



# LEMONOC

Literature Review

By Anton Kieffer

University College Cork

September 2014



Lifelong  
Learning  
Programme

## Table of content

Part One: Introduction .....	4
1.1 Background: the LEMONOC Project .....	4
1.2 Thematic Areas .....	5
1.3 Methodology .....	6
1.4 Search Results Overview .....	8
1.5 Report's Structure .....	8
 Part Two: Overview of North-South mobilities in the HEI context .....	9
2.1 Growing Attraction to Developing Countries .....	9
2.2 Debates around Supporting the Increase of North-South mobilities.....	9
 Part Three: North-South Partnership .....	11
3.1 Meaning of Partnership .....	11
3.2 North-South Educational Partnership: Legacy of Imbalance and Inequity .....	12
3.3 The Call for Ethical, Mutually Beneficial and Reciprocal Partnerships .....	12
3.4 Shifting perspective: Development & Intercultural Education and the notion of Solidarity .....	13
3.5 Guidelines for Successful North-South Partnerships.....	14
 Part Four: Participant's Motivations and Recruitment Processes.....	18
4.1 Main Motivations for Choosing the South: Predominance of Self-Oriented Motivations.....	18
4.2 Altruistic Motivations Raise Concerns .....	19
4.3 Recruitment: Recommendations from Academics.....	19
4.3 Recruitment: Guidelines from organisations in the Education Abroad and International Volunteering Fields.....	20
 Part Five: Pre-departure Preparation .....	23
5.1 The Need for more Comprehensive Preparations .....	23
5.2 Health and Safety: a Priority.....	23
5.3 Preparing for Cultural Adjustment .....	24
5.4 Introducing Ethical Considerations within the Preparation .....	25
5.5 Introducing International Development and Global Justice Issues through Development Education .	26
5.6 Examples of Guidelines on Predeparture Preparation.....	27

Part Six: Support during Placement.....	34
6.1 Support from Sending HEI's: Multiple Roles and 'Babying' Pitfall .....	34
6.2 Local Mentors: Crucial Roles and Potential Challenges for Sending HEIs .....	35
6.3 The Learning Process: Structured and Unstructured Approaches .....	36
6.4 Building General and Guided Reflection into Programmes.....	38
6.5 Promoting Areas of Mutuality and Equality .....	39
6.6 Support in case of problem / crisis management .....	39
 Part Seven: Placement Follow-up: Readjustment, Reflection, Learning Integration and Evaluation .....	43
7.1 Providing Support for Readjustment.....	43
7.2 Processing and Integrating Learning .....	44
7.3 Programme's Evaluation.....	46
 Conclusion .....	49
Annotated Bibliography.....	50
Appendix.....	76

## Part One: Introduction

### **1.1 Background: the LEMONOC Project<sup>1</sup>**

The increasing interest in learning mobility with non-industrialized countries<sup>2</sup> (LEMONOC) has been taken up in recent European educational policies (E4A and Horizon 2020). The European Commission has launched the E4A programme (2014-2020) aiming “to ensure that education and training systems deliver the knowledge and skills needed in an increasingly globalized labour market”. The goal is to strengthen the EU as an advanced knowledge society, with sustainable economic development, provide more and better jobs and greater social cohesion by transnational mobility, by enhancing personal growth and global citizenship. To reach these goals, a thorough knowledge of societies in non-industrialised countries is vital, the development of a sustainable partnership with the South combined with the acquisition of crucial skills and knowledge by exchanging and engaging locally while studying or working abroad.

LEMONOC is an Erasmus multilateral project supported by the Lifelong Learning Programme of the European Commission. Its main objective is to improve the quality of learning mobility with non-industrialized or economically developing countries within European higher education institutions. LEMONOC will facilitate a stronger cooperation among higher education institutions to share knowledge and good practices and will provide a framework for such learning mobility. There are an increasing number of very diverse exchange opportunities in higher education institutions with varying goals and objectives. This requires a need to develop a more structural, qualitative and joint approach in organising such transnational exchange programmes. This project will develop publications, online tools and a training courses addressing the critical dimensions of learning mobility with non-industrialized countries. It will provide validated good practices, essential documentation and a self-assessment tool for higher education institutions.

What makes the LEMONOC-project very innovative is the composition of its partners and its regard croisé in international mobility by integrating perspectives from the North and from the South. While the northern partners will look on the conditions for sending out students the southern partners will work on assessing the capacity that it needs to receive students from abroad. Results will then translate into quality improvement and can be applied worldwide to any sending or receiving HEI.

Partners involved in this project are University of Cork (Ireland), University of Basel (Switzerland), HAMK (Finland), University of Granada (Spain), and KHLeuven (Belgium). Further and advisory partners comprise

---

<sup>1</sup> The content of this and the following sections was extracted from the official LEMONOC website on June 25, 2014: <http://www.lemonoc.eu/>

<sup>2</sup> Using term *non-Industrialised countries* is being discussed within the LEMONOC consortium in order to clarify which countries this term is referring to. The consortium might decide to use other terms such as low-middle income countries or developing countries

the Coimbra Group (an association of 39 European University), EURASHE (the European Association of HEIs with a professional development orientation, currently counting more than 1,400 HEIs in 40 countries) and KFPE (the Swiss Commission for Research Partnerships with Developing Countries). From non-industrialised countries the African Network of Internationalization of Education (ANIE), the Association of Universities Grupo Montevideo (AUGM), the Xavier Institute of Management Bhubaneswar in India (XIMB) will contribute to develop the project from their point of view as host institutions for European students.

## **1.2 Thematic Areas**

Five thematic areas have been identified by the LEMONOC consortium in order to improve the quality of learning mobility with non-industrialized countries:

### **1. Partnership**

All the activities and initiatives deployed by your institution in order to establish relationships in which you are working together as partners with HEIs and other stakeholders in Higher Education in non-industrialised countries concerning learning mobility programmes for students.

### **2. Motivation**

The process of informing and sensitizing students in your HEI in order to get them to choose for learning mobility with non-industrialised countries during their higher education programme and the (possible) selection process to validate their candidacy within your institution.

### **3. Preparation**

The process to get students ready for learning mobility to non-industrialized countries, including preparatory coaching of students concerning intercultural and international learning outcomes and administration and organisation this type of learning mobility in your faculty or institution.

### **4. Guidance**

All the activities and initiatives taken in your HEI to help and advice students concerning their learning process as well as practical and intercultural issues during their learning mobility in non-industrialized countries.

### **5. Debriefing, reflection and post-assignment support**

All the activities and initiatives organized once they have returned to their HEI in order to coach students in assimilating their learning mobility experiences, to take care of their home coming experience, to assess the learning outcomes of the learning mobility, to evaluate the learning mobility programme and setting and to disseminate the learning mobility experiences to a wider audience.

The project consortium will ensure the sustainability of the developed instruments and the wider approach by establishing a transnational network of higher education institutions and other stakeholders engaged in the quality improvement of 'learning mobility to non-industrialized countries'.

### **1.3 Methodology**

This literature review was developed in the context of LEMONOC's overall goal to gather and share knowledge and good practices related to learning mobility to non-industrialized countries. The search for this literature review was aimed at answering the following key questions:

Main search questions:

1. What are Northern HEI's current practices around sending participants (e.g. students, researchers) on learning mobility programmes to Developing Countries?
2. What good practice recommendations can be identified to support European HEIs?

Sub questions:

1. What are the key elements to develop successful partnership between HEIs and partners in Developing Countries?
2. How do HEIs inspire and encourage students to take part in learning mobility programmes to Developing Countries?
3. What support is provided to students during the following stages of their programme: pre-departure, in-country, on return; and which of these practices are recognised as good practice?
4. What gaps have been identified in current practices?

The search methodology of this literature review was firstly based on a systematic review approach<sup>3</sup>. The main search terms which produced relevant results for the research included:

- Student
- Developing countr\*
- Mobilit\*
- Internship
- Exchange
- Abroad
- Best Practic\*

---

<sup>3</sup> Process described in the book 'Doing Systematic Review, a Student Guide' (Boland, Cherry and Dickson, 2014). Process also described online: [http://en.wikipedia.org/wiki/Systematic\\_review](http://en.wikipedia.org/wiki/Systematic_review)

- Volunteer\*
- Service Learning
- Intercultural
- North
- South

The database searched included: SAGE Journals, NBER Working papers, Web of Science, Wiley Online Library, World Bank, Directory of Open Access Journals, National Academies Press, ERIC, OCLC, Scopus, Google Scholars.

The systematic review approach only generated a limited amount of relevant documents. In order to increase the number of relevant results, a more ad hoc approach was adopted mainly based on the screening of selected references cited in relevant documents.

The search primarily focused on learning mobilities of Students and Researchers from developed countries going to developing countries in a HEI context but did not particularly focus on students going to a developing country for a full degree.

In an effort of simplifying the terminology, this type of mobility is thereafter referred as 'North-South mobility'; the 'non industrialised' countries will be described as 'developing' countries or 'Southern', terms more widely used across the literature.

The search excluded the documents focusing exclusively on learning mobilities from developing to developed countries. A number of documents dealing with international student mobility in general were selected as it was considered that they could bring a useful contribution to this review and to the LEMONOC project in general. The search only targeted documents written in English. While the majority of the documents gathered were academic journal's articles (about two third of the documents), the selected results also included non-academic documents such as guidelines and good practice recommendations from organisations from the study/education abroad and international volunteering sectors.

The search yielded 2574 documents. Of these, 236 documents were firstly identified based on titles and abstracts screening as appearing relevant. A second shortlisting narrowed down the list of relevant documents to 156 after screening the content of the 236 documents. After reading the content of each of the 156 documents, a total of 82 documents were eventually selected as being the most relevant for this literature review and the annotated bibliography,

## **1.4 Search Results Overview**

The results of the search firstly reveal a lack of work providing an overview of North-South mobilities in an HEI context. As Prazeres mentions, while the wealth of research on international student mobility focuses on mobilities within, and to Westernized countries research on students from developed countries going to study in the developing world remains nearly absent from the literature (Prazeres, 2013). However a relatively large number of studies focusing on North-South mobilities within one specific context or field of study were gathered. Many studies focused on a single programme or location. These studies were for the majority of them undertaken in the last 6 years which would indicate a recent and growing interest in North-South mobilities among academic literature.

It is important to notice that a vast majority of the studies reviewed were conducted by academics based in Western countries; therefore view points from the South are under-represented in this literature review. It is also worth noticing that a large part of the documents were written by Western but non-European academics, most of them being American. This can be explained by the fact that this research only targeted documents in English and a lot of the English literature comes from outside Europe.

The search also reveals that a large part of the available academic literature on North-South mobilities is focused on four areas: (i) the impacts of such programmes on participants (ii) general descriptions of programmes' activities (iii) ethical issues and impact on host communities and (iv) recommendation for planning and implementing programmes. While the last three areas were reported in this document, the information related to the programmes' impact on participants was not a significant focus of this report.

## **1.5 Report's Structure**

The structure of this document is based on the five thematic areas identified by the LEMONOC project. The next section explores the literature on North-South mobility trends and related debates. The third section will focus on the thematic of North-South partnership (thematic area 1), the fourth on predeparture preparation (thematic area 2), the fifth on motivations and recruitment (thematic area 3), the sixth on support during placement (thematic area 4), the seventh on placement follow up (thematic area 5). After the concluding remarks, this report presents an annotated bibliography.

Existing guidelines and recommendations are highlighted in specific tables throughout the report. This report also identifies some useful tools in gathered in specific tables throughout the report. In addition key questions and general recommendations that could useful to the LEMONOC consortium have been gathered in the appendix.



## **Part Two: Overview of North-South mobilities in the HEI context**

### ***2.1 Growing Attraction to Developing Countries***

Despite the lack of available systematic data on North-South mobilities the literature suggests that the number of students and researchers from the North travelling to developing countries is on the rise. As Kondakci notes, despite the popularity of economically developed and Anglophone countries as a study abroad destination, the current trend in the international student mobility suggest a growing and intensified flow towards countries in economically developing and non-Anglophone countries (Kondakci, 2011).

Participants from various academic disciplines contribute to this growing trend. The main fields of study cited in the literature include: health related disciplines (medicine, nursing, global health, physiotherapy etc.), social work, Engineering and International Development Studies. (Umoren et al., 2012), (Crump et al., 2010), (Provenzano et al., 2010), (Budny and Gradoville, 2011, Epprecht and Tiessen, 2012), (Tiessen and Kumar, 2013). Business and environmental studies were also mentioned in the literature (Epprecht and Tiessen, 2012). It is important to notice that the number of fields of study mentioned in the literature gathered is relatively small compared with the whole range of existing fields of study.

According to Epprecht and Tiessen, the motivation for expanding study abroad programs in developing countries comes from multiple sources: “including a desire among colleges and universities to internationalize beyond their traditional Eurocentric parameters. Students themselves are pressing the agenda” (Epprecht and Tiessen, 2012). It is worth noticing that this trend has also been supported by some governments such as in Canada with the Student for Development programme (SFD) (Epprecht and Tiessen, 2012). From 2005 to 2014, more than 1,500 Canadian senior university students took part in SFD internships with non-governmental organizations (NGOs), universities and research institutes in developing countries and emerging economies<sup>4</sup>.

### ***2.2 Debates around Supporting the Increase of North-South mobilities***

A large part of literature reviewed point out the potential benefits of sending students to developing countries (Sherraden et al., 2013) and several authors support the idea of increasing the numbers of students going to the South. According to Wells, the evidence produced by the literature, policy, and theory concerning nontraditional<sup>5</sup> study abroad destinations onto the rationales used to justify education abroad

---

<sup>4</sup> Source: <http://www.aucc.ca/wp-content/uploads/2014/04/sfd-students-for-development-working-together-for-a-sustainable-future-2010-2014.pdf>

<sup>5</sup> According to Wells, “the primary criterion for being categorized as a nontraditional country is the fact that relatively few American students study there. This general definition is sometimes combined with the qualification of being non-European or non- English speaking. Others classify non-industrial, third-world, or developing countries as

leads to the following proposition: “Study abroad experiences in nontraditional destinations are effective instruments for reaching student, societal, and institutional goals of education abroad” (Wells, 2006). In his article, Wells recommends increasing study abroad<sup>6</sup> programmes to non-traditional destinations but he argues that this should not be done at the expense of traditional destinations.

Among the literature reviewed several academics question the fact that North-South mobilities should be increased. As Sherraden highlights, some sceptical authors “raise questions of efficiency, environmental impact, and use of developing countries as “global playgrounds” for privileged students to engage in exploitative third world or poverty tourism (Gössling, Hall, & Scott, 2009; Simpson, 2004; Smith & Laurie, 2011, p. 555)” (Sherraden et al., 2013). In his controversial article “Come and See the Poor People: The Pursuit of Exotica”, Woolf criticises the call to expand opportunities for study abroad students in nontraditional locations (Woolf, 2006). Woolf claims that this trend is not driven by real academic need and that instead, it is “driven by an unholy trinity of national political interest, the pursuit of the exotic and a missionary tendency”. Woolf also argues that a call for a large increase in mobilities towards non-traditional locations would be unrealistic as this would put too much pressure on the resources of potential host communities. He argues that an increase of North-South mobilities should be accompanied by investments from Northern universities to help build infrastructures in host universities and communities in the South. Other authors like Wiley (2003) and Shubert (2008) support this last suggestion recommending that the HEI sector should promote exchange that build capacity and infrastructure in foreign institutions.

---

nontraditional destinations”. To strike a balance between accuracy, utility, and ease of definition, Wells refers to nontraditional study abroad destinations simply as those in Africa, Asia, Latin America, or the Middle East

<sup>6</sup> Study abroad may be defined broadly as “the international movement of students and scholars” (Harari, 1992, p. 69) cited by WELLS, R. 2006. Nontraditional Study Abroad Destinations: Analysis of a Trend. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 13, 113-133.

## Part Three: North-South Partnership

### 3.1 Meaning of Partnership

The term *partnership* is widespread and is being used to describe a very wide variety of projects and initiatives. According to Wiley, there is little agreement about the nature and even the definition of partnerships (David Wiley, 2003). In the literature reviewed, the term is often used to refer to North-South HEI relationships to any short- or long-term collaboration between Northern HEI and public or private host project in the South (e.g. NGOs, hospitals, companies). Multiple definitions of partnership can be found in the literature. Draxler mentions a definition from the World Economic Forum which defines partnership as “a voluntary alliance between various equal actors from different sectors whereby they agree to work together to reach a common goal or fulfil a specific need that involves shared risks, responsibilities, means and competencies” (Draxler, 2008).

Wiley proposes the following definition of an *academic institutional partnership*:

“a collaboration that can reasonably be expected to have mutual (though not necessarily identical) benefits, that will contribute to the development of both institutional and individual capacities at both institutions, that respects the sovereignty and autonomy of both institutions, and that is itself empowering. . . .” (Samoff and Carrol, 2002, quoted by (David Wiley, 2003).

Within a context of higher education development cooperation, partnership has been defined as:

“...a dynamic collaborative process between educational institutions that brings mutual though not necessarily symmetrical benefits to the parties engaged in the partnership. Partners share ownership of the projects. Their relationship is based on respect, trust, transparency and reciprocity. They understand each other’s cultural and working environment. Decisions are taken jointly after real negotiations take place between the partners. Each partner is open and clear about what they are bringing to the partnership and what their expectations are from it. Successful partnerships tend to change and evolve over time” (Wanni et al, 2010, cited by Bailey and Dolan, 2011).

Even though these definitions do not apply to all the types of North-South partnerships, (e.g. Northern HEIs and Southern NGOs), they do provide us with a meaningful understanding of the term partnership in the context of the LEMONOC project.

### ***3.2 North-South Educational Partnership: Legacy of Imbalance and Inequity***

In a series of discussions about partnerships among U.S. and African academics and administrators, it was noted that the history of partnerships between universities in the North and the South has made partnerships potentially problematic (Samoff and Bidemi, 2004). Historically, they noted that linkages and partnerships usually followed an inequitable model: the colonial relationships between institutions of the colonizer and the colonized nations were designed for intellectual domination (Ibid). Wiley mentions that “even during the 1990s, some linkages have been signed between Western and African universities that did not result in significant activity or that created only one-way flows of personnel and knowledge rather than using developing countries’ needs as a basis for creating reciprocal exchanges” (David Wiley, 2003). According to Bailey and Dolan, North-South partnerships are often characterised by a range of asymmetries between the two partners, in resources, institutional capacity and power, with the partner controlling finances often determining the terms of the partnership (2011). These issues of power, domination and inequalities in North-South partnerships were often mentioned in the literature reviewed and were often considered among other ethical challenges (Epprecht and Tiessen, 2012), (Bailey and Dolan, 2011), (Provenzano, Graber et al. 2010), (Sherraden et al., 2013), (Binka, 2005).

### ***3.3 The Call for Ethical, Mutually Beneficial and Reciprocal Partnerships***

The increase in North-South students and researchers’ mobility has been accompanied by calls for improving the quality of North-South partnerships. In an effort to break with this historical legacy of imbalance and inequity, a number of academics from the North and the South have been advocating for building high quality partnerships on a foundation of mutual respect, reciprocity, equity, and transparency (David Wiley, 2003). In the field of Global Health, the Working Group on Ethics Guidelines in Global Health Training (WEIGHT) developed guidelines in 2010 to encourage “ethical, sustainable, and mutually beneficial institutional partnerships” (Umoren et al., 2012). These guidelines which include eight principles of reciprocity (see 3.5) are now widely accepted by the global health community (Ibid). In the recently published Guidelines for Credit and Non-Credit Volunteer, Internship Experience and Work (VIEW) Programs Abroad, the Forum on Education Abroad also insists on this notion of reciprocity and mutual benefits. The document mentions that successful VIEW programmes are “partnerships that effectively manage and balance the interests of the multiple parties invested in the experience (...) while promoting transparency of process, clarity with regard to learning goals, students’ health and wellbeing, and the ideals of reciprocity and mutual benefit” (Abroad, 2013).

It is worth observing that these two sets of guidelines do not explicitly consider reciprocity as implying a two-way flow of participants as this was suggested by Wiley (see 3.2). The mention of a two-way flows exchange programmes is rather absent in the literature reviewed. Nevertheless it is worth noticing that this approach is slowly gaining ground within the international volunteering sector.<sup>7</sup>

### ***3.4 Shifting perspective: Development & Intercultural Education and the notion of Solidarity***

According to Bailey and Dolan, North-South partnership processes could benefit from adopting some of the systems of development and intercultural education (2011). The authors argue that development education in terms of its process, action component and conceptual framework has much to offer the process of partnership formation in order to address issues of power, mutuality and reciprocity (Ibid). They also suggest that intercultural education could help clarify partners' expectations, assist in creating greater levels of mutuality and reciprocity, help each partner understand the perspective of the other and develop basic cross-cultural communication (Ibid).

Kreitzer, who shares the lessons learned from her work in Ghana and Nicaragua, proposes a shift of perspectives on international alliances in the context of social work studies (Kreitzer and Wilson, 2010). According to her, the term 'partnership' is itself troublesome as it reflects issues of power and control. Kreizer cites the Caribbean development theorist Peggy Antrobus: "I'm not willing to talk about North-South partnerships. The term "partnership" implies a relation among equals, and in a relationship between North and South that is not what you have. I'm willing to talk about North-South relations" (Antrobus, 1991 cited by Ibid). Kreitzer proposes a shift towards the idea of solidarity, that is to say: "rather than seeing ourselves as helping others, the sense of solidarity is that we are all in this together and that there are global problems that need to be addressed by all of us, for the benefit of all of us" (Ibid). The author argues that once this shifting of perspectives has occurred: "we can move forward recognizing that we are not there to support someone else's struggle; we are all a part of the same struggle, that of making this world a better place for our communities" (Ibid).

---

<sup>7</sup> See: "Reciprocity in international volunteering, Memorandum of the Prague Conference on Quality Standards and Evaluation Methods in International Youth Voluntary Services", 2011, available online through search engine (link not available)

### **3.5 Guidelines for Successful North-South Partnerships**

The following tables present a selection of guidelines gathered in the literature. Additional guidelines are available online (see Toolbox 1).

<b>Characteristics of Successful Academic Institutional Partnerships (David Wiley, 2003)</b>
<ul style="list-style-type: none"><li>• be clear about goals of the partnership</li><li>• work with a deepened understanding of each other</li><li>• commit internal funding to the partnership, not only grant funds</li><li>• build for the long-term</li><li>• seek broad support from both relevant faculty and administrative leaders</li><li>• make decisions collaboratively</li><li>• operate with written agreements</li><li>• have transparency on allocating all funding and other resources</li><li>• address openly the problems of inequality of resources between the partners</li><li>• have transparency on all issues of power and decision-making</li><li>• be constant in the goals of the partnership</li><li>• be open to conflicts and differences of perspective and understanding and address these directly and promptly</li><li>• build through consortial and not only single-institution linkages</li><li>• agree on and honor ethical and human subjects guidelines in relations among partners and of the partners with communities where research is conducted</li><li>• actively acknowledge contributions of partners and donors</li><li>• regularly celebrate the creation, successes, and overcoming of difficulties in then partnership.</li></ul>

### **Principles or Ethical North-South Partnerships in Global Health (Umoren et al., 2012, Binka, 2005)**

- Stated program goals of both partners or existence of a memorandum of understanding between partner institutions.
- Statement of local needs and priorities that guide program activities.
- Assurance that trainee activities correspond to level of training and indication of supervision.
- Consideration of costs and benefits to the host.
- Training in appropriate language skills relevant to the host's locale as well as sociocultural, political, and historical aspects of host community.
- Adherence to host country licensing standards, visa policies, research ethics review, training on privacy and security of patient information.
- Ethics committee approval for research and appropriate training in international research ethics.
- Adherence to international standards for authorship of publications with input for host faculty and if possible collaborative authorship.

### **Guiding Principles for North-South Research Collaborations Projects (Binka, 2005)**

- Project proposals should, whenever possible, be drafted jointly and each partner should be involved as much as possible in the important decisions to be taken.
- In particular, decisions on specific instrument purchases should be made jointly and the necessary provision for installation, maintenance and repair should be secured.
- Provision should be made in the budget for a training component, and research training should, whenever possible, take place as part of a formal degree programme to increase commitment.
- Salaries should be sufficient to ensure full-time commitment, or complemented by supplementary means (e.g. research honoraria) secured in the budget.
- Transparency should be a golden rule between the partners, e.g. both sides have information on the budget allocations to each side and how funds are being spent.

- Each cooperating group should delegate a substantial number of researchers (at least three).
- Both parties should meet regularly to review ongoing work and plan future activities.
- Fast communication channels (e.g. fax and e-mail) must be available to ensure efficient interaction between partners.
- Scientific papers should be written jointly, with the names of the authors from both sides appearing on the published papers.
- Collaborative programmes should be evaluated on a regular basis, e.g. after each phase is completed.
- Monitoring should emphasize project outputs rather than inputs.
- Mechanisms should be established so that the collaboration can continue after the collaborative programme is terminated to ensure a long lifetime to the collaborative partnership

### Toolbox 1

- **International Partnerships: Guidelines for Colleges and Universities**

The book's appendices are available online. They contain several examples of institutional documents of as well as some lists of resources available to institutions Link:

<http://www.acenet.edu/news-room/Pages/International-Partnerships-Guidelines-Colleges-Universities.aspx>

- **Best Practices for International Partnerships with Higher Education Institutions in Africa** (Wiley, 2003)

These guidelines presents some principles that were developed by a group of South African and U.S. scholars.

Links: [https://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/wiley-root\\_paper.pdf](https://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/wiley-root_paper.pdf) and <http://africa.isp.msu.edu/faculty/bestpractices.htm>

- **APPENDIX for NAFSA publication, Internships, Service Learning, and Volunteering Abroad: Successful Models and Best Practices** (NAFSA, 2013)

Contains guidelines and partnership examples



Link:

[http://www.nafsa.org/uploadedFiles/NAFSA\\_Home/Resource\\_Library\\_Assets/Networks/AREA1/Best\\_Practices\\_on\\_How\\_to\\_Vet\\_Partners.pdf](http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Networks/AREA1/Best_Practices_on_How_to_Vet_Partners.pdf)

- **Code of Ethics for Education Abroad** (The Forum on Education Abroad)

Link: <http://www.forumea.org/documents/ForumonEducationAbroadCodeofEthics.pdf>

- **Guiding Principles in Research Collaboration Projects** (Binka, 2005)

Link: <http://onlinelibrary.wiley.com/doi/10.1111/j.1365-3156.2004.01373.x/abstract>

- **Successful Partnership a Guide - OECD**

Contains guidelines on partnerships in general (non HEI specific)

Link: <http://www.oecd.org/cfe/leed/36279186.pdf>

- **Classification Framework of Study Abroad Programme types** (Engle and Engle, 2003)

Link: [http://www.frontiersjournal.com/issues/vol9/vol9-01\\_engleengle.pdf](http://www.frontiersjournal.com/issues/vol9/vol9-01_engleengle.pdf)

- **Building partnerships for service-learning** (Jacoby, B. 2003)

Link: <http://eu.wiley.com/WileyCDA/WileyTitle/productCd-0787971227.html>

## Part Four: Participant's Motivations and Recruitment Processes

Even though the search did not gather materials documenting how HEIs inspire and motivate students to take part in a mobility programmes to the South, documents describing students' own motivations to participate in international learning mobility programmes to the South were collected and summed up in this report. The search also gathered information on recruitment practices in the context of international learning mobility programmes.

### ***4.1 Main Motivations for Choosing the South: Predominance of Self-Oriented Motivations***

Build on international migration theories and on the literature on the dynamics of student mobility, Kondakci's study sketches a two-dimensional framework for analysing the rationales that behind students' choice of going abroad. According to him, rationales can be classified in two different types:

- Private / individual level rationales: student's personal choices and preferences (i.e., taste, life-style, tendencies) and personal characteristics of individuals (i.e., academic ability, gender, ages, motivation and aspirations)
- Public / macro level rationales: socio-economic, political and environmental, aspects of life of host/home countries (Kondakci, 2011)

The results of Kondakci's study are confirmed by two other studies on the motivations from students participating in study abroad or service learning programmes in a developing country. One was conducted with international students based in Mexico and the other with Canadian students participating in service learning programmes. The three studies suggest that for student going to developing countries pre-departure pulling rationales at the individual level are the most important. (Kondakci, 2011, Epprecht and Tiessen, 2012, Cantwell et al., 2009). The authors describe the desire for personal growth and for gaining skills such as intercultural skills as the main drive behind the choice of European and North American students to go to a developing country (Ibid).

Epprecht and Tiessen observe that the exposure to promotional campaigns on learning/volunteering abroad programmes can have a profound impact on the expectations and motivations expressed by participants in learning mobility programmes to the South (Epprecht and Tiessen, 2012). According to them, part of the growing desire for a cross-cultural experience in the developing world is arising from the rhetoric of global citizenship found in university leaflets and on college websites, in development agency advertising, and in the advertisements of volunteer sending agencies (for profit and not-for-profit organizations).

Both Magnus and Woolf mention that the 'exotic appeal' plays a major part in students' motivations (Magnus, 2009). However, while Woolf tend to despise this type of motivation, Magnus argues that the tourist motive is quite legitimate, but it is also important that students acknowledge that such programmes involve "both business and pleasure, and the ability to distinguish between the two, will help to ensure that priority is given to the work of learning.

#### ***4.2 Altruistic Motivations Raise Concerns***

Altruism is another motivation which raise some concerns in the literature reviewed. It is worth noticing that most concerns around participant's motivations were raised in relation to the specific context of service learning and volunteering programmes and in fields such as social work and global health. Rotabi and Woolf suggest that many students participating in short-term study abroad programme in a developing country are primarily motivated by altruism (Rotabi et al., 2006, Woolf, 2006). Tiessen argues that these motivations reinforce imbalanced power relations and can reinforce – rather than rectify – inequalities and old geo-political forms of exploitation (Tiessen and Kumar, 2013). Rotabi warns that such programmes run the risk of becoming exploitative forms of imperialistic intervention (Rotabi et al., 2006).

#### ***4.3 Recruitment: Recommendations from Academics***

The search only gathered three academic articles dealing with recruitment processes. In his article about social work students' placements in Tanzania, Magnus gives a brief description of the recruitment process:

The home university covers a variety of functions such as asking for written applications, screening the students and meeting the general requirements of local placements (Pettys et al., 2005). To be accepted, students must have passed all exams and have good evaluations from all prior placements. A written application is submitted several months before placement commences. During an individual interview students are asked why they want to do a placement in Tanzania, to describe previous traveling experiences and their special professional interests (Magnus, 2009)

Two academic works provide some recommendations on recruitment processes. Firstly, Provenzano and Graber state that short-term Global Health research projects in developing countries should be presented as a privilege and should be highly competitive: "Selected students should be held to the highest possible standards of academic performance and personal character, and preferably, they should possess previous research experience" (Provenzano et al., 2010). Secondly, Bracke's study on young Belgian people travelling

to developing countries<sup>8</sup> recommends that Southern partners should be involved in the recruitment and preparation of young people (Bracke, 2007).

#### ***4.3 Recruitment: Guidelines from organisations in the Education Abroad and International Volunteering Fields***

The following tables include guidelines and good practice recommendations from organisations working in the Education Abroad and International Volunteering fields. Although these recommendations do not deal with the specific context of the LEMONOC project (HEI North-South mobility), they provide information which could be useful to this initiative.

##### **Standards of Good Practice For Short-Term Education Abroad Programs: Student Selection (Binka, 2005, Abroad, 2009)**

- The program maintains, and makes publicly accessible, its commitment to fair and appropriate policies regarding student selection and conduct.
- Student Selection: The prerequisites, recruitment and selection processes are transparent, published, and fair and consistent with general institutional standards and the specific criteria that program leaders may choose for their programme.
- Diversity/Non-Discrimination: The program welcomes and acts with respect towards students regardless of race, sex, sexual orientation, physical ability, religion, or national and ethnic origin.
- Affordability: The programme seeks to keep the program affordable for the greatest number of students.
- Financial Assistance: The programme and/or its sponsor proactively assist students and families by informing them of internal and/or external financial support.

---

<sup>8</sup> This research has not been translated in English. The scope of the research was larger than the HEI sector as it encompassed young people traveling with private organisations.

**Standards of Good Practice for Education Abroad: Standards Queries for Student Selection** (Forum on Education Abroad, 2011)

**Student Selection:** The recruitment and selection processes are transparent and fair.

- How has the organization defined its participant pool and set appropriate admissions standards?
- How does the organization encourage students from traditionally underrepresented groups to participate in education abroad?
- How do the organization and the home institution encourage students from a wide variety of majors and fields of study to participate in education abroad?
- How does the organization identify and encourage students who have the necessary background for specific programs to apply to them?
- How does the admissions process reflect a policy of non-discrimination on the basis of race, colour, sex, sexual orientation, gender identity, physical ability, age, marital or familial status, religion, or national and ethnic origin, or on any other basis?
- What measures does the organization take to provide equal opportunity to students with disabilities, and how does it manage instances when, after due diligence, a student with a disability cannot be accommodated?
- When students apply to multiple programs, how does the organization recommend the program match that offers the most academic benefit to the student?

**Comhlamh Code of Good Practice for Volunteer Sending Agencies: principles and indicators related to the selection and recruitment of participants**

- Have volunteer programmes based on realistic aims and objectives with appropriate and useful volunteer roles (Principle 1)
- The Volunteer Sending Agency (VSA) involves local partner in volunteer recruitment and selection (Principle 1, Indicator 1)
- Provide marketing and imagery consistent with good practice and clear expressions of organisational aims, ethos and values (Principle 3)

- The Volunteer's role description is clearly and simply stated in all promotional materials in a manner that will not raise unrealistic expectations about what the placement can achieve (Principle 3, indicator 3)
- The VSA provides a fair and unbiased information about the placement (Principle 4, indicator1)
- The VSA provides unmediated access to former volunteers (subject to data protection and consent) (Principle 4, indicator 3)
- The VSA assesses potential volunteers against clear criteria which outlines the knowledge, skills and attributes required of volunteers for particular roles (Principle 5, Indicator 2)
- Guidelines on safe recruitment practices (guidance on how to screen participants for health, child and vulnerable adult protection needs/risks etc.) are provided for those responsible for recruiting staff and volunteers (Principle 5, indicator 3)
- The VSA uses recruitment policies that reflect a commitment to promoting inclusiveness and diversity, complying with the spirit of the Irish Equality Legislation (Principle 5, Indicator 4)
- The Volunteer Sending Organisation requests a certificate of fitness to travel and reference from all volunteers (principle 8, Indicator 4)

## Toolbox 2

- **Standard of Good Practice for Education Abroad** (The Forum on Education Abroad, 2011)  
Includes standards on selection, recruitment and marketing as well as self-assessment queries  
Link: <http://www.forumea.org/documents/ForumEA-StandardsGoodPractice2011-4thEdition.pdf>
- **Standards of Good Practice for Short-Term Education Abroad programs** (The Forum on Education Abroad 2009)  
Link: <http://www.forumea.org/documents/ForumEAStandardsShortTermProg.pdf>
- **ASET Good Practice Advice**  
Link: <http://www.asetonline.org/advice.htm#placementmgmt>
- **Comhlámh Code of Good Practice for Volunteer Sending Agencies**  
Link: <http://www.comhlamh.org/code-of-good-practice-2/>
- **Comhlámh's Volunteer charter**  
Link: <http://comhlamh.org/wp-content/uploads/2013/09/Volunteer-Charter.pdf>

## **Part Five: Pre-departure Preparation**

### ***5.1 The Need for more Comprehensive Preparations***

Good practice recommendations and guidelines suggests that a significantly large amount of topics should be covered, from administrative information, health and safety, discipline specific training to cultural adaptation and ethical issues. However, two documents suggest that North American HEI are not providing comprehensive enough pre-departure training. Tillman, who conducted research on how American universities prepare their students to go abroad (not necessarily to developing countries), reveals that while all universities offer either mandatory pre-departure orientation programmes or may provide this material online, few go beyond providing essential administrative information and details regarding health & safety and finances (AIFS, 2014). According to Tiessen and Kumar, There is great discrepancy in the access to pre-departure and return orientation sessions for students within and across Canadian universities (Tiessen and Kumar, 2013).

The next four sections deal with the 4 main themes that have emerged in the literature in relation to participant's preparation: health and safety, cultural adjustment, ethical issues, international development and global justice.

### ***5.2 Health and Safety: a Priority***

According to NAFSA, health, safety, and security have become more important considerations for all in the field of education abroad (NAFSA, 2013). They consider that while most programmes have always included basic requests for medical background and insurance information in their pre departure forms—and have made health and general safety part of pre departure orientations— education abroad professional must now provide much more for students at all stages of the process (Ibid).

In his article discussing the preparation of Norwegian social work students going on clinical placements in Tanzania, Magnus draws attention to the importance of discussing the main potential risks faced by students while abroad: road traffic accidents, crime and malaria (Magnus, 2009). The author notes that one difficulty faced by HEI staff lies in explaining about risks in a way that is neither too scaring nor leading students to ignore the warnings (Ibid). Magnus, Tiessen and Kumar suggest that the discussion on the risks should include a reflection on how local people face the same and even larger risks, not for a short period but on a regular basis.

Participant's mental health issues are rarely discussed within the academic literature reviewed. However this topic is very much present in several guidelines published by organisations such as NAFSA, the Association of International Educators. In NAFSA's publication "Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants", Prince reveals that the number of student experiencing mental health problem is increasing rapidly. According to him, it is critical that education abroad professionals learn how to spot problems early on and offer support that connects the student to professional help before a problem reaches a crisis state or seriously derails the student's academic and career plans. Prince points out that despite the fact that most U.S. colleges and universities provide comprehensive predeparture orientations, many students are unprepared for the impact that this experience can have on their emotional well-being. Prince explains that the process of adjusting to a new culture can exacerbate pre-existing concerns or developmental challenges that the student may have been managing well at home (NAFSA, 2008).

As the health and safety of study abroad participants appear to be a primary concern of HEI, many statements of good practice have been created. This report shares below some recommendations that have been developed to provide guidance to institutions, and participants (see 5.6).

### ***5.3 Preparing for Cultural Adjustment***

According Tiessen and Kumar, intensive preparatory meetings should follow the admission process where, through practical examples, presentations and discussions, issues such as cross-cultural understanding and modes of interaction with co-workers and community members get discussed (Tiessen and Kumar, 2013). As van't Klooster and van Wijk note, pre-departure cross-cultural training help mitigating students' cultural confusion overseas (van't Klooster et al., 2008).

The literature did not reveal to what extent European universities prepare their students for cultural adjustment. However, when considering U.S. colleges and universities, Prince observes that most of them, if not all, provide predeparture orientations to prepare students for the process of cross-cultural adjustment (NAFSA, 2008). Prince also notes that despite this preparation, many students remain unprepared for the intense feelings that accompany adjusting to a different culture (Ibid).

Prince recommends partnering with campus mental health professionals to provide suggestions for students to manage cultural adjustment in a healthy manner and to determine when to ask for help (Ibid). Prince also suggests inviting peers who can validate the reality of culture shock (Ibid). However, he warns that returnees have a tendency to only talk about the positive aspects of their experiences abroad and tend not to mention the difficulties of adjusting to a new culture (Ibid).



## **5.4 Introducing Ethical Considerations within the Preparation**

Several academics encourage HEI to prepare participants to think critically about the ethical dimension of their experience. Tiessen and Kumar observe that while some students are well prepared, many other have little, if any, preparation and debriefing that would challenge them to think critically about the ethical dimension of their experience (Tiessen and Kumar, 2013).

One of the main ethical issue present in the literature relates to is the potential negative impact of participants on host communities particularly in the context of placements in low resource communities. For Shroeder and Wood, students must be prepared and guided during the programme so that they become active participants in evaluating and preventing negative impacts on host communities (Schroeder et al., 2009). Guidelines from the Forum on Education Abroad recommend that participants must be made aware of the risks of imposing their own cultural values when engaging with low-resource communities in different cultural contexts (Abroad, 2013). Based on their research on U.S. universities' service learning group programmes abroad, Shroeder and Wood formulate the following three main recommendations for mitigating potential negative impact on host communities:

- First, knowledge of the community must be built so that students will understand, insofar as possible, how and why things work the way they do in that area, including the likely reaction to Americans and effects of students' presence there. Through guest lectures, readings, films, and pre-program group presentations, much of this can be accomplished and will allow service to be well-integrated with cultural learning.
- Second, the group must engage in systematic analyses of the many ways outsiders can affect any community, how power dynamics are likely to come into play (...) the special vulnerabilities of the community being visited, and ways to minimize negative impacts. This analysis must include the (gentle!) lesson that good intentions do not necessarily prevent harm (...) Facilitating power/privilege simulation activities, conducting panel discussions with previous participants, engaging in frank group discussions, and requiring reflection/reaction papers from the students before departure can all assist with teaching these important lessons before engaging with the host community.
- Third, group cohesion and a shared commitment to respect and share with the host community in a spirit of mutual learning, and an exchange of equals must be developed. This kind of cohesion and commitment must be created through activities, sharing and reflection both before and during the program. Before the program, students might engage in group projects about the culture, meet with students who have been on the program before, and discuss their

likely reactions to the culture(s) they will be experiencing. Building a group contract about behaviors on the program that will mitigate potential negative impacts will also make for a more successful program generally (Schroeder, Wood et al. 2009).

In addition, Tiessen and Kumar recommend that pre-departure orientation should discuss sensitive and personal topics such as sexual relationships, friendships, moral judgements on treatment of people and animals, work ethics and perceptions of power and its potential abuse by students during their stay abroad (Tiessen and Kumar, 2013). According to them all of these ethical issues are highlighted as key concerns by the participants (Ibid). The two authors suggest using real-life student experiences abroad as case studies where participants in the pre-departure session get to role play (Ibid).

### ***5.5 Introducing International Development and Global Justice Issues through Development Education***

Several articles mentioned the importance of integrating topics related to development and global justice issues within the preparation (Heron, 2005, Rotabi et al., 2006, Gammonley and Rotabi, 2007, Tiessen and Kumar, 2013, Tiessen, 2007, Epprecht and Tiessen, 2012). It is important to mention that these articles were all related to the two specific fields of International Development Studies and Social Work. According to Epprecht and Tiessen, pre-departure and return orientations should enable participants to deconstruct inequality and their roles in perpetuating this inequality and should use a pro-active education that can support and contribute to a form of global citizenship based on social justice, solidarity, and equality (Epprecht and Tiessen, 2012). This approach has been adopted by several volunteer sending organisations which have been integrating development education throughout their programmes<sup>9</sup>. It is interesting to note that two approaches to development education have been identified: a 'soft' one, which does not question the role of the educator and the learner in the global North in participating in social structures (such as education, trade and climate change) that create and perpetuate poverty in the global South, and a 'critical' one, which is seen to involve building an understanding of the complex structures, systems, assumptions, power relations and attitudes that perpetrate global inequalities (Andreotti, quoted by Bailey and Dolan, 2011)

---

<sup>9</sup> See: <http://dochasnetwork.wordpress.com/2013/03/13/from-charity-to-justice-volunteering-and-development-education/>

And <http://www.eilireland.org/volunteer-abroad/why-volunteer-with-eil/our-approach>

Tiessen and Kumar suggest that predeparture training should include topics such as the impact of colonisation, corporate globalisation, Third World debt, critical race theory and examination of representations of the Global South used by international NGOs, volunteer-sending organisations and media (Tiessen and Kumar, 2013). Gammonley and Rotabi suggest “awakening” students to the terminology of development and giving them assigned reading as well as asking them to select a particular topic of interest to focus on during the programme abroad (Gammonley and Rotabi, 2007).

## 5.6 Examples of Guidelines on Predeparture Preparation

### **Guidelines for Managing student’s Expectations of Work, Internships and Volunteering Abroad opportunities<sup>10</sup>** (NAFSA, 2013)

- Meet with all students before they are given access to apply for international internships. Assess their expectations in person.
- Provide a 3 ½ hour health, safety and cross-cultural orientation that includes expectations that a student should have as an intern. A component of orientation can also include bringing former interns to discuss what their expectations were of the internship.
- If possible, put the intern in touch with previous interns the company has had in the past. If the company is new to interns, put the student in touch with students that have interned in that country/region in the past.
- It is recommended that students have previous co-op or internship experiences in the United States before they are able to apply. This helps with their expectations of a working environment.
- It is recommended that students have previous language or in-country experience. This helps with their cultural adaptation when working abroad.
- Recommend that the student writes a cover letter that discusses their interests in working with the company. Also, it is recommended that the student completes a Skype/phone/in-person interview with the employer
- Emphasize to students that all in all, it’s all about the attitude and they should be flexible with their program

Information provided by: Jill Burya, then with Georgia Institute of Technology

<sup>10</sup> These guidelines are not specific to North-South mobility programmes

**Standards and Self-Assessment Queries for Student Preparation for the Learning Environment Abroad (The Forum on Education Abroad, 2011)**

**Standard:**

The organization has processes in place to assess student needs, provides advising and orientation support to address these needs that is consistent with the program's mission, regularly assesses the quality of this support, and utilizes its findings to continuously monitor, maintain, support, and improve its advising, orientation, and re-entry processes.

**Pre- and Post-Departure Advising and Orientation:**

The program uses past experiences, student and staff evaluations, current research, and ongoing communication with students to assess students' needs and provides appropriate orientation and advising support to meet these needs as they evolve throughout the term of education abroad and regularly evaluates the effectiveness of its orientation and advising support.

**Queries for self-assessment:**

- How does the program collect data from multiple sources to inform faculty and staff's understanding of student needs?
- How does the organization advise on appropriate program selection?
- How does the organization provide appropriate advising and pre-departure support sufficient to meet student needs?
- How accurate and complete is pre-departure information regarding academic credit, program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses?
- How does the home institution facilitate students' use of support services on campus (e.g., financial aid, student health) before they participate in education abroad?
- How do the home institution and program regularly assess whether students have sufficient prerequisite knowledge of the language of the host country to satisfactorily meet the program's academic expectations before enrolling, and how are the findings of this assessment process utilized to monitor, maintain, support, and continuously improve pre-departure advising?
- How do the home institution and program ensure that students have sufficient academic preparation and appropriate course prerequisites at the home institution before enrolling in the program?

- How does the organization inform students about the need or requirement for health and repatriation insurance?
- How appropriate to the goals and nature of the program, and needs of the students, is the program's initial orientation? (extensive)
- How regularly is this orientation program evaluated for effectiveness, and how are the results shared with appropriate staff and utilized to continuously improve orientation programs?
- How accurately does the orientation advise on health, safety, and security issues, and inform students about the potential risks involved in education abroad and the specific risks at their education abroad venue?

### **Elements of a Predeparture Psychological Health Orientation (NAFSA, 2008)**

1. Tips to help students recognize symptoms of distress or mental illness in their peers. For example, engaging in risky behavior, personality changes such as suddenly becoming more aggressive or withdrawn, missed assignments, repeated absences from class, sleeping more or less than usual, lack of personal hygiene, excessive fatigue, constant sadness or tearfulness, expressions of hopelessness, essays or notes that focus on death, suicide, or despair, giving away prized possessions, and expressions of concern about the student by others.
2. Information about mental health to help students identify at-risk behaviors in themselves and among their peers. For example, provide general information about anxiety, mood, personality, cognitive, eating, psychotic, and substance-related disorders. Students are most likely first to turn to each other rather than to staff, faculty, or mental health professionals when they are in need. Educating students about how to help each other is critical to early intervention.
3. Tips that help students anticipate and cope with a wide range of new and different living and academic environments. Assist students in developing realistic expectations regarding the cultural adjustment period. Help students identify specific coping skills, such as finding a support group in the host country or learning to laugh at mistakes made when using a foreign language.
4. Information on recognizing stress and managing it before it gets out of control. Provide positive information that focuses on maximizing students' success through a balanced lifestyle. For example, emphasize topics such as making time for good self care, close relationships, spirituality, exercise, health, and fun.

5. Information about common warning signs that may trigger referral to a counselor (e.g., heavy use of alcohol and other drugs, not getting out of bed, staying in a room alone, changes in eating habits such as eating excessively or very little, avoiding friends, and/or not attending classes or marked decrease in academic performance.)
6. Train staff and students to identify and understand the risk factors that lead to suicide. Suicide is a leading cause of death for students; everyone needs to know the common warning signs and some effective ways to intervene.
7. Address policies surrounding issues such as alcohol and other drug use, sexual misconduct, and how such behavior affects student health, safety, and academic progress while abroad.
8. Whether or not students have used mental health services in the past, provide information about the mental health services available in their host country. If students are required to purchase a specific health insurance policy, discuss whether and to what extent that policy covers these services.
9. Suggest that students connect with others who have traveled to the host country so they may gain insight into what the culture is like. Mention that it is often possible to find a study abroad alumni with a disclosed mental health disorder who might be able to address questions from students with preexisting psychiatric conditions (Mobility International USA/National Clearinghouse on Disability and Exchange has a peer-to-peer network—visit <http://www.miusa.org/ncde/stories/peernetwork> on the Web.)

**Comhlamh Code of Good Practice for Volunteer Sending Agencies: example of evidences related to Principles and indicators on participants' preparation**

- Country specific information shared with volunteer (evidence example in Principle 7, Indicator 2)
- Volunteer motivations and expectations reviewed with volunteers (evidence example in Principle 7, Indicator 2)
- Information covering the history of the project and the Volunteer Sending Organisation's work with local partner is covered in volunteer training manual (evidence example in Principle 7, Indicator 2)
- Intercultural learning is covered in volunteer training manual (evidence example in Principle 7, Indicator 2)

- Use of images and messages in social media (including the appropriate use of technology to ensure children/vulnerable adults are not put in danger and exposed to abuse or exploitation) is covered in training manual (evidence example in Principle 7, Indicator 2)
- Policy on child/vulnerable adult protection signed by volunteer (evidence example in Principle 7, Indicator 3)
- Policy on safety and security signed by volunteers (evidence example in Principle 7, Indicator 3)
- Local partners are supported in providing training and induction to volunteers (Principle 7, Indicator 5)

### Toolbox 3

- **Handbook for Canadian Student Interns – Student for Development Programme** ( The Association for Universities and Colleges in Canada AUCC, 2012)  
Example of predeparture handbook. Contains an example of predeparture checklist.  
Link: <http://www.aucc.ca/wp-content/uploads/2011/06/sfd-handbook-for-canadian-student-interns-2011-2012-e.pdf>
- **Ethics and best practice guidelines for training experiences in global health** (Crump et al., 2010)  
Article containing guidelines on ethics and global health training. The guidelines have been designed to minimize the pitfalls of Global Health training programs overseas  
Link: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2990028/pdf/tropmed-83-1178.pdf>
- **A Good Practice Guide for Placement and Other Work-Based Learning Opportunities in Higher Education** (ASET, 2009)  
Link: [http://www.asetonline.org/documents/ASETCodeofPractice-Version2.1\\_000.pdf](http://www.asetonline.org/documents/ASETCodeofPractice-Version2.1_000.pdf)
- **Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants** (NAFSA, 2008)  
Includes a Checklist for Education Abroad Professionals  
Link: [http://www.nafsa.org/uploadedFiles/best\\_practices\\_mental.pdf](http://www.nafsa.org/uploadedFiles/best_practices_mental.pdf)
- **Resources for Health and Safety in Education Abroad** (NAFSA, 2013)  
Link: [http://www.nafsa.org/Find\\_Resources/Supporting\\_Study\\_Abroad/Network\\_Resources/Education\\_Abroad/Resources\\_for\\_Health\\_and\\_Safety\\_in\\_Education\\_Abroad/](http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Resources_for_Health_and_Safety_in_Education_Abroad/)
- **By Example: Resources for Education Abroad Offices and Advisers Revised Edition** (NAFSA, 2013)  
Includes examples of pre-departure materials used by American universities  
Link: [http://www.nafsa.org/uploadedFiles/by\\_example\\_2.pdf?n=1120](http://www.nafsa.org/uploadedFiles/by_example_2.pdf?n=1120)
- **Responsible Study Abroad: Good Practices for Health & Safety** (NAFSA, 2002)  
Link: [http://www.nafsa.org/uploadedfiles/responsible\\_study\\_abroad.pdf](http://www.nafsa.org/uploadedfiles/responsible_study_abroad.pdf)
- **Online training tool for health and safety**



Link: <http://www.disasterready.org/>

- **Internships, Service Learning, & Volunteering Abroad** (NAFSA, 2013)

Link:

[https://www.nafsa.org/wcm/Cust/Custom\\_Cart/Product\\_Detail.aspx?WebsiteKey=e3842661-cf4e-4241-ba1e-62ba837f37e3&prodid=24&catId=11](https://www.nafsa.org/wcm/Cust/Custom_Cart/Product_Detail.aspx?WebsiteKey=e3842661-cf4e-4241-ba1e-62ba837f37e3&prodid=24&catId=11)

- **Maximizing Study Abroad. A Student's Guide to Strategies for Language and Culture Learning and Use** (Paige, M. et al, 2002)

Link: Available from <http://www.amazon.com/Maximizing-Study-Abroad-Students-Strategies/dp/0972254501>

## Part Six: Support during Placement

The support provided to the participants during their programme abroad is essential for ensuring that they will learn and work or study effectively. The literature suggests a multifaceted system of professional support. The following sections are going to explore some of the aspect of this system while highlighting some challenges, debates and good practice recommendations gathered in the literature.

### ***6.1 Support from Sending HEI's: Multiple Roles and 'Babying' Pitfall***

During the placements, participants are generally supported by their sending institution as well as by staff in the field, from a host HEI and/or a host organisation. Van't Klooster and van Wijk claim that a more professional approach is needed in terms of social support by different actors in the home and host country. According to them, these actors should provide services that help participants to reduce uncertainties that arise due to cultural differences (van't Klooster et al., 2008).

In their proposed model for developing international student exchanges in social work, Mathiesen and Lager describe the roles of the sending HEI's supervisor:

The supervisor in an international practicum must structure experiences that meet the educational objectives of the student's program of studies and also ensure that the student receives a practice experience that embodies social work knowledge, values and skills. This can be a challenging task and often requires the assistance of the field liaison from the guest institution to provide guidance in this area. (...) Assisting the student's integration into the agency on both a personal and professional level is an important supervisory role that can enhance the success of the placement. Orienting the student to agency staff and administrators, and often advocating for the student when difficulties or differences arise is a major responsibility for which the supervisor needs to be prepared (Mathiesen and Lager, 2007).

Balandin et al. explain that the supervisors fulfill many roles altogether: educator, evaluator, role model, supervisor, counsellor, experienced interpreter of cross-cultural differences in practice and mediator between student and staff at the international setting. The authors share the characteristics of a good supervisor as identified by their students: "approachable; regularly available; organized; not pushy; willing to listen to student difficulties; good at providing ways to overcome challenges faced by students (...) able to objectively discuss cross-cultural communication issues" (Balandin et al., 2007).

The above descriptions could suggest that a quite intense involvement from the supervisors is necessary to support students while they are abroad. However NAFSA warn against the pitfall of ‘babying’ students:

We are both blessed and cursed by the various forms of instantaneous communication (...) now available to our students and their families. (...) What is the proper amount of communication with students, and at what point does it cross the line into the realm of “babying” students, given that one of our goals is for students to learn how to confront unfamiliar settings and systems? Only you can speak for your office or institution, as you try to walk the fine line between providing students with necessary contact and information, and hindering their experience (NAFSA, 2013).

Interestingly, Trembath et al.’s article suggests that in certain situations and settings, direct communication from an HEI’s supervisor might not be the most useful way to support students (Trembath et al., 2005). Reporting on the experience of Australian speech pathology students undertaking cross-cultural clinical placements in developing countries, they share the following feedback collected from students: “Although e-mail correspondence was used with supervisors in Australia, the students found peer feedback and discussion, reflective journaling, and discussion with local professionals to be the most practical and appropriate means of accessing professional support, as it was immediate and appropriate to the context” (Ibid).

## ***6.2 Local Mentors: Crucial Roles and Potential Challenges for Sending HEIs***

Several articles mention the crucial role of the local mentors or supervisor. For Balandin et al., having a local mentor gives students an opportunity to make sense of cultural differences through dialogue with a cultural insider (Balandin et al., 2007). In their model for international student exchanges, Mathiesen and Lager give a role description of a local mentors who they call ‘field liaison’:

The primary role of the field liaison is to oversee the placement and ascertain that the student's learning objectives are being met through the assigned field experiences. At times the liaison working with international placements must dedicate more time to this role than would be required for a domestic placement due to the complexity of the responsibilities. The liaison is often put in the role of counselling the student, particularly during the initial part of the placement, and reinforcing their strengths and the need for flexibility when students encounter strong feelings of inadequacy and doubt regarding their decision to intern in another country (Mathiesen and Lager, 2007).

For Mathiesen and Lager, one of the important tasks of the local staff is to carry out an orientation which according to them, increase the value of the experience (Mathiesen and Lager, 2007). For them the goal of the orientation is to move the participants beyond the introductory overview, and provide targeted knowledge that will facilitate the exchange (Ibid).

In his study, Magnus observes that some students report that local supervisors do not live up to their expectations to give individual attention and opportunities for critical discussions (Magnus, 2009). Magnus later explains that supervision is a close interpersonal process, and students must be prepared to realise that cultural differences might become very explicit in this process (Ibid). According to him it is important to challenge students to be open-minded and, as guests, to be less expectant, in order to understand different ideas of supervision while reminding them that the responsibility for successful supervision rests with both parties (Ibid).

Lough notes that in one study of international social work placements, 40% of programs had difficulty locating on-site contact persons able to provide supervision and suggest that videoconferencing between the student and the sending HEI may be a useful tool to overcome this obstacle (2013).

In their article Sherraden et al. underline the importance of the preparation of the host communities to receive students. According to them, the degree to which host communities are prepared for student placements is likely to have a significant effect on the success of the programme (Sherraden et al., 2013). They observe that programmes commonly tend to focus on preparing students for experience abroad rather than preparing communities for an influx of students, whose attitudes and behaviours may differ from those of community residents (Ibid).

### ***6.3 The Learning Process: Structured and Unstructured Approaches***

The literature gathered offers recommendations regarding the learning process that participants go through during their placement as well as suggestions on how sending HEIs can support students in this process. Most of the general guidelines for study abroad programmes recommend that in confirming placements with students, institutions should provide specific information including:

- learning objectives and requirements for the receipt of academic credit,
- scope and nature of assigned responsibilities,
- specific, structured job descriptions (The Forum on Education Abroad, 2013)

In his article on cross-cultural social work clinical placements, Magnus suggests that students need to develop personal and professional learning goals. According to him although the opportunities and methods for achieving the goals may evolve over the course of the placements, the goals themselves must be clearly defined to ensure a coherent approach between students, the people with whom they will work and their supervisors (Magnus, 2009). He also add that care must be taken to structure learning opportunities 'that enable students to develop a social justice based comprehension of the contexts they encounter overseas' (Heron, 2005, cited by Magnus, 2009).

While most of the literature suggests a structure approach to learning, Ouma and Dimaras shared their challenging vision of an unstructured approach in their article 'Views from the global south: exploring how student volunteers from the global north can achieve sustainable impact in global health' (Ouma and Dimaras, 2013). They propose that some degree of flexibility is required at the beginning, and a conscious effort to remain without structures to avoid being locked into goals that may be artificial (Ibid). According to them, this allows an open path for student and local host to create something of value that is mutually beneficial. Here are some of their comments:

Many students have a set of priorities and goals for their volunteer abroad opportunity (...). These goals might be related to the requirements of the partner in the Global North (e.g. conditions for academic credit) (...). Continuing on a path aimed at meeting preconceived goals rather than one aimed at creating mutually beneficial goals, will likely end in failure. The decision to keep the description of the student's role vague within the NGO was deliberate. This method may be frustrating for students from the Global North, who might be used to a goal-oriented work culture. The unstructured approach (...) brings to mind the theories on leadership and organizational behaviour of Margaret J. Wheatley [27-29], who emphasized a disorderly or 'chaotic' approach to acquiring impactful change, coupled with a focus on building solid human relationships, rather than following a set of rigid goals or tasks (Ouma and Dimaras, 2013).

While this is challenging some of the structured approaches to learning mentioned above, it is important to note that these comments were written in the context of international volunteering. It is worth wondering whether other types of placement would benefit from this unstructured approach.

## **6.4 Building General and Guided Reflection into Programmes**

Lough suggests that administrators should build reflection into their programmes. According to Reiman et al., when reflection occurs systematically over time, it can increase international understanding, civic responsibility, and decrease prejudice (Reiman et al., 1997 cited by Lough, 2009). Lough notes that when programmes are located in developing countries, guided reflection allows students to consider carefully their connection to issues of global poverty, social justice, and sustainable development and that without guided reflection, students may interpret relevant social justice issues as simple “unlucky” happenstance, with no internal responsibility to catalyse change (Simpson, 2004 cited by Lough, 2009). Reflection can be built into programmes by encouraging informal conversations with local people, other students or staff, or family and friends at home (Lough, 2009). Lough adds that although general reflection is helpful, guided reflection is a particularly important component of effective programmes (Ibid). It can occur in discussion with a professor or supervisor online or through phone calls or videoconferencing (Ibid).

Mentioned in many articles, learning journals appear to be an important tool to support participant’s reflection process during their programme abroad (Sherraden et al., 2013) .(Trembath et al., 2005) (Schroeder et al., 2009) (AIFS, 2014) (Tiessen and Kumar, 2013) (Balandin, Lincoln et al., 2007). Also called ‘personal journals’ or ‘self-reflective journals’, learning journals are considered as effective means of recording, understanding and reflecting upon their experiences (Trembath et al., 2005). Hancock (1999) describes the usefulness of learning journals:

It is a useful tool in a developing country. Unlike text books and videos, the RPLJ [reflective practice learning journal] does not have a limited shelf-life. It is a cost effective, low technology option which has sustainability, will not deteriorate with the climate or terrain, and it is portable. It can be used just as successfully in an intensive care unit in New York as in a rural health station in Africa or on top of the Himalayas (cited(Trembath et al., 2005)

Tiessen and Kumar develop strong arguments for using learning journals:

A journal forms an important document through which students grapple with their own positionality and identity, and where their own preconceived notions about the “other” emerge unfiltered. It thus becomes an important tool with which instructors can engage students to deconstruct the meaning-making that has occurred during their placement, through face-to-face meetings with each individual student. While this might be viewed as a time-consuming venture for faculty, it is probably the most important engagement to have if the aim of the work–study placement is to develop a critical sense of global citizenship (Tiessen and Kumar, 2013).

According to Schroeder et al, supervisors should develop structured journal questions that allow reflection to take a deeper, more critical perspective, rather than just reporting on the experience (Schroeder et al., 2009). Tiessen and Kumar recommend that very specific instructions should be provided on how to record entries so that students are able to document their interactions with the host community (Tiessen and Kumar, 2013). Discussion about ethical challenges, their own assumptions and changing viewpoints, should also comprise part of these entries (Ibid).

### ***6.5 Promoting Areas of Mutuality and Equality***

Wood et al. propose to tackle the inequalities between students from the North and host communities by creating 'areas of mutuality and equality' where programme participants and community members can interact (Wood et al., 2011). For example, they propose to engage local people in a teaching relationship with students in order to emphasise the existence of local talents and skills for the community (Ibid). Other means of promoting mutual and equal relationships were suggested such as playing sports game and sharing photos (Ibid).

Schroeder et al. share similar recommendations for short-term group programmes in developing countries. They recommend that programmes should include: "home stays to encourage cultural immersion, making time in the program to be with local people in contexts that allow for sharing, using local languages when possible, structuring evening reflection time that allows for open discussion" in order to create groups that will be sensitive to and work to prevent negative impacts on the community being visited, as well as to encourage meaningful cultural exchange (Schroeder et al., 2009).

### ***6.6 Support in case of problem / crisis management***

The topics of health and safety during programme and crisis management were nearly absent from the academic literature reviewed. However several documents published by organisations from the Education Abroad sector provide recommendations and guidelines in these areas. The following tables illustrate some of the information gathered.

**Standards:**

**The organization assures continuous attention to the health, safety, and security of its students, faculty, and staff, from program development stages through program implementation, by way of established policies, procedures, student orientation, and faculty and staff training.**

- a) The organization considers health, safety, security and risk management in program development.
- b) The organization focuses continuous attention on health issues for program students, faculty and staff .
- c) The organization ensures continuous attention to the safety of students, faculty and staff at all locations, with particular attention to safety issues in more dangerous locations.
- d) The organization maintains adequate insurance coverage and conducts regular risk-management review involving appropriate training and personnel.
- e) The organization is knowledgeable about and complies with applicable laws and regulations.
- f) Risk assessments are conducted as part of the development process for new programs to evaluate and mitigate potential risks prior to the commencement of the activity.

**Example of Queries for self-assessment:**

**a. The organization considers health, safety, security and risk management in program development.**

- What are the organization's procedures for considering the safety of a particular program site: the safety of buildings, facilities, and equipment; fire precautions; health and hygiene, transportation and venues for excursions?
- Does program development include evaluations of the experience and competence of staff in relation to programmatic elements involving risk, including any necessary certification and qualification of staff? What specific certification and qualifications does the organization require in this regard?
- How does the organization consider legal and ethical issues directly related to the program's activities, including host country laws and the principles of the Forum's Code of Ethics for Education Abroad, as part of the program development process?
- How does the program determine participant/staff ratio appropriate to supervision of the program's activities? What protocols are in place to ensure sufficient staff coverage in case of emergencies?
- How does the program vet home-stay families?
  - 1) How often and in what capacity are home stays visited and inspected to judge whether they meet appropriate safety standards? What are the specific standards applied?
  - 2) Are home-stay hosts interviewed and selected based on established and consistent criteria determined by the program? What are these criteria?



3) How are home-stay hosts provided with appropriate training to understand program policies and procedures, health and safety protocols, U.S. student characteristics, intended student outcomes and emergency response?

- In the development of program components such as excursions and field trips, by what means does the program evaluate the safety of transportation, orientation activities, itineraries, and venues?
- How is transportation used by staff and students selected? What are the protocols utilized to vet the safety of all types of transportation?

2) What policies exist regarding staff , faculty, and students driving vehicles?

3) How does the organization ensure that all necessary information is consistently communicated for each excursion, etc?

4) How are any inherent risks in the itineraries and activities communicated to students and staff ?

5) What mechanisms are used to ensure that all participants are briefed on emergency procedures for excursions?

6) How does the organization ensure that each excursion itinerary is collected, stored and is readily accessible?

***Additional queries have been developed for the other standards.***

#### **12 issues to consider, from Sachs and Rhodes, Online Magna Seminars, 2009**

- Accommodations
- Alcohol / Drugs
- Student conduct
- Crisis management
- Insurance
- Health and Wellness
- Mental Health
- Diversity/Discrimination
- Transportation
- Sexual Harassment
- Orientation
- Communication

#### Toolbox 4

- **Best Practices for On-Site Academic Advising for Education Abroad**, included in Standards of Good Practice in Education Abroad (The Forum on Education Abroad, 2011)  
<http://www.forumea.org/documents/ForumEA-StandardsGoodPractice2011-4thEdition.pdf>
- **Resources for Health and Safety in Education Abroad** (NAFSA, 2013)  
Link:  
[http://www.nafsa.org/Find\\_Resources/Supporting\\_Study\\_Abroad/Network\\_Resources/Education\\_Abroad/Resources\\_for\\_Health\\_and\\_Safety\\_in\\_Education\\_Abroad/](http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Resources_for_Health_and_Safety_in_Education_Abroad/)
- **By Example: Resources for Education Abroad Offices and Advisers Revised Edition** (NAFSA, 2013)  
Includes examples of pre-departure materials used by American universities  
Link: [http://www.nafsa.org/uploadedFiles/by\\_example\\_2.pdf?n=1120](http://www.nafsa.org/uploadedFiles/by_example_2.pdf?n=1120)

## **Part Seven: Placement Follow-up: Readjustment, Reflection, Learning Integration and Evaluation**

### ***7.1 Providing Support for Readjustment***

The traditional view of re-entry has focused mainly on the emotional challenges that come with seeing your home community or country again after studying or living abroad (World Learning 2008). Re-experiencing culture shock upon returning home from living abroad—often referred to as ‘reentry culture shock’ or ‘reverse culture shock’—is a common occurrence (NAFSA 2008). For many young people who have lived abroad, the culture shock faced on return is far more immediate and troublesome than what they experienced upon arrival in their country of destination because it is often unexpected (NAFSA, 2013). Tiessen and Kumar point out that students who return home without adequate support encounter a variety of problems which may include depression, anger or alienation from their peers who have not participated in a similar programme (Tiessen and Kumar, 2013). For NAFSA, sending HEI have the responsibility to prepare participants for this experience and to offer them assistance in readjustment: “Because we have created in our students an expectation that their lives will be different after their time abroad, we have a responsibility to show them how to begin to make that happen” (Ibid).

Students can plan for this before departing by gaining awareness of this normal part of cultural adjustment and learning strategies to help successfully prepare for this transition (NAFSA 2008). Addressing reentry shock during a special seminar, on-site before returning home or upon return is a good way to help students make an easier transition (Ibid). There are many other activities that can facilitate the reentry process—parties and receptions, photo contests, and reentry conferences are examples of successful reentry programs (NAFSA, 2013). As NAFSA point out, the main challenge is in communication, which can be especially difficult given that the students are beginning now to move away from your office, rather than toward it (Ibid). According to them, the timing of communication can be difficult to judge and many programs have success with sending reentry materials to participants while they are still abroad (Ibid).

As World Learning mention in their toolkit for returning students, the emotions are just one aspect of their experience (World Learning 2008). They also may need to: meaningfully connect with others through social action or civic engagement; integrate their new experiences into your academic and professional life; find ways to continue to embody the global understanding that they experienced abroad (World Learning, 2008).

## ***7.2 Processing and Integrating Learning***

According to World Learning, returning home is a powerful experience that has the potential to allow for personal growth, to provide mobility for social action and civic engagement, to enhance skills for professional life, and lastly the ability to further knowledge about the world and our place within it (World Learning, 2008). Heron mentions that returning participants need to not only de-brief their international experiences and any encounters with risk that they have had, but also create meaning for themselves out of what they have seen, heard and done (Heron, 2005).

Tillman notes that assisting students upon return usually engages only study abroad staff and, offers a series of workshops and options for wider involvement as peer advisors to students thinking about going abroad (AIFS, 2014). Usually, these events are optional, and, consequently, participation rates are either unknown or low (Ibid). Some HEI may also offer one-credit courses to guide students in “unpacking” and self-assessment of their study abroad experience (AIFS, 2014).

For Tiessen and Kumar students in international development studies who come back from a placement abroad should imperatively participate in a mandatory course or seminar upon return (Tiessen and Kumar, 2013). This course should provide them with a safe and non-judgemental space to discuss their unprocessed experiences and thoughts:

The main objective of this course should be twofold. First, it should situate individual practical experience within the setting of North–South power relations (...). Second, the course should revisit discussions on critical race theory and development so that students are able to reflect on their positionality, identity and power. Such a learning process can allow students to interrogate their undeveloped notion of ethics (...). All this can allow students to envision projects for global solidarity and action that break the old paradigms (Tiessen and Kumar, 2013).

Balandin et al. proposes 6 steps for student health professionals returning from international clinical placements to integrate their experience abroad into the broader curriculum:

**Steps for integrating student health professionals' experience abroad into the broader curriculum (Balandin et al., 2007)**

- 1) have students give a presentation to staff and peers on their return to the home institution;
- 2) have staff from the international host institution come to the home institution (in person, via webcast or webchat) to give talks, lectures and training to staff and students;
- 3) have the clinical supervisors of international clinical placements make suggestions about how the home institution might incorporate information or perspectives learned on the placement into the curriculum;
- 4) have teaching and clinical education staff include cross-cultural components in their courses drawn from materials, information and insight gained during the international clinical placements;
- 5) have students identify aspects of cross-cultural concern and/or difference in their home placements and compare these with issues identified by students who went on international clinical placement; and
- 6) have an easily accessed archive of relevant cross-cultural materials created for use by all students and staff.

According to Tillman, regardless of duration or destination, students benefit from considering the career implications of their decision to go abroad (AIFS, 2011). In the AIFS guide to Study Abroad and Career Development, Tillman provides students with a framework to understand the impact and added value of study abroad for their career development. According to him, HEI's efforts to "internationalize" too often focus on the academic logistics of supporting programmes abroad and not enough on providing an integrated effort to harmonize student support services – principally between the study abroad and career service offices – to guide a student on the best way to become aware of how the experience may impact their career development. The following table presents suggested steps student can take upon return to better integrate their experience abroad within their career development:

### Steps for integrating a study abroad experience within the career development (AIFS, 2011).

- Visit a career services advisor to revise and edit your resumé to incorporate the new interpersonal skills and intercultural competencies that you strengthened while abroad.
- Discuss ways to strengthen your cover letter to articulate how your study abroad experience is an asset for an employer.
- Participate in campus or community programs that provide opportunities to practice articulating what you learned and the steps you took to gain or strengthen intercultural and professional skills.
- Discuss your international experience with international students from the country in which you studied to gain a fresh perspective on the culture and values of that society.

As you prepare to conduct your job search, re-write your resumé, develop a cover letter, and prepare for interviews, keep in mind the qualities and skills that employers expect of a candidate who had studied abroad.

These would include:

- Strong problem solving skills and keen analytic ability
- Tolerance for ambiguity and ability to adapt in new environments
- Interpersonal communications skills
- Cross-cultural competencies (could include language skills and ability to work well in different cultural settings)
- Personal traits such as character, self-reliance, and dependability

### **7.3 Programme's Evaluation**

The academic literature on the evaluation of North-South learning mobility programmes is very sparse. However the search gathered one recently published article which provide us with an interesting reflection on qualitative assessment of Study Abroad programme (Engle, 2013). In this article, Engle observes that the majority of study abroad programme provider is far from engaging in serious outcomes research beyond the question of student satisfaction (Ibid). Engle shares some of the results of a recent survey which covered 120 universities (Ibid). The results show that fewer than a third assessed academic achievement or personal development and just 15% assessed gains in intercultural proficiency (Ibid). According to Engle the 'programme satisfaction' type of answers are biased by the pitfall of participant's ethnocentric judgement

(Ibid). Engle even questions the legitimacy of participant’s judgement of quality: “If the primary aims of international education are to expose students to “difference,” to foster crosscultural understanding, and to cultivate in students an essential empathic shift in perspective, are judgments of “quality” based on home culture standards legitimate at all?” The author suggests asking for more specific indications of how the participants lived and benefitted from the experience that the program intentionally structured for them. Engle proposes to move away from generalised customer-satisfaction opinion poll, and concentrate on thoughtful study abroad questionnaire which would enable students to recognise and reflect upon the value in the deliberate educational challenge of their study abroad experience (Ibid). This would also allow them to place their personal, academic, and cross-cultural experience within the context of specifically stated program goals. The table below provides examples of such questions:

#### Evaluation Questionnaire’s Questions Example (Engle, 2013)

- I relied on the following to help me adjust to a new learning style (check all that apply)
  - a) My host national classmates (shared notes, conversations, independent study groups)
  - b) Pooled resources with my American classmates
  - c) Outside readings in the subject matter
  - d) Advice from the professor and/or on-site resident director
  - e) Tutorial assistance
  
- The host culture learning environment (check all that apply)
  - a) Pushed me to find new learning resources in myself
  - b) Made me more aware of the way learning is organized at home
  - c) Discouraged me due to lack of direction
  - d) Liberated me to take more responsibility for my learning process
  - e) Prepared me to better face future challenges

According to Engle, this type of questionnaire may guide students to find greater empowerment in the value of their personal and academic intercultural achievement than in client-based demands. Engle concludes by writing that “questions formulated in support of the challenging complexity of the learning experience abroad—of which evaluation is the invaluable epilogue—speak to a humbler, more respectful acceptance of the world’s cultural diversity, which is, let’s not forget, the fundamental resource of study abroad itself” (Ibid).

Finally, it is worth mentioning that the Forum on Education Abroad suggests that HEI should take part in independent and periodic peer review. The organisations provides some detailed guidelines to support HEIs in this process (The Forum on Education Abroad, 2007). However, the literature review did not gather any document assessing the value of such reviews.

#### Toolbox 5

- **A Guide to Outcomes Assessment in Education Abroad (The Forum on Education Abroad, 2014)**

Link: [http://www.forumea.org/research-outcomes\\_assess\\_guide.cfm](http://www.forumea.org/research-outcomes_assess_guide.cfm)

- **Outcomes Assessment and Research Toolbox**

This toolbox includes: case studies, assessment tests, assessment tools, assessment bibliography, other resources

Access from: <http://www.forumea.org/research-outcomes.cfm>

- **After Study Abroad, A toolkit for returning students** (World Learning. 2008)

Link:

<http://www.trincoll.edu/UrbanGlobal/StudyAway/Documents/SITStudyAbroadReentryToolkit.pdf>

- **Re-entry Workshops, a Toolkit for Continued Personal and Professional Growth** (Kurtzman, R., 2013).

Link:

[http://www.nafsa.org/uploadedFiles/Chez\\_NAFSA/Resource\\_Library\\_Assets/Networks/EAKC/Returnee%20Student%20Services.pdf](http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Resource_Library_Assets/Networks/EAKC/Returnee%20Student%20Services.pdf)

Additional guidelines on evaluation/assessment processes can be found in the grey literature (see toolbox 5).



## Conclusion

This document provided a review of the literature on North-South mobility in a HEI context. It firstly revealed the lack of work providing an overview of this specific sector. However a relatively large number of academic studies focusing on North-South mobilities within one specific context or field of study were gathered. These studies described various North-South mobility practices and provided us with meaningful discussions about their value and significance. Perhaps more importantly, these studies revealed some important issues to be considered in the context of North-South learning mobilities. Many of them would be related to ethical considerations and associated with specific concerns around power, domination, reciprocity, ethnocentrism etc. In addition, numerous non-academic documents, mainly from organisations in the study/education abroad sector, offered many examples of good practice recommendations which could inspire future LEMONOC guidelines. This document also raised several questions that are probably worth considering when developing the future tools of the project.

This document intended to select and highlight information from the literature that is relevant to the LEMONOC project. It is hoped that, this work, combined with the other research work currently being carried out for the project, will contribute to establish a solid foundation for the LEMONOC initiative.

## Annotated Bibliography

### **ACE. International Partnerships: Guidelines For Colleges And Universities. 2008**

This publication describes the fundamentals of planning, developing, and implementing international partnerships. It stresses the institutional context for partnerships and provides practical advice on implementing each step in the process.

<https://bookstore.acenet.edu/products/international-partnerships-guidelines-colleges-and-universities>

### **AIFS. Student Guide to Study Abroad & Career Development. 2011**

*This guide is designed to provide students to understand the impact and added value of study abroad for their career development. The guide points out to what extent students' career can benefit from studying abroad. It also provides some advice for student to "market" their study abroad experience to employers. This guide can support HEI to (i) promote study abroad programmes and (ii) support students to market their study abroad experience to employers.*

[http://www.aifsabroad.com/advisors/pdf/Tillman\\_AIFS\\_Student\\_Guide\\_Career.pdf](http://www.aifsabroad.com/advisors/pdf/Tillman_AIFS_Student_Guide_Career.pdf)

### **AIFS. Supporting Education Abroad & Student Career Development. 2014**

*This publication from AIFS is a practical guide which address issues of career integration in Study Abroad programmes. This document presents a selection of examples of good practice from US universities.*

[http://www.aifsabroad.com/advisors/pdf/Tillman\\_AIFS\\_Campus\\_Best\\_Practices.pdf](http://www.aifsabroad.com/advisors/pdf/Tillman_AIFS_Campus_Best_Practices.pdf)

### **Andreotti, V., 2006. 'Soft versus critical global citizenship education', Policy & Practice: A Development Education Review, 3, 40-51.**

*This article aims to introduce the argument for critical global citizenship education. It is divided into three parts. In the first part the author presents Andrew Dobson's arguments in relation to the grounds for global citizenship and his critique of the notions of the 'global citizen' and 'interdependence'. In the second part, Andreotti presents Gayatri Spivak's analysis of some cultural effects of colonialism in the relationship/assumptions of North and South. In the last part, she compares and contrasts soft and critical citizenship education in general terms.*

<http://www.developmenteducationreview.com/issue3-focus4?page=show>

### **ASET. 2009. A Good Practice Guide for Placement and Other Work-Based Learning Opportunities in Higher Education - Good Practice for Placements Guides – Volume 2.**

*This ASET Code is intended to extend good practice from placements alone to those shorter periods of work-based learning opportunities. This document is intended to be useful to the three main parties involved in*

*work-based learning: the HEI delivering the primary educational experience, the student undergoing the learning experience, the employer providing the work-based learning environment.*

[http://www.asetonline.org/documents/ASETCodeofPractice-Version2.1\\_000.pdf](http://www.asetonline.org/documents/ASETCodeofPractice-Version2.1_000.pdf)

### **ASET 2008. Are e-portfolios an asset to learning and placement?**

This document aims at supporting placement unit users' capacity to make informed choices about implementation of e-portfolios. It gives a panoramic perspective on the role of e-portfolios in a placement from the point of view of users as well as academics and policy makers [http://www.asetonline.org/documents/AreE-PortfoliosAnAssetToLearningandPlacement-ASETandDMUReport-March2008\\_002.pdf](http://www.asetonline.org/documents/AreE-PortfoliosAnAssetToLearningandPlacement-ASETandDMUReport-March2008_002.pdf)

### **AUCC. 2012. Handbook for Canadian Student Interns.**

*This Handbook for Canadian Student Interns outlines Students For Development programme's administrative guidelines and includes the forms that Canadian students must submit to their university as part of their internship as well as checklists, guidelines etc.*

<http://www.aucc.ca/wp-content/uploads/2011/06/sfd-handbook-for-canadian-student-interns-2011-2012-e.pdf>

### **ASET. Health and Safety for Student Placements- Good Practice for Placements Guides – Volume 3**

*In addition to reducing the risk to students, this guide should enable HEI staff to demonstrate, in the event of legal action being taken in the UK against the HEI following an adverse effect on a student's health or safety (or an adverse effect on an employer caused by a student) arising from a student placement, that they have done what can be considered as reasonably practicable to discharge your duty of care.*

*The document is available in hardcopy from the ASET office. This publication is free of charge (plus P&P at cost) to ASET member institutions and £15 (plus P&P at cost) to non-member institutions. Please contact the ASET office by email ([aset@asetonline.org](mailto:aset@asetonline.org)) to order copies.*

<http://www.asetonline.org/pubs.htm#cop>

### **ASET. Managing Placements with IT and Online - Good Practice for Placements Guides – Volume 1.**

*In response to the perceived need for national guidance in developing IT systems to manage placements, ASET established a trans-institutional working party, bringing together the country's leading developers of in-house systems, to write this publication. This guide can be used to aid the design of in-house IT systems to manage any period, location or type of placement. The prompting and record keeping facilities incorporated in such systems also positively promote effective and comprehensive placement management, in line with recommendations in the ASET and QAA Codes of Practice, and so this topic was chosen to inaugurate our new series of Good Practice for Placements Guides.*

<http://www.asetonline.org/pubs.htm#it>

**Bailey, F. and Dolan, A.M. 2011. The Meaning of Partnership in Development: Lessons from Development Education. *Policy & Practice: A Development Education Review*, 13, 30-48.**

*In this article Fiona Bailey and Anne M. Dolan discuss the concept of partnership, particularly within development cooperation, higher and teacher education and other areas, providing a critique but also outlining good practice models. The need for more interaction between development education and development cooperation is a significant recommendation.*

<http://www.developmenteeducationreview.com/issue13-focus2?page=show>

**Balandin, S., Lincoln, M., Sen, R., Wilkins, D. P. & Trembath, D. 2007. Twelve tips for effective international clinical placements. *Medical teacher*, 29, 872-877.**

*This article propose some tips for effective international clinical placements abroad. This work is based on an ongoing collaboration between the Indian Institute of Cerebral Palsy, Kolkata, India and The University of Sydney, as well as recommendations from the burgeoning literature on international clinical placements. The authors are from both the sending and the receiving institutions, and have found that close collaboration between the home and host institutions along with student reflection, evaluation and the opportunity to integrate new knowledge with other clinical experiences are keys to a satisfactory outcome for all concerned.*

<http://informahealthcare.com/doi/full/10.1080/01421590701784364>

**Binka, F. 2005. Editorial: North–South research collaborations: a move towards a true partnership? *Tropical Medicine & International Health*, 10, 207-209.**

*In this editorial, Binka describes the context of "scientific colonialism" which is creating unbalanced power relationship between Northern and Southern partners in research collaboration projects. The authors is citing guiding principles to help create more equal partnership. Binka gives example of successful and "equal" North-South partnership. The author also argues that South-South research collaboration should be encouraged as they have the capacity give developing country scientists the requisite capacity to effectively negotiate with northern collaborators.*

<http://onlinelibrary.wiley.com/doi/10.1111/j.1365-3156.2004.01373.x/pdf>

**Bracke, C. 2007. Onderzoek naar de omkadering voor Vlaamse jongeren die naar het Zuiden trekken - Research on the framework for Flemish young people who are sent to the South.**

*This document presents a research on young Flemish people to the South, not necessarily through the HEI system. It includes 15 recommendations.*

<http://www.jint.be/Portals/0/Documenten/Infotheek/Onderzoek%20omkadering%20Vlaamse%20jongeren%20Zuiden.pdf>

**Budny, D. & Gradoville, R. T. 2011. International Service Learning Design Projects: Educating Tomorrow's Engineers, Serving the Global Community and Helping to meet ABET Criterion. *International Journal for Service Learning in Engineering*, 6.**

*This paper discusses the benefits of international service-learning projects for students, the international community, and the university. The year-long process of development and piloting of the first international humanitarian engineering service-learning project within the Department of Civil Engineering at the University of Pittsburgh is presented. This pilot project was a collaboration between the senior design course, a local chapter of Engineers Without Borders, and various domestic and international entities. The benefits of international service learning projects are discussed, in the hopes of catalyzing development of similar projects in the future.*

<http://library.queensu.ca/ojs/index.php/ijlsle/article/view/3548/4119>

**Cantwell, B., Luca, S. G. & Lee, J. J. 2009. Exploring the orientations of international students in Mexico: Differences by region of origin. *Higher Education*, 57, 335-354.**

*This study examined the dispositions, experiences, and expectations of international students in a developing country (Mexico) to understand the increasing phenomenon of reverse student flows and the role of the political economy in international student mobility. Data were drawn from survey responses from 279 international students at universities throughout Mexico and analyzed to explore the orientations among students from Europe, Latin America and North America. Findings showed significant differences among international students' dispositions, experiences, and expectations by these geographical regions of origin. In a broader context, this research addressed the important role of developing countries as not only senders but also receivers of international students. This research also demonstrated the ways that the political economy shape the orientations of students studying abroad.*

<http://www.scopus.com/inward/record.url?eid=2-s2.0->

[58849131528&partnerID=40&md5=81907c90132fe02fba3d717061a02302](http://www.scopus.com/inward/record.url?eid=2-s2.0-58849131528&partnerID=40&md5=81907c90132fe02fba3d717061a02302)

[http://download.springer.com/static/pdf/592/art%253A10.1007%252Fs10734-008-9149-x.pdf?auth66=1400691305\\_ec4268e45d2351cd6b8693579c6410e5&ext=.pdf](http://download.springer.com/static/pdf/592/art%253A10.1007%252Fs10734-008-9149-x.pdf?auth66=1400691305_ec4268e45d2351cd6b8693579c6410e5&ext=.pdf)

**Comhlahm, Volunteer Charter. 2011**

*The Charter is a guide for people who are going to volunteer overseas in developing countries. It sets out seven principles that aim to encourage responsible, responsive international volunteering. Each of these principles contains a list of questions to help volunteers make sure that they have thought about the issues raised, and to ensure that they know why they are important.*

<http://www.comhlahm.org/volunteer-charter-2/>

**Comhlamh, Code of Good Practice for Volunteer Sending Agencies. 2012**

*The Comhlámh Code of Good Practice (CoGP) for Volunteer Sending Agencies is a set of standards for organisations involved in facilitating international volunteer placements in developing countries. The focus is to ensure overseas volunteering has a positive impact for the three main stakeholders: the volunteer, the sending agency, and the local project and community. Additionally, it reflects a number of core values. These are: partnership, quality, security, encouraging appropriate volunteer attitudes, valuing volunteering, sustainability, development education, solidarity, and the importance of contributing to development.*

<http://www.comhlamh.org/code-of-good-practice-2/>

**Crump, J. A., Sugarman, J. & Training. 2010. Ethics and best practice guidelines for training experiences in global health. *The American journal of tropical medicine and hygiene*, 83, 1178.**

*in this article, the Working Group on Ethics Guidelines for Global Health Training (WEIGHT) has developed a set of guidelines for institutions, trainees, and sponsors of field-based global health training on ethics and best practices in this setting. Some of these guidelines, particularly those related to "sending and host institutins" could also be useful for programmes outside of the Global Health field. Generally speaking, these ethics and best practice guidelines set out a range of measures designed to minimize the pitfalls of Global Health training programs overseas. The authors hope that these guidelines will be used to reassess and improve existing programs, be applied in the design of new programs, and, where necessary, promote the discontinuation of programs or activities that cannot meet basic practices described in these guidelines.*

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2990028/>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2990028/pdf/tropmed-83-1178.pdf>

**Deardorff, D., De Wit, H., Heyl, D., & Adams, T. (2012). *The Sage handbook of international higher education*. Thousand Oaks, CA: Sage.**

*The SAGE Handbook of International Higher Education serves as a guide to internationalization of higher education and offers new strategies for its further development and expansion in the years to come. With a decidedly global approach, this groundbreaking volume brings together leading experts from around the world to illustrate the increasing importance of internationalization. It also encompasses the diversity and breadth of internationalization of higher education in all its thematic facets and regional impacts. The handbook comprises five sections, covering key areas: internationalization of higher education in a conceptual and historic context; different thematic approaches to internationalization; internationalization of the curriculum, teaching and learning process, and intercultural competencies; the abroad dimension of internationalization and the mobility of students, scholars, institutions, and projects; and a concluding section on regional trends in international education and direction for the future of internationalization in the 21st century.*

**Education, T. Q. a. a. F. H. 2007. Code of practice for the assurance of academic quality and standards in higher education - Section 9: Work-based and placement learning**

*The Code of practice supports the national arrangements within the UK for quality assurance in higher education. It identifies a comprehensive series of system-wide principles (precepts) covering matters relating to the management of academic quality and standards in higher education. It provides an authoritative reference point for institutions as they consciously, actively and systematically assure the academic quality and standards of their programmes, awards and qualifications.*

<http://www.asetonline.org/documents/QAACodeofPracticeSection9-Work-BasedandPlacementLearning.pdf>

**Engle, L. 2013. The Rewards of Qualitative Assessment Appropriate to Study Abroad.**

*This article focuses on the qualitative assessment of Study Abroad programmes. The author argues that many institutions do not engage in serious outcomes research beyond the question of student satisfaction. The author provides several recommendations and practical examples to improve the qualitative assessment of study abroad programme. According to the author, a thoughtful study abroad questionnaire enables students to: "Recognize and reflect upon the value in the deliberate educational challenge of their study abroad experience;; Place their personal, academic, and cross-cultural experience within the context of specifically stated program goals; Reflect on their own ability or motivation to seize the opportunities provided; Assume responsibility as creators of their own experience." The author also shares recommendation on general programme design, with a particular focus on learning outcomes.*

<http://www.frontiersjournal.com/documents/LEngle-FRONTIERS2012-13.pdf>

**Engle, L. & Engle, J. 2003. Study abroad levels: Toward a classification of program types. *Frontiers: The interdisciplinary journal of study abroad*, 9, 1-20.**

*This article proposes a framework of classification of Study Abroad programme types. Programmes are divided into 5 categories (from Study Tour to Cross-cultural Immersion Programme). Each category is then subdivided into programme components (duration, housing, orientation etc.). According to the author, applying this classification would help support HEI in designing their programmes. I would also help programme participants to have clearer expectations and better prepare for the programme abroad. This classification would imply a ranking system between programmes.*

[http://www.frontiersjournal.com/issues/vol9/vol9-01\\_engleengle.pdf](http://www.frontiersjournal.com/issues/vol9/vol9-01_engleengle.pdf)

**Epprecht, M. 2004. Work-study abroad courses in international development studies: Some ethical and pedagogical issues. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 25, 687-706.**

*This article considers possible contradictions between common practice and general statements of ethical guidelines for international exchanges and research. It then suggests strategies to make teaching, assessment, and follow-up in work-study programs more self-aware and consistent with the advanced ethical standards.*  
<http://www.tandfonline.com/doi/pdf/10.1080/02255189.2004.9669009>

**Epprecht, M. & Tiessen, R. 2012. Introduction: Global citizenship education for learning/volunteering abroad. *Journal of Global Citizenship & Equity Education*, 2.**

*This introduction provides context and background information on learn/volunteer abroad programs, the diverse opportunities available to college and university students, the potential impact of these programs, and the relationship (perceived or real) of learn/volunteer abroad programs, and global citizenship education. The focus on less developed countries exposes the specific ethical dilemmas one encounters abroad as a result of economic disparities, cultural differences, historical circumstances and social situations linked, for example, to the legacy of colonialism.*  
<http://journals.sfu.ca/jgcee/index.php/jgcee/article/view/54/27>

**The Forum on Education Abroad, 2014. A Guide to Outcomes Assessment in Education Abroad.**

*This publication provides tools for implementing outcomes assessment as a part of education abroad programming. **Book available to Forum members only.***  
[http://www.forumea.org/research-outcomes\\_assess\\_guide.cfm](http://www.forumea.org/research-outcomes_assess_guide.cfm)

**The Forum on Education Abroad. 2007. Guidebook for The Forum Quality Improvement Program (QUIP) for Comprehensive Review Participants and Peer Reviewers.**

*This guidebook describe the QUIP review process which is a peer evaluation system for HEI involved in study abroad programmes. The process is based on peer organisations conducting a self audit first that they share with peer organisations. The assessment criteria are based on the Forum on Education Abroad's Standards of Good Practice.*  
[http://www.forumea.org/documents/ForumEAQUIPGuidebookweb10-07\\_000.pdf](http://www.forumea.org/documents/ForumEAQUIPGuidebookweb10-07_000.pdf)

**The Forum on Education Abroad, 2008. Code of Ethics for Education Abroad.**

*The purpose of the Code of Ethics is to provide a guide for making ethical decisions to ensure that those in the education abroad field provide services in accord with the highest ethical standards, with the ultimate goal of ensuring that students' international educational experiences are as rich and meaningful as possible. These guidelines are aspirational and reflect the best practices developed by the Forum on Education Abroad in*



*relation to ethical consideration for Study Abroad programmes. The FEA's role is to develop Standards which are adopted voluntarily by its members. Forum members, indeed all institutions and organizations within the field of education abroad, are encouraged to combine the principles of this Code of Ethics with their own codes of ethical practices. They are encouraged also to adopt the more concrete best practices, query based self-evaluations, and toolbox resources of the Forum's Standards of Good Practice for Education Abroad.*

<http://www.forumea.org/documents/ForumonEducationAbroadCodeofEthics.pdf>

**The Forum on Education Abroad, 2009. Standards of Good Practice For Short-Term Education Abroad Programs.**

*The Standards for Short-Term Programs are meant to provide a means to assess and improve the programs to which they refer. In this regard, users should view them as a tool to help evaluate the quality of their programs.*

<http://www.forumea.org/documents/ForumEAStandardsShortTermProg.pdf>

**The Forum on Education Abroad, 2011. Standards of Good Practice for Education Abroad.**

*The Forum Standards are intended to be used on an on-going basis to respond to the practical realities of developing, managing and assessing education abroad programs. These uses may be effectively integrated with existing accreditation requirements and many institutions are doing so. The Standards are composed of three interrelated elements intended to be used together in a comprehensive and rigorous process of assessment and improvement: The statements of the standards; Queries designed to be used for assessing how well the standards are being met; A toolbox of model approaches and best practices in meeting the standards. What the reader will not find in these Standards are simplistic solutions to the many complex challenges inherent in international education and intercultural understanding. We affirm that there are certain basic principles that ought to be accepted and implemented by education abroad practitioners and programs and by higher educational institutions that are offering education abroad opportunities for their students. The Standards are therefore designed to fit a wide range of academic program types including direct enrolment programs, hybrid programs, island programs, and field research programs. They are applicable to semester and year-long programs, summer programs, and short-term programs; and programs organized by domestic universities, international universities, and education abroad providers.*

<http://www.forumea.org/documents/ForumEA-StandardsGoodPractice2011-4thEdition.pdf>

**The Forum on Education Abroad, 2013. Guidelines for Credit and Non-Credit Volunteer, Internship Experience and Work (VIEW) Programs Abroad**

*These guidelines have been developed to support the educational focus of work- and community-based experiences, whether credit-bearing or non-credit bearing, and to assure the safety and well-being of students and their hosts. Volunteer, internship experience and work (VIEW) programs and experiences abroad provide*

*students with experiential learning opportunities outside the traditional classroom context. With the popularity and number of these offerings having grown significantly in recent years, member organizations have turned to the Forum to establish guidelines for best practices that can help inform the development of VIEW programs abroad and the vetting of VIEW program partners.*

[http://www.forumea.org/documents/ForumEA-VIEW-Guidelines-Dec-2013\\_001.pdf](http://www.forumea.org/documents/ForumEA-VIEW-Guidelines-Dec-2013_001.pdf)

**The Forum on Education Abroad, T. F. O. E. 2013. Guidelines for Undergraduate Health-Related Programs Abroad**

*These guidelines are specific to programs serving students registered at a U.S. undergraduate institution and participating in volunteer, experiential, observation, internship, or other learning activity in a clinic, hospital or community health setting. These guidelines should be used to augment the Forum's Standards of Good Practice for Education Abroad.*

[http://www.forumea.org/documents/ForumEA-GuidelinesforHealthProgramsAbroad2013\\_000.pdf](http://www.forumea.org/documents/ForumEA-GuidelinesforHealthProgramsAbroad2013_000.pdf)

**The Forum on Education Abroad. 2013. Guidelines for Undergraduate Research Abroad**

*The guidelines below have been developed to support undergraduate research abroad and to ensure that the research experience follows best practices of education abroad and of disciplinary research. These guidelines should not take the place of guidelines set by home institutions and organizations. In all cases, research should defer to guidelines established by specific disciplines.*

[http://www.forumea.org/documents/ForumEA-](http://www.forumea.org/documents/ForumEA-GuidelinesforUndergraduateResearchAbroad2013_000.pdf)

[GuidelinesforUndergraduateResearchAbroad2013\\_000.pdf](http://www.forumea.org/documents/ForumEA-GuidelinesforUndergraduateResearchAbroad2013_000.pdf)

**Gammonley, D. & Rotabi, K. S. 2007. Enhancing global understanding with study abroad: Ethically grounded approaches to international learning. *Journal of teaching in social work*, 27, 115-135.**

*This article focus on short-term study abroad programmes for groups of student in social work. Drawing on 10 years of experience leading study abroad trips, many of them in developing countries, the authors outline principles for instruction grounded in values of social justice, dignity and worth of the person, and the importance of human relationships. The authors also give some recommendations about curriculum development and trip planning.*

[http://www.tandfonline.com/doi/pdf/10.1300/J067v27n03\\_08](http://www.tandfonline.com/doi/pdf/10.1300/J067v27n03_08)

**Heron, B. 2005. Changes and challenges Preparing social work students for practicums in today's sub-Saharan African context. *International Social Work*, 48, 782-793.**

*This article provides an overview of the sub-Saharan African context, where the pace of change has been particularly rapid throughout the 1990s, and summarizes shifts in how five leading NGOs that send out volunteers and development workers and two volunteer orienting organizations to prepare people to live in*

*Africa. The implications for the preparation provided by schools of social work for students undertaking African practicums are then discussed. This article suggests that there is a need for Canadian schools of social work to incorporate issues of risk in their preparation processes for international practicum students. While the focus has been on sub-Saharan Africa, the features and causes of the changes delineated in this article are not dissimilar to those in other parts of the world. The authors argues that incorporating a risk management approach can have unintended consequences for students' understandings and that care must be taken to structure learning opportunities, including post-practicum de-briefing, that enable students to develop a social justice based comprehension of the contexts they encounter overseas.*

<http://isw.sagepub.com/content/48/6/782.full.pdf+html>

**Hutchison, A. & Rea, T. 2011. Transformative learning and identity formation on the 'smiling coast' of West Africa. *Teaching and Teacher Education*, 27, 552-559.**

*This paper outlines research undertaken during a study visit to The Gambia (2008) and the author's thinking about the value of this, and other such visits for education students. The qualitative methodology made use of interviews and reflective journals. The authors argue that such visits may have the power to transform peoples' values and, drawing on literature on identity and positioning, they tentatively suggest some possible explanations for such transformative processes. This kind of experience is thought to be of considerable potential benefit to beginning teachers and the paper indicates some of these benefits, with illustrations drawn from interview data.*

<http://www.sciencedirect.com/science/article/pii/S0742051X10001770>

**Jacoby, B. 2003. Building partnerships for service-learning.**

Faculty, administrators, student leaders, and community and corporate leaders will find this volume filled with information, exemplary models, and practical tools needed to make service-learning succeed:

- Fundamentals and frameworks for developing sustainable partnerships
- Assessment as a partnership-building process
- The complex dynamics of collaboration between academic affairs and student affairs
- Partnering with students to enhance service-learning
- How to create campus wide infrastructure for service-learning
- Profiles and case studies of outstanding partnerships with neighborhoods, community agencies, and K-12 schools
- Partnerships for collaborative action research
- Exploring the challenges and benefits of corporate and international partnerships
- The dynamic relationship of service-learning and the civic renewal of higher education

<http://eu.wiley.com/WileyCDA/WileyTitle/productCd-0787971227.html>

**Johns, A. & Thompson, C. W. 2010. Developing cultural sensitivity through study abroad. *Home Health Care Management & Practice*, 22, 344-348.**

*This article is a case study of a study abroad programme in Guatemala for Student Nurses from the York College of Pennsylvania (USA). The author focuses on the programme's impact on student's cultural sensitivity. The programme was organised in partnership with a local church organisation experienced in sending medical teams to developing countries. The author explains that through the study abroad, the student goals were identified to be developing cultural sensitivity through immersion in two different cultural groups within the country. Additionally, the student's goals were to be able to meet the community health course clinical objectives. The author describes that students' written reflections included descriptions of how the trip was "life changing" and altered their view of the health care system, their understanding of the relationship between health and poverty, and their awareness of their own cultural behaviour norms that reflect materialism and waste.*

<http://hhc.sagepub.com/content/22/5/344.full.pdf+html>

**Kondakci, Y. 2011. Student mobility reviewed: Attraction and satisfaction of international students in Turkey. *Higher Education*, 62, 573-592.**

*Building on international migration theories and the literature on the dynamics of student mobility, this study sketches a two-dimensional framework and examines its utility to understand the rationales of in-bounding student mobility in Turkey. The results suggest that private rationales are prominent for students coming from Western and economically developed countries. The study suggests some insights which are instrumental in re-interpreting the position of the countries in the periphery in international student mobility. First, the nature of cultural, political, and historical proximity between home and host countries determines the size and direction of in-flowing student mobility in economically developing countries. Second, for developing countries pre-departure pulling rationales at private level are more prominent than public rationales. This article can be useful to better understand the student's motivations to go to developing countries.*

<http://www.scopus.com/inward/record.url?eid=2-s2.0->

[80052029961&partnerID=40&md5=4d5e8f35683af7d79a0c2c13e1050789](http://www.scopus.com/inward/record.url?eid=2-s2.0-80052029961&partnerID=40&md5=4d5e8f35683af7d79a0c2c13e1050789)

<http://download.springer.com/static/pdf/702/art%253A10.1007%252Fs10734-011-9406->

[2.pdf?auth66=1400691508\\_76e6c806dd9c99e5af82684c6858d02c&ext=.pdf](http://download.springer.com/static/pdf/702/art%253A10.1007%252Fs10734-011-9406-2.pdf?auth66=1400691508_76e6c806dd9c99e5af82684c6858d02c&ext=.pdf)

**Kreitzer, L. & Wilson, M. 2010. Shifting perspectives on international alliances in social work: Lessons from Ghana and Nicaragua. *International Social Work*, 53, 701-719.**

*A growing movement of social work educators and practitioners worldwide is involved in democratizing activities through cross-national alliances. Through reflection on two experiences of cross-national*

*collaborations in Ghana and Nicaragua, this article identifies elements for effective international collaboration that encourage a shift in perspective. Through an examination of these experiences, the authors address the questions of how we as Westerners can best serve as allies of our colleagues in the global South in their development of conceptions of social work education and practice appropriate to their own contexts, and of what Westerners can learn from these colleagues to improve their effectiveness as allies of communities of the global South in our own countries. Finally, the authors will propose trading the troublesome concept of partnership for an understanding of the relationship as one of solidarity.*

<http://isw.sagepub.com/content/53/5/701.full.pdf+html>

**Kreye, J. & Oetker-Black, S. 2013. A Global Service-Learning Experience for Nursing Students in Tanzania: A Model for Collaboration. *Nursing forum*, 48, 256-261.**

*This article addresses a model for creating a short-term global service-learning program. The Global Standards for the Initial Education of Professional Nurses and Midwives guided the development of a collaborative program involving a school of nursing in the Midwestern United States and one in Tanzania.*

<http://onlinelibrary.wiley.com/doi/10.1111/nuf.12046/pdf>

<http://onlinelibrary.wiley.com/store/10.1111/nuf.12046/asset/nuf12046.pdf?v=1&t=hvzda78j&s=4ae709af58e0aae018c71c7db26e9c6463588a9f>

**Kurtzman, R., 2013. Re-entry Workshops, a Toolkit for Continued Personal and Professional Growth**

*This toolkit of activities that can be found on the NAFSA website is meant to help facilitate re-entry workshops for students who are soon to return, or have returned, from their study or internship experiences abroad.*

[http://www.nafsa.org/uploadedFiles/Chez\\_NAFSA/Resource\\_Library\\_Assets/Networks/EAKC/Returnee%20Student%20Services.pdf](http://www.nafsa.org/uploadedFiles/Chez_NAFSA/Resource_Library_Assets/Networks/EAKC/Returnee%20Student%20Services.pdf)

**Lough, B. J. 2009. Principles of effective practice in international social work field placements. *Journal of Social Work Education*, 45.**

*This article explores the conditions under which international social work field placements may be effectively administered. The positive and negative potential of international placements is examined. A review of empirical and theoretical literature in the related fields of service learning and international volunteering reveals that role taking, reflection, intensity, support, and reciprocity are important priorities if placements are to be “transformative” in ways that lead to respect for diversity and a strong commitment to social justice.*

<http://www.tandfonline.com/doi/pdf/10.5175/JSWE.2009.200800083>

**Magnus, P. 2009. Preparation for social work students to do cross-cultural clinical practice. *International Social Work*, 52, 375-385.**

*The purpose of writing this article is to document, share and discuss the preparation program of Norwegian social work student going on clinical placement to Tanzania. This article is based on seven years of promoting and administering the program, supervising social work students, reading students' reports and visiting Tanzanian partners.*

<http://isw.sagepub.com/content/52/3/375.full.pdf+html>

**Mathiesen, S. G. & Lager, P. 2007. A model for developing international student exchanges. *Social Work Education*, 26, 280-291.**

*This paper presents a model of international student exchanges that considers the needs and expectations of both host and guest country. It draws on the literature on international social work in addition to the experiences of the authors, who have taught social work courses abroad and conducted numerous service projects in the Caribbean Islands. This model of developing and maintaining international student exchanges suggests that communication is at the core of successful international work. The process of developing the exchanges should include the following communication steps for both host and guest nation: (1) establish a feedback loop with potential participants; (2) gain an overview of the other country; (3) provide orientation at micro, mezzo and macro levels; (4) identify gains; (5) consider costs; (6) clarify expectations; and (7) establish roles for the student, field liaison, and field supervisor. The aim is to enhance the quality of the experience for all by utilizing a strengths-based approach. The model emphasizes long-term relationships, mutual respect for diversity and commitment to reciprocity at all stages. Finally, the model presents principles that serve to maintain relationships internationally. Examples from the authors' experiences are presented throughout to illustrate the process.*

<http://www.tandfonline.com/doi/full/10.1080/02615470601049867>

**Musa, M. N. L., Umoren, R. A., Montague, B. T. & Braden, M. R. 2014. Global Health Partnership building and Collaboration. *Developing Global Health Programming*, 107.**

*This is a chapter of a book dealing with developing Global Health programming. According to the authors, as the number of partnerships between North and South institutions increases, greater attention should be given to ensuring that these partnerships are established not just with good intentions, but deliberately, ethically, and with a focus on outcomes. The authors first describe the type of collaboration encountered in Global Health partnerships before describing key principles for building effective partnership. The chapter also deals with the ethics of partnering and presents the most common challenge facing partners both in the North and in the South. The chapter concludes with a section on evaluating partnership*

[http://books.google.ie/books?hl=en&lr=&id=8xmcAgAAQBAJ&oi=fnd&pg=PA107&dq=Global+Health+Partnership+building+and+Collaboration&ots=jQKkrvc60L&sig=iho84nk06Oov7-](http://books.google.ie/books?hl=en&lr=&id=8xmcAgAAQBAJ&oi=fnd&pg=PA107&dq=Global+Health+Partnership+building+and+Collaboration&ots=jQKkrvc60L&sig=iho84nk06Oov7-ftsIWYyYbULbVE&redir_esc=y#v=onepage&q=Global%20Health%20Partnership%20building%20and%20Collaboration&f=false)

[ftsIWYyYbULbVE&redir\\_esc=y#v=onepage&q=Global%20Health%20Partnership%20building%20and%20Collaboration&f=false](http://books.google.ie/books?hl=en&lr=&id=8xmcAgAAQBAJ&oi=fnd&pg=PA107&dq=Global+Health+Partnership+building+and+Collaboration&ots=jQKkrvc60L&sig=iho84nk06Oov7-ftsIWYyYbULbVE&redir_esc=y#v=onepage&q=Global%20Health%20Partnership%20building%20and%20Collaboration&f=false)

**NAFSA. 2008. Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants.**

*This publication provides education abroad professionals with a better understanding of how to identify and help education abroad participants facing mental health challenges. This publication covers the following topics: Culture Shock, dating and sexual norms, abuse of Drug and alcohol, depression, suicide, grief and coping with loss, eating disorders, chronic and severe disorder, referring to counseling, preparing staff and advising students, handling emergencies and legal concerns.*

[http://www.nafsa.org/uploadedFiles/best\\_practices\\_mental.pdf](http://www.nafsa.org/uploadedFiles/best_practices_mental.pdf)

**NAFSA. 2013. By Example: Resources for Education Abroad Offices and Advisers Revised Edition.**

*The goal of this publication is to provide a useful set of common sample forms and publications produced by different education abroad offices. This publication is intended for new offices and newcomers to the field, but can also provide interesting models for more experienced education abroad professionals who are rethinking their approaches to the basics. This publication also addresses issues of communication between education abroad offices and students (and their families) at all stages of the process, from first contact to reentry. Samples for this publication include print forms, promotional pieces, PDFs, Web pages, and other kinds of materials that have been solicited from diverse education abroad offices in the USA. The following topics are covered: marketing, blogs and social media, advising, application materials, predeparture materials, orientations, health, safety and security, academic policies, curriculum and credits, communication with students and parents, reentry and evaluation*

[http://www.nafsa.org/uploadedFiles/by\\_example\\_2.pdf?n=1120](http://www.nafsa.org/uploadedFiles/by_example_2.pdf?n=1120)

**NAFSA. 2013. Internships, Service Learning, & Volunteering Abroad.**

*Edited by experts in the field, Internships, Service Learning, and Volunteering Abroad: Successful Models and Best Practices is for advisers in education abroad, career, volunteer, or service-learning offices who consult with students, as well as administrators of work abroad, internships, service-learning, or volunteer programs. It provides specific resources to help in developing comprehensive work abroad programs as part of the changing nature of education abroad offerings. Advisers to students seeking non-traditional experiences abroad will find this book useful for understanding just what makes the process distinctive in preparing students for work, volunteer, and service-learning experiences.*

[https://www.nafsa.org/wcm/Cust/Custom\\_Cart/Product\\_Detail.aspx?WebsiteKey=e3842661-cf4e-4241-ba1e-62ba837f37e3&prodid=24&catId=11](https://www.nafsa.org/wcm/Cust/Custom_Cart/Product_Detail.aspx?WebsiteKey=e3842661-cf4e-4241-ba1e-62ba837f37e3&prodid=24&catId=11)

**NAFSA. 2002. Responsible Study Abroad: Good Practices for Health & Safety.**

*Because the health and safety of study abroad participants are primary concerns, these statements of good practice have been developed to provide guidance to institutions, participants (including faculty and staff), and parents/guardians/families. These statements are intended to be aspirational in nature. They address issues that merit attention and thoughtful consideration by everyone involved with study abroad. They are intentionally general; they are not intended to account for all the many variations in study abroad programs and actual health, safety, and security cases that will inevitably occur.*

[http://www.nafsa.org/uploadedfiles/responsible\\_study\\_abroad.pdf](http://www.nafsa.org/uploadedfiles/responsible_study_abroad.pdf)

**NAFSA. 2014. Resources for Health and Safety in Education Abroad.**

*The Education Abroad Knowledge Community (EA KC) Health and Safety subcommittee has created resources designed to help education abroad professionals stay abreast of current and relevant health and safety updates, best practices, policies. This webpage includes links to the following documents: Mental Health and Education Abroad, When a Student Dies Abroad: , Preparing for the Ultimate Tragedy , Risk Management Survey Results. Federal Disability Laws: Do They Translate To Study Abroad Programs, Education Abroad and the FBI's Academic Alliance Program, Trip Cancellation and Interruption Insurance , What Students Need to Know: Sexual Health Abroad , Crisis Management in a Cross-Cultural Setting, Travel Warnings: Developing Effective Response Procedures , Travel Warning Policy Survey Results, Effective Crisis Management , Easy Planning Guide for Good Health Abroad, Health, Safety, & Security: Resources for Monitoring Conditions Abroad, Education Abroad Advising to Students with Disabilities , Best Practices in Addressing Mental Health Issues Affecting Education Abroad Participants, The Clery Act and Education Abroad White Paper*

[http://www.nafsa.org/Find\\_Resources/Supporting\\_Study\\_Abroad/Network\\_Resources/Education\\_Abroad/Resources\\_for\\_Health\\_and\\_Safety\\_in\\_Education\\_Abroad/](http://www.nafsa.org/Find_Resources/Supporting_Study_Abroad/Network_Resources/Education_Abroad/Resources_for_Health_and_Safety_in_Education_Abroad/)

**NAFSA. 2013. Resource for Vetting Partners and Developing Work, Internship and Volunteer Abroad (WIVA) Programs.**

*The “Best Practices on Vetting Partners and Developing WIVA Opportunities” document is a resource for international educators who are interested in learning more, expanding on or developing Work, Internship, and/or Volunteer Abroad (WIVA) opportunities. It includes practical recommendations related to the following topics: Managing Expectations of WIVA Opportunities (How do university practitioners or third-party providers manage student expectations of WIVA opportunities?), building direct institutional relationships to develop internships, Vetting 3rd Party Providers, addressing health & safety concerns. It also includes examples of forms (internship agreement, incident report etc.)*

[http://www.nafsa.org/uploadedFiles/NAFSA\\_Home/Resource\\_Library\\_Assets/Networks/AREA1/Best\\_Practices\\_on\\_How\\_to\\_Vet\\_Partners.pdf](http://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Networks/AREA1/Best_Practices_on_How_to_Vet_Partners.pdf)



**Ouma, B. D. & Dimaras, H. 2013. Views from the global south: exploring how student volunteers from the global north can achieve sustainable impact in global health. *Globalization and health*, 9, 32.**

*This article focuses on academic volunteer placements in the Global South. The discussion is drawn upon the experiences of a Kenyan NGO with a Canadian student volunteer in the summer of 2012, organized via a formalized partnership with a Canadian university. The discussion reveals key features of successful academic volunteer abroad placements: equal partnership in the design phase between organizations in the Global North and Global South; the absence of rigid structures or preplanned tasks during the student's placement; participatory observation and critical engagement of the student volunteer; and a willingness of the partners to measure impact by the resultant process instead of tangible outcomes.*

<http://www.biomedcentral.com/content/pdf/1744-8603-9-32.pdf>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3733592/pdf/1744-8603-9-32.pdf>

**Prazeres, L. 2013. International and Intra-national Student Mobility: Trends, Motivations and Identity. *Geography Compass*, 7, 804-820.**

*This paper provides a critical review and discussion of the literature on intra-national and international student mobility. According to the author, although student mobility is gaining attention from social geographers, much research is still needed to address the complex and diverse geographies of student mobility. Prazeres notes that the literature indicates that current trends in mobility within higher education in the UK challenge traditional assumptions of student mobility. Although there is a growing trend of 'immobility' among students in the UK, international student mobility is on the rise globally. This paper focuses primarily on international student mobility and discusses trends, motivations and student identities. According to the author, the current body of work on student mobility focuses on mobilities within, and to, the Western world with an absence of work on mobilities from the North to the Global South. Prazeres suggests that future research should explore student mobilities to the developing world as well as the impact of place and mobility on students' personal, national and global identities.*

<http://onlinelibrary.wiley.com/doi/10.1111/gec3.12080/full>

**Paige, M., Cohen, A., Kappler, B., Chi, J., Lassegard, J. 2002. Maximizing Study Abroad. A Student's Guide to Strategies for Language and Culture Learning and Use. Minnesota. University of Minnesota**

*This guide provides specific strategies for improving student's language and culture learning so their time spent abroad will be as meaningful and productive as they hope. The guide begins with three surveys to help students recognize how they currently learn language and culture. The remaining sections are filled with tools, creative activities, and advice they can use to enhance their culture and language learning.*

Available from: <http://www.amazon.com/Maximizing-Study-Abroad-Students-Strategies/dp/0972254501>

**Palmer, M. 2002. On the Pros and Cons of Volunteering Abroad. *Development in Practice* 12 (5, 637-643**

*This article provides a brief discussion about why one might consider volunteering abroad. It is designed to help students make an informed decision about volunteering abroad.*

<http://www.jstor.org/stable/4029408>

**Pires, M. 2000. Study-abroad and cultural exchange programs to Africa: America's image of a continent. *African Issues*, 39-45.**

*In this article, the author that Americans' knowledge and learning about Africa has been and continues to be dominated by the distorted images of a "dark continent." According to him, establishing and maintaining programs to Africa in both university-affiliated and non academic sectors is an enormous challenge. However, he argues that students who actively and conscientiously participate in these programs reap the benefits of greater self-awareness, intercultural understanding, and international experience. At the societal level, participants who share their experience and knowledge can make meaningful contributions to the goals of global education for their communities, and indeed may incite others to encounter for themselves the realities of this fascinating continent.*

<http://www.jstor.org/stable/1167056>

**Prazeres, L. 2013. International and Intra-national Student Mobility: Trends, Motivations and Identity. *Geography Compass*, 7, 804-820.**

*This paper provides a critical review and discussion of the literature on intra-national and international student mobility. This paper focuses primarily on international student mobility and discuss trends, motivations and student identities. The authors points out that thecurrent body of work on student mobility focuses on mobilities within, and to, the Western world with an absence of work on mobilities from the North to the Global South. He suggests that future research should explore student mobilities to the developing world as well as the impact of place and mobility on students' personal, national and global identities.*

<http://onlinelibrary.wiley.com/doi/10.1111/gec3.12080/pdf>

**Provenzano, A. M., Graber, L. K., Elansary, M., Khoshnood, K., Rastegar, A. & Barry, M. 2010. Short-term global health research projects by US medical students: ethical challenges for partnerships. *The American journal of tropical medicine and hygiene*, 83, 211.**

*Recent interest in global health among medical students has grown drastically, and many students now spend time abroad conducting short-term research projects in low-resource settings. These short-term stints in developing countries present important ethical challenges to US-based students and their medical schools as well as the institutions that host such students abroad. This paper outlines some of these ethical issues and puts forth recommendations for ethically mindful short-term student research.*

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2911161/pdf/tropmed-83-211.pdf>

**Rotabi, K. S., Gamble, D. N., & Gammonley, D 2007. Toward respectful engagement: Reflections and recommendations from host country facilitators in short-term study abroad. *Reflections: Narratives of Professional Helping*.**

Efforts to increase cross-cultural learning, while promoting understanding of social and political forces in particular country and regional contexts, has increased opportunities for short-term study abroad. Effective dialogue between faculty, students and host country nationals during study abroad is possible through skilful preparation and facilitation to maximize global understanding. Inter-country collaboration requires building relationships to negotiate reasonable expectations. Describing study abroad courses that were conducted in Romania, Guatemala, Belize, and South Africa we collaborate with our host country facilitators. Their reflections focus on cross-cultural learning, language, and respect for cultural differences; and provide important considerations for planning study abroad courses.

<http://www.wanderingeducators.com/opportunities/study-abroad/toward-respectful-engagement-reflections-and-recommendations-host-country>

**Rotabi, K. S., Gammonley, D. & Gamble, D. N. 2006. Ethical guidelines for study abroad: Can we transform ugly Americans into engaged global citizens? *British Journal of Social Work*, 36, 451-465.**

*This article intends to provide readers with guidance about how to build short term study abroad group programmes that are more than a tour group and involves critical thinking, cross-cultural learning and the potential for intercultural competence. The authors present a conceptual model for international learning, based on an ethical framework founded on personal values and supported by traditional ethical principles and values. Included are the pillars of social justice and human rights, community capacity, dignity and worth of the person, self-determination, boundaries, competence, facilitated learning in a safe environment and integrity. Finally, consciousness-raising as professionals, respectful engagement in context, and intercultural competence are discussed.*

<http://bjsw.oxfordjournals.org/content/36/3/451.full>

**Samoff, J. & Bidemi, C. 2004. The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa. Vol. 47, No. 1 (Apr., 2004), pp. 67-199.**

*This report is based on a survey of links between African HEI and foreign governments, foundations, and universities, with particular emphasis on links with the United States. It explores the evolution, characteristics, promise, and problems of external support.*

<http://www.jstor.org/stable/1514799>

**Schroeder, K., Wood, C., Galiardi, S. & Koehn, J. 2009. First, do no harm: Ideas for mitigating negative community impacts of short-term study abroad. *Journal of Geography*, 108, 141-147.**

*This article presents the results from a research project on the host community impact of college students participating in university-sponsored international experiences. It finds that little reliable data is available on the impact that our students have on host communities. In this article, the authors draw attention to the numerous and often unforeseen ways that students might impact local communities. The article concludes that nondamaging international experiences require a substantial amount of planning, experienced group facilitation, and solid debriefing of students and community members. The authors have developed six recommendations that we encourage faculty to take to their home institutions.*

<http://www.tandfonline.com/doi/pdf/10.1080/00221340903120866>

[http://libres.uncg.edu/ir/asu/f/Schroeder\\_wood\\_2009\\_First\\_do\\_no\\_harm.pdf](http://libres.uncg.edu/ir/asu/f/Schroeder_wood_2009_First_do_no_harm.pdf)

**Sherraden, M., Bopp, A. & Lough, B. J. 2013. Students Serving Abroad: A Framework for Inquiry. *Journal of Higher Education Outreach and Engagement*, 17, 7-42.**

*Beginning with an examination of theoretical and empirical research from the fields of international volunteerism, international service-learning, and international study abroad, this article proposes a framework for inquiry on international service programs. It suggests that differences in outcomes for students, host communities, and home colleges and universities are the result of variations in individual and institutional characteristics and service activities.*

<http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1021/667>

**Shubert, A. 2008. " The Pursuit of Exotica:" A Comment. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, 197-201.**

*In this article, Shubert comments Woolf's article "Come and See the Poor People: The Pursuit of Exotica". The author agrees with some of Woolf's points particularly around the necessity for university in the North to "truly support the the infrastructure of host universities". However he also explains that Woolf's description of student motivations and study abroad programmes movement towards non-traditional destinations ("use of the language of tourism; the self-engaged nature of student responses" and "the absence of an academic agenda to drive the movement") is not representative of the reality. Shubert argues that Woolf's vision is a result of the US Study Abroad "market" being dominated by for-profit service providers.*

<http://files.eric.ed.gov/fulltext/EJ878391.pdf>

**Smith, K. & Curry, K. 2011. Is it worth it? Measuring the long-term effects of an international experience for nursing students in Ecuador. *Journal of community health nursing*, 28, 14-22.**

*This article provides a literature review on the the impact of short term nursing study abroad programme. The author also study the long-term impact of a 2-week clinical programme in Ecuador. Results revealed that impact on the professional role dimension was most significant, followed by the international perspective dimension, the personal development dimension, and the intellectual development dimension. Conclusions*

were that nursing international experiences do influence nurses' future professional and personal development.

<http://www.tandfonline.com/doi/full/10.1080/07370016.2011.539080#.U4YCp3JdXT0>

<http://www.tandfonline.com/doi/pdf/10.1080/07370016.2011.539080>

**Strickland, K., Adamson, E., Mcinally, W., Tiittanen, H. & Metcalfe, S. 2013. Developing global citizenship online: An authentic alternative to overseas clinical placement. *Nurse Education Today*, 33, 1160-1165.**

*This paper presents the findings of a pilot project to develop and evaluate an international nursing module delivered using a collaborative online platform between nursing programmes in Scotland, USA and Finland. The purpose of the project was to provide an authentic international nursing experience for nursing students, allowing them to explore and contrast the nursing and health care issues in an international context. According to the author the pilot module has clearly demonstrated that the use of Web 2.0 technology in the forms of a wiki may effectively be employed to provide an online learning environment to allow cross institutional learning and foster global citizenry among students. The authors explains that "given the harsh economic climate and the many social pressures on our students which inhibit overseas travel, this module offers an authentic alternative to overseas clinical placements as well as providing useful preparation for those planning overseas clinical placement."*

<http://www.scopus.com/inward/record.url?eid=2-s2.0->

[84884153203&partnerID=40&md5=d0b8bc7e20c2e200fe7e052f20549581](http://www.scopus.com/inward/record.url?eid=2-s2.0-84884153203&partnerID=40&md5=d0b8bc7e20c2e200fe7e052f20549581)

<http://www.sciencedirect.com/science/article/pii/S0260691712003899>

**Stronkhorst, R. 2005. Learning Outcomes of International Mobility at Two Dutch Institutions of Higher Education. *Journal of Studies in International Education*, 9, 292-315.**

*This article presents the findings of an evaluation study concerning the effects of international mobility activities in terms of advancements in specific competencies. The results indicate that periods of 3-4 months of study or work abroad are too short to achieve much progress in these competencies for many of the students. Other factors that strongly influence the effectiveness of international student mobility appeared to be student motivation and institutional support. Recommendations are put forward to enhance the potential of international mobility in equipping human resources for an ever more internationally oriented labour market in culturally diverse societies. For more than 20 years, the benefits of international mobility for students have been taken for granted. Now, policy makers and educators have started to realize that internationalization and globalization do not magically happen by sending ever higher numbers of students abroad. The quality of international mobility has taken center stage of the debate.*

<http://jsi.sagepub.com/cgi/content/abstract/9/4/292>

<http://jsi.sagepub.com/content/9/4/292.full.pdf>

**Suchdev, P., Ahrens, K., Click, E., Macklin, L., Evangelista, D. & Graham, E. 2007. A model for sustainable short-term international medical trips. *Ambulatory Pediatrics*, 7, 317-320.**

*The health status of many people in developing countries is often dismal compared with the norms in industrialized countries. Increasingly, medical practitioners in the United States and other industrialized countries have become interested in global health issues, an interest that often takes the form of short-term international medical trips. The authors of this article discuss several ethical issues associated with participation in short-term international medical trips and use their experience with a rural community in El Salvador to outline and illustrate a set of 7 guiding principles for making these trips. The 7 principles developed as a result of this work—mission, collaboration, education, service, teamwork, sustainability, and evaluation—can be used as a model for health practitioners as they develop or select international medical trips. The importance of partnering with the community and working within the existing medical and public health infrastructure is emphasized.*

<http://www.sciencedirect.com/science/article/pii/S1530156707000597>

**Tarrant, M. A. 2010. A Conceptual Framework for Exploring the Role of Studies Abroad in Nurturing Global Citizenship. *Journal of Studies in International Education*, 14, 433-451.**

*This article proposes a conceptual framework, adapted from the Value-Belief-Norm theory, for understanding the role of studying abroad in nurturing global citizenship. The framework is oriented in concepts of justice, the environment, and civic obligations as key issues in the predictive validity of values, beliefs, and norms. The VBN approach is then applied to the design and experience of a short-term, faculty-led, educational travel study abroad program.*

<http://jsi.sagepub.com/cgi/content/abstract/14/5/433>

<http://jsi.sagepub.com/content/14/5/433.full.pdf>

**Thompson, K., Boore, J. & Deeny, P. 2000. A comparison of an international experience for nursing students in developed and developing countries. *International Journal of Nursing Studies*, 37, 481-492.**

*This article reports a study undertaken in Northern Ireland to evaluate outcomes of a 3-month international experience for undergraduate nursing students (n=74) and to assess differences between the experiences in developed and developing countries. Data were collected by questionnaire. The findings indicate a high impact on students' international perspective and career development. Students' understanding of cultural and political issues within Northern Ireland was enhanced. The study also demonstrates that those students who had undertaken their international experience in developing countries had gained significantly more in relation to international perspectives, personal development and intellectual development than those who visited developed countries. It appears that the very considerable contrast from their own country in terms of living conditions, culture and values, stimulates a re-evaluation of the students' own circumstances and their personal and professional values.*

**Tiessen, R. & Kumar, P. 2013. Ethical challenges encountered on learning/volunteer abroad programmes for students in international development studies in Canada: youth perspectives and educator insights. *Canadian Journal of Development Studies/Revue canadienne d'études du développement*, 34, 416-430.**

*In this paper, the authors examine the findings of a 2007–2011 Canada-wide study by Tiessen and Heron of student participants in learning/volunteer programmes, and the relational and ethical issues the youth encountered abroad. Building on materials and methods employed by International Development Studies (IDS) faculty and programme facilitators that appear most effective in helping students reflect on and analyse their experiences, the authors conclude with some practical recommendations for improving the ethics dimension of international experiential learning programmes. They put a particular emphasis on pre-departure preparation and return debriefing.*

<http://www.tandfonline.com/doi/full/10.1080/02255189.2013.814564#.U4M6d4FdXT0>

**Trembath, D., Wales, S. & Balandin, S. 2005. Challenges for undergraduate speech pathology students undertaking cross-cultural clinical placements. *International Journal of Language & Communication Disorders*, 40, 83-98.**

*This article describe the challenges faced by students in speech pathology during their clinical placements in Thailand,*

*Nepal, Bangladesh, India and South Africa. The author provides suggestions on how best to prepare future students for such experiences such as: researching the contexts in which the placements will occur, attaining minimum clinical competencies, getting sufficient relevant clinical experience, developing personal and professional learning goals and using personal learning journal (reflexive practice).*

<http://onlinelibrary.wiley.com/doi/10.1080/13682820410001726315/pdf>

**Umoren, R. A., James, J. E. & Litzelman, D. K. 2012. Evidence of reciprocity in reports on international partnerships. *Education Research International*, 2012.**

*The authors reviewed 43 articles on international Global Health partnerships from 1970 to 2010 in the light of eight principles of reciprocity derived from the WEIGHT guidelines. The results showed that, while few articles reflected all principles, there was a trend to increasing consideration of the international partner's local needs, pre-departure cultural training, and collaborative authorship. However, learner supervision and consideration of local cost/benefit ratios decreased over the same time period. Partnerships with only one international partner or with institutional partners in Africa had lower reciprocity scores than those with two or more partners and institutional partners in Asia and South America. The authors recommend that a new focus on ethics in global health partnerships leads to the inclusion of the principles of reciprocity in model*

*program descriptions in order to enable and encourage ethical, sustainable, and mutually beneficial institutional partnerships.*

<http://www.hindawi.com/journals/edri/2012/603270/>

**Van'T Klooster, E., Van Wijk, J., Go, F. & Van Rekom, J. 2008. Educational travel: The overseas internship. *Annals of Tourism Research*, 35, 690-711.**

*This paper examines the influence of cultural distance on the perceived learning effects of the overseas internship, specifically cross-cultural competencies and management skills. It is shown that asymmetric cultural distance and psychic distance have a negative relationship with the perceived learning of management skills and interaction with locals. According to the author, students traveling to low-income countries in Sub-Saharan Africa and South Asia in particular tend to face difficulties.*

<http://www.sciencedirect.com/science/article/pii/S0160738308000571>

**Vandersteen, J., Hall, K. & Baillie, C. 2010. Humanitarian engineering placements in our own communities. *European Journal of Engineering Education*, 35, 215-223.**

*Full Text NOT available. There is an increasing interest in the humanitarian engineering curriculum, and a service-learning placement could be an important component of such a curriculum. International placements offer some important pedagogical advantages, but also have some practical and ethical limitations. Local community-based placements have the potential to be transformative for both the student and the community, although this potential is not always seen. It is concluded that local humanitarian engineering placements greatly complement international placements and are strongly recommended if international placements are conducted. More importantly it is seen that we are better suited to address the marginalised in our own community, although it is often easier to see the needs of an outside populace.*

<http://www.tandfonline.com/doi/full/10.1080/03043790903536869#.U4TDynJdXTo>

**Wei, H. 2013. An empirical study on the determinants of international student mobility: A global perspective. *Higher Education*, 66, 105-122.**

*This paper, based on the data of 48 countries and regions from 1999 to 2008, studies the economic and educational determinants of how countries of different types attract international students. The study finds that: the volume of merchandise trade between countries facilitates international student mobility across borders; international students from developing countries put the same weights on educational and economic factors for peer developing countries as potential destinations, while only economic factors are taken into consideration for developed countries as potential destinations. On the other hand, international students from developed countries often value educational factors more for developed countries as possible destinations, while equally weigh educational and economic factors for developing countries as possible destinations.*



<http://www.scopus.com/inward/record.url?eid=2-s2.0-84884973544&partnerID=40&md5=d94344665548d3f97dc244298586de90>  
[http://download.springer.com/static/pdf/573/art%253A10.1007%252Fs10734-012-9593-5.pdf?auth66=1400691284\\_6804b18960128d0cc2acb48cc9be0d83&ext=.pdf](http://download.springer.com/static/pdf/573/art%253A10.1007%252Fs10734-012-9593-5.pdf?auth66=1400691284_6804b18960128d0cc2acb48cc9be0d83&ext=.pdf)

**Wells, R. 2006. Nontraditional Study Abroad Destinations: Analysis of a Trend. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 13, 113-133.**

*Study abroad may be defined broadly as "the international movement of students and scholars." US education abroad, for these purposes, includes short- and long-term programs, exchange programs, service learning abroad, internships, and all other program types in which students from the US fulfill part of their education by traveling to a foreign country. As higher education institutions and study abroad providers offer students more options for studying in the African, Asian, Latin American, and Middle Eastern regions, students are responding in a positive way. Because of increased student interest, institutions are offering more of these programs, and a mutually reinforcing cycle has appeared. This paper examines current literature, policy, and theory, and creates a framework for analyzing the personal, societal, and institutional rationales for education abroad in nontraditional locations. The author concludes with policy and research implications based on the analysis, including a specific call for more empirical research into the outcomes and impacts of nontraditional study abroad destinations.*

<http://eric.ed.gov/?id=EJ891487>

**Wiley, D. & Root, C. 2003. Educational Partnerships with Foreign Institutions for Increasing the Quality of International Education in the United States**

*This documents seeks to assess the importance of international partnerships for building capacity in U.S. institutions of higher education and to identify the characteristics of successful partnerships. It then surveys and analyzes U.S. government programs that fund international higher education partnerships, compiling data from three government agencies that previously have not been assembled and compared.*

[https://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/wiley-root\\_paper.pdf](https://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/wiley-root_paper.pdf)

**Wood, C. A., Banks, S., Galiardi, S., Koehn, J. & Schroeder, K. 2011. Community impacts of international service-learning and study abroad: An analysis of focus groups with program leaders. *Partnerships: A Journal of Service-Learning & Civic Engagement*, 2, 1-23.**

*This study reports on a series of focus groups with leaders of short-term international service-learning and other study abroad programmes bot in "developped" and "developping countries". The author argues that the ethical practice of international service-learning requires participants and institutions to examine their*

potential impacts on vulnerable host communities. The article examine some potential negative impacts on host communities and suggest some strategies for improving programmes with respect to effects on communities.

<http://geo.appstate.edu/sites/geo.appstate.edu/files/communityimpacts.pdf>

**Woolf, M. 2006. Come and See the Poor People: The Pursuit of Exotica. *The Interdisciplinary Journal of Study Abroad*.**

*In the article, the authors observes that the call to expand opportunities for study abroad students in "non-traditional" locations (this encompasses Developing Countries), "has become a kind of mantra throughout the international education community". Woolf argues that the willingness to send more students to non-traditional locations is "not driven by real academic need; and that it is driven by an unholy trinity of national political interest, the pursuit of the exotic and a missionary tendency". Woolf is also critical of arguments in favor of nontraditional destinations that highlight national security considerations, and he raises the issue of the resource and academic implications of sending large numbers of US students to universities in these countries. He concludes by arguing that for the promotion of study abroad to non-traditional destinations to be legitimate it must "be driven by a combination of curriculum development on US campuses with an investment in building infrastructure in universities in those regions." It is important to note that this article has been commented in another article: "The Pursuit of Exotica:" A Comment by Adrian Shubert*

<http://www.frontiersjournal.com/documents/MWoolfFrontiersXIIIAug06.pdf>

**Woolf, M. 2007. Impossible Things Before Breakfast: Myths in Education Abroad. *Journal of Studies in International Education*, 11, 496-509.**

*The author argues that some misconceptions exist around Study Abroad programmes (educational programmewhereby U.S. students go abroad for a part of their degree and for which they receive credits that transfer back into their scheme of study). According to the author, there has been a considerable development of administrative skills in study-abroad management in recent years, but much less in the educational dimension of this endeavour. The author explainsThe field is burdened by myths and conceptions that exist unchallenged in the uncontested climate of study abroad. An exploration of three of these prevailing myths demonstrates the degree to which the field needs to reexamine some of its assumptions: the association of immersion and integration with quality, the growth of short-term programmes, and the call to significantly expand programmes in nontraditional locations. This essay critically examines the misconceptions that have accumulated around these topics.*

<http://jsi.sagepub.com/cgi/content/abstract/11/3-4/496>

<http://jsi.sagepub.com/content/11/3-4/496.full.pdf>

**World Learning. 2008. After Study Abroad, A toolkit for returning students.**

*This toolkit is designed to help participants integrate their experiences into their academic and professional lives and to help them take action and be an engaged global citizen.*

<http://www.trincoll.edu/UrbanGlobal/StudyAway/Documents/SITStudyAbroadReentryToolkit.pdf>

## Appendix

### Key Questions

The following tables gather some key questions that have been raised by the literature reviewed and while writing the report. These questions might be useful for **internal purposes** when designing the future LEMONOC tools.

#### Introduction

- Given that a large part of the relevant academic literature gathered comes from North America, would it be worth searching for non-English European academic literature on North-South mobility?
- Is the term 'non-Industrialised' appropriate for this project given the fact that it does not seem to be commonly used in the literature reviewed?

#### Overview of North-South mobilities in the HEI context

- Is there any available statistics on North-South mobility in the European HEI context available that would confirm the rise in participant's number?
- To what extent is North-South mobility taking place in the field of studies which are not mentioned by the literature reviewed?
- Can the increase in North-South mobilities create a 'burden' for host institutions/organisations?
- Should an increase in North-South mobilities be accompanied by a review of the welcoming capacities of host institutions/organisations and should additional investment (financial and/or human) be considered?

### North-South Partnership

- Should guidelines on partnership vary according to the type of partnership (e.g. with university, NGO etc.)?
- Should LEMONOC encourage Northern HEIs to develop partnerships with their foreign counterpart (as in Criteria P1)? What does this criteria imply?
- To what extent should the principle of reciprocity be promoted?
- Should two-ways flows of participants be encouraged in an effort of reciprocity? What are the possible benefits and challenges of such an approach?
- When two-ways flows are not taking place, can reciprocity be achieved by other means?
- Should LEMONOC guidelines integrate elements from development and intercultural education to formulate guidelines on partnerships?

### Participant's Motivations and Recruitment Processes

- Should LEMONOC guidelines recommend safe recruitment practices in relation to participant's health and child and vulnerable adult protection needs/risks?

### Pre-departure Preparation

- Two documents suggest that many preparations in the U.S. are not comprehensive enough, what is the situation in Europe?
- Should the development education be integrated in student's preparation across all disciplines or is it just worthwhile for social work and international development students?
- Should LEMONOC guidelines recommend that host institutions organisation should be involved in the predeparture preparation?

- Should LEMONOC guidelines recommend that participants who will be working directly with Children and vulnerable adults get training/guidelines on Child and Vulnerable Adult Protection?

### Support during Placement

- The literature suggests that programmes commonly tend to focus on preparing students for experience abroad rather than preparing communities for an influx of students. What practical recommendations could be developed to address this issue?
- The literature rarely mentions the orientation carried out by host organisations/institutions when students arrive in the destination country. Is this reflected in the practice by a lack of focus on in-country orientations? Should the Study Abroad sector give more priority to this part of the programme?
- What guidelines could be developed to address the ‘babying’ pitfall issue?
- To what extent LEMONOC guidelines should reflect the debate between the structured or unstructured approaches to the learning process?
- Host family accommodation is rarely mentioned in the literature. Should this type of accommodation be considered as a good practice?
- Many private organisations from the international learning mobility sector only place participants in settings where they can rely on local professionals with years of experience in hosting and supporting international participants. Is this a model that should be recommended in the context of the HEI sector?

### Placement Follow-up: Readjustment, Reflection, Learning Integration and Evaluation

- What is the value of peer review/evaluation? Are there any potential drawbacks to this approach? Should this approach be considered in the LEMONOC guidelines?
- Should moving from the customer satisfaction type of questionnaire be recommended or have this type of questions their place in evaluation forms?

### General Recommendations

The following table presents some final recommendations resulting from the literature review process:

### General Recommendations

- Ethical considerations should be mainstreamed across the future LEMONOC tools
- The terminology used for the project should be reviewed (e.g. the term ‘Non Industrialised’ and terms to design Thematic Areas)
- The risk of promoting standardisation of a particular model should be considered when designing the LEMONOC tools
- The wide range of North-South mobility programme types should be considered when designing the LEMONOC tools
- Contribution from the non HEI sectors should be sought (e.g. private organisation from the international mobility sectors, private organisations from the international volunteering sector)
- Contributions from both Northern and Southern organisations specialised in developing tools and good practice recommendations should be considered (e.g. The Forum on Education Abroad, NAFSA, Association of Universities and Colleges of Canada, Comhlamh, VOSESA)
- Contribution from non HEI Southern host organisations should be considered
- Reviewing non-English literature should be considered



LEMONOC

Consortium partners:



Zuyd Hogeschool

ZU  
YD

