

LEMONOC

Learning mobility for mutual benefit:

Best practice manual



Table of content

Introduction	4
Part One: Setting the scene	6
1.1 LEMONOC: Strengthening quality through mobility and cross-border cooperation	6
1.2 From Learning Mobility with Non-Industrialized Countries to Learning for mutual Benefits	8
Part Two: Quality Learning mobility	9
2. 1 Why learning mobility?	9
2.1.1 Goals and objectives	9
2.1.2 Realise the objectives	10
2.2 Global learning: challenges and opportunities	10
2.2.1 Growing interest, lack of research	10
2.2.2 Obstacles from within	11
Part Three: set of guiding criteria (matrix)	15
3.1 Building up the matrix	15
3.1.1 Distributing and analysing questionnaires	15
3.1.2 Carrying out a literature review	16
3.1.3 Gathering Feedback from practitioners	17
3.2 Structure of the set of guiding criteria	18
3.2.1 Partnership Process Criteria	19
3.2.2 Participant Learning Process	20
3.2.3 Organisational Process	22
Part Four: the LEMONOC tools	24
“Inspiration exist but it has to find you working.”	24
4.1 LEMONOC Resource centre	24
4.2 The LEMONOC Scan	24
4.2.1 Objectives of the scan	24
4.2.2 How to use the scan?	25
Part five: Inspiring experiences from HEI’s	28
	2

5.1 Institutional University Cooperation (IUC)	28
5.2 UCD Volunteers Overseas (UCDVO)	31
5.3 Community Development and Service Learning (CDSL)	34
Part Six: The LEMONOC seminar	37
6.1 Improving the quality of learning mobility between the Global North and South: learning gains	37
6.2 Programme	38
Conclusion	39
Literature	40

Introduction

There are many checklists, manuals, preparatory courses, etc. created by Higher Education Institutions (HEI) all over Europe in order to plan, prepare, create and evaluate learning mobility for students and staff. To date, little effort is carried out to analyse and systematize these pieces of work leaving no central database or library to find these resources. This means that HEI's are duplicating resources on an ongoing basis and learning is not being disseminated. LEMONOC aims to address the need to systematize these resources by creating a best practice manual with different resources related to learning mobility with non-industrialized countries, and at the same time recognizing the enormous diversity required for different programmes and HEI's. In this manual we try to systematize different experiences and expertise in order to share good practice

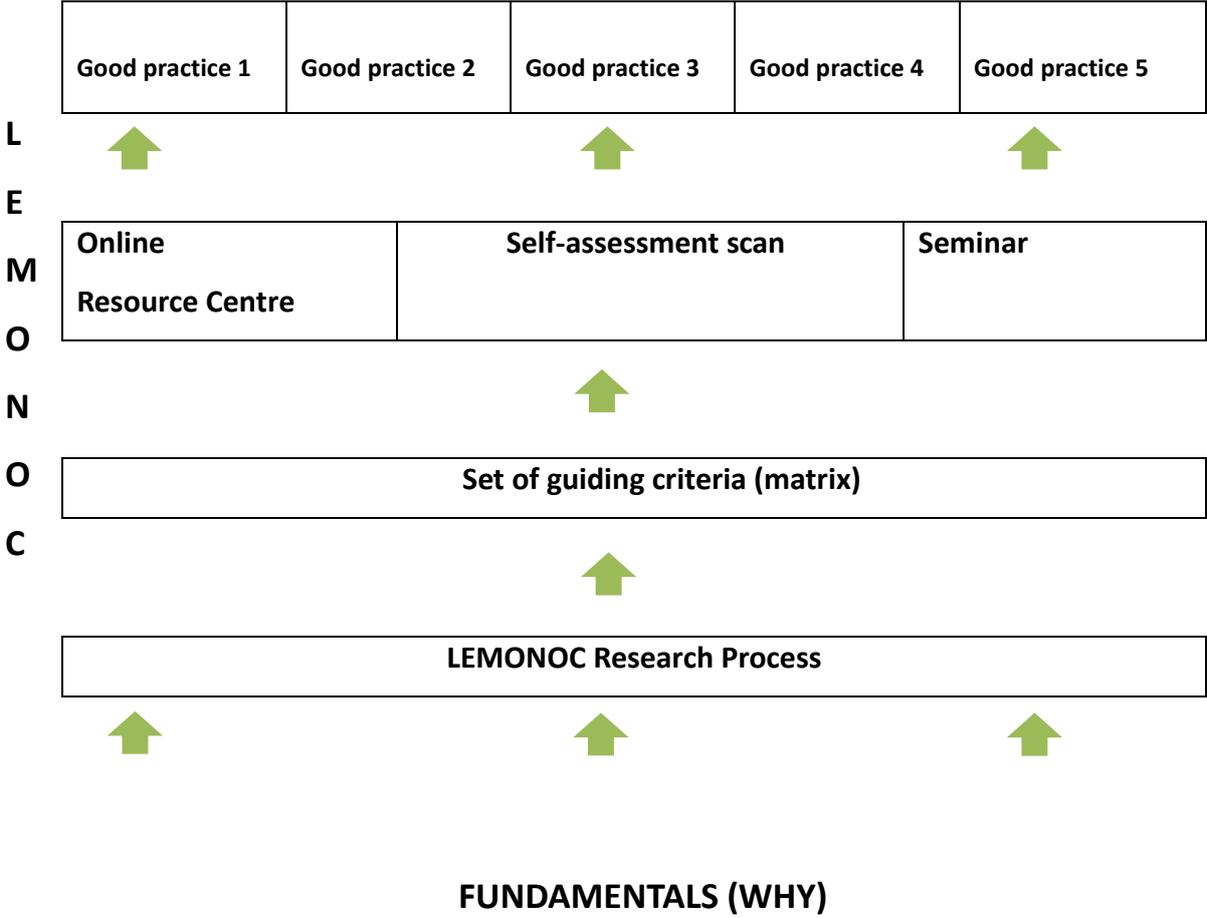
In the first section, setting the scene, we provide a short introduction to the LEMONOC project. Section two focuses on the fundamentals of learning mobility, more commonly referred to as the 'why'. Why learning mobility? What are important objectives related to learning mobility?

In section three we introduce the LEMONOC set of guiding criteria and how the matrix of criteria was created. After describing the set of guiding criteria we present the LEMONOC tools which are the Online Resource Centre and Self-assessment scan.

Section Five describes goodpractice selected by the LEMONOC team as an inspiration for your own learning mobility programme. We conclude this manual with a short introduction for LEMONOC seminars: a seminar about improving the quality of learning mobility between the Global North and South.

Also in the online version of the manual you find the different sections and information.

The figure (see below) reflects the LEMONOC work during the project. Together with a discussion about the fundamentals of learning mobility with the Global South, we start our research process. The LEMONOC questionnaire was build up around five thematic areas and collected information about and the foundation for the LEMONOC guiding criteria. These criteria were the foundation of the LEMONOC tools (Online Resource Centre, Self-assessment scan and Seminar). At the end of the LEMONOC process we selected goodpractice as an inspiration.



Part One: Setting the scene

“Great discoveries and improvements invariably involve the cooperation of many minds!”

(Alexander Graham Bell)

1.1 LEMONOC: Strengthening quality through mobility and cross-border cooperation

In most Northern countries there has been dramatic growth in the numbers of students, and young people in general, requesting experiential learning experiences internationally. Since the late 1980's there has been an ever growing interest in, and support for, international mobility of students within Higher Education Institutions (HEIs) and, over the last decade, in particular, one observes an increasing interest in Global North-South exchanges. Globalisation, and the subsequent rise of former developing countries as new political and economic powers, has spurred an interest among young people within Europe to gain more personal and experiential knowledge of a mosaic of countries in the “South”. For the purpose of this document we refer to the “South” as the broad group of countries outside the classic industrialised world, but including developing countries and the BRIC countries.

This interest in learning mobility with the Global South countries has been taken up in European educational policies such as Erasmus+ and Horizon 2020. The European Commission has launched the E4A programme for 2014-2020 (COM(2011) 787 final) aiming “to ensure that education and training systems deliver the knowledge and skills needed in an increasingly globalised labour market”. This promotes learning mobility of students in order to strengthen the EU as an advanced knowledge society, with sustainable economic development, more and better jobs and greater social cohesion. Transnational mobility, by enhancing personal growth and global citizenship, and strengthening students' future employability, is generally assumed to contribute to strengthening Europe's competitiveness on the international labour market. It prepares young people in Europe to compete at international level, and to become the social and economic catalysts for innovation and change in a rapidly globalising world. E4A not only focuses on learning mobility within Europe, but increasingly includes learning mobility beyond European borders with Southern countries. Better knowledge of societies in the Global South, in combination with the acquisition of “more and better skills” while studying or working abroad, will contribute to the overall goal of the programme.

There is also an increasing demand by students. European policy makers who see the labour markets need to engage in learning mobility with Global South countries has resulted in an increased number of very diverse exchange opportunities with varying goals and objectives. As a result learning mobility with the Global South has become an increasingly diverse, evolving, and complex activity, facing the challenge of developing a more structural, qualitative and joint approach to organising transnational exchange programmes for HEI. To develop such an approach there is a need to cooperate multilaterally between HEIs, allowing the streamlining of mobility strategies, the sharing of good practices and the optimizing of existing tools and instruments.

With this approach to promote learning mobility of students with the Global South, LEMONOC aims to strengthen a sense of European identity outside its borders and foster social cohesion.

Our main objective is to improve the quality of learning mobility with the Global South within European HEI's. It aims to optimize and validate the experience for students, and the labour market, aiming to gain better and 'validated' matches between the needed skills, knowledge and attitudes for the European knowledge society and the gained competences by international mobility. LEMONOC provides tools and resources that enable stakeholders to assess the opportunities and challenges they are facing, and to further develop the knowledge, skills and competences needed to provide qualitative learning mobility for students.

Therefore LEMONOC facilitates a stronger cooperation among European HEI's to share knowledge and good practices.

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 Global North and South. While the northern partners looked on the conditions for sending students, the southern partners worked on assessing the capacity that it needs to receive students from abroad.

More qualitative learning mobility contributes to a more competitive Europe and the development of Europe as an advanced knowledge society on the international labour market, strengthening students future employability through achieving necessary competences such as intercultural awareness and communication, language skills, flexibility, creativity and initiation, etc. More conformity in European exchange policies will also enhance and improve the possibilities to validate the learning outcomes of learning mobility with non-industrialized countries and which will encourage better cooperation between the worlds of education, training and work.

1.2 From Learning Mobility with Non-Industrialized Countries to Learning for mutual Benefits

During the LEMONOC project we changed our name from 'Learning mobility with non-industrialized countries' to 'learning for mutual benefits'. With this change we want to stress the essential need for mutual benefits and the need to guarantee the win-win situation for all partners. The sender should try to create benefits for the receiving institution and should identify the benefits and added value to each partner. Equality should always be the starting point in the partnership process.

Furthermore, both sender and receiver play an equal role in the realization of a qualitative learning mobility programme. They are advised to agree on roles and responsibilities, guidelines, learning outcomes, how to evaluate from both perspectives, and to have a more continuous role throughout the mobility programme.

Finally we want to stimulate HEI's not only think about North to South mobility but also about South to North mobility.

Part Two: Quality Learning mobility

*“You get the best effort from others not by lighting a fire beneath them,
but by building a fire within.”*

(Bob Nelson)

2. 1 Why learning mobility?

2.1.1 Goals and objectives

For a majority of sending organizations, one of the most important is cultivating global citizenship. They thereby assume that an exposure to different cultures and to conditions of (extreme) poverty will turn people into global citizens, that is, into individuals who are aware of global development issues (Smith 2004) and whose consciousness has been transformed and for whom this transformation produces on-going changes in life choices (Heron 2011).

A global citizen, therefore, is someone ‘who knows how the world works, is outraged by injustice, and who is willing and enabled to take action to meet global challenges’ (Oxfam /Richardson 1997:1). Global citizenship is about a conceptual understanding of critical issues (such as globalisation and interdependence, social justice, sustainable development, peace and conflict, diversity, and international human rights declarations); at the same time involving skills such as critical thinking and argumentation, intercultural communication, cooperation and conflict resolution, and the ability to challenge injustice. It is also based on values and attitudes such as commitment to equality, respect for diversity, empathy, concern for the environment and an inclusive sense of belonging (Davies 2006). Once returned from an overseas experience, people are expected to become the social and economic catalyst for pro-development change in their own societies (Plewes and Stuart 2007).

Another important objective additional to global citizenship is the personal growth : growing self-esteem, critical self-knowledge and independence. Professional skills are also indicated as key objectives.

Important objectives also include the is the facilitation of skill transfer and capacity building in the Global South by student and staff from the Global North volunteering, interning or working in the Global South with local students and staff. (Plewes and Stuart 2007).

2.1.2 Realise the objectives

Initially, and still to a significant degree today, it was assumed that simply by sending people to the South, and by immersing them in a place different from home, objectives would be met and people would learn interesting and useful things on their own, and do so effortlessly (Vande Berg, Paige & Hemming Lou, 2012). However, research (Vande Berg, Paige & Hemming Lou, 2012) has shown that this does not happen automatically. On the contrary, people need to be very well prepared and require intense follow-up during and after their stay in the South, in order to offer them a positive and empowering experience and to guarantee that preconceived objectives are achieved. Most people function and learn effectively abroad only when an educator or coach intervenes, strategically and intentionally, through well designed preparation and training programs that continue throughout the cross-cultural experience (Vande Berg, Paige & Hemming Lou, 2012).

Given increasing recognition that young people need to be well prepared and followed-up. in order for the set of objectives to be achieved, there is an urgent need to think about the extent and the ways in which we should systematically involve ourselves(HEI's) in the process of preparing and guiding people going to the South (Vande Berg, Paige & Hemming Lou, 2012).

2.2 Global learning: challenges and opportunities

2.2.1 Growing interest, lack of research

Learning mobility with the Global South is a quite recent phenomenon however its popularity for HEI's and is rapidly on the increase. HEI's and other institutions have gained valuable experience over the last few decades however, relatively little research has been carried out. This is evident from an overview of the available international literature. Despite the lack of available data on North-South mobility for HEI's, the literature suggests that the number of students, and researchers, travelling from the Global North to South is growing consistently.

HEI's in Europe follow a common trend in the Global North (U.S.A., Australia, Canada, etc.) of an increased interest and demand in young people's mobility to the Global South (Heron 2011). More and more, learning mobility is seen as an efficient and effective way to obtain the necessary skills to foster social cohesion, active citizenship, intercultural dialogue, gender equality, personal fulfilment, as well as a series of job-specific competences for a globalising labour market.

Nevertheless, while learning mobility with the Global South has become more important and an

increasingly diverse, evolving and essentially complex activity, it remains an under researched topic. We know little about its impacts, changing forms and shifting meanings as well as important barriers and obstacles ensuring to good practice. .

2.2.2 Obstacles from within

Initiating, and organising learning mobility with the Global South can be quite a daunting task. It is challenging to liaise with partner schools, organisations and/or companies to set up a programme that is mutually beneficial and in the long run, worthwhile, for both sides. In addition to these challenges, HEI's face other challenges with their Global South partners which can include cultural differences, language barriers, institutional issues etc. In most cases there are also challenges in the home institution that need to be tackled.

Several of these challenges are outlined below

Definitions

There are many different interpretations of the phrase "non-industrialised countries". This has been evident even within the partners on the LEMONOC project. The terms developing economies, emerging markets or developing countries are also often used as what we describe as the Global South in this manual . It is important to decide the definition of these phrases within the home institution at the beginning of any mobility project to ensure there is a uniform understanding of the project, and its aims and objectives.

Using personal contacts or not?

At times initiatives for learning mobility (for instance: internships) start with the personal contacts from one of the home institution's staff members. For example a programme in Senegal, where the contact was established through someone's local church, is looking for interns to work on education project, or a hotel in Tanzania, used as income generating activity for local development projects, is looking for students to assist with business plans for a coffee shop. These personal contacts can come with great advantages which include firstly starting from a basis of mutual trust.

Secondly, the staff member's own time has already been invested in building this relationship, which makes it more cost effective for the home institution than to start building new relationships and partnerships from scratch.

However there are possible downsides of using the personal contacts of staff members to establish partnerships. Examples of these downsides can include a high level of dependency on the staff member who established the contact, their availability and their commitment to the project. Other examples could include potential conflicts of interests. In other words: if for whatever reason the home institution prefers to let other colleagues handle the relationship, will it still be intact? In addition one can ask the question whether the staff member can remain objective about the characteristics of the partnership. Is it really the best partner for the home institution?

The home institution can try to mitigate these possible risks by ensuring that the partnership is not exclusively managed by the staff member who has made the initial contact. Making sure more staff members are involved in the partnership next to the colleague who initiated it, might prevent possible problems.

Cultural differences

The students will typically experience personal growth during their time in the Global South. They are expected to prepare themselves for the challenges that will arise with intercultural communication and HEI's are advised to support their students to find techniques to withhold judgement as much as possible. Although the HEI's have an expectation for students to adapt to cultural differences and sensitivities while participating on the programmes, the same standard is often not applied to the supervising staff members or teachers. Although this sounds logical, there are examples of institutions who have damaged their relationships by letting culturally less sensitive colleagues handle the partnership management. Cultural differences ideally should be taken into account from the initial discussion and especially during the hiring process .

Partnership: Legacy of Imbalance and Inequity

The history of partnerships between universities in the North and the South can make partnerships potentially problematic (Samoff and Bidemi, 2004). Historically, 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). 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). We advocate for building high quality partnerships on a foundation of mutual respect, reciprocity, equity, and transparency.

Safety and security

Students and staff travelling to the Global South will face different challenges in terms of health and safety than at home. In the institution, an agreement should be made on level of risk deemed acceptable. Various categories of travel advice from the home country, for example the Ministries of Foreign Affairs, should be used as a starting point for the health and safety for participants travelling on programmes.. When the advice given from the Department of Foreign Affairs reads: 'all but essential travel is advised' there is a high level of danger involved in students travelling and it would be advisable for HEI's to deem this an unacceptable standard of health and safety. If exceptions to general rules have to be made, it is important to outline from the beginning who this decision making will lie with for example The executive board, deans or other parties?

Commitment from the top

Initiating learning mobility with the Global South developing countries is quite a task. Commitment from the top is essential. First, this applies to clear external communication as well as internal. A clear message sent from the board (that it is firmly behind the creation of a programme for learning mobility) to the Global South can provide extra support to a process that may be lacking momentum.

Secondly, students can be stimulated by their teachers, staff members and the executive board to participate in more challenging mobility i.e. to the Global South. Sharing best practices and testimonials from participating students is a way in which the institution can promote this type of learning mobility. Thirdly, financial incentives are possible as well for example a scholarship programme earmarked for the learning mobility to the Global South. If the board can show their support financially with the addition of investment into the project, their commitment to learning mobility to the Global South is reinforced. Developing a programme to the Global South can be considerable costly and require centrally allocated funds.

The firm backing for the executive board will be necessary for internal reasons, especially when processes, and staff members need to be aligned, the support from the higher echelons in this case will be crucial.

Finally, the bureau of education will also be required to create space within the curriculum to make the mobility possible. Study programmes will have to be more flexible with the assessment of the learning outcomes during the mobility.

Alignment

In decentralized educational institutes it is possible that various study programmes are developing their own programmes for engagement with the Global South. There are benefits to trying to

harmonizing existing programmes. First of all there will be the efficiency of shared preparation and execution. Sharing various contacts can lead to more quality programmes. Students from various study programmes preparing for their period overseas, and working together when overseas, will benefit from the advantage of working interdisciplinary sector . Depending on the chosen destinations, the needed critical mass to be able to justify a programme of learning mobility might not be guaranteed by a single study programme, Aligning interest from various study programmes by resolve this issue Different study programmes have different selection criteria when selecting target countries for the learning mobility. In addition the selection of organisations and partners overseas depends on the criteria of the different study programmes. The desired learning outcomes are leading here.

Feedback

Evaluation of the programme is vital. Not just in terms of student / staff satisfaction, but also in terms of satisfaction of the host organization/ institution and of whether the goals of the programme are being reached. Feedback from the programmes participants , sending organisation, and receiving organisations should be taken into account when taking next steps in the programme and for future programmes

Part Three: set of guiding criteria (matrix)

“Learning is discovering that something is possible”

(Fritz Perls)

3.1 Building up the matrix

The LEMONOC Matrix presents a set of guiding criteria describing elements of good practices for HEIs involved in facilitating North-to-South learning mobility. Ultimately the goal is to ensure quality learning mobility that benefits all stakeholders: the participants in learning mobility programmes, sending and receiving partners and, where appropriate, local communities in the Global South.

It is important to note that the input and views from experts from both the Global North and the Global South have been considered all throughout the process so that criteria reflect a balance of interest and opinions, as well as a consensus among different stakeholders.

It's important to notice the set of guiding criteria could be used as reflection tools. In learning mobility programmes there is a lot of diversity therefore it is important to stress that each stakeholder has to use the LEMONOC criteria, based on the context they work in.

The LEMONOC matrix features a set of guiding criteria which are the product of a two-year long process of research, consultation with learning mobility practitioners and collaboration between professionals and experts from various countries in Europe and in the world. In this section we outline the process of research.

3.1.1 Distributing and analysing questionnaires

The LEMONOC researchers started in November 2013 with the design of a questionnaire. The questionnaires have been distributed to three target groups: HEI's from the Global North, HEI's from the Global South and organisations (non HEI's) involved in international mobility to the Global South.

The objectives of the questionnaire were: (i) to identify what current practices in North-South learning mobility are during the different phases and activities, (ii) to gather insights, critical success factors and opinions about practices, (iii) to gather relevant materials.

The questionnaire focused on 5 time related phases:

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

You can find the results of the questionnaires on our website (online manual).

The questionnaire was a starting point to develop the set of guiding criteria and the LEMONOC tools. Simultaneously the literature review was conducted and led to more criteria and the final version of the matrix of criteria

3.1.2 Carrying out a literature review

The literature targeted academic literature as well as existing guidelines and tools. It aimed at: (i) identifying current practices in North-South learning mobility, (ii) gathering good practice recommendations, (iii) identifying resources to populate the LEMONOC Resource Centre. The search methodology for this literature review was firstly based on a systematic review approach¹. 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 yielded 2574 documents. Out of them, a total of 82 documents were eventually selected as being the most relevant for this literature review and the annotated bibliography.

Key Questions on North-South learning mobility

A number of key questions around the topic of learning mobility to the Global South were raised by the literature review, and during the various work sessions and seminars (organised for the LEMONOC project). These questions point out some on-going debates among practitioners, they also highlight some possible developments for the LEMONOC project.

- What makes learning mobility to the Global South distinct from international learning mobility to other destinations? What is the rationale behind creating such a distinction?

¹ Process described in the book 'Doing Systematic Review, a Student Guide' (Boland, Cherry and Dickson, 2014).

- Should any planned increase of North-to-South mobility be accompanied by a review of the capacities of the receiving partners in order to avoid creating a potential burden for them?
- How can reciprocity be achieved when there is an important imbalance between outgoing and incoming flows of participants between North and South?
- Is the focus on development education in participants' preparation relevant for all programmes or is it just relevant for certain type of programmes?

You can find the complete literature review on our website (online manual).

3.1.3 Gathering Feedback from practitioners

From November 2014 until June 2015, the matrix was presented to different groups of North-South mobility practitioners. The matrix and criteria were discussed among LEMONOC partners during various group sessions (meetings, seminars, and training sessions). Feedback was also gathered from the LEMONOC partner's respective networks including the African Network of Internationalisation of Education (ANIE), Coimbra Group, and Association of Universities Grupo Montevideo (AUGM).

Finally, the set of guiding criteria was discussed during LEMONOC seminars in Maastricht and Dublin.

A final list of criteria was adopted in July 2015, however it is important to note that the LEMONOC consortium is committed to review the criteria in the future in order to adapt them to the changes and trends within the international learning mobility sector.

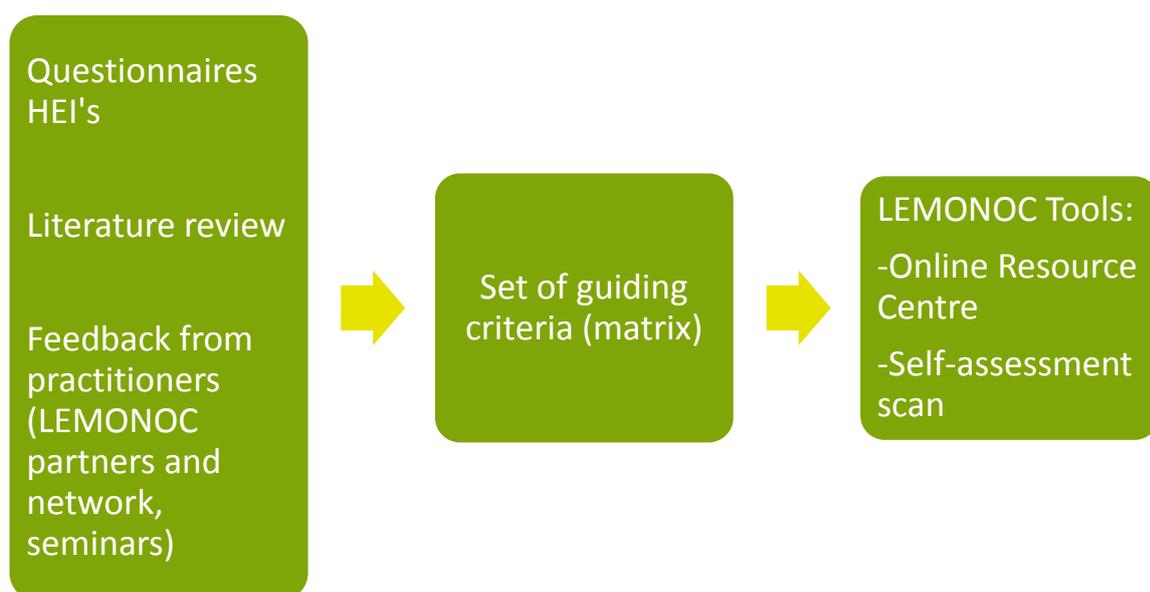


Figure 1: LEMONOC's process of research

3.2 Structure of the set of guiding criteria

The criteria are distributed across five time-related stages which follow the stages of implementation of an international learning mobility programme, from planning the programme to after the return phase. In addition, three main cross-cutting themes have been identified by the LEMONOC partners as being essential for achieving quality in international learning mobility: Partnership Process, Participant Learning Process and Organisational Process. The emphasis on these three themes combined with the five time-related stages constitutes an innovative and distinctive analytical framework through which learning mobility programmes can be reviewed and improved. This structure establishes a framework for the good practice criteria and a foundation for the LEMONOC Scan, as each of the scan self-assessment questions originate from one criterion.

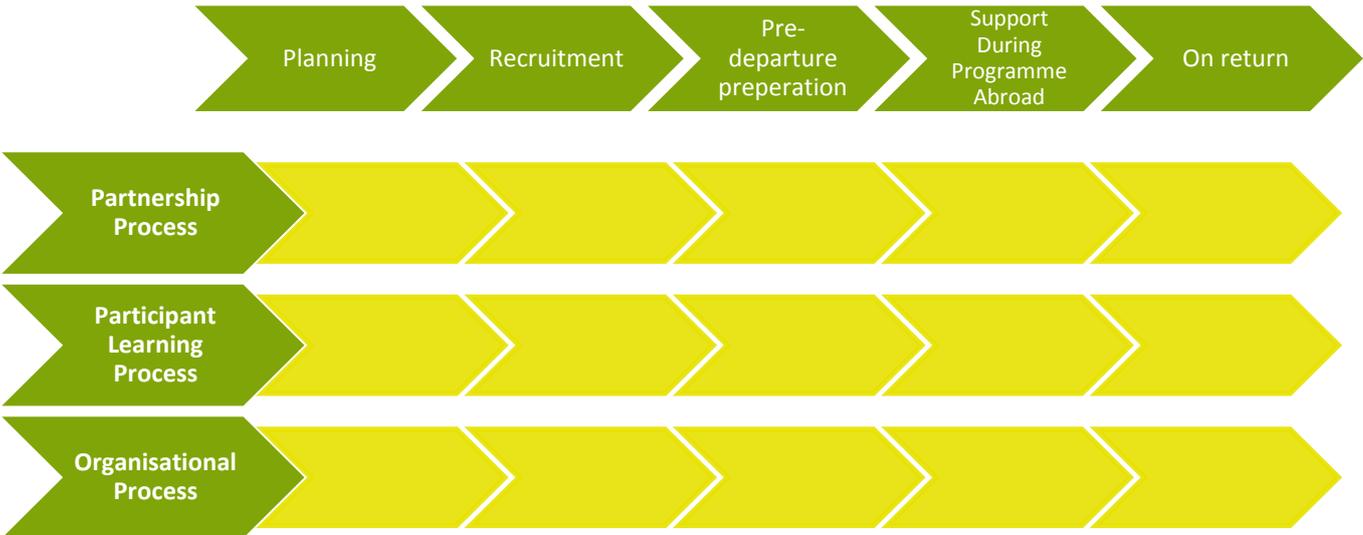


Figure 2: Structure of the guiding criteria

The good practice criteria have been developed to support HEIs to refine their work practices, develop their educational and organisational policies on learning mobility, and improve their programmes through self-assessment and continuous analysis. The criteria are designed to fit a wide range of HEI programmes including internships, work placements, research programmes (e.g. field research, PhD research), service learning and international volunteering programmes. They are applicable to short-term programmes, semester or longer programmes, summer programmes, programmes organised by sending HEI's themselves, by a partner organisation or by a private service provider. Those in charge of reviewing programmes will find that, due to the existing diversity of institutional environments,

approaches and programme types, some of the criteria will inevitably be more relevant and applicable than others. It is therefore essential for the criteria to be applied in a manner that is appropriate to the context and culture of each individual institution, and that those who are reviewing the programme take into account the nature and complexity of each individual programme.

It is important to point out that the criteria have been developed to suit a North-to-South Learning mobility context involving Northern participants, Northern HEI's and host partner(s) in the Global South. If the Matrix were applied to other contexts (e.g. South-to-North mobility, non-HEI sender etc.) considerations related to these specific context should be taken into account in order to adjust the matrix and criteria accordingly.

The following sections aim at providing further information regarding the considerations and discussions which have led to the formulation of the criteria. This background information is presented following the three main themes of the Matrix.

3.2.1 Partnership Process Criteria

In the literature reviewed, North-South partnerships for learning mobility are often described as being characterised by a range of asymmetries between the two partners for example in resources, institutional capacity and power, with the partner controlling finances often determining the terms of the partnership (Bailey and Dolan, 2011). These issues of power, domination and inequalities in North-South partnerships were frequently mentioned in the literature reviewed (Epprecht and Tiessen, 2012), (Bailey and Dolan, 2011), (Provenzano, Graber et al. 2010), (Sherraden et al., 2013), (Binka, 2005). In an effort to break with this historical legacy of imbalance and inequity, a number of academics from the North and the South advocate for building high quality partnerships on a foundation of mutual respect, reciprocity, equity, and transparency (David Wiley, 2003) (KFPE, 2012). The criteria developed by the LEMONOC project have been strongly influenced by these recommendations. In addition, research conducted by Bracke (2007) pointed out the need for a deeper and more continuous involvement from the Southern partner throughout the learning mobility programme. Following this recommendation it was decided to indicate for each criteria who should be responsible for implementing it. For this purpose, 'sender', 'receiver' or 'sender and receiver' have been allocated to each criteria. Thereby, the matrix suggests how both sending and receiving partners can have a more continuous role throughout the mobility programme.

Furthermore, it is important to note that the criteria have been inspired by existing guidelines and principles of good practice such as: the Standards of Good Practice for Education Abroad (The Forum on Education Abroad, 2015), the Guide for Transboundary Research Partnership – 11 principles (Swiss Commission for Research Partnership with Developing Countries (KFPE, 2012) and the Code of Good Practice for Volunteer Sending Agencies (Comhlámh, 2012). For example, the importance of accountability to the local communities are both emphasised in the KFPE’s guide and the Comhlámh Code of Good Practice.

The criteria have also been inspired by HEI staff members consulted throughout the process. For example, several Southern partners involved in the LEMONOC project mentioned that Northern HEIs should involve Southern HEIs in their mobility programmes in order to further benefit students, academics and communities in the Global South.

The following points present the main aspirations which arose from the literature review and consultation process and around which the criteria have been built:

- Partnerships should be mutually beneficial.
- Objectives should be developed jointly by Northern and Southern partners.
- Southern partner’s involvement should be deeper and more continuous throughout the mobility process.
- Accountability mechanisms responsive to funders and beneficiaries should be implemented.
- Potential negative impact on receiving partner and community should be considered.
- Southern HEI’s should be involved in partnerships whenever possible.

3.2.2 Participant Learning Process

The criteria related to Participant Learning were mainly inspired by two sources: the academic literature on learning mobility to the Global South and the existing guidelines and principles developed for ‘Study Abroad’ professionals.

Among the existing guidelines for professionals from the 'Study Abroad' field, the following objectives emerged as being relevant to the context of developing good practice for learning mobility to the Global South:

- Learning objectives and outcomes should be defined.
- Participants should be prepared for cultural adjustment.
- General and guided reflection should be built into programmes.
- Participants should be aware of their own responsibilities to acquire relevant knowledge and skills.

The review of the literature on learning mobility to the Global South complemented with the input from LEMONOC consortium participants highlighted some specific issues relevant to the North-to-South mobility context. Several authors highlighted the fact that altruism motivations raise concern as they might reinforce inequalities and imbalanced power relations (Tiessen and Kumar, 2013, Rotabi et al., 2006, Woolf, 2006). In addition, a number of articles encourage HEI's to prepare participants to think critically about the ethical dimension of their experience (Tiessen and Kumar, 2013) (Schroeder et al., 2009). According to these authors, participants should be encouraged to discuss sensitive topics such as work ethics and perceptions of power, evaluating and preventing negative impacts on host communities, sexual relationships, friendships, moral judgements on treatment of people and animals (Ibid). Furthermore, 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). According to Epprecht and Tiessen, pre-departure and return orientations should enable participants to deconstruct inequality and their roles in perpetuating this inequality while using a pro-active education that can support and contribute to a form of global citizenship (Epprecht and Tiessen, 2012). It is important to notice while most of the literature suggests a structured approach to learning the input from Southern partners in defining the learning objectives of the mobility programmes is rarely discussed. Interestingly, some authors from the South highlight the risk for the participant to be locked into preconceived goals related to the requirements of the partner in the North and suggest developing a more unstructured approach to learning (Ouma and Dimaras, 2013).

In summary, the review of the literature on North-to-South learning mobility combined with the input from LEMONOC consortium participants produced the following aspirations:

- Participants should be encouraged to critically reflect on their potential altruistic motivations.
- Ethical consideration should be integrated in the learning process.
- Development and global justice issues should be integrated in the learning process.
- Where appropriate, an unstructured approach to learning should be considered.

It is important to mention that most of the articles related to Participant Learning in the context of North-to-South mobility were related to the two specific study fields of International Development Studies, Social Work and Global Health. Therefore some of the criteria emerging from this process might not always be relevant to other fields of studies.

3.2.3 Organisational Process

The criteria developed around the Organisational Process theme, aim to support HEI's to enhance their organisational and administrative structures and capacities in order to improve the quality of their learning mobility programme(s) to the Global South.

Among the three themes, the Organisational Process is the one which required the largest number of criteria. This theme covers numerous issues such as administration, health and safety, policies and procedures, sender and receiver capacities etc. The criteria related to the Organisational Process does not aim to be fully exhaustive, LEMONOC aims to identify the most common areas with potential for quality improvement.

While the academic literature reviewed offered little input on these areas, a great deal of valuable information was gathered from the experience of the LEMONOC partners, and from relevant existing guidelines. For example, several LEMONOC partners, experienced in designing and implementing learning mobility programmes to the South, insisted on the importance to make participants aware of their own responsibilities while existing guidelines such as those developed by the Forum on Education Abroad (2015) emphasise the need for having various policies, procedures and guidelines in place. The combinations of these two sources of information, completed by the contribution from a wider audience (through questionnaire and interview with HEIs) inspired the development of a set of criteria structured around the following aspirations:

Participants should be made aware of their own responsibilities throughout the different phases of the mobility programme

- Attention to health, safety and security should be ensured in program planning and management.
- Relevant policies, procedures and guidelines should be developed.
- Monitoring and evaluation systems should be designed and implemented.
- Potential negative impact on receiving partner and community should be considered in planning, implementation, monitoring and evaluation.
- Sending and receiving partners should have sufficient capacities and appropriate competencies.
- Programme should comply with ethical principles.
- Programmes should comply with principles of inclusiveness and non-discrimination.

Part Four: the LEMONOC tools

“Inspiration exist but it has to find you working.”

(Pablo Picasso)

4.1 LEMONOC Resource centre

The LEMONOC Resource Centre is a unique online space which assembles links to over *(number)* documents, materials and tools related to North-South learning mobility in a HEI context. The resource centre is also a platform for HEI’s to share their own tools and materials. Previous research has pointed out the need for sharing experiences and materials related to North-South learning mobility (Bracke, 2007) and the LEMONOC Resource centre aims at addressing this need.

The resource centre includes links to different types of materials including, articles from academic journals, books, policy materials, learning materials and organisational materials. It also includes the details of experts and research centres that are relevant to the topic of North-South learning mobility.

Users of the Resource Centre can search by Title, Author and Keywords. An ‘Advanced Search’ option is also available. Search results include specific references for each document as well as an annotation which provides a brief description of the document. Most documents are accessible through links however some documents that are not publicly available have been downloaded on the LEMONOC website where users can access them directly.

The LEMONOC Resource Centre is regularly populated by new documents and we strongly encourage anyone involved in North-South learning mobility to share any relevant documents that could support the implementation of good practices.

4.2 The LEMONOC Scan

4.2.1 Objectives of the scan

The LEMONOC scan is a tool to support HEI’s and their partners in assessing and improving learning mobility programmes to the Global South. Each of the questions in the scan correlate with criteria in the matrix of good practice (see part three). As told before, these criteria have been developed to

support the complex responsibilities of HEI's when designing and implementing learning mobility programmes, in a way that should benefit all participants and partners involved in learning mobility programmes to the Global South. The criteria should not be considered as minimum requirements to be met in order to ensure quality learning mobility, but for inspiration: they represent ideals which should inspire HEI's, partners and participants (involved in mobility programmes) to implement some changes that will in turn increase quality and generate greater benefits for all stakeholders.

The LEMONOC Scan is a self-assessment tool which supports users to indicate to what extent they are meeting good practice but perhaps more importantly, the LEMONOC Scan is also opportunity to improve their processes, plan for the future, while accessing useful tools and resources.

By using the LEMONOC Scan, users will be able to:

- Assess the extent to which they meet the LEMONOC criteria.
- Select a set of priorities for future improvement.
- Design a Quality Improvement Plan which outlines planned actions to be implemented.
- Access a list of recommended resources to support the implementation of their Quality Improvement Plan.
- Repeat the scan process over time and measure progresses made.

4.2.2 How to use the scan?

The scan should be used as a tool to periodically review programmes as repeating the scan process over time allows scan users to compare results and measure their progression. Preferably, the scan should be completed by at least two individuals. The perspective of multiple stakeholders create discussions and debates, which allows for greater understanding of processes and procedures and, in turn, richer feedback. One of the scan users should be the person responsible for the learning mobility programme. Additional contributors could include receiving partners or a department director. Even though many criteria apply primarily to the sending HEI, receiving partners can also carry out the scan themselves.

The LEMONOC Scan is composed by a set of questions which are classified according to the structure of the LEMONOC Matrix: five time-related stages of implementation of a learning mobility programme, (from the planning the programme to the return phase), and three cross-cutting themes: Partnership Process, Participant Learning Process and Organisational Process.

The following steps describe how to use the scan:

Step 1: Define the Scope of the Self-Assessment

Scan users should choose whether to carry out the whole scan or focus on a specific area (e.g. Participant learning or Planning phase) and select the relevant cells of the Matrix that they want to complete.

Step 2: Carry out the Self-Assessment

For each good practice criteria, a multiple choice question has been created. After reading each question, the scan user must determine the extent their programme meets the criteria (e.g. always/fully or not at all/never). Once all the questions, corresponding to a cell have been answered, the cell turns to a shade of green which indicates the extent to which the corresponding criteria are being met. In addition, a link to recommended resources appears in each the cells that have been completed.

Step 3: Create a Quality Improvement Plan

After assessing the extent to which the user has achieved the selected criteria, they are invited to create their own Quality Improvement Plan. The first stage in creating this plan is to prioritise the criteria to be addressed. For this purpose the LEMONOC scan proposes users to visualise the questions previously answered. Users can then select the specific questions they wish to address in the future. The next stage presents users with the list of criteria they have chosen to prioritise (each question corresponds one good practice criteria) and allows them to create their own Quality Improvement Plan, by defining the priority actions, identifying who will implement them and allocating timeframes for carrying out these actions.

Priority Action	Who will implement	Time Frame
<i>e.g. To look for possible Tanzanian HEIs to collaborate with in order to support our internship programme in Tanzania</i>	<i>Julia M., Internship Co-ordinator</i>	<i>By the end of Sept. 2015</i>

Step 4: Access Final Report

After creating a Priority Action Plan, users can access their final report. This report includes the following:

- Diagrams which show their self-assessment results.
- A list of priorities selected by the user.
- Links to recommended resources.
- The Quality Improvement Plan developed by the user.
- A list of all the questions answered along with the answers provided.

Part five: Inspiring experiences from HEI's

“There is only one thing that makes a dream impossible to achieve,

The fear to failure.”

(Paulo Coelho)

5.1 Institutional University Cooperation (IUC)

Fast facts:

Name HEI: IUC – KU Leuven

Location: Leuven (Belgium)

Degree: PhD

Faculty: different faculties

About IUC:

The example below is evidence of a good experience and can be used as an example of good practice: Travel grants for Flemish students in the framework of the IUC programme with Mekelle University, Ethiopia.

Other IUC programmes, coordinated by KU Leuven, go to following destinations: Tanzania, Ecuador, Peru, Congo and Suriname.

Travel Grants for European students travelling to the Global South

“European students intending to do part of their study programme (thesis research, practical training) in a developing country, may apply for Travel Grants of 1,000 euro. Travel Grants provide an excellent opportunity for young people to experience an intercultural experience of life in the South, during 6 weeks.

A local organization will welcome the student and guide them during their stay. This could be a university, an NGO, a government institution or a hospital. In addition, a KU Leuven promoter or supervisor will support the project abroad.”

The experience has an option form part of the research for a masters thesis or for an internship. The output; a research paper or report is then evaluated and graded as part of the their university programme. translated into points/grades.

IUC

An Institutional University Cooperation (IUC) programme is a long-term cooperation programme between Flemish universities and a single partner university in the South. It consists of several smaller projects that are co-ordinated by both a local and a Flemish project leader.

The mobility was organized in the framework of long term institutional projects with partner universities in the South, financed by VLIR-UOS (Vlaamse Universitaire raad-Universitaire ontwikkelingssamenwerking).

With IUC, VLIR-UOS facilitates a 12-year partnership between a university in the Global South and Flemish universities and university colleges. The programme supports the partner university in its triple function as provider of educational, research-related, and societal services. It aims to empower the local university fulfil its role as development actor in society.

Focus on partnership:

Main features of the IUC Programme:

- Long term collaboration –overall on average 12 years- geared towards institutional development
- Financing and facilitating cooperation (Partnership)
- Match between the priorities of the partner university and the interest and expertise offered by Flemish counterparts
- Coherent set of interventions/synergetic projects guided by the strategic plan of the partner university
- Building capacity

Some guiding principles within an IUC

- Spirit of partnership, dialogue and mutual respect;
- Participation of high level academic leadership is crucial (decision making structures in the university)
- Incorporation into local structures and systems (university, regional/national)
- Development Relevance => focus on changing lives (university and society=> interaction with government, local development actors, society in general)
- Content based on match between the priorities of the partner university and the interest and expertise offered by Flemish counterparts
- Programme logic => grouping a coherent set of interventions/synergetic projects guided by the

strategic plan of the partner university => interdisciplinary approach with focus on 1 or more expertise areas

The programme:

Cooperation between several Flemish universities within several separate sub projects in the South

Within the IUC programme, depending on the needs of the Southern partner, and the budget available, several projects are identified at the beginning of the partnership. Each project has general and specific objectives to achieve. For each project, a project leader in the Global North and project leader in the Global South is appointed. The project leader in the North can be an academic from another Flemish university. The coordinating university is in this example always KU Leuven. This kind of approach stimulates interuniversity contacts and cooperation.

In the framework of most of the projects within the IUC, Flemish students from several Flemish universities were sent to Mekelle University for thesis research. Sometimes, two students from different disciplines had to study the same topic, but from a different point of view. Interdisciplinary approaches were therefore stimulated. Exchange of information and communication between the 7 research projects is stimulated:

- Land management – fighting desertification
- Geo-hydrology – water harvesting
- More crop per drop – enhancing water use efficiency
- Aquatic ecology – water quality in water reservoirs
- Terrestrial ecology – biodiversity conservation and restoration
- Farm technology – ploughing from poverty to productivity
- Socio-economics – livelihood and conservation

Interaction between Flemish master students, Ethiopian PhD and master students

Within every project, capacity building was an objective, and a few Phd scholarships were financed by the IUC-programme. PhD-students, also staff members of Mekelle University, received a scholarship in sandwich system (max 18 months in Belgium during a total period of 4 years).

The topics of the master thesis of the Flemish students were chosen according to the topics of the Ethiopian PhD researchers. The supervisor of the Flemish masters student was also promoter of the Ethiopian PhD student. In Ethiopia, the Ethiopian PhD student acts as local supervisor.

Sometimes also local masters students were added to the team. They used the research theme for their own master thesis, receive a small amount from the budget of IUC, and could act as translators in the field for the Flemish students.

Using this process academic support is guaranteed at several levels.

Administrative and logistical support

The local support unit of the IUC-programme facilitated the stay and research of the Belgian masters students .

Preparation of the students before departure

Flemish PhD students were involved in this process as they also played a role, with a different point of view than the Ethiopian students. This is very important for the preparation of the Flemish masters students before departure, and sometimes also they could act as mediator in Ethiopia.

If the Ethiopian PhD student/supervisor was in Belgium, he was involved in the preparation of the Flemish student.

Additional and specific information sessions for the students were organized alternatively in Gent and Leuven, for all students going to Mekelle.

Advantages of the model:

- Intercultural exchanges between the students: Flemish and Ethiopian masters students, Flemish student and local supervisor & PhD student.
- The contact and preparation can be carried out in advance when the PhD students are in Belgium
- Good academic supervision, because we create a win-win situation
- Possibility for the Flemish students to have a publication as co-author
- Logistical support thanks to the IUC administration and facilities (cars, research equipment)

5.2 UCD Volunteers Overseas (UCDVO)

Fast facts

Name HEI: UCDVO

Location: Dublin (Ireland)

Decree: bachelor and master

Faculty: open to all UCD (University college Dublin) student, staff and alumni.

About UCDVO

The UCDVO Programme runs over a period of 12 months. Applications open in September each year and, following an interview process, places are offered to successful candidates by mid-November. Volunteers take part in a series of mandatory training and team-building events while also carrying out their own individual fundraising activities throughout the year. Each volunteer has a fundraising target of €2,500 which must be raised before departure in June. Overseas placements are for four weeks and normally take place from mid/end of June to mid/end of July. On return from overseas, volunteers take part in a debriefing course and engage in awareness raising activities to share their experiences working in developing countries.

As part of the annual Volunteer Programme, UCDVO organises short-term placements in India, Haiti, Nicaragua, Tanzania and Uganda. These placements are for one month and involve a variety of activities such as construction, teaching, physiotherapy, setting up computer labs and running sports camps for children. Volunteers have a unique opportunity to experience life in another part of the world while contributing their time, energy and skills to the efforts of host NGOs in implementing community development projects. Proposals are received from partner NGOs in each of the countries where UCDVO sends volunteers and projects are carefully planned in collaboration with the local community. UCDVO returns to the same areas each year and has built up strong relationships in each of the communities where volunteers work.

Volunteering with UCDVO is an excellent opportunity to learn about key development issues, to contribute time and energy to projects which are carefully planned in partnership with local communities, and to work within a team of enthusiastic and motivated young people.

The programme: why UCDVO is an example of Good Practice

Planning

- Collaboration with local Irish NGO's.
- Relationships with Partners: Relationships have been built with volunteers returning to the same place.
- Evaluations: Monitoring and evaluation takes place in a formal structure.
- Memorandums of Understanding are in Place with the partner organisations.

"All aspects are important but some of the most important aspect include having a formal structure in place, with clear agreements between partners and with space for open communication".

Recruitment

- Interviews

Pre- departure Preparation

- 7 month preparation
- Mandatory Training
- Team building
- Pre-departure workshop
- Fundraising

Support during Programme

- Learning Journal
- Partnerships with Southern HEI's

“UCDVO sees a lot of benefits arising from such a partnership: more efficiency in the communications and the work carried out by both partners, more opportunities for high quality and successful learning exchange, greater capacity to support local communities in the long term, greater integration of Irish students into the system and culture overseas”

On Return

- Focus on Development Education: “One of the main goal of the organization is to engage participants in development education activities and support them to learn about development and global issues in an interactive, learner centered and engaging way. In addition to the development education training workshops UCDVO also organize other activities to foster participant engagement before and after their overseas programme and raise awareness of development issues”.
- Learning Ambassadors: “UCDVO also fosters student’s engagement through the activities of the UCDVO Society and by empowering past participants as leaders and ambassadors”

Critical Remarks

After using the LEMONOC scan UCDVO have identified that joint adoption of a monitoring and evaluation system, for example, reflects an area where UCDVO could develop and focus on in the future

5.3 Community Development and Service Learning (CDSL)

Fast facts:

- Name HEI: UC Limburg
- Location: Hasselt (Belgium)
- Degree: bachelor (professional)
- Faculty: teacher education, social work and health care

About UCLL: Mutual beneficial partnership

UC Limburg is an active member of different educational networks and has many partners abroad. Our students get the opportunity to follow courses or do a traineeship in e.g. Peru, South-Africa, Suriname, etc. UC Limburg has already a long-standing experience with North-South cooperation. What first started as a small niche, has now grown into a system that inspires and develops our teaching, research and commitment to the community.

For our cooperation with our Southern partners, UC Limburg chooses for a specific educational concept: CDSL - Community Development through Service Learning. CDSL is a philosophy from South Africa based on the social responsibility of HEIs. Through dialogue with local partners we create a win-win situation for students (personal growth and professionalization), local partners (broadening of expertise) and institution (increasing expertise and knowledge on south-cooperation). We want to develop and sustain an empowering environment where, through teaching, learning, research and scholarship our students and staff, in partnership with the community and industry, are able to create and apply knowledge that contributes to development.

Students receive close follow-up and monitoring before, during and after their stay in the South. They use their professional input in a transdisciplinary team to strengthen the community and started each time from local needs and solutions to guarantee added value for our Southern partners. Through this process we are working on a sustainable partnership with South partners. Keywords during this partnership are mutual trust and respect.

Focus on the learning process

Students are prepared and monitored to actively participate in the development of various communities in the South. They have four major tasks:

- a professional input,
- implementation of a prepared project,
- participation in community-building activities
- needs analysis of the local community.

We try to achieve following learning outcomes:

- research skills: the student analyses a local need, broaden his expertise and designs a implementation project.
- Critically reflection on their experiences during the preparation phase, the programme abroad and afterwards.
- Personal growth: e.g. self-assurance
- Intercultural competences: global engagement – global citizenship
- Language skills
- International disciplinary learning: awareness of cultural differences to the profession and discipline.

A programme abroad is possible to following destinations: South Africa, Suriname, Bolivia, Marocco and Congo. Students work around different themes in these countries: e.g. remedial teaching, care of street children, wellbeing of children, early stimulation, learning problems, etc. Each year students produce new materials, tools, ... based on the work of previous students. Together with local partners they implement their project. Students work on the same theme during different years to guarantee sustainability.

The programme

Preparation:

During the first semester students follow a preparation project (4 months). Each week, students from different faculties come together, monitored by a mentor from the institution and based on feedback/information of the local institution. They work out a prepared project in team. Goal is to start from a request, a need for a local community. Students start from their own expertise (as a teacher or as a social worker) and combine their (research) competences to look for a solution, design materials or procedures, etc.

The preparation period ends with a written project proposal that describes what (and how) they want to achieve during the programme abroad.

Beside preparing the project, the preparation also includes intercultural skills, language skills, teambuilding, knowledge on the destination context and knowledge on cultural differences and adaptation.

Programme abroad:

The students implement the prepared project during a period of four months. They participate in community-building activities. It's important they work together with the local community and broaden their expertise. Also the students get the chance to learn from another perspective, build up his expertise and has an unique experience.

During the period abroad they collect new needs and requests from the local community. The needs analysis of the local community is an important starting point for future candidates. By returning to the same place every year, we were able to realize a sustainable partnership with Southern partners and guarantee the added value.

Students receive close follow-up and monitoring during the programme abroad through a visit, a blog, skype, etc. Students also have a local supervisor.

On Return:

Students write a report about their work abroad. They present their work in front of a jury.

Students prepare a presentation about their experiences and share the local needs with future candidates for a programme abroad.

All the work of previous students (reports, materials, procedures, ...) is collected and made available to new students. We also share a tool with practical information about the country with future candidates based on experiences of students.

Part Six: The LEMONOC seminar

“If everyone is thinking alike, then no one is thinking.”

(Benjamin Franklin)

During the process of developing the LEMONOC Programme it was apparent that there is a need for dialogue across institutions (who work around learning mobility) to share ideas, suggestions, good-practices, etc. LEMONOC developed a seminar for all stakeholders (officers, coordinators, student counsellors, etc.) involved in learning mobility with the Global South. During an interactive dialogue between participants and coaches were given the opportunity to interact and learn from each other, and from LEMONOC tools and outputs. Different aspects of learning mobility (vision, sustainable partnership, preparation, follow-up, ...) were discussed during these seminars.

6.1 Improving the quality of learning mobility between the Global North and South: learning gains

During the seminars qualitative learning mobility is analysed with the Global South and interactive dialogue between participants and coaches is carried out. Participants had the opportunity to learn from each other perspectives, share and reflect upon visions and expectations concerning qualitative learning mobility with the Global South.

Participants were given the opportunity also to become familiar with the LEMONOC tools, and receive a brief training in their usage, while also obtaining feedback on the practices of their home institution. Aspects for quality improvement of the participants institutional practices were also formulated during the seminar and organisations and participants learned how to commit to improve them.

Seminars had the following objectives :

- To learn from each other practices.
- To share and develop a critical vision concerning qualitative learning mobility North-South.
- To reflect critically upon vision and expectations concerning qualitative learning mobility North-South.
- To allow participants to become familiar with the LEMONOC project

- To learn about the uses of the LEMONOC instruments
- To become familiar with the LEMONOC-criteria and to reflect critically upon these criteria.
- To formulate aspects for quality improvement of the institutional practices and to commit to improving this.

6.2 Programme

Part 1: Why learning mobility with the Global South? About purpose, vision and mission.

After sharing good practices and identifying criteria for qualitative learning mobility we offer an interactive dialogue where we go back to the core business, to our vision, our 'why'. What is important? How do we work together with partners? Etc.

Part 2: The LEMONOC criteria for good practice in learning mobility

We introduce the LEMONOC criteria and reflect critically upon these criteria and look what is relevant for your organization. The LEMONOC tools will be introduced.

Part 3: The future: actions, strategy and implementation

What will the future offer for international learning mobility?

Discuss actions, opportunities, implementation strategies and the challenges of quality improvement for your organisation with us. We combine our skills and experiences and look for solutions.

Conclusion

This manual could be used as an inspiration to plan, prepare, create and evaluate learning mobility programmes. In this manual we gave insight in the background and process of LEMONOC and the LEMONOC tools.

Hope you all find inspiration and make your dreams reality in the future!

Warmest regards,

The LEMONOC-team

Literature

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.

Binka, F. (2005). Editorial: North–South research collaborations: a move towards a true partnership? *Tropical Medicine & International Health*, 10(3), 207-209.

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*. Brussel: Platform Kleurrijk Vlaanderen.

Comhlahm (2012). *Code of Good Practice for Volunteer Sending Agencies: 11 principles of good practice in volunteering for global development*. Retrieved on 1 July 2015 on <http://www.comhlahm.org/code-of-good-practice-2/>

Davies, L. (2006). Global Citizenship: abstraction of framework for action? *Educational Review*, 5-25.

Epprecht, M. & Tiessen, R. (2012). Introduction: Global citizenship education for learning/volunteering abroad. *Journal of Global Citizenship & Equity Education*, 2 (1).

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.

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.

Heron, B. (2011). Challenging Indifference to Extreme Poverty: Considering Southern Perspectives on Global Citizenship and Change. *Éthique et économique/Ethics and Economics*, 8 (1), 109-119.

KFPE. (2012) *The Guide for Transboundary Research Partnership – 11 principles*. Retrieved on 8 July 2015, on http://www.naturalsciences.ch/organisations/kfpe/key_activities/9505-a-guide-for-transboundary-research-partnerships-2nd-edition---2014-

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.

Oxfam (1997). A curriculum for global citizenship(Oxford, Oxfam).

Plewes, B. & Stuart, R., (2007). 'The Pornography of Poverty: A Cautionary Fundraising Tale' in *Ethics in Action: The Ethical Challenges of International Human Rights Nongovernmental Organizations*, Bell, D.A, & Coicaud, J-M., (eds.), Cambridge, Cambridge University Press

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.

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.

Samoff, J. & Bidemi, C. (2004). The Promise of Partnership and Continuities of Dependence: External Support to Higher Education in Africa. *African Studies Review*, 47(1), 67-199.

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.

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.

Smith, M. (2004). Mediating the world: development, education and global citizenship. *Globalisation Societies Education*, 2 (1), 67 – 82.

The Forum on Education Abroad. (2015). *Standards of good practice for education abroad*, 5th edition. Retrieved on 30 June 2015 on <http://www.forumea.org/wp-content/uploads/2014/08/Standards-2015.pdf>

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.

Vande Berg, M., Paige, R.M. & Hemming Lou, K. (2012). *Student learning abroad: What our students are learning, what they're not, and what we can do about it*. Sterling, VA: Stylus.

Wiley, D. & Root, C. (2003). *Educational Partnerships with Foreign Institutions for Increasing the Quality of International Education in the United States*. Retrieved on 10 July 2015 on https://ducis.jhfc.duke.edu/archives/globalchallenges/pdf/wiley-root_paper.pdf

Woolf, M. (2006). Come and See the Poor People: The Pursuit of Exotica. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 13, 135-146.

Consortium partners:



LEMONOC



Zuyd Hogeschool

ZU
YD

