

# MEANINGFUL NORTH-SOUTH STUDENT MOBILITY

A resource guide



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*This resource guide was inspired by many authors (see bibliography), but in particular by the important works of Kate Grantham, Judith Van De Kamp, Rebecca Tiessen, Farzana Karim-Haji, Pamela Roy and Robert Gough.*

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# 0. CONTEXT

## 0.1 Aim of this resource guide

This resource guide does not have the ambition to propose an exhaustive list of principles and recommendations for every possible type of North-South student mobility program that exists (see Definitions and concepts below).

The limited scope of this resource guide does not allow to map the great diversity and complexity of such mobility programs, nor the impact on all the different actors involved. However, it aims to propose general guidelines, which are relevant to most mobility programs, with an explicit acknowledgment that not every analysis and all principles are applicable to each possible program. These guidelines wish to broadly inspire the development of long-term, reciprocal and equitable North-South partnerships, while allowing each institution to place their own emphasis on some of the principles (see chapter 3), and to develop in further detail specific challenges per educational program.

## 0.2 Definitions and concepts

This document fully recognizes that the North-South dichotomy is arbitrary and that the interpretation of this term has rightly been contested, especially within the context of the new Sustainable Development Goals. The use of this term may reinforce inequalities between certain 'groups', while the broadness of it pays little attention to the heterogeneous nature of 'groups' and the possible power asymmetry between them. Nonetheless, finding and consistently using an appropriate alternative is not so evident. Moreover, some - on first sight more neutral - concepts seem to mask certain inequalities and privileges (see chapter 3.2). We therefore use the classic North-South dichotomy, with full recognition of the above nuances and limitations this concept entails.

The main concepts used within this resource guide are the following:

» **North-South mobility programs:** an umbrella term referring to the various learning programs that Northern based students take up in the Global South. Such assignments can be research-related (the completion of a dissertation) or practical of nature (learning-through-training at a hospital or school). The term does not refer to voluntary work outside the curriculum of the student, nor guided travel groups.

- » **Host-country partners:** the various organisations at which Global North students complete their mobility programs, which can refer to partner universities, non-governmental organizations, schools, hospitals, business enterprises or community-based organisations within the Global South.
- » **Host communities:** various members of local communities who interact with the Global North student, such as pupils, patients, customers, research interviewees, etc.
- » **Global South:** used to describe countries – predominantly located in the Southern Hemisphere – with low overall (GNP). According to the Human Development Index (HDI), these countries are defined as low-income nations with high levels of inequality, poverty and insecurity. Recognizing that inequalities exist within all countries around the globe, elements of the “North” – such as economic prosperity and higher levels of social equality – can be found in the Global South, just as elements of the “South” – including poverty, inequality and insecurity – can be found in the Global North (taken fully from Tiessen & Grantham, 2018).
- » **North partners:** higher education institutions of the Global North, its staff and students.
- » **The Global North:** the donor countries of the Global South countries.

# 1. INTRODUCTION

North-South mobility programs play an important role in the internationalization of higher education institutions of the Global North. Such programs offer unique learning opportunities for all actors involved, by bringing people together from different worlds, thus strengthening global partnerships raising awareness and leading to personal growth. However, the quality of these North-South mobility programs is not always up to standard, and there remains a lack of clarity about the added value for Host Country partners and host communities. Experts and international literature point to various possible complications:

- » North-South mobility programs can produce **conflicting expectations** with regards to internationalization and development cooperation, whereby the complex and vulnerable context may lead to unclear expectations about contributions, local needs, development, financing and the main goal of the learning program itself.
- » The **Western urge to offer help to Global South communities remains high**, as does the assumption that certain 'vulnerable' groups need and appreciate this offered help (Berry, 2014; Cole, 2012). The aid given is often seen as productive and efficient by the Global North, based on the assumption of 'Western scientific progress' in relation to the 'underdeveloped' Global South (Simpson, 2004). North-South mobility programs can strengthen the above assumption among Global North students, who may perceive their mobility program as a mission to help the 'other' (Ferguson, 2006; Hanson, 2010; Kapoor, 2004; King, 2004; Camp, 2017; Karim-Haji, Roy and Gough, 2016; contact students UCOS 2012 -2017; etc.).
- » International research shows that **attitudes of superiority** - often on an unconscious level - are common among Western volunteers, expats and researchers (Loaiza, 2018, van de Kamp, 2017; Mohanthy Joseph, 2008; Urraca, 2009). North-South mobility programs may further strengthen this sense of superiority, as 'Western' knowledge models, training techniques and frames of reference are rarely questioned.
- » **Stereotypes** go both ways, whereby the knowledge and competence of Global North students are sometimes overestimated by host-country partners and communities, which on its turn may further increase attitudes of superiority.
- » **Asymmetrical relations in terms of power and privileges** influence the way in which those involved (both students, lecturers and coordinators from the Global North, as well as host-country partners) interact with each other, relate to each other and perceive how benefits are (unevenly) distributed. These asymmetrical power



relations go often unquestioned and unaddressed (Berry, 2014; Lasker; 2016; Sin, 2010; Grantham, 2018).

» **A superficial exchange with Global South communities** may result in precisely the opposite of what is aimed for, leading to a reinforcement of prejudices and stereotypes (Kumar, 2013, McLennan, 2014, Raymond & Hall, 2008, Sin, 2009, Simpson, 2004).

» Certain countries and regions (influenced by security, language and tourist possibilities) and education areas (health care & teacher training) may suffer from an **oversupply of well-intended Global North students**, negatively influencing the learning opportunities for actors involved (UCOS survey, 2017)

» There exists a real possibility that North-South mobility programs **do not add value for host-country partners**, host communities and development objectives (Baxter, 2018, van de Kamp, 2017). Furthermore, some mobility programs may place extra pressure on the already scarce local resources and their time (Heron, 2016).

The above challenges and complications demonstrate that identifying the added value for host-country partners and host communities is not as straightforward as one may think. On the other hand, the added value for North partners has been well documented and demonstrated: acquiring international experience, applying learned competences, learning (cultural) flexibility, feeling meaningful, personal growth, etc.

This guideline aims to clarify the added value for host-country partners and host communities (chapter 2) and shall focus on the principles (chapter 3) and the concrete recommendations (chapter 4), which must be adhered to in order to obtain this added value.



## 2. ADDED VALUE FOR HOST-COUNTRY PARTNERS

High poverty rates and inequality gaps are detrimental to human dignity and to the universal notion that everyone has the right to self-development. The Global North has every interest, apart from moral considerations, that countries in the Global South are stable, achieve wealth and economic growth. International solidarity is a duty and must be the starting point. If higher education institutions wish to uptake their social responsibility, then it must be clearly defined what the added value of North-South mobility programs can be:



### 2.1 Agenda setting and opportunities for capacity building and networking

By involving host-country partners in inclusive global networks and partnerships, a unique opportunity is offered to place local needs on the international agenda, to pursue common goals, and seize opportunities for capacity building and networking. Research shows that most host-country partners – despite the existing power asymmetry – are able to express their interests and can critically assess the added value of the North-South mobility programs (Grantham, 2018).

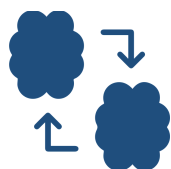
The necessity of a comprehensive partnership agreement, in which the mobility programs for students from of the Global North is merely one element, is crucial here. Through exchanges between colleagues, trainings, seminars, joint lessons, sharing best practices, international visits, the North-South mobility programs become part of a larger picture of long-term cooperation. When enough attention is paid to the principles in Chapter 3, the partnership offers a unique opportunity to place local needs, interests and ideas on an international agenda, to both learn and to increase capacity building within the Global South & North.



### 2.2 Towards a more equal partnership

In the new vision on development cooperation, the conviction has finally fallen that the Global North should unselfishly commit to the development of the Global South (Develtere, 2018). This belief has not only led to much hypocrisy (see chapter 4.2) but has also pushed Global South actors into a passive, submissive, dependent, and receiving role.

North-partners should formally recognize the large added value that North-South mobility programs offer to them and their students, and as such, must hand-over well-deserved and important bargaining power towards host-country partners, partly freeing the relationship of the donor-aid paradigm and moving towards more equal power relationships.



## 2.3 Knowledge exchange

It is important to acknowledge that both theoretical and practical knowledge often depends on the cultural and social context. This recognition allows for the necessary humbleness and moves away from the notion of Western superiority and the idea that North-partners have all the answers to complex challenges within the Global South.

It also allows partnerships to become more equitable, by moving towards a sharing and exchanging of knowledge, instead of a knowledge transfer by a dominant party. It is hereby important to listen and pay attention to the knowledge demand of the host-country partners, i.e. what knowledge do they consider relevant for the projects and challenges ahead, and how can Global North students play a modest role in this demand, by exchanging methods, frameworks, and techniques.

It should be emphasised that Global North students are of course not experts but in training, and that the right attitude, the necessary preparation and follow-up are indispensable for an effective exchange of knowledge. Furthermore, Global North students have little, to no knowledge on local needs, practices, histories and norms and values. Hence, the application of knowledge and implementation of techniques require North and host-country partners to exchange on equal footing and look for adapted solutions for local challenges.

When this process takes place, it allows local supervisors and teachers to feel appreciated and valued by North-partners. The efforts to embed exchanged knowledge within both institutions should be one of the essential elements of North-South mobility programs.



## 2.4 Empowering encounters

North-South mobility programs can play an important role in reducing prejudices and discrimination between different cultures and socio-economic classes. However, research shows that such reduction does not come automatically and requires first and foremost respectful encounters between actors, a deep understanding of local

context and people's vulnerabilities and a critical self-reflection of one's own lifestyle and behaviour (Debriefings UCOS 2015-2017; see chapter 3).

When the necessary conditions and attitudes are in place to create such dignified encounters –participants feel connected to each other's plight and work on a shared future – it has an empowering effect on the actors involved, leading to increased positive self-esteem. This empowerment and increased belief in one's own abilities is a crucial pre-condition for self-development.



## 2.5 Global citizenship

The cooperation between different cultures is an opportunity to strengthen and embed global awareness and intercultural competences, primarily for the North-partners, but surely also for host-country partners.

If we want to avoid that global citizenship and awareness becomes a privilege solely for North-partners, then we must incorporate the acquirement of this skill and notion into the various stages of the partnership, and have it act as a key building block for all actors involved.

North-South mobility programs offer not only an ideal platform to learn and think about local and global challenges, but also strengthen solidarity and equality. The programs are empowering by searching together for solutions (see chapter 3.7).

The above five themes form a new and above all humble vision of what the added value of North-South mobility programs for host-country partners and host communities can be.

The vision shifts from a persistent classical focus on bringing 'development' and knowledge to host communities, towards a focus on respectful connections, networking, awareness, equal knowledge, exchange and capacity building. North-South mobility programs can play an active role in increasing discourse and action on the above themes.



# 3. PRINCIPLES

The following principles must be adhered to in order to obtain the added value for host-country partners and host communities described in chapter 2:

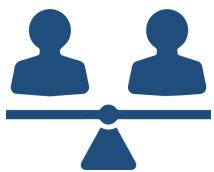


## 3.1 Development as a complex process

There is a dire need for the use of a broad notion on development, one that encompasses the complexity of social change, and pays special attention to understandings and possible rejections of the current use of the concept by the Global South. The conditions for positive social change are multiple and contested, encompassing various themes such as education, politics, integrity, strong leadership, civil society, geopolitical context, environmental challenges, etc.

The recognition of the complexity, precariousness, long-term approach and broad scope of development should be an essential starting point to students and North-partners, whereby they realize they can only make a possible small contribution to social change.

Everyone has the right and agency to shape his/her life, but people in poverty often lack the positive freedom and dignity to take control over their own lives and desires (Sen, 2010). Contributing to development is therefore primarily about strengthening the capabilities of people to decide for themselves what they want to make of their own lives.



## 3.2 From aid to fair cooperation

Various voices have been demanding to think differently about the 'old aid paradigm' and the concept of development, calling the North-South donor logic with its embedded white saviour complex outdated. Instead we should move towards equal collaboration on a common agenda (with a critical eye towards the role of the Global North in world problems), with shared responsibility and in a context of joint learning (Polman, Leroy, Martens).

On paper this indeed looks very necessary and noble. However, the case is more complex than we think: by opting to collaborate as equals, we risk masking the often very large inequality that still prevails, which may lead to great frustration at the host-

country partners (van de Kamp, 2017). This 'politically correct' discourse and noble intention can in some cases be experienced as hypocritical to even insulting, because in practice, Global North students and staff rarely behave as equal, nor are they in fact equal to their host-country partner (van de Kamp, 2017).

It should be therefore noted that both the outdated aid paradigm and the notion of equality can lead to conflicts in a context of high inequality. Having privileges in itself is not necessarily the issue here (people in the Global South wish after all for the same privileges). The frustration occurs when those privileges are not explicitly recognized or when it is pretended that they do not exist. Hence, we argue here for a different view - which transcends both previous ideas - with an explicit focus on honesty.

This transparency allows to deal with privileges and inequality and focuses on the recognition of self-interest and personal responsibility. A correct North-South relationship can only come forward by recognizing the inherent imbalance in terms of power, opportunities, knowledge, privileges and income between the partners. By making privileges explicit, especially by North-partners, more space is created to interact with each other in a dignified manner. This demands insight and a thorough reflection by Global North students before their departure (see chapter 4.6).

As previously mentioned, introducing self-interest into the partnership is a way of making the relationship more balanced. After all, if the Global South had supposedly nothing to offer the Global North, it would lead to a very dependent relationship, which is not the case. 'What's in it for us' applies to both parties. The Global North asks the assistance of host-country partners in order to strengthen the international, intercultural and subject-related competences of its students, on top of facilitating research projects and receiving academic staff from the Global North. These tasks should be explicitly placed on the negotiating table as a large service, which would help to make the relationship more equitable.

From this perspective, host-country partners have bargaining power to push their own agenda and explicate their own needs. The time is long due that North-partners pay attention to the interests of host-country partners and provide room for them to express their needs. Furthermore, in order to obtain a balanced relationship and give equal negotiating power to actors, it is important that an exit strategy is formulated for both partners, with clear conditions upon which an actor may leave if their agenda is not met (Aga Khan, 2016).

Only if all those involved have been able to fully express their needs - with specific attention to the asymmetrical power relationship - can the partnership work towards a common agenda based on a shared vision, which forms the basis for a mutually

beneficial partnership (Karim-Haji, et.al., 2016; Aga Khan, 2016). Furthermore, partnerships based on reciprocity and predominant ownership of the host-country partners have a greater chance of long-term success (Gazley et al 2013; Strier 2010, Perrault et al, 2011, Nelson, 2012).



### 3.3 Host-country ownership

Given the historical asymmetrical power relationship between the Global North and South, and in line with the Paris Declaration of 2005, it is essential to ensure that host-country partners possess enough ownership over the terms and conditions of North-South mobility programs. In a balanced relationship, the host-country partner deserves a large say in the selection of Global North students, the task they may or may not complete on the ground, the preparation they must receive before departure, and the determination of the appropriate length of the mobility program (Thu, 2018).

Ownership therefore means that host-country partners have a final say in accepting certain students or not and the conditions regarding the content, period and length of the mobility program. With regards to academic research conducted within the Global South, ownership of host-country partners deserves a central role, as research questions and hypotheses are formulated too often by North partners with little attention to the eventual added value for host communities (Karim-Haji, et al., 2016; Grantham, 2018; UCOS, 2012-2017).

Experts unanimously agree on the importance of involving host-country partners in the research design phase, given that knowledge production should first and foremost be rooted within the local context and locally formulated problems.

The added value of knowledge exchange described in Chapter 2 remains hollow, if research results are not translated into a local language and not actively disseminated among the research target group. A sound dissemination strategy must be included in every research proposal.



### 3.4 Focus on meaningful relationships

The added value of various themes described in Chapter 2 depends greatly on the manner in which Global North students and host-country partners relate to each other. Achieving positive interpersonal relationships is an aim in itself and is as



important as achieving the subject-related competences of students. Formulated as such, North-South mobility programs should be assessed by the possibility of achieving such respectful meaningful encounters between students, host-country partners and local community members. These close interpersonal relationships are not automatically established but require social and intercultural competences, which should be acquired before departure (see point 4.6 below).

North-partners need to avoid pursuing mobility programs in countries and regions which have an oversupply of Global North students. Furthermore, the duration of mobility programs should be critically examined, as too short stays influence the ability of actors to meet each other thoroughly, sufficiently adapt frames of reference and learn local dynamics properly (Hernandez, 2016; Lough, 2017).

Research has demonstrated that host-country partners prefer a stay of +12 weeks (Heron, 2011, Larsen, 2016, MacDonald, 2016). The length of stay depends greatly on the type of partnership and mobility program, but it is in the first-place host-country partners that determine the minimum and maximum period of North-South mobility programs (Davis, 2017). It is only after host-country partners have established their preferences that North partners can decide whether this fits into their educational calendar.

With regards to successful long-term institutional partnerships, strong personal relationships between the partners are key (Worrall, 2007). Such partnerships are built on a personal, informal level to create more empathy, understanding and equality (Perrault, 2011, MacDonald, 2016). Regular visits and/or direct communication is necessary to maintain good personal relationships, with a focus on reciprocity and capacity building during these exchanges (Grantham, 2017).

Research has demonstrated that ‘champions on both sides’ who can act as strong managers, spokesmen, and negotiators of the partnership are valuable assets (Aga Khan, 2013). However, partnerships should still be embedded institutionally, as staff and ‘champion’ turnover may be high, particularly in the Global South, where positions are not often stable, nor do individuals possess the autonomy to further develop partnerships once their function changes.



### 3.5 Long-term vision and networking

North-South partnerships should be institutionally embedded and take on a long-term vision, which facilitates mutual learning and accountability. Partners commit to measuring and evaluating the impact of the process in the long term (instead of short-

term result-based evaluation), leaving room for errors, disappointments and critical reflection on responsibilities and benefits (Duarte, 2015). The long-term focus is crucial as students can continue each other's work (and learn from each other mistakes), creating the necessary trust in the partnership to work towards a win-win situation for everyone involved.

Once North- as well as host-country partners have established a strong, mutually beneficial partnership, it should be investigated whether a network of institutions and civil society organisations can be established. Such a network moves the donor-aid relationship towards a story of broad connectedness and mutual exchange of knowledge and competences. Establishing a network should not be done in a hurry but should pay enough attention to the continuity of the original partnership and the nurture of personal contacts. Within the network, resources should be pooled, according to the (financial) capacity of organisations, further moving the donor-recipient logic to the background.

Networks fit into a larger, long-term, strategic, mutually beneficial framework, which go beyond North-South mobility programs (Tiessen, 2010). North-driven partnerships that only focus on North-South mobility programs should be re-evaluated and negotiated. After all, research shows that the large pressure to internationalize, leads to poor critical reflection about the purpose of mobility programs or the value to host-country partners (Karim-Haji, et al., 2016; Andreotti, 2015). It is therefore essential that mobility programs focus on quality for all involved, instead of quantity of students. Internationalization cannot be an end in itself.



## 3.6 Training for everyone

Given the diversity of local contexts, the various challenges and the different type of learning programs, there are no uniform, clear recommendations from the international literature regarding North-South mobility programs, except for one aspect: the extensive training of Global North students before departure. The consensus on the impact of such pre-departure training on the learning capabilities of students, and their eventual relationship and contribution to host communities is overwhelming (Kumar, 2013, Grantham, 2018, Tiessen, 2016, Hartman, 2014; Wallace, 2014, Aga Khan, 2013, etc.)

A minimum of the following themes and ethical dilemmas should be addressed during pre-departure training: individual motivation, reflection of identity, intercultural competences, gender, reflection on frame of reference and privileges, knowledge on global inequality, history of development cooperation, complexity of poverty and

social exclusion, white saviour complex, context and history of host country, etc. This extensive list and the complexity of the topics show that such trainings take considerable time and investment. A well-planned approach is necessary, where certain competences (i.e. language) are taught before departure, and others are integrated in the curriculum. Training is certainly not limited to students but is also designed for other stakeholders, where joint training of Global North & South partners is encouraged.

North-South mobility programs do not always increase tolerance, but sometimes even strengthen prejudices by converting disappointments into discrimination (McLennan, 2014; Raymond, 2008; Sin, 2009; Simpson, 2016; Huismans, 2017). Reflection upon return is therefore essential, where disappointments and prejudices can be framed, and global citizenship competencies valorised. Feedback moments are also an excellent opportunity to identify certain challenges and (re)-evaluate partnerships.



### 3.7 Global citizenship

Given that many structural problems cannot be solved locally and require an international approach, global awareness and citizenship is vital and its realization must be included in North-South mobility programs. Since it is not an exclusive responsibility nor privilege of the Global North, global citizenship as an overarching theme must be extensively discussed during partnership negotiations.



### 3.8 Attention to vulnerable children

Direct contact with vulnerable children and orphans requires the necessary caution. Despite the good intentions, short visits by Global North students to orphanages disrupt the important and necessary continuity of care, leading to an increase in already present attachment difficulties and psychological problems. Students who visit orphanages during or outside their mobility program very often lack the relevant knowledge and experience to deal with vulnerable children (BCN, 2018).

It is therefore recommended to follow the advice of ChildSafe: "do not work directly with children". There are of course exceptions when students possess the necessary education and background, but also here the question arises whether they must be in direct contact with children or instead should uptake a more supporting role towards permanent staff. Cooperation with the Global North brings orphanages prestige and money, which may precisely contribute to the removal of children from their parental

environment. Research shows that 80% of the 8 million children in institutional care have at least one living parent (UNICEF, 2016).

All the above shows that North-partners must take on a much stricter role concerning vulnerable children and mobility programs. The focus must be on the well-being of the children and family reunification, and not on students visiting and meeting vulnerable children.



## 3.9 Attention to ecological sustainability

Many Global North institutions make substantial efforts in becoming more sustainable, with policies in place regarding commuting of staff, sustainable food at student canteens and energy efficiency of buildings. However, a thorough effort should also consider the greenhouse gas emissions (GHG) of North-South mobility programs because of its flight miles.

North-South mobility programs have an added responsibility as the impact of climate change hits harder in the Global South than elsewhere (Adger, 2003; Mertz, 2009; IPCC, 2016). Hence minimally, high-quality programs are chosen, and the obsessive focus on total number of students sent out is abandoned due to the high ecological cost. Furthermore, efforts are made to raise awareness about GHG emissions and the notion that they are, as a matter of fact impossible to compensate, thereby focussing on critical self-reflection and change of (consumption) behaviour of Global North students.



# 4. RECOMMENDATIONS

Below are concrete recommendations in order to fulfil the principles listed in Chapter 3:

## 4.1 Student selection

- » A **strict selection of students** takes place, based on motivation, capacity and knowledge (Tiesen, 2013; Karim-Haji, et al., 2016; Grantham, 2018). The focus of such a selection lies on learning from others and acquiring global citizenship competencies, not on 'saving others or doing good' (Hartman, 2016).
- » Only students who speak a **host-country language** are selected: the added value mentioned in Chapter 2 is not feasible if students are not able to express themselves or understand conversations.
- » Host-country partners receive **ownership** over the selection of students and length of attendance.
- » Travelling in a **group** can have its advantages: efficient pre-departure training, interdisciplinary learning, less staffing required, etc. However, a large group may have a **negative influence** on the ability to encounter host communities. Group size is hence taken into account during selection.
- » Research shows that students with high socio-economic capital have a larger chance on being selected for North-South mobility programs. It is therefore imperative that extra chances and scholarships are given to **students with low income, disability or different cultural background**.

## 4.2 Location & period

- » Countries and regions with an **oversupply** of Global North students are preferably avoided.
- » **Long-term mobility programs** are preferred, whereby the host-country partners have a large say over the length of the program. Various Global South authors suggest a stay of 12 weeks minimum.

- » Focus on **interpersonal relationships**:
  - o If the context and safety allow it, a stay with host families is encouraged.
  - o Global North students are connected with host-country students as much as possible.

## 4.3 Pre-departure training

- » Each North-South mobility program develops a **comprehensive pre-departure training** with the host-country partner, preferably linked to the curriculum and obligatory for each departing student.
- » **Host-country language** is included during training and proficiency mandatory before departure.
- » Improvement of the pre-departure training is achieved through regular **feedback** from host-country partners and students on the challenges they faced (de Kamp, 2017).
- » Upon return, students follow a mandatory individual or group feedback moment (**re-entry debriefing**).

## 4.4 Partnerships

- » **Long-term, institutionally embedded partnerships** are preferred over short-term partnerships that only focus on mobility programs. Sufficient room is provided to learn from failure.
- » **Quality of mobility programs is chosen above quantity.** Internationalization should not come at the expense of the learning opportunities of all actors involved.
- » Given the complexity described in previous chapters, North-South mobility programs receive **adequate resources**, both in terms of staff, student support and general faculty attention.
- » Within Global North institutions there is a dire need for a **central point of contact** to map North-South mobility programs, total departing students, lessons learned and challenges ahead.
- » Within Global North countries, a **network of higher education institutions** should



be set up in order to share knowledge, experiences, good and bad practices on North-South mobility programs.

## 4.5 Research design

- » Research questions are always drawn up in collaboration with **host-country partners**.
- » Translation to a **host-country language** is part of the research assignment.
- » **Dissemination of research results** to host-country partners and host communities is mandatory.

## 4.6 Commercial sending organisations

- » Adhering to the previously mentioned principles (chapter 3), becomes a very **difficult task when mobility programs work together with commercial organisations**, i.e. voluntourism. It is unclear who is responsible and accountable for achieving the added value laid out in chapter 2.
- » **Long-term, mutually beneficial, learning partnerships** are difficult to obtain through commercial sending organisations.
- » It is therefore **recommended that both North- and host-country partners avoid working** with such organisations.

## 4.7 Vulnerable children

- » Signing of the **University Pledge of Better Care Network**, on avoiding direct contact with vulnerable children in the Global South (exceptions can be made for certain educational backgrounds). Prominent universities worldwide have already signed this Pledge, such as the Institute of Social Studies Amsterdam, London School of Economics, etc.

University Pledge: "Universities and other supporters promise not to advertise orphanage volunteering trips to students and to ensure that these opportunities are not facilitated nor promoted within our institution".

## 4.8 Sustainability

- » Students are well informed of the total emissions of their flight and reflection and discussions are facilitated around this theme. Students are made aware that the ecological costs cannot be compensated. They should focus on critical self-reflection and change of (consumption) patterns.
- » North-partners consider the total greenhouse gas emissions from North-South mobility programs and explore options for reducing total emissions.

## 4.9 Research about North-South mobility programs

- » Financing for academic research into the impact of North-South mobility programs should be increased significantly, focussing on raising the added value for host-country partners.

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