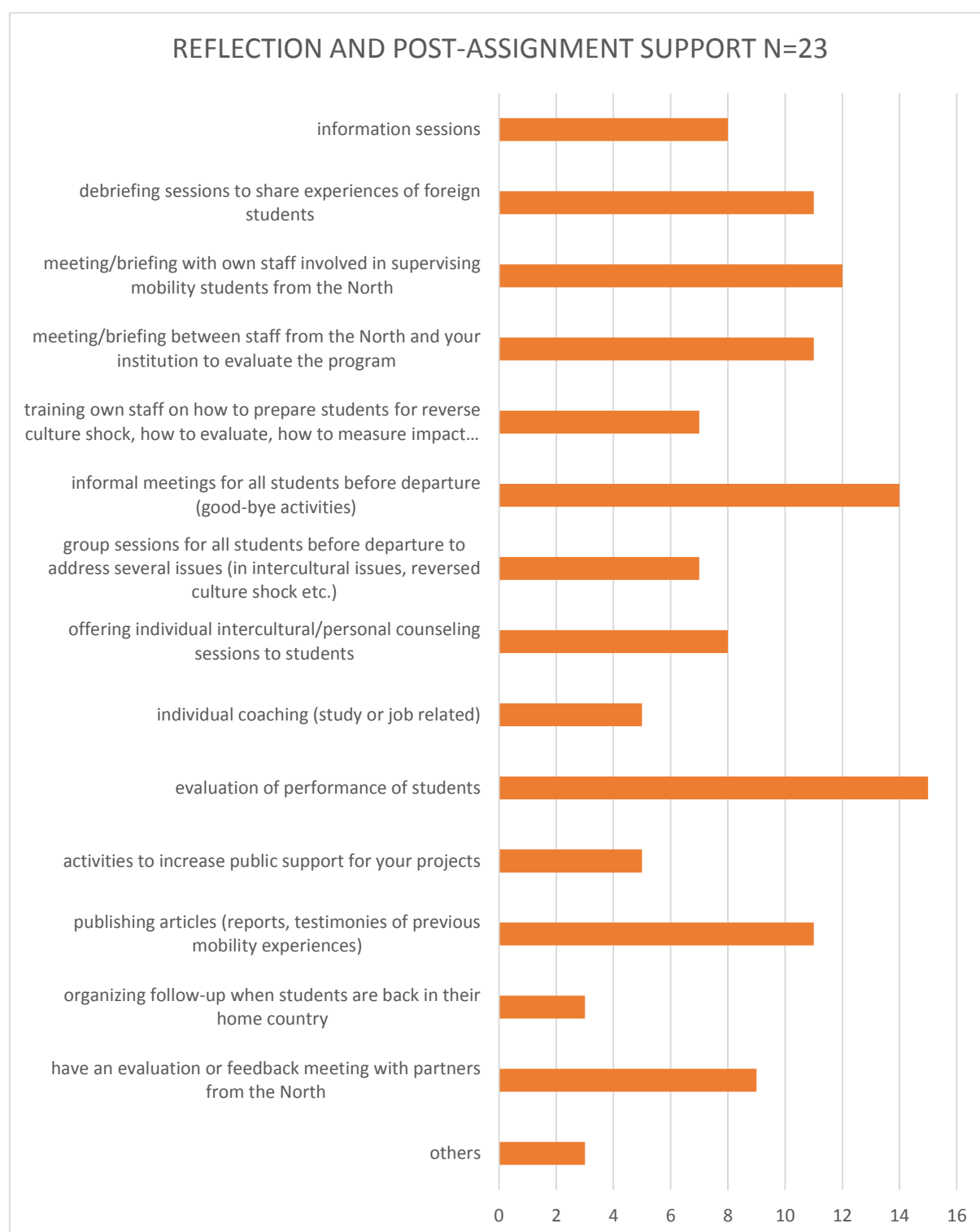
### 2.2.4 Student's Guidance

The partner visits from sending countries were seen again as an important activity regarding the student's guidance while they were abroad. Also informal meetings for student's abroad and for own staff involved with foreign students were also common activities. Many institutes also organize international student activities on campus.



### 2.2.5 Reflection and Post-assignment Support

The evaluation of performance of the student is commonly used method for reflection. Many organizations also arrange debriefing sessions and informal meetings, as a “goodbye –activities”, for departing students.





### **2.2.6 Open Questions**

This section gives a summary of the most important answers of the open questions of the questionnaire. The answers could be an inspiration for your own learning mobility programs.

**Please describe what you consider to be your institutions best practices concerning mobility of foreign students to your institution.**

- *“Having a good functioning and sustainable support infrastructure/mechanisms in place with a clear vision, which is shared with our international partnering institutions and creates a win-win for all stakeholders, including the students and the receiving workplaces, projects, etc. Projects are well defined and are part of a bigger project.”*
- *“The personal coaching that our office offers to all international students before arrival, during the exchange and preparing the back trip is a big goal.”*
- *“As part of the welcome & orientation session for incoming students, at the beginning of each semester we organize a tour through the university campus and the city.”*
- *“We provide them a secure academic environment on-campus along with a vibrant student body which is hand-held by a proactive Student Committee called as IRC which hand-holds Buddy Programs for the students from North”*
- *“Having the students balance curricular, intercultural learning on and off campus and having them practice in the community what they have learnt together with our local students.”*

**What are critical success factors concerning students mobility to the South from the point of view of the receiving organization?**

- *“Spanish level, open mind face to the cultural shock.”, “Language problems (Spanish, English)”*
- *“The diversity and the enriching classroom experience from a multi-cultural and cross-cultural perspective that these students bring to the South”*
- *“Diversity of the incoming students and their willingness to adapt to the campus environment”*
- *“Sending institutions should only send students who are well informed, are mature and are independent. Students must be receptive to the new environment which is different and requires contextualised solutions. There must be a support system in place with BOTH institutions, Clear expectations must be communicated, Students must be monitored and guided from the sending institution in close cooperation with the receiving institution”*

**What are critical success factors concerning students mobility to the South from the point of view of the mobility student?**

- *“Cultural adjustment”*
- *“Dissatisfaction related to accommodation.”*
- *“Some students may not adapt to the country, lifestyle, or get homesick.”*
- *“In the event that the courses that mobility students take in the host institutions do not correspond with their credit requirements, they lose the time away”*
- *“A particular student with special dietary requirement had to return after a week”*  
*“Some students were not op to change and different (constraining) environment resulting in a negative experience”*

**What measures can be taken in the North and South to avoid these negative aspects or consequences of learning mobility from North to South?**

- *“The selection process must be careful. Not every student can do an exchange. The student should be prepared before the travel. If the experience does not work and the student suffers, he should return home.”*
- *“Both institutions must coordinate the study plan (Learning Agreement) with sufficient time before student arrival.”*
- *“Have a good support system in North and South with dedicated responsible person/team with excellent communication!”*
- *“Setting clear expectations towards all stakeholders; especially towards the receiving institution” “World Cafes to discuss the problems with possible solutions provided by the students Student leadership programs which equips the leadership to initiate integration programs.”*
- *“Effective communication, openness, and equal power negotiations”*
- *“Having an equal or near equal number of mobility students from both North and South and ensuring that the courses taken by the mobility students impact positively on their credits.”*

### **2.3 Results from the Questionnaire Non-HEI**

Only 4 organizations filled in the special questionnaire for non-HEI. We gathered the most important answers to the open questions. These organisations send young people as volunteers or young professionals to the South. Some of their comments may be inspiring.

## OPEN QUESTIONS

**Please describe what you consider to be your organisations best practices concerning participants mobility to the South.**

- “Arranging both individual follow-up from HQ in Belgium combined with coaching in the field by a person experienced in development cooperation.”
- “Very thorough and professional selection procedure to ensure ourselves from candidates having the necessary competences to adapt well in their job in a developing country In regard of Developing partnerships it is common to receive partner visiting from”
- “We have strong personal relationships with our partners spanning over a decade. The faith-based context has helped us to develop this to a great depth with our partners.”
- “Good partnerships; good preparation; good debriefing”

**What are the critical success factors concerning participants mobility to the South from the point of view of sending organization?**

- *“A good selection of candidates with crucial competences such as learning ability, teamwork, autonomy, problem resolution and adaptation skills.”*
- *“Secondly to quickly react and contact all concerned actors when participants start sending out signals to the sending organisation that things are not going well. If action is not undertaken, or undertaken too late, it can lead to the participant coming back before the end of their contract.”*
- *“A good relationship with the partners and a trust that volunteers/participations will have consistent experiences year after year. This builds and maintains the organisation's positive experiences.”*
- *“Good organisation of the grassroots projects they participate in; Involvement in the organisation after their experience”*

**What are the critical success factors concerning participants mobility to the South from the point of view of participant?**

- *“That the person coaching them in the South has good coaching skills, is a good listener, and has authority to undertake action.”*
- *“That the participant is seen as a colleague and not as an intern, or a volunteer: i.e. that the expectations of the participant (i.e. to work as a young professional) are met in the minds and actions of the hosting organisation in the South; that the person is treated accordingly.”*

- *“Good pre-departure training to put at ease any concerns that the participant may have. It is essential that they meet returned volunteers at this point to share experiences.”*
- *“Feeling their contribution was useful; learning about a new country; culture; issues”*

**Please describe any negative experience concerning this type of learning mobility of the sending organisations point of view**

- *“Early return or even dismissal of our Juniors are negative experiences. We recently experienced 2 youngsters coming back within the month of their arrival although they had gone through the same harsh selection. It seemed they both had gotten a "panic attack" when confronted with the very high expectations people in the south had of them and their future work. We had a lack of experience dealing with this from a distance. At that early point there isn't yet a good confidential relation between them and their coach to deal with this. And for the staff members that know them better because of the preparation period, have difficulties trying to coach them from a distance. The help of a psychologist to help them relativise their difficulties could have been useful, maybe.”*
- *“Dealing with security concerns and having to cancel or postpone trips and programmes planned for participants.”*

**Please describe any negative experience concerning this type of learning mobility of the participant's point of view**

- *“You need a big dosis of entrepreneurship and autonomy to get the best out of your experience as a participant. Because the programme doesn't cost anything to the hosting project, sometimes staff in the South do not care whether or not the participant produces an added-value or not. If the project staff in the south is not taking care of a good coaching and integration in the project to make sure the 2 years of work deliver something useful and durable, it's up to the participant to insist with colleagues on where he/she could give added value. But that also takes energy, and participants may end up thinking why they were actually requested by the project, what's the sense, or just decide to do nothing about it and*
- *"Go with the flow". That is not the aim of the Programme.”*
- *“Getting information on the types of resources available to volunteers as part of their work has been difficult and impacts on the volunteer's practical preparation in terms of packing and planning activities based on what is available.”*
- *“If the grassroot project is badly run this can have a negative effect on the volunteers participation”*

**What measures can be taken in North and South to avoid these negative aspects or consequences of learning mobility?**

- *“More emphasis on clear communication and information on the goals of the programme from all perspectives.”*
- *“We notice that more staff visits between South and North are the best way to ensure that everyone is on the same level of understanding.”*
- *“Better on-going communication with partners is essential. Having volunteers with ICT and technical skills has supported this as they were able to strengthen the internet infrastructure in some of the projects and to set partners up on Skype/viber/dropbox etc. to enhance communications.”*
- *“Better and strong partnerships; clear guidelines for partnership”*

## Conclusions

The questionnaires were available during more than a year. The results that we analysed were a starting point to make a selection of criteria of good practice in learning mobility to the global South. Simultaneous the literature review was conducted and lead to more and new criteria. The questionnaires, the literature review, interviews and input and feedback during international seminars conducted to the final version of the matrix of criteria. You can find these criteria on our website.

## **Appendix**

Attached you find the questions of the different questionnaires:

- Questionnaire North
- Questionnaire South
- Questionnaire Non-HEI

# LEMONOC - Learning Mobility with Non-Industrialized Countries

WELCOME TO LEMONOC STUDENT LEARNING MOBILITY QUESTIONNAIRE

This questionnaire has 5 themes: developing partnerships; motivating students; preparation of students; guidance of participants; and debriefing, reflection and post-assignment support. In addition to these themes you are asked to fill in back ground data and experiences regarding to learning mobility to the South.

In each of the themes you are kindly asked to fill in ACTIVITIES. We are also interested in the literature (articles, books) you find relevant and materials you use.

If your material is not published but it would still be possible for us to use them for our eLibrary, please send that kind of material to: [erasmuslemonoc@ugr.es](mailto:erasmuslemonoc@ugr.es) We prefer materials that are in source format (e.g., Word, Excel, Powerpoint etc.) as they are most flexible to use; however if they are only available to you in pdf format, then please do share these with us.

IMPORTANT: LEMONOC will respect your intellectual property rights. At the end of the questionnaire, you will have the option to authorize publication of the provided materials as Open Educational Resources in our non-commercial website and e-library. You will also have the possibility to deny publication completely or be contacted regarding specific legal arrangements.

There are 26 questions in this survey

## Background information

### 1 [100] Name and email of respondent

Please write your answer here:



## 2 [101] Institute

Please write your answer here:

## 3 [102] Type of institute

Please write your answer here:

## 4 [103] Country

Please write your answer here:

## 5 [104] Address

Please write your answer here:

## 6 [105] Website of institute

Please write your answer here:

# Developing partnership

## 7 [201]THEME 1: DEVELOPING PARTNERSHIP: ACTIVITIES

Please describe the activities you organize or facilitate to develop sustainable partnerships with partners in the South. We are interested in sustainable partnership in the framework of student mobility. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- information sessions (for own staff involved in internationalization)
- negotiating memoranda of understanding with partners in the South concerning student mobility

- meeting/briefing with staff
- training own staff on how to develop sustainable partnerships concerning student mobility
- informal meetings for all students
- mid-term evaluation (monitoring and evaluation)
- staff visit to Partner(s) in the South
- receiving staff visit from Partner(s) from the South
- others, please specify:

## Motivation

### **8 [20101]**THEME 2: MOTIVATION: ACTIVITIES

Please describe the activities you organize or facilitate in the framework of student mobility from your country to the South regarding motivating students to participate in learning mobility programmes. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- information sessions
- others, please specify:
- training own staff
- informal meetings for all students
- buddy programme (students who will leave abroad are buddies for foreign students in their institution)
- internationalization @home (activities for your own students, using the presence of foreign students)
- meeting/briefing with staff
- skype sessions between candidates and students already abroad

- receiving staff visit from Partner(s) from the South

## Preparation

### **9 [301]THEME 3: PREPARATION: ACTIVITIES**

Please describe the activities you organize or facilitate in the framework of student mobility from your country to the South regarding students preparation. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- preparation day or evening about intercultural, global awareness, development cooperation issues outside the formal curriculum
- information sessions
- Integrating the Southern Partner in the process of preparation students
- others, please specify:
- meeting/briefing with staff (staff involved in internationalization)
- training own staff (staff involved in internationalization)

- arranging for lodging (accommodation) for students
- courses for mobility students (intercultural, global awareness, development cooperation issues ...) integrated in the curriculum
- informal meetings for all students (students who are leaving together with students whom have returned)
- buddy programme (students who will leave abroad are buddies for foreign students in their institute)
- internationalization @home (activities for your own students, using the presence of foreign students)
- skype sessions between candidates and students already abroad
- staff visit to Partner(s) in the South
- receiving staff visit from Partner(s) from the South

# Guidance

## 10 [401]

### THEME 4: GUIDANCE: ACTIVITIES

Please describe the activities you have in the framework of student mobility from your country to the South regarding guidance of students while they are abroad. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- others, please specify:
- staff visit to Partner(s) in the South
- meeting/ briefing with own staff at own institution who are involved in supervising students abroad
- meeting/ briefing (online) between your institute and local staff that is guiding your students
- training own staff
- individual coaching of students concerning their studies or internship abroad

- on-line courses for mobility students (intercultural, global awareness, development cooperation issues ...)  
while they are abroad
- individual intercultural/personal counseling sessions
- evaluation (regular/midterm); monitoring and evaluation

## Reflection and post-assignment support

### 11 [501]

#### THEME 5: REFLECTION AND POST-ASSIGNMENT SUPPORT: ACTIVITIES

Please describe the activities you have in the framework of student mobility from your country to the South regarding post-assignment when students have returned. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- group sessions (intercultural issues, reverse culture shock etc.)
- activities to increase public support for your projects
- evaluation of performance of students

- have an evaluation or feedback meeting with partner from the South
- publishing articles (reports, testimonies of previous mobility experiences)
- others, please specify:
- information sessions
- meeting/briefing with staff
- training own staff
- informal meetings for all students
- individual intercultural/personal counselling sessions



- individual coaching (study or job related)
- buddy programme
- internationalization @home (activities for your own students, using the presence of foreign students)

## Literature and materials

Please describe the materials you are using and give us a list of your favorite articles on these topics. If possible link them with one or more of these 5 themes. Please send references of articles preferably not older than 10 years. If possible, send a link to the online version, or send a copy in pdf to [erasmuslemonoc@ugr.es](mailto:erasmuslemonoc@ugr.es)

### **12 [601] Developing partnership with partners in the South (non industrialised countries)**

Please write your answer here:

### **13 [602] Motivation, sensitization and recruitment of students**

Please write your answer here:

### **14 [603] Preparation of students before departure**

Please write your answer here:

### **15 [604] Guidance and mentoring of students during their stay abroad**

Please write your answer here:

### **16 [605] Reflection and post-assignment support**

Please write your answer here:

## Personal reflections

We are interested in your own personal reflection or your institution experiences with regard to learning mobility to the South.

**17 [701]Please describe what you consider to be your institutions best practices concerning students mobility to the South.**

Please write your answer here:

**18 [702]Are you aware of best practices in other institutions (HEI and others)? Please let us know.**

Please write your answer here:

**19 [703]What are the critical success factors concerning students mobility to the South from the point of view of sending organization?**

Please write your answer here:

**20 [706]What are the critical success factors concerning students mobility to the South from the point of view of student?**

Please write your answer here:

**21 [708]Please describe any negative experience concerning this type of learning mobility of the sending institutions point of view**

Please write your answer here:

**22 [709] Please describe any negative experience concerning this type of learning mobility of the student's point of view**

Please write your answer here:

**23 [705] What measures can be taken in North and South to avoid these negative aspects or consequences of learning mobility**

Please write your answer here:

**24 [802]** If there is another person within your organization that you think might be of additional help to LEMONOC during the next phase of the project then please provide us with contact details for that person.

Please write your answer here:

**25 [107]** If you are collaborating with other institutions or organisations that may have interest in LEMONOC, please provide us contact information about them (name of the institution, contact person, email address, website)

Please write your answer here:

**26 [801] Please choose one option \***

Please choose **only one** of the following:

- I agree that the materials that I have provided with the questionnaire will be published in the e-library on the LEMONOC-website for non-commercial reasons (as Open Educational Resources) with proper references and licences.
- I want to be contacted prior to publication in the e-library on the LEMONOC-website of the materials that I have provided with the questionnaire in order to discuss legal arrangements
- I do not agree that the materials that I have provided with the questionnaire will be published in the e-library on the LEMONOC-website as Open Educational Resources

Thank you for your time!  
01.01.1970 – 01:00

Submit your survey.  
Thank you for completing this survey.

# LEMONOC - Learning Mobility with Non-Industrialized Countries (South)

## WELCOME TO LEMONOC STUDENT LEARNING MOBILITY QUESTIONNAIRE

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## Background information

### **[ ] Name and email of respondent**

Please write your answer here:

### **[ ] Institution**

Please write your answer here:

## **[ ] Type of institution**

Please write your answer here:

## **[ ] Country**

Please write your answer here:

## **[ ] Address**

Please write your answer here:

## **[ ] Website of the institution**

Please write your answer here:

# **Developing partnerships**

## **[ ]THEME 1: DEVELOPING PARTNERSHIPS: ACTIVITIES**

Please describe the activities you organize or facilitate in the framework of student mobility from the North to your country regarding developing partnerships. We are interested in sustainable partnerships in the framework of student mobility. Please select all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- ☐ information sessions for own staff involved in internationalization
- ☐ meeting/briefing with staff (for own staff involved in internationalization)
- ☐ training own staff on how to develop sustainable partnerships concerning student mobility

- ☐ staff visits to Partner(s) in the North
- ☐ receiving staff visits from Partner(s) from the North
- ☐ negotiating memoranda of understanding with partners in the North concerning student mobility
- ☐ others, please specify:

## Motivation

### **[ ] THEME 2: MOTIVATION: ACTIVITIES**

Please describe the activities you organize or facilitate in your framework of student mobility from the North to your country regarding motivating staff to participate in learning mobility programmes. Please select all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- ☐ information sessions for own staff
- ☐ training own staff on how to motivate own staff to be involved in receiving students
- ☐ receiving staff visits from Partner(s) from the North

- ☐ offering incentives to staff for participation in mobility programmes
- ☐ others, please specify:

## Preparation

### **[ ]**THEME 3: PREPARATION: ACTIVITIES

Please describe the activities in which you participate, you organize or facilitate in your framework of student mobility from the North to your country regarding students preparation. Please select all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- ☐ training own staff on how to prepare students from the North upon arrival
- ☐ advising partners in the North about the content of the preparation process
- ☐ organizing homestays (lodging in host families)
- ☐ arranging for accommodation for foreign students
- ☐ information sessions for foreign students upon arrival



- ☐ information sessions for your own students
- ☐ online courses for mobility students (intercultural, global awareness, development cooperation issues ...)
- ☐ facilitating communication between candidates in the North and foreign students currently in your institution
- ☐ staff visits to Partner(s) in the North
- ☐ others, please specify:

## Guidance

**[ ] THEME 4: GUIDANCE: ACTIVITIES** Please describe the activities you have in your framework of student mobility from the North to your country regarding guidance of students while they are in your country. Please select all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- ☐ information sessions

- ☐ meeting/briefing with your staff at your institution who are involved in supervising foreign students
- ☐ meeting/briefing (online) between your institute and the sending institute
- ☐ training your staff on how to guide, counsel and mentor incoming foreign students
- ☐ informal meetings for all students from the North
- ☐ individual coaching (study or job related)
- ☐ courses for mobility students (intercultural, global awareness, development cooperation issues ...)
- ☐ individual intercultural/personal counseling sessions
- ☐ evaluation (regular/midterm); monitoring and evaluation

- ☐receiving staff visits from Partner(s) from the North
- ☐buddy programmes/ peer guidance/mentoring
- ☐organizing international student activities on campus
- ☐internationalization at home (activities for your own students, using the presence of foreign students)
- ☐others, please specify:

## Reflection and post-assignment support

### **[ ]**THEME 5: REFLECTION AND POST-ASSIGNMENT SUPPORT: ACTIVITIES

Please describe the activities you have in your framework of student mobility from the North to your country regarding post-assignment when students are returning to their home country. Please select all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

- ☐information sessions
- ☐debriefing sessions to share experiences of foreign students

- ☐ meeting/briefing with own staff involved in supervising mobility students from the North
- ☐ meeting/briefing between staff from the North and your institution to evaluate the program
- ☐ training own staff on how to prepare students for reverse culture shock, how to evaluate, how to measure impact...
- ☐ informal meetings for all students before departure (good-bye activities, ...)
- ☐ group sessions for all students before departure to address several issues (in intercultural issues, reversed culture shock etc.)
- ☐ offering individual intercultural/personal counseling sessions to students
- ☐ individual coaching (study or job related)
- ☐ evaluation of performance of students

- ☐ activities to increase public support for your projects
- ☐ publishing articles (reports, testimonies of previous mobility experiences)
- ☐ organizing follow-up when students are back in their home country
- ☐ have an evaluation or feedback meeting with partners from the North
- ☐ others, please specify:

## Literature

Please describe the materials you are using and give us a list of your favorite articles on these topics. If possible link them with one or more of these 5 themes. Please send references of articles preferably not older than 10 years. If possible, send a link to the online version, or send a copy in pdf to

[erasmuslemonoc@ugr.es](mailto:erasmuslemonoc@ugr.es)

### **[ ] Developing partnership with partners in the North**

Please write your answer here:

### **[ ] Motivation, sensitisation and validation of students**

Please write your answer here:

## **[] Preparation of students before departure**

Please write your answer here:

## **[] Guidance and mentoring of students during their stay abroad**

Please write your answer here:

## **[] Reflection and post-assignment support**

Please write your answer here:

## **Personal reflections**

We are interested in your own personal reflection or your institution's experiences with regard to learning mobility from the North to the South.

**[] Please describe what you consider to be your institutions best practices concerning mobility of foreign students to your institution.**

Please write your answer here:

**[] Are you aware of best practices in other institutions?**

Please write your answer here:

**[]**

**What are critical success factors concerning students mobility to the South from the point of view of the receiving organization?**

Please write your answer here:

**[ ]**

**What are critical success factors concerning students mobility to the South from the point of view of the mobility student?**

Please write your answer here:

**[ ]Please describe any negative experiences concerning this type of learning mobility of the receiving institutions point of view**

Please write your answer here:

**[ ]Please describe any negative experience concerning this type of learning mobility of the students point of view**

Please write your answer here:

**[ ] What measures can be taken in the North and South to avoid these negative aspects or consequences of learning mobility from North to South**

Please write your answer here:

**-**

**[ ]If there is another person within your organization that you think might be of additional help to LEMONOC during the next phase of the project then please provide us with contact details for that person.**

Please write your answer here:

**[ ]** If you are collaborating with other institutions or organisations that may have interest in LEMONOC, please provide us contact information about them (name of the institution, contact person, email address, website)

Please write your answer here:

**[ ] Please choose on option \***

Please choose only one of the following:

- ☐ I agree that the materials that I have provided with the questionnaire will be published in the e-library on the LEMONOC-website for non-commercial reasons (as Open Educational Resources) with proper references and licences.
- ☐ I want to be contacted prior to publication in the e-library on the LEMONOC-website of the materials that I have provided with the questionnaire in order to discuss legal arrangements
- ☐ I do not agree that the materials that I have provided with the questionnaire will be published in the e-library on the LEMONOC-website as Open Educational Resources

Thank you for your time!

Submit your survey.

Thank you for completing this survey.



# LEMONOC- Learning Mobilitys with Non-Industrialized Countries (Non-HEI)

## WELCOME TO LEMONOC STUDENT LEARNING MOBILITY QUESTIONNAIRE

This questionnaire has 5 themes: developing partnerships; motivating participants; preparation of participants; guidance of participants; and debriefing, reflection and post-assignment support. In addition to these themes you are asked to fill in back ground data and experiences regarding to international learning/volunteering mobility to the South.

In each of the themes you are kindly asked to fill in ACTIVITIES. We are also interested in the literature (articles, books) you find relevant and materials you use.

If your material is not published but it would still be possible for us to use them for our eLibrary, please send that kind of material to: [materials@lemonoc.eu](mailto:materials@lemonoc.eu) We prefer materials that are in source format (e.g., Word, Excel, Powerpoint etc.) as they are most flexible to use; however if they are only available to you in pdf format, then please do share these with us.

IMPORTANT: LEMONOC will respect your intellectual property rights. At the end of the questionnaire, you will have the option to authorize publication of the provided materials as Open Educational Resources in our non-commercial website and e-library. You will also have the possibility to deny publication completely or be contacted regarding specific legal arrangements.

# Background information

☐

**Name and email of respondent**

Please write your answer here:

☐

**Organisation**

Please write your answer here:

### **[ ] Type of organisation**

Please write your answer here:

### **[ ] Country**

Please write your answer here:

### **[ ] Address**

Please write your answer here:

**[ ] Website of organisation**

Please write your answer here:

# Developing partnership

## [ ]THEME 1: DEVELOPING PARTNERSHIP: ACTIVITIES

Please describe the activities you organize or facilitate to develop sustainable partnerships with partners in the South. We are interested in sustainable partnership in the framework of international learning/volunteering mobility. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

<input type="checkbox"/> information sessions (for own staff involved in internationalization)	
<input type="checkbox"/> negotiating memoranda of understanding with partners in the South concerning international learning/volunteering mobility	
<input type="checkbox"/> meeting/briefing with staff	
<input type="checkbox"/> training own staff on how to develop sustainable partnerships concerning international learning/volunteering mobility	
<input type="checkbox"/> informal meetings for all participants	
<input type="checkbox"/> mid-term evaluation (monitoring and evaluation)	
<input type="checkbox"/> staff visit to Partner(s) in the South	
<input type="checkbox"/> receiving staff visit from Partner(s) from the South	
<input type="checkbox"/> others, please specify:	

# Motivation

## [ ]THEME 2: MOTIVATION: ACTIVITIES

Please describe the activities you organize or facilitate in the framework of international learning/volunteering mobility regarding motivating participants to participate your programmes. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

<input type="checkbox"/> information sessions	
<input type="checkbox"/> training own staff	
<input type="checkbox"/> informal meetings for all participants	
<input type="checkbox"/> buddy programme (participants who will leave abroad are buddies for foreign participants in their institution)	
<input type="checkbox"/> internationalization @home (activities for your own participants, using the presence of foreign participants)	
<input type="checkbox"/> meeting/briefing with staff	
<input type="checkbox"/> skype sessions between candidates and participants already abroad	
<input type="checkbox"/> receiving staff visit from Partner(s) from the South	
<input type="checkbox"/> others, please specify:	

# Preparation

## [ ]THEME 3: PREPARATION: ACTIVITIES

Please describe the activities you organize or facilitate in the framework of international learning/volunteering from your country to the South regarding participants preparation. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

<input type="checkbox"/> information sessions about practical issues and issues like health and safety	
<input type="checkbox"/> arranging for lodging (accomodation) for participants	
<input type="checkbox"/> informal meetings for all students (participants who are leaving together with students whom have returned)	
<input type="checkbox"/> skype sessions between candidates and participants already abroad	
<input type="checkbox"/> preparation day or evening about intercultural, global awareness, development cooperation issues outside the formal curriculum	
<input type="checkbox"/> courses for mobility participants (intercultural, global awareness, development cooperation issues ...) integrated in the curriculum	
<input type="checkbox"/> meeting/briefing with staff (staff involved in internationalization)	
<input type="checkbox"/> training own staff (staff involved in internationalization)	
<input type="checkbox"/> buddy programme (participants who will leave abroad are buddies for foreign participants in their institute)	

☐ internationalization @home

(activities for your own participants,  
using the presence of foreign  
participants)

☐ integrating the Southern Partner in  
the process of preparation participants

☐ staff visit to Partner(s) in the South

☐ receiving staff visit from Partner(s)  
from the South

☐ others, please specify:



# Guidance during placement

[]

## THEME 4: GUIDANCE: ACTIVITIES

Please describe the activities you have in the framework of international learning/volunteering mobility regarding guidance of participants while they are abroad. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

<input type="checkbox"/> staff visit to Partner(s) in the South	
<input type="checkbox"/> meeting/ briefing with own staff at own institution who are involved in supervising participants abroad	
<input type="checkbox"/> meeting/ briefing (online) between your institute and local staff that is guiding your participants	
<input type="checkbox"/> training own staff	
<input type="checkbox"/> individual coaching of students concerning their studies or internship abroad	
<input type="checkbox"/> on-line courses for mobility participants (intercultural, global awareness, development cooperation issues ...) while they are abroad	
<input type="checkbox"/> individual intercultural/personal counseling sessions	
<input type="checkbox"/> evaluation (regular/midterm); monitoring and evaluation	
<input type="checkbox"/> others, please specify:	

# Reflection and post-assignment support

[]

## THEME 5: REFLECTION AND POST-ASSIGNMENT SUPPORT: ACTIVITIES

Please describe the activities you have in the framework of international learning/volunteering mobility regarding post-assignment when participants have returned. Please choose all the activities you have, and add more information, description or links.

Please choose all that apply and provide a comment:

<input type="checkbox"/> group sessions (intercultural issues, reverse culture shock etc.)	
<input type="checkbox"/> evaluation of performance of participants	
<input type="checkbox"/> activities to increase public support for your projects	
<input type="checkbox"/> have an evaluation or feedback meeting with partner from the South	
<input type="checkbox"/> publishing articles (reports, testimonies of previous mobility experiences)	
<input type="checkbox"/> information sessions	
<input type="checkbox"/> meeting/briefing with staff involved in participants mobility	
<input type="checkbox"/> training own staff about post-assignment support	
<input type="checkbox"/> informal meetings for all participants	
<input type="checkbox"/> individual intercultural/personal counselling sessions	
<input type="checkbox"/> individual coaching (study or job related)	
<input type="checkbox"/> buddy programme	

☐ internationalization @home  
(activities for your own participants,  
using the presence of foreign  
participants)

☐ others, please specify:


## Literature and materials

Please describe the materials you are using and give us a list of your favorite documents (guidelines, tools, books, articles) on these topics. If possible link them with one or more of these 5 themes. Please send references of articles preferably not older than 10 years. If possible, send a link to the online version, or send a copy in pdf to [erasmuslemonoc@ugr.es](mailto:erasmuslemonoc@ugr.es)

### **[ ] Developing partnership with partners in the South (non industrialised countries)**

Please write your answer here:

### **[ ] Motivation, sensitization and recruitment of participants**

Please write your answer here:

### **[ ] Preparation of participants before departure**

Please write your answer here:

### **[ ] Guidance and mentoring of participants during their stay abroad**

Please write your answer here:

### **[ ] Reflection and post-placement support**

Please write your answer here:

## Personal reflections

We are interested in your own personal reflection or your organisations experiences with regard to international learning/volunteering mobility to the South.

**[ ]Please describe what you consider to be your organisations best practices concerning participants mobility to the South.**

Please write your answer here:

**[ ]Are you aware of best practices in other organisations (HEI and others)? Please let us know.**

Please write your answer here:

**[ ]What are the critical success factors concerning participants mobility to the South from the point of view of sending organization?**

Please write your answer here:

**[ ]What are the critical success factors concerning participants mobility to the South from the point of view of participant?**

Please write your answer here:

**[ ]Please describe any negative experience concerning this type of learning mobility of the sending organisations point of view**

Please write your answer here:

**[ ]Please describe any negative experience concerning this type of learning mobility of the participant's point of view**

Please write your answer here:



**[ ]What measures can be taken in North and South to avoid these negative aspects or consequences of learning mobility**

Please write your answer here:

**[] If there is another person within your organization that you think might be of additional help to LEMONOC during the next phase of the project then please provide us with contact details for that person.**

Please write your answer here:

**[] If you are collaborating with other organisations that may have interest in LEMONOC, please provide us contact information about them (name of the organisation, contact person, email address, website)**

Please write your answer here:

**[ ] Please choose one option \***

Please choose **only one** of the following:

- ☐ I agree that the materials that I have provided with the questionnaire will be published in the e-library on the LEMONOC-website for non-commercial reasons (as Open Educational Resources) with proper references and licences.
- ☐ I want to be contacted prior to publication in the e-library on the LEMONOC-website of the materials that I have provided with the questionnaire in order to discuss legal arrangements
- ☐ I do not agree that the materials that I have provided with the questionnaire will be published in the e-library on the LEMONOC-website as Open Educational Resources

Thank you for your time!

Submit your survey.

Thank you for completing this survey.



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