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INTRODUCTION

This document is designed to help you understand the differences between DEVS 410/411* and 420* and to identify a suitable placement that meets your aim and the course requirements:

- **Part A** details each course option, including the evaluation requirements
- **Part B** takes you through the process of identifying a placement and includes pre-departure and in-country issues
- **Appendix I** contains the Emergency Contact Information forms to be submitted with Assignment #2
- **Appendix II** is a checklist of steps for your placement
- **Appendix III** has the Work-Study Contract
- **Appendix IV** contains the Student Internship Evaluation form

The primary purpose of these courses is to provide students with the opportunity to gain practical development experience. In most instances, this will be achieved by living abroad in a developing country working in some capacity (DEVS 410/411*), or on an exchange/study abroad program (DEVS 420*). However, there are also opportunities for students to get involved in valid development experiences in Canada that would qualify for credit under DEVS 410/411* or DEVS 420*. Students are therefore encouraged to think broadly about opportunities in this regard.

For many of you, this experience in Global Development will be your first exciting step in your educational and personal growth. Our objective is to make the experience as safe and enjoyable as possible, while ensuring academic credentials.

It is important to note that the actual placement/exchange/internship is only part of the experience. A large part of development work is the effort and perseverance required to get there. This can be laborious and unglamorous work, but it is an essential part of the learning experience – both in terms of ensuring a safe and rewarding trip, as well as making you a more effective and efficient development practitioner in the future. For this reason, DEVS 410/411* and 420* place as much emphasis on the process as it does on the *product*. It is also important to realize that organizing placements requires significant lead times. You should ideally *begin to plan your placement at least 12 months ahead of your expected departure date*.

**Pre-departure steps for DEV410 students are as follows:**

1. Identify a suitable placement in the form of a 'Petition of Entry''
2. Register for Spring-Summer term
3. Complete the research Assignment # 1: Research Paper
4. Register for Queen’s Emergency Support Programme and complete QUIC’s (Queen’s International Centre) Pre-Departure Orientation
5. Complete the Off Campus Activity Safety Planning Record (OCASP) Form 1
6. Complete the Placement Contract (between Student, Agency and DEVS)
7. Complete and sign the Ontario Ministry of Education Work/Education Placement Agreement/Post-Secondary Form

**During the placement, you should:**

1. Maintain a journal on a continuing basis.

**After the placement (DEVS 411*):**

1. Complete the OCASP “Post-Activity Incident Report”
2. Enroll in DEVS 411*
3. Submit evaluation letter from the host organization

**Pre-departure steps for students doing DEVS 420***:
1. Identify a suitable exchange opportunity in the form of a “Petition of Entry”
2. Complete the research Assignment #1: Research Paper
3. Attend one of the International Centre’s Pre-Departure Orientation Sessions
4. Complete the Off Campus Activity Safety Planning Record (OCASP) Form 1
5. Obtain final approval from the Placements Coordinator

**During the exchange, you should:**
1. Maintain a journal on a continuing basis.

**On your return:**
1. Complete the OCASP “Post-Activity Incident Report”
2. Hand in your journal
3. Submit a Final Report
4. Academic transcripts, if applicable (DEVS 420*)

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<th>Evaluation Scheme for DEVS 410/411* (6 units + 3 units)</th>
<th>Evaluation Scheme for DEVS 420* (3 units)</th>
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**Enrolling in DEVS 410/420***

Students may select ONE of either DEVS 410/411* or DEVS 420*.

Enrolment in DEVS 410/420 is restricted. To enroll for the course, you will have to obtain the permission of the Placements Coordinator. You can do this by submitting a *Petition of Entry* to the course.
In addition to identifying one or more possible work-study placements (DEVS 410/411*) or international exchange (DEVS 420*), the ‘Petition of Entry’ should provide at least the following:

- Your name, student number, contact information, programme of study (DEVS major or medial) and year
- Short biography indicating your educational and career goals, and an overview of any overseas experience you have (where, duration, activities, language skills).
- Identify your choice of DEVS 410/411* or DEVS 420*, and explain why you have made that choice.
- Location and overview of the work-study/exchange opportunity, including the name and function of the organization, contact names and details, possible start dates and duration, facilities and resources that would be available to you at the work-study/exchange location.
- A description of how you think the work-study/exchange will provide a development-oriented experience in relation to your program of study to date, and what you would hope to learn from it.
- Application dates and deadlines (if applicable).
- Indication of the financial resources required to undertake the placement and how these will be met.
- Students who want to transfer courses taken at another university under the DEVS 420* option must provide course outlines for submission to the International Programmes Office at Queen’s for approval (this is the responsibility of the student and not DEVS).

Your petition should ideally be 2-3 pages in length, but may be longer if more than one opportunity has been identified. The petition must go beyond simply preparing a list of organizations and contact details. It must reflect the outcome of conscientious investigation of options, and the identification of one or two options that are most realistic and meet the academic requirements of DEVS 410/411* and 420*.

If your petition is accepted, you can register for DEVS 410/420*. Please note that DEVS 410 is a Spring-Summer course, and we will enrol you in DEVS 410 once the Spring-Summer registration begins.
PART A: STUDY OPTIONS
DEVS 410: Work Study Placement in Development Studies  
6 units

DEVS 410 provides students with the first-hand experience working with an agency involved in international development, either in Canada or abroad. Following the successful completion of the placement, students are required to enroll in DEVS 411*(Post Placement Seminar in Development Studies) to debrief and to critically examine their placement experience. Under special circumstances, a student can substitute DEVS 411* with DEVS 502* (Directed Readings in Development Studies). Permission for the latter are granted to students who have completed all other degree requirements, and who do not need to return to Queen’s University campus following the completion of their placement. Students must seek prior approval from the course instructor and the Undergraduate Chair for this option.

Overview
The following guidelines are meant to clarify the expectations of the Department of Global Development Studies with respect to work/study placements for which the student wishes to receive academic credit, i.e. DEVS 410/411*. Please note: DEVS 410 is a 6 units; however, in order to receive the credit for DEVS 410, you must complete DEVS 411*.

These guidelines are especially important for students who are endeavoring to find and negotiate their own placements in agencies with which Development Studies does not have a prior agreement in principle for work/study placements.

Each placement, each sponsoring agency, and each individual student is unique, hence the need for some flexibility in applying the following guidelines in the assessment of a proposed placement. The Department of Global Development Studies will endeavor to work with the student and with the prospective sponsoring agency to find ways of making placements work. At the same time, there is a firm commitment on the part of Development Studies to maintain the academic credibility of the work/study placement programme by insisting that all placements be in accordance with the specified criteria before they are approved.

Students are strongly encouraged to start the search for placement opportunities at least 12 months in advance of their desired departure date. Be resourceful, speak with other students, and take advantage of resources available through the Global Development Studies office, International Centre, and other sources. Consider the possibilities offered by on-campus groups such as Queen’s Project on International Development (QPID), Queen’s Health Outreach (QHO) and AIESEC, but remember that such opportunities carry with them expectations of a longer-term commitment to that organization’s programmes rather than simply “using” it as a vehicle for going abroad. As soon as you have an idea of what you would like to do, discuss it with the Development Studies Placements Coordinator, or the DEVS Department Administrator.

Guidelines

Duration
• Approximately 10 – 12 weeks of full time work, or equivalent (e.g., 20-plus weeks in a half-time placement)
• Longer duration placements (e.g., six months or one year) are acceptable. However, students considering longer placements need to weigh the particular learning opportunities such placements may offer against the “costs,” such as delayed graduation.

Location
• With a recognized organization involved in development in a Canadian or overseas location
• Work will normally be conducted in the workplace (office or field location). Some work at home is acceptable, but it must not make up the majority of the work time.

Timing
• Students are strongly encouraged to do their placements during the summer between third and fourth year. Permission to do placements at other times may be granted, (e.g. in summer following fourth year, or during the term) under exceptional circumstances. Please consult with the Placements Coordinator well in advance to discuss if this is possible

Work
• A well-defined task or series of tasks with specified timelines, agreed to in advance by Global Development Studies (e.g., not office odd-jobs)
• Work which provides suitable challenges and opportunities for learning on the job for a senior undergraduate student
• Ideally, there will be an end product that comes from the placement, or a larger project/end product to which the student contributes.

Supervision
• Supervised on a continuing basis by staff in the sponsoring agency
• The supervisor provides support, advice and feedback on an ongoing basis
• Concerns and difficulties to be discussed with the student and, when appropriate, with Global Development Studies, with a commitment to find a satisfactory and timely resolution.

Financial
• Student is normally responsible for all academic and personal costs involved in taking a placement
• Most placements are unpaid, although a modest honorarium may be paid in some cases
• Financial terms for placements are to be specified in the placement contract
• Students traveling abroad can apply for Claude Vipond Travel Award and for Exchange Bursaries available through the Students Awards Office.

Approval
• Terms, conditions and expectations for placements will be specified in a written contract, agreed upon in advance by the sponsoring agency, the Director of Queen’s Global Development Studies and the student
• There will be full consultation among the interested parties in advance leading to the preparation of the contract
• Where significant modification of the previously agreed-upon arrangements is sought/becomes necessary, these modifications will only be implemented following full consultation involving the agency, the student, and the Placements Coordinator, leading to a written agreement amending the terms of the placement.

Student’s Role
• Fulfill obligations under the contract, producing high quality work, which will reflect well on the individual, the sponsoring agency, and Global Development Studies
• Work within the agreed-upon framework for the placement (i.e. specified in the contract), while cooperating fully with co-workers and supervisors in the sponsoring agency
• Be reliable and trustworthy, meeting expectations and deadlines to the best of one’s ability
• Report any difficulties or concerns in a timely manner to the supervisor and, when appropriate, to Queen’s Global Development Studies, and cooperate fully in finding ways to resolve the difficulty or concern.

Evaluation
The student must attend all scheduled pre-departure meetings.

The student must prepare a research paper on the location of the placement. See Assignment #1.

The student must attend a pre-departure orientation session provided by the International Centre at Queen’s.

The Student must review the Off-Campus Activity Safety Policy (OCASP) and Complete “Form 1” online through the Data Warehouse located at http://www.safety.queensu.ca/policy/activity/.

The student must maintain a written journal for the duration of the project; the journal will contain both an inventory of work undertaken and ongoing reflection on challenges and issues as they arise during the placement.

The sponsoring agency will provide a written placement evaluation.

Registration

• Enrolment in DEVS 410 is capped. As a result you cannot register on SOLUS. Once your petition of entry has been approved, you should get in touch with the Placements Coordinator to register for the course.

• The course will begin in the Winter term when the Placements Coordinator meets with the class to discuss the logistical, ethical and pedagogical aspects related to work-study placements.

• Students are strongly encouraged to do their placement during the summer between third and fourth year. Permission to do placements at other times may be granted, e.g. in summer following fourth year, or during term, under exceptional circumstances. Please consult with the Placements Coordinator well in advance to discuss if this is possible.

• Transcripts will reflect an IN (Incomplete) grade until all the course requirements for DEVS 410 and DEVS 411* are completed.

• In a situation where plans fall through or a student does not succeed in securing a placement, the Development Studies Office will assist the student to substitute DEVS 410 with another senior DEVS course. No penalty will be incurred and any difference in tuition will be refunded.

Orientation, Safety and Health Insurance Requirements

• Students whose placements are outside Canada, and those whose exchange are in remote or otherwise risky locations in Canada, are required to review the Off-Campus Activity Safety Policy (OCASP) and Complete “Form 1”. More information is available at http://www.safety.queensu.ca/ocasp/. This is mandatory, but not graded.

• It is required that you have a Supplemental Health Insurance that covers international travel. Please ensure that your policy has adequate out-of-country health and medical insurance coverage to guarantee optimal health care for yourself and to protect you from significant financial problems while abroad.

For information about Queen’s Emergency Support Programme and/or Pre-Departure Orientations, please visit the Queen’s International Centre web site at http://quic.queensu.ca/education-abroad/your-safety-abroad

Course Requirements

Overview

• Attend all pre-departure meetings.

• Submit Research Paper on the location of the placement - Assignment #1.

• Attend a pre-departure orientation session provided by the International Centre at Queen’s.

• Review and complete the Off-Campus Activity Safety Policy (OCASP) “Form 1” located at: http://www.safety.queensu.ca/ocasp/ocasp2.htm.

• Placement evaluation from the sponsoring agency.
• Complete OCASP’s “Post Activity Incident Form.

1. Pre-Departure Meetings
There will be preparatory meetings in the Winter term. These will involve a flexible combination of lectures, group activities, discussions and individual assignments to prepare you for your work-study placement. Attendance and participation in these meetings are an important part of your pre departure preparation. These sessions will discuss the logistical and pedagogical aspects related to work-study placements as well as important ethical issues which underlie the idea of development. Some of the interrelated questions that we will explore are: Why should ethical issues be an important part of development discourse? How can we apply ethics to concrete development practice? What is our goal when we do “development work” in the countries of the South? Are there any ethical limits that we must observe in pursuing these goals?

2. Assignment #2: Research Paper (10%)
Once you have completed your proposal and know where you are going to do your work-study, you are required to complete Assignment #1. This assignment consists of an evaluation of your country of destination or an analysis of your host organization (if your placement is in Canada).

PART I: Research Paper
Option A (for students going abroad)
Write a short research paper of no more than seven pages that provides a background to the country and location that you are planning to travel to on your work-study/exchange placement.

• Historical overview of the country, including key events and eras
• Current political, social and economic situations in the country
• Key development issues and challenges that the country is facing
• Contributions that you would like to make to the host organization’s development role/activities
• A bibliography of at least five academic sources with a short (one-paragraph) summary of the relevance of these works to your placement/exchange.

Option B (for students doing their placement in Canada)
Write a short research paper of no more than seven pages that describes your placement organization.

• Provide a complete overview of the host organization, including staffing, structure, funders, relationship with the government and government agencies and relationship with other NGOs
• Outline the organizations major projects in the past, its major achievements and problems to date
• What is the organization’s current focus of activity?
• Who are the key players in this area of activity? List all government agencies, NGOs, foreign agencies, multi-laterals, etc.
• Contributions that you would like to make to the host organization’s development role/activities
• A bibliography of at least five academic sources with a short (one-paragraph) summary of the relevance of these works to your placement/exchange.

While doing your placement

3. Journal (25%)
Students are required to maintain a journal on a continuing basis during their placement. The journal provides a basis for recording, day by day, how you’ve organized your work as well as other relevant experiences (e.g., participation in workshops, contacts made, resources found). However, the journal should be more than an inventory of the work you have completed. It is an opportunity to record the workplace challenges you’ve encountered and how you sought to overcome them; your thoughts about linkages between what you have encountered in the workplace and prior experiences and/or your
academic training; and questions that arise that you’d like to continue to think about. If you are working overseas, you will want to reflect on your experiences living and traveling in an unfamiliar setting. What are the things that challenge, or perhaps conform to, your prior expectations and experiences?

The value of keeping a journal will be directly proportional to the effort you put into writing on a continuing basis, and the degree to which you challenge yourself continuously to reflect upon your experiences in the workplace and beyond.

Buy a journal that will withstand the rigours of travel, packing, etc. Your first journal entry (handwritten entry is fine) must be made prior to your departure, and should consist of a statement of your ideas and expectations of the placement that you are going to undertake. In particular, what do you think you will gain from the experience?

When you return, your journal must end with a re-evaluation of your first entry: were your expectations met; have your ideas of international development changed as a result of the placement, etc?

While in the field, entries should be made at least two times a week. Each entry should be at least two-full pages (on a regular size notebook). You are strongly encouraged to include photos, maps, and other material in your journal.

**On your Return**

**Complete “Post Activity Incident Form.**

Within two weeks of the conclusion of your placement, and in pursuant with Queen’s Off-Campus Activity Safety Policy (OCASP), you are required to complete “Post Activity Incident Form”. You can complete this form online through the Data Warehouse located at http://www.safety.queensu.ca/policy/activity/. This is mandatory but not graded.

**Placement Evaluation**

Make sure that the sponsoring agency submits a written evaluation to the Placements Coordinator. (For details, see Appendix IV.)
DEVS 411*: Post-Placement Seminar in Development Studies  3 units

(Please note: This option may not be available in Fall 2011. Instead you will be required to enroll in DEVS 502*: Directed Readings in Development Studies).

Overview
This course is mandatory for DEVS 410 students and is designed to provide a forum to debrief and to critically examine the placement experience. Evaluation is based on presentation, participation, class discussion, an exhibit and a final report.

Course Requirements

A. In-Class Presentation (20%)
Your presentation should educate other students about the nature of your organization, its strategy of development, and how your specific project(s) fit within that strategy. You should use this opportunity to reflect on your internship experience as well as brainstorm with and get feedback from your classmates about difficult issues you (and/or your organization) confronted.

a. Oral Presentation Each of you will have approximately 20 - 25 minutes to present, followed by 20 - 25 minutes for Q&A and discussion. Your presentation should include: (1) a description of the nature of your organization and its strategy for social change (e.g., how does it see its mission, what do you see as pros and cons of its approach, how is it staffed, what are its sources of financial support, what are the satisfactions and frustrations of working there for you and the staff generally); (2) overview of your work there; (3) specific issue you worked on which you think is interesting for the class and/or which would provide a useful brainstorming opportunity (e.g., you may choose to highlight particular ethical difficulties or may choose to flesh out a difficult strategic issue, policy question, or financial issue facing their organization). (4.) What is the most interesting/unexpected thing you learned from the experience? What did you learn about yourself? Were there any surprises?

Please give careful thought to these questions. The presentation is designed to benefit you as well as your fellow students, so that we can all learn from the various experiences. You should not, therefore, view this presentation as a time in which you have to “teach” your classmates about a technical aspect of your placement, nor should you simply reiterate the information in your presentation packet. Assume that the class has read your packet and focus on the questions or issues posed in that packet.

b. Presentation Packets

To accompany your presentation, please prepare a packet of materials which will be posted on the course Moodle prior to your talk. Presentation packets are due by noon the Wednesday prior to your assigned presentation. You should email the assignment packet to the Placements Coordinator.

Please include an overview memo (1-3 double-spaced pages) which provides: (1) a description of your organization; (2) a very brief description of your work; (3) a discussion of the specific issue(s) you will be raising in your presentation for class discussion; and (4) a list of attachments.

Your entire packet, including your overview memo and accompanying attachments, should be roughly 15-20 pages. You will want to include materials that will enable the group to engage in the issues you present for discussion, as well as background information on your placement organization (e.g., brochure, mission statement, a summary of recent activities and/or reports, a recent newspaper article featuring the organization). Materials will vary depending on the nature
of your work. Students engaged in policy and research work may decide to include a draft of a strategy memo you wrote, a press release you helped create, a research memo you provided to your supervisor, an excerpt of a report you wrote, etc.

B. Class participation (15%)
Participation is class discussion is a very important component of this course. Participation grade will consist of attendance, contribution to discussions, and your ability to demonstrate a capacity for inquiry and critical reflection through a “development studies lens.”

C. Multi-media assignment (10%)
The multi-media assignment offers you a chance to pull your placement experience in a multi-media format that can include a combination of text, audio, still images, animation or video. Your audience is potential DEVS students (and their parents) as well as general public. The purpose of this assignment is to provide your audience an insight into your placement experience as well them about development issues that you became intimately familiar with.

D. Final Report (20%)
Your Final Report should be submitted in duplicate to the Development Studies office prior to the last day of classes. Development Studies will retain one copy of the report, and the second copy will be returned to the student. Second copies (i.e. which could be retained by Development Studies) of any other materials you produced during the placement would be appreciated, (e.g. work assignments). The Placements Coordinator will assume responsibility for answering your questions and submitting grades for the course.

It is important to emphasize that the Final Report is both a technical account and academic assessment of the placement. What follows is a suggested format for your final report in which you document and reflect upon your experiences in the work-study placement. Please adapt these guidelines in relation to the particular circumstances of your own placement - emphasize what is most relevant to your placement, omit elements which "don't fit", add other elements that were particular to your placement, and organize material in a way that makes the most sense to you. You are encouraged to use headings throughout the report to highlight its organizational structure.

1. Technical Aspects (approximately 5 pages)
   • Provide a concise overview of your work-study placement. Cover such information as the organization with which you worked; the physical setting where you worked; your "job description"/major responsibilities; whether you worked as part of a team and/or within a larger project (if so, explain); to whom you reported, etc.
   • Provide a work "itinerary", i.e. a listing of your major tasks, events in which you participated, etc., along with time-lines for each of these elements of your placement. Some of these tasks/events might overlap chronologically.
   • Select two or three of the most noteworthy things you did as part of your placement, and for each outline in greater detail your role, how you carried it out, and the results. Include concise discussion of any challenges encountered; what you were able to learn, etc.
   • Assess your placement as a practical learning opportunity. You may wish to refer to the biggest challenges you faced (and how you overcame them), what you enjoyed most about the placement, and things which were disappointing or frustrating.
   • Discuss whether you would recommend the organization as a place for another DEVS student’s placement. Explain (including reference to the particular attribute or experience that would be most relevant to have a successful placement with this organization).
   • Reflect on some aspect(s) of the linkage between your coursework at Queen’s and your work-study placement. What aspects of your studies proved to be most useful? Were there noticeable gaps in your preparation here that could be addressed for the benefit of future students?

2. Academic Aspects (approximately 8-10 pages)
• You should critically examine the experience through the “development studies lens”. This requires you to step back from the placement and to use a more critical and intellectual set of criteria in your assessment. You should treat this aspect of the Report as any other academic activity, and should draw on theory and other academic writing to support your assessment of the experience.
• You may draw on material from your journal, as well as coursework and other academic material presented to you during your courses at Queen’s or elsewhere.
• This aspect of the Report is the most important component as it provides the opportunity for you to show how the experience has contributed to your intellectual growth in Development Studies, and how your view(s) of international development have been affected by the practical experience you have undergone.

The anticipated total length of your report is 15 pages double-spaced. Make the report as concise as possible, while at the same time ensuring that you include sufficient detail to convey effectively what you experienced in the placement. If you have a few selected photographs or other materials which help to illustrate aspects of your work-study placement you are encouraged to include these with your report.

In some cases, your placement will have resulted in the preparation of a "product" of some kind: a questionnaire which you designed and administered, a report which you wrote, development education materials which you designed, etc. If possible, submit copies of these materials along with your report. Where the "product" was prepared through collaboration with others, please ensure that you identify the parts of it which were entirely, or primarily, your work.
DEVS 420*: International Exchange in Development Studies  3 units

Overview
DEVS 420* is an option for Development Studies students to complete their 4th year programme requirement. It is offered as an alternative to DEVS 410/411*. It is designed to open up new opportunities for you to become more familiar with some part of the developing world, and to receive academic credit while doing so. This ‘first-hand’ experience is an invaluable opportunity to compare and contrast development related issues “in theory” (courses at Queen’s) and “in practice” (in the field).

Options
The options for completing DEVS 420* include:
- An exchange programme organized by a recognized NGO such as WUSC, Shastri Indo-Canadian Institute, or Canada World Youth, involving an organized programme of at least six weeks in a developing country
- A term as an exchange student at a developing-country university
- An intensive university summer-abroad programme in a developing country, lasting a minimum of six weeks
- An intensive community-based foreign language training programme (some may be combined with a volunteer placement; such as are available in Guatemala and Costa Rica), lasting a minimum of six weeks.

Only formal programmes organized by a recognized governmental organization, NGO or university, taking place in a developing country setting, and approved in advance by the Director of Development Studies will be acceptable for DEVS 420*.

Students are encouraged to discuss options they may wish to pursue with the Placements Coordinator and/or Director at an early stage, as lead times and preparation requirements can be significant.

Expectations
DEVS 420* students must:
- Receive formal approval in advance to obtain DEVS 420* credit for their proposed exchange
- Attend the orientation programme offered by the International Centre, and complete documentation required by Queen’s University for students studying/working abroad prior to their departure (mandatory, but not graded)
- Meet expectations of the host agency in completing the programme of study/activities, as well as in personal conduct. Appropriate documentation (e.g. a transcript) is required from the host agency
- Submit required written materials for the course (described below)
- Students completing an intensive language programme will have an oral language test administered at Queen’s University following completion of the programme where possible.

Financial
- Student is normally responsible for all academic and personal costs involved in taking a exchange
- Most exchanges are unpaid, although a modest honorarium may be paid in some cases
- Financial terms for exchanges are to be specified in the exchange contract.

Approval
- Terms and conditions and expectations for exchanges will be specified in a written contract, agreed upon in advance by the sponsoring agency, Queen’s Development Studies and the student
- There will be full consultation among the interested parties in advance leading to the preparation of the contract
- Where significant modification of the previously agreed-upon arrangements is sought/becomes necessary, these modifications will only be implemented following full consultation involving the
agency, the student, and the Director of Development Studies, leading to written agreement to amend the terms of the placement.

Evaluation

- The student must prepare a research paper on the location of the exchange. (20%)
- The student is required to maintain a written journal for the duration of the project; the journal will contain both an inventory of work undertaken and ongoing reflection on challenges and issues as they arise during the placement (40% of final grade);
- The student must submit a final report including, where relevant, a copy of any “product” that has been produced during the placement. Guidelines for this final report are outlined in the following section (40% of the final grade);

Orientation, Safety and Health Insurance Requirements

- Students whose placements are outside Canada, and those whose exchange are in remote or otherwise risky locations in Canada, are required to review the Off-Campus Activity Safety Policy (OCASP) and Complete “Form1”. More information is available at http://www.safety.queensu.ca/ocasp/. This is mandatory, but not graded
- It is required that you have a Supplemental Health Insurance that covers international travel. Please ensure that your policy has adequate out-of-country health and medical insurance coverage to guarantee optimal health care for yourself and to protect you from significant financial problems while abroad.

Course Requirements

Please note: Students who want to transfer courses taken at another university under the DEVS 420* option must provide course outlines for submission to the International Programmes Office at Queen’s for approval (this is the responsibility of the student and not DEVS).

A. Research Paper (20%)

Once your “petition of entry” has been accepted and you know where you are going to do your exchange, write a research paper that provides a background to the country and location.

- Historical overview of the country, including key events and eras
- Current political, social and economic situations in the country
- Key development issues and challenges faced in the country
- Social and physical living conditions that you can expect on location
- Key health and safety risks in the country/location of the placement (e.g. HIV/AIDS, malaria, cholera, transportation risk, etc.)
- Explain how this exchange fits into your plan of study, and how will this enhance your knowledge about global development issues.

Note: Your research paper should be no more than 10 pages of text, excluding title page, citation page, tables, figures and appendices. The paper must use a minimum of 5 sources (books, scholarly articles and official documents). Information from websites can be used, but web sources should only comprise one half of your bibliography. Sources should be cited according to standard scholarly conventions. Use double-spacing throughout the paper (except for references and block quotes), and leave enough margin for comments (at least 1.25 inches all around).
C. Journal (40% of final grade)
Students are required to maintain a journal on a continuing basis during their exchange program. The journal provides a basis for recording, day-by-day, organized activities and relevant experiences. The journal is an opportunity for you to record the challenges you've encountered and how you sought to overcome them; your thoughts about linkages between what you have encountered during your exchange and prior experiences and/or your academic training; and questions that arise that you would like to continue to think about. What are the things that challenge, or perhaps conform to, your prior expectations and experiences?

The value of keeping a journal will be directly proportional to the effort you put into writing on a continuing basis, and the degree to which you challenge yourself continuously to reflect upon your experiences while living/studying abroad.

Your first journal entry must be made prior to your departure, and should consist of a statement of your ideas and expectations of the placement that you are going to undertake. In particular, what do you think you will gain from the experience?

When you return, your journal must end with a re-evaluation of your first entry: were your expectations met; have your ideas of international development changed as a result of the placement, etc?

While on the exchange, entries may be daily, but should be done no less than once per week, and should not be less than the equivalent of two letter size pages of handwriting for each week. Photos, maps, and other material may be included.

D. Final Report (40% of final grade)
It is important to emphasize that the Final Report is both a technical account and academic assessment of the placement. What follows is a suggested format for your final report in which you document and reflect upon your experiences in the exchange. Please adapt these guidelines in relation to the particular circumstances of your own experience: emphasize what is most relevant, omit elements which “don’t fit”, add other elements that were particular to your exchange, and organize material in a way that makes the most sense to you. You are encouraged to use headings throughout the report to highlight its organizational structure.

1. Technical Aspects (approximately 5 pages)
   • Provide a concise overview of your exchange. Cover such information as: the organization with which you did an exchange/programme of study; the physical setting(s) where you studied/worked; your programme of activities; whether you were part of a team or on your own; other activities/experiences while on the exchange. Provide time-lines for the various activities.
   • Select two or three of the most noteworthy of the things you did as part of your exchange, and for each outline in greater detail your role, how you carried it out, and results. Include concise discussion of any challenges encountered, what you were able to learn, etc.
   • Assess your placement as a practical learning opportunity. Consider the biggest challenges you faced, (and how you overcame them), what you enjoyed most about the placement, and things which were disappointing or frustrating.
   • Would you recommend the organization/university for another DEVS student? Explain.
   • Reflect on some aspects(s) of the linkage between your coursework at Queen’s and your exchange program. What aspects of your studies proved to be most useful? Were there noticeable gaps in your preparation here that could be addressed for the benefit of future students?

2. Academic Aspects (approximately 8-10 pages)
   • You should critically examine the experience through the “development studies lens”. This requires you to step back from the placement, and to use a more critical and intellectual set of
criteria in your assessment. You should treat this aspect of the Report as any other academic activity, and should draw on theory and other academic writing to support your assessment of the experience.

- You may draw on material from your journal, as well as coursework and other academic material presented to you during your courses at Queen’s or elsewhere.
- This aspect of the Report is the most important component as it provides the opportunity for you to show how the experience has contributed to your intellectual growth in Development Studies, and how your view(s) of international development have been affected by the practical experience you have undergone.

The anticipated total length of your report is 15 double-spaced pages. Make the report as concise as possible, while at the same time ensuring that you include sufficient detail to convey effectively what you experienced in the placement. If you have a few selected photographs or other materials, which help to illustrate aspects of your activities, you are encouraged to include these with your report.
PART B: PREPARING FOR YOUR PLACEMENT

Introduction to Ethical International Volunteering

Ethics is a very important issue when it comes to deciding to volunteer or work abroad. Many aspects of the volunteering experience can spark ethical issues, such as miscommunication, cultural differences, personal or private interests based on religion, money, power or public relations, and colonial attitudes. The following excerpts present helpful ideas on volunteering and global ethics that may help you in putting your choice to volunteer abroad into perspective.

What is Global Ethics?

“Global ethics deals with the moral questions that arise from globalization. Some of the most pressing of these arise from the great systematic disparities of wealth, health, longevity, security, and freedom between the North and South. What obligations have individuals and governments in the North to improve the lives of people in the South? How might international trading arrangements be made fairer? How might military intervention be better regulated? How might the local tyrannies of warlords or criminal gangs be undone? How far should international institutions have power to make decisions that go against the interests of governments and individuals in the North? What role does corruption play in maintaining an unjust world? How far are local elites in the South culpable for the extremes of the North/South divide? How far must the ways of life of individuals change for the sake of the worst off elsewhere, or for the sake of reversing climate change?

Other questions arise from the way in which it is becoming easier for people to become exposed to the cultural differences that aren’t being wiped out by globalization. Can people learn from one another about how to live? Recent research into comparative levels of happiness in different parts of the world suggests that happiness is not confined to, or even more marked in, the North. Apathy and isolation are often found in places that are democratic and open. Serious religious observance is an important part of life in very large numbers of countries. Are non-religious people in the West somehow blind to an important source of value? These questions, too, belong to Global Ethics. On the other hand, the internationalisation of e.g. civil and political rights standards that are longest lived in the North and West has often been welcomed elsewhere.”

(Department of Global Ethics at University of Birmingham, from http://www.globalethics.bham.ac.uk/)

Crossing borders and pushing boundaries: The ethics of international volunteering

- “Palmer (2002) describes a volunteer abroad as “...someone who willingly works overseas [most often in ‘developing’ countries] for a package that amounts to less than what he or she would be earning in the same capacity in his/her country of origin” (p. 637). This gives rise to a pressing question: Why volunteer in a foreign country instead of at home? Palmer (2002) outlines two underlying motivations: altruistic and self-centric. Altruistic motivation is the desire to make a difference to those less privileged. However, the prospect of contributing to a developing country versus a developed one may seem more appealing because a more ‘valuable’ contribution may be made by diminishing the gap between the two worlds. Self-centric motivation refers to the desire to learn more about a culture, or to enhance career prospects”

- “Overall, it is essential to establish one’s ethical foundation prior to going abroad in order to overcome the personal challenges that will be faced. The desire to volunteer must be self-motivated and derived from a genuine sincerity to contribute in a sustainable manner. These two factors
become paramount when considering that one’s morals and ethics will, at times, be the only tools available to assist in withstanding and overcoming harsh obstacles such as racial discrimination, language alienation and gender inequality that can be associated with volunteering in a foreign country. In addition, individuals should be prepared to embrace and acknowledge the influence of culture on daily aspects of working and living abroad. If an individual is not ready to respect the beliefs and customs of others, he or she will burden the local community with intolerance and emotional unpreparedness. It is essential to arrive ready to tolerate any cultural differences from one’s own society and willingly demonstrate appreciation and patience when adapting to cultural norms.”

- “While it is important to harbour the “humanitarian” mindset of making a difference in the community, one must be realistic about how much they can accomplish given the limited skills and time constraints. Irrespective of the size of the contribution, it is important to ensure that all implementations can be sustained by the community. Though cultural appreciation and career resumé padding may be important considerations on a personal level, these should not be the primary reasons for undertaking a volunteer experience abroad. Individuals should organize their experience to be centralized around making a sustainable contribution to the community. Despite the uncertainties or fears of volunteering overseas, it is important to establish morality and self-awareness. Once these ethical roots are established, emotional aptitude and ability to work towards making an impact overseas can be ensured.”

(Meducator at McMaster – for the full article go to: http://meducator.org/index.php/Static-Content/Crossing-borders-and-pushing-boundaries-The-ethics-of-international-volunteering.html)

| A Pressing Question: Why volunteer in a foreign country instead of at home? |

Have you considered alternative volunteering opportunities at home in Canada?

Although working in Canada will not give you first-hand insights into the realities of life for people in the global South, poverty and underdevelopment do exist in Canada. If we only go overseas to volunteer for an organization, but do not act to challenge the root causes of global injustice, including its manifestations at home, our actions will not work to prevent the recurrence of present problems.

Recognizing that there are problems at home is an important part of making the decision to try to do something about those problems – Canada is not perfect, and is not above or without some of the issues that lower income countries are dealing with. Also, keep in mind that traveling abroad to do volunteer work has a negative impact on the environment by flying, which would be greatly reduced by staying to contribute your strengths and skills at home.

Solidarity work from home can have the following positive effects:

- **Raising awareness** among Canadian and North American people about an issue, its causes and effects, and their potential role in working for change;
- **Building the political will for change**, so that politicians realize it is in their best interest to bring about change;
- **Bothering and embarrassing the power abusers**, whether they are Northern governments or firms, international organizations, or Southern undemocratic regimes;
- For people in low-income countries who are struggling against oppression in one form or another, our **solidarity** can be an encouragement;
• It has a **moral and ‘historical’ value**, in that we benefit morally from having sought to convey the voices of those who are oppressed. (http://www.volunteeringoptions.org/MakingaDecision/Overview/tabid/55/Default.aspx)

For more information on ethical travelling and volunteering abroad, go to:

- Tourism Concern website – http://www.tourismconcern.org.uk/
- Department of Global Ethics, University of Birmingham – http://www.globalethics.bham.ac.uk/
- Forum on Education Abroad – http://www.forumea.org/
- Ethical Volunteering website – http://www.ethicalvolunteering.org/links.html
- Responsible Travel.org website – http://www.responsible-travel.org/index.html
- Volunteering Options website – http://www.volunteeringoptions.org/
- Verge magazine article – http://www.vergemagazine.com/articles/40-departments/448-how-to-find-an-ethical-volunteer-organization.html
- Wanderlust website, article on How to be an Ethical Volunteer – http://www.wanderlust.co.uk/magazine/articles/destinations/how-to-be-an-ethical-volunteer

**Ethical Travel**

Travelling can be very damaging to the environment, as well as to the community where you are being hosted. There are many considerations to keep in mind when it comes to travelling, including being mindful of the local economy, culture, environment and politics in the host country. Here are some tips that are good to remember when striving to be an ethical traveler.

**Thirteen Tips for the Accidental Ambassador**

- or –

**How to be an Ethical Traveler**

1) **Be aware of where your money is going**, and patronize locally-owned inns, restaurants, and shops. Try to keep your cash within the local economy, so the people you are visiting can benefit directly from your visit.

2) **Remember the economic realities of your new currency**. A few rupees, baht or pesos one way or another is not going to ruin you. Don’t get all bent out of shape over the fact that a visitor who earns 100 times a local’s salary might be expected to pay a few cents more for a ferry ride, a museum entrance, or an egg. Bargain fairly, and with respect for the seller. The final transaction should leave both buyer and seller satisfied and pleased. Haggling for a taxi or carpet is part of many cultures; but it’s not a bargain if either person feels exploited, diminished, or ripped-off.

3) Before traveling, **take the time to learn basic courtesy phrases**: greetings, "please" & "thank you," and as many numbers as you can handle (those endless hours in airport waiting lounges, or aboard trains and boats, are all opportunities for this). It’s astonishing how far a little language goes toward creating a feeling of goodwill.
4) The single most useful phrase any traveler can learn: "CAN YOU PLEASE HELP ME?" Rarely, in any country or situation, will another human being refuse a direct request for help. Being of service, and inviting others to reciprocate, is what global community is all about.

5) Arrive with a sense of the social, political and environmental situation. A good place to start is with the political and historic sections of your guidebook (Lonely Planet, Moon Publications, and Rough Guides are especially good for this), as well as a country’s English-language newspapers.

6) Learn to express yourself properly. People from developed nations often express their opinions as if they are the absolute truth. We suggest tempering conversations with phrases like "I believe," or "My view is," rather than, "Everybody knows...."

7) Learn to listen. The ability to listen is the essence of diplomacy, on both the personal and international levels. Many of the world's conflicts arise when people feel marginalized. Wherever you're traveling to, listen well—and with respect—to all points of view.

8) Leave your preconceptions about the world at home. The inhabitants of planet Earth will continually amaze you with their generosity, hospitality and wisdom. Be open to their friendship, and aware of our common humanity, delights, and hardships.

7) Be culturally sensitive. Each culture has its own mores, and they're often taken very seriously. Never, for example, pat a Thai child on the head, enter a traditional Brahmin's kitchen, or refuse a cup of kava in Fiji! Think about what sort of clothing is appropriate for both men and women. Most importantly, stay open! Something may seem odd to you, but it may be normal in your new setting. Try not to assume that the western way is right or best.

8) Curb your anger and cultivate your sense of humour. Anger can be a real issue for westerners—even the Dalai Lama remarks on this. It can be perversely satisfying, but it never earns the respect of locals, or defuses a bad situation. Feelings of anger are one of the symptoms of culture shock. Be aware of your reaction and try to understand what is at the root of your anger.

9) Our holidays – their homes. Always ask before taking pictures of people, even children, and respect their wishes. Talk to local people. What do they think about Canadian lifestyles, clothes, and customs? Find out about theirs.

10) Conscious giving. Giving to children can encourage begging and keep them out of school. Instead, a donation to a project, health centre or school is more constructive.

11) Be adventurous! Use your guidebook or hotel as a starting point, but not as your only source of information. Find out what’s going on by talking to local people, and then have your own adventures...

12) Think before you fly. Offset the carbon dioxide you produce from air travel. Visit the Montreal-based Planetair at <http://planetair.ca> for more information and actions you can take.

13) Minimize your local environmental impact. Use local transportation for day trips, travel light, conserve water, don’t be wasteful of food or resources, stay at locally-owned inns, support businesses with a focus on sustainability and eco-friendly practices.

See http://www.ethicaltraveler.org/destinations/2010 for countries that were deemed ‘ethical’ travel destinations in 2010 – this could give good ideas for researching the country that you want to visit.
Choosing a Study/Work/Volunteer Programme

Self Reflection

As a preliminary step before beginning your research, it is very important to assess your own goals, motivations and skills so that you may choose the organization and programme that is right for you. When making the decision to volunteer abroad, it is extremely important to determine the reason for your interest in volunteering overseas, as well as whether you are willing to prepare yourself appropriately for this challenging experience. Spend some time identifying your goals for working/studying/volunteering abroad in an international development setting. The time spent clarifying these goals at the beginning of the process may save you time and worries later. Answering the question “why” will also help clarify what you wish to do during your stay overseas.

Consider your motivation for wanting to go abroad, your suitability for spending an extended period of time in another country, and other things that you may not have considered seriously. For a more detailed look at the reasons people study/work/volunteer abroad, and the types of expectations you should have, see below and also consult the introductory sections of international volunteering or work abroad books. The International Centre website and library database are also good places to start (www.quic.queensu.ca).

Questions to Ask Yourself

1) Why do you want to volunteer overseas?
   - When considering volunteering overseas, it is very important to examine your motivations before making any big decisions. Being aware that your motivations will assist you in developing realistic expectations for your involvement in a volunteer program.
   - Determining why you are interested in volunteering is an important process in deciding whether or not to participate in an international volunteering program.
   - Assessing your goals, needs, motivations, etc. can help you to find a program that meets your needs and matches your interests.
   - Your motivations can determine whether your volunteering experience will be a success, and whether you will be able to make a lasting and meaningful contribution in another community.
   - Ask yourself these questions:
     1. Why are you interested in becoming an international volunteer?
     2. What life events have sparked this interest?
     3. What do you hope to get out of this experience?
     4. What do you hope to contribute?
     5. What are your life goals and aspirations, and how does being an international volunteer contribute to those goals?

Possible Motivations for volunteering overseas:

- To put your concern for others into action
- To learn more about yourself
- To get away from life/work at home
- To gain a better firsthand perspective of the impact of wealthy countries in the world, or of political issues
- To ‘save’ poor people; to lift poor people out of poverty
- To gain experience in a field in which you have studied
- To get credits for school
• To have an adventure
• To share your skills and expertise by responding to a specific request from a foreign organization
• To get to know another culture
• To impress future employers
• To live out your faith or religious beliefs by working for justice
• To learn a foreign language
• To make religious converts
• To travel; to see the world
• To contribute something
• To broaden your experience
• To become a more effective advocate for changes at home that will help poor people overseas
• And more...

It is important to examine your motivations. Some may surprise you, and others seem very obvious. Take a look at the things that motivate you the most. Think about whether international volunteering is the best way to respond to these motivations and goals.

If your reasons for volunteering overseas are mostly personal ones (e.g., “I am fed up with life/work here,” “To see the world,” “To have an adventure”), you will need to consider the wider context of volunteering and the effects that you might have on other people. Volunteers can have a huge impact on projects, and their preparedness on arrival both for the work and for living in what may be a very different culture can have a big impact on their contribution to the program’s successes.

If, on the other hand, your motivations are mainly based on meeting the needs of others (e.g., “To contribute something,” “To pass on my skills,” “To work for justice”), it’s very important to consider what you will be able to bring to the placement, and whether your presence will be able to contribute to achieving the goals of the project you choose. Remember that many volunteers express frustration at how little they can achieve in the face of overwhelmingly large problems, and try to adjust your expectations accordingly.


2) Are you willing to inform yourself about the country and community you will be traveling to?
   - Learning about the host country and community is very important – if you want to be informed before traveling, then you need to be prepared to learn in every way there is.
   - Before you travel, learn as much as you can about the place that you are going – Read books, watch films, find out about the government system, and the cultural specificities of the area.
   - News sites are good resources, as well as travel books and other sources on the Internet.
   - The learning doesn’t stop when you arrive in the host country. Keep learning! Read local papers, go to local events, follow the sports teams, keep up with local and national news and talk to people. Do research in order to stay informed on history, politics and culture.

3) Do you know what your skills are, and how they can be used most effectively?
   - Be honest about the skills that you have to offer and take on a role that is appropriate while volunteering.
   - If you want to do a job for which you do not have the skills, and learn these skills while volunteering, then be an assistant to someone who is experienced, or take a course to
acquire the necessary skills before you travel to the host community to volunteer (e.g. if you have never taught before, do not sign up to teach English in another country, but instead be a teachers’ assistant or run after school programs for children)
- Are you able to work independently, or as part of a team? Different projects will have different working environments, so make sure that you are clear about your skills and what you are comfortable with when applying for a program.

4) Are you prepared to be professional?
- International volunteering is a commitment to those that are sending you and those that are hosting you.
- Are you ready to fulfill the role laid out in the basic job description?
- Are you prepared to work in ways that may be different to what you are used to, but may be locally appropriate and ‘normal’?
- Be sure that the expectations of the sending organization, the volunteer, and the host organization all match up

5) Are you ready to travel as a learner and a guest?
- International volunteering is not purely altruistic – people volunteer for many reasons, such as the excitement, the learning opportunities, the potential for meeting new people who live lives different to what is known, and the feeling of maybe having something to offer.
- By acknowledging the reasons for volunteering overseas, we tell our hosts that they are people that we can learn from and with – we ask them to be our teachers, not tell them that they are our students.
- International volunteering can be a fantastic way for people from different cultures and communities to learn about one another, but for this to happen, the volunteer needs to be ready to share his or herself and learn from those they visit.

6) What are your expectations?
- What are you expecting with regards to: living conditions, accommodation, food, climate, study/work placement, health regulations, cultural interactions, workplace safety?

7) Are you prepared to be flexible?
- While volunteering, it is important to expect things to be different. This can include different approaches to communication, to time keeping, to organization, to managing projects, and different expectations for project outcomes – it is important to be ready to work with these differences.
- This means being humble enough to learn from others, and open enough to say when you don’t understand.

8) Are you ready to take responsibility for your own health and safety?
- While traveling a long way from home, it is important to feel like you can take responsibility for your own health (mental and physical) and safety.
- The sending organization is not able to anticipate every possible situation or hazard, and so it is important that you feel up to making decisions for yourself in the situation you are entering.
- Be aware of the differences between placements where you are working in a team with a supervisor, and those where you are at a placement by yourself.
- Become aware of local health hazards, and be sure to have adequate insurance.
**Identifying a Programme**

Searching for the perfect match often requires a lot of time and energy. Try to start early. The timeline from the beginning of the search to receiving confirmation of your final choice can take six to twelve months or more. It is a good idea to narrow your areas of interest as early as possible because this will reduce the time required for the search considerably.

**Steps to Take:**

1. Examine your goals and objectives, and document them in your journal. This will allow you to determine whether your goals and objectives were met upon your return.
2. Review your options and identify those most in keeping with your goals and objectives. You will need to critically assess your own abilities, expectations and skills.
3. Take the time to look into a number of different organizations and types of programs. Check out the resources at the Queen’s International Centre Resource Library and look at their website (www.quic.queensu.ca) to help you identify a programme.
4. Be careful while you are researching to record in your journal all of the essential information that you find for future use in contacting organizations or institutions.
5. Make an appointment to discuss your plans and programme opportunities with the Development Studies Placements Coordinator. The Education Abroad Advisor at the International Centre is also a useful resource.
6. Select a small number of program/job opportunities and do further research. Consider language, cost of living, travel costs, health regulations, etc. Contact the organization for more information, and identify application deadlines.
7. Take time to meet students at Queen’s who are citizens of the country you would like to go to, or who have done a programme like the one you are interested in doing. Queen’s International Centre has a programme called the Country Representatives Program, and the Education Abroad Advisor may be able to put you in touch with someone from the country you want to work/study in.

**Websites and Resources for Opportunities Abroad**

Development Studies has some resources that will be of use in your search and will try and maintain an up-to-date list of resources on our website under “Work-Study” at www.queensu.ca/devs. The following list of online resources will also be useful:

- Queen’s International Centre  www.queensu.ca/quic/
- Charity Village  www.charityvillage.com
- University of Calgary Volunteer Options Abroad  http://www.ucalgary.ca/cissa/volunteerabroad

CCIC is a coordinating agency of more than 100 Non-Governmental Organizations (NGOs). The Council does not assign volunteers overseas, but the following CCIC members send Canadians to the developing world:

- Canada World Youth
- Canadian Crossroads International
- Canadian Center for International Studies and Cooperation (CECI)
- Canadian Co-operative Association
- Canadian Executive Service Organizations (CESO)
- Care Canada
- CUSO
- OXFAM-Québec
- Voluntary Service Overseas
- Médecins sans frontières/Doctors Without Borders
• South Asia Partnership (SAP) Canada’s International Youth Internship Openings
• WUSC

For more information on Employment and Volunteering Overseas and in Canada, visit:

• CANADEM  www.canadem.ca
• Net Corps Canada  http://www.netcorps.org/
• Department of Foreign Affairs and International Trade: International Youth Internship Programme  http://www.acdi-cida.gc.ca/internships
• The Canadian Lawyers Association for International Human Rights (CLAIHR)  www.claihr.ca/
• Canada/Switzerland Young Worker Exchange Programs: http://experience.ca/frame-e.htm
• Who’s Who in International Development, Canadian Council for International Co-operation. To order a copy of the directory, please E-Mail jvezina@ccic.ca.
• The Canadian Guide to Working and Living Overseas, Jean-Marc Hachey  www.workingoverseas.com/
• Canadian Bureau for International Education (CBIE), 220 Laurier Avenue, Suite 1100, Ottawa, Ontario K1P 5Z9, Tel.: (613) 237-4820, Fax: (613) 237-1073 . www.cbie.ca
• International Scholarships offered by the Government of Canada www.scholarships.gc.ca/

Things to Consider While Researching Organizations and Programmes

1) What are the pictures and words used to depict the country partners?
   - Are there a lot of pictures of children? This could be a result of a patronizing attitude towards the host country, or a colonial approach that the organization is taking.
   - Or, are there pictures of westerners working alongside local people of the same age? This depicts a message of respect and mutual exchange.
   - It is important that the organization represents the host country and people in a positive way.
   - Avoid organizations that make it sound like you will be ‘changing the world’, as well as those which describe the host country as a place of ‘need and poverty’.

2) Big organizations are not always best
   - Be sure that the organization that you choose knows its partner organizations well, and are not only focused on the big picture.

3) How is the organization funded?
   - Is CIDA funding the projects, or is it other government-run, private or religious organizations?
   - The origin of funding for a project can heavily influence the planning and implementation of a project, which doesn’t necessarily reflect the needs of the community.

4) Find an organization that matches the volunteer’s skills to the project
   - If you do not have the skills to perform a certain task here in Canada, you are not going to be able to do that task abroad.
   - Be wary of organizations that ask you to do something that you don’t have the skills for.
   - If you want to learn a new skill or gain experience through volunteering abroad, then acquire a volunteering job where you are assisting someone else who has the necessary skills for the job (ex. Teaching – if you have never taught before, then volunteer as a teacher’s assistant or run an after school program).

5) Look for an organization that ‘selects’ its volunteers
   - A good organization wants to send the right people, not just the right number of people.
- If there is an interview or selection process, this can be an indication that the organization is more interested in your skills and having quality volunteers involved in the program.

**Selecting an Organization**

Before selecting a work/study abroad programme (job/internship/language school, etc.) consider the following about the organization with which you may be involved. Remember that not only should the programme and/or organization be of high quality, but should also fit your needs and expectations. These same questions can be considered when choosing an individual for tutoring, or mentoring.

- What do you really know about the organization you are considering?
- How did you learn about it?
- What other information is available? Brochures? Information sessions?
- Can former participants/clients be contacted about their experiences?
- Is there a Canadian/on-campus representative you could consult?
- Is there someone in the host country you could contact?
- Is your advisor/counselor familiar with the organization/program?
- How is the organization funded: CIDA, other government, private or religious organizations?

Many organizations appear to be academically oriented when in fact they are only interested in travel sales.

- Is it a bona fide work/study organization?
- Does it have an established experience of placing students in academic or work environments?
- What is the philosophy of the organization...do you share this philosophy?
- Does the organization display general respect for the people of the host country?

**When choosing a programme or organization, try to select an organization that is well known, and that clearly advertises its function.**

**Questions to Ask the Organization**

1) **Exactly what work will you be doing?**
   - Be sure to obtain a specific job description so that you know what you will be working on.
   - Does the job match your own skills, or is the organization expecting you to do something that you have never done before?

2) **Does the organization work with a local partner organization?**
   - Collaboration with the community is vital in making a lasting effect
   - Is someone from the local organization involved in the day-to-day management of the project?
   - What consultation went on to build the project into what it is, and why does the project have value in the community?

3) **Does the organization make a financial contribution to its volunteer programs? If so, how much?**
   - Be sure that the organization is upfront about exactly how much money it spends, and where the funds are going.
   - Volunteer programs need funds as well as labour (usually there is a labour surplus, and funds are lacking.)
4) **Does the organization have policies on ethics and sustainability?**
   - How are these policies implemented?
   - Look for long-term commitment to a community; employment of local staff with a mechanism for regular local consultation and decision-making.
   - This can help to ensure that the project is relevant and needed in the community.

5) **What is the time frame of the volunteer program?**
   - There should be a clear time frame set out - the organization should know if the project will continue from one year to the next.
   - Organizations and placements that only occur once are problematic – no continuity in the community.

6) **How does the organization work?**
   - Does the organization have effective methods of employing volunteers where their skills are needed?
   - Effective methods include: build a relationship with the host organization, identify local needs they can meet, arrange placements and projects, and then find volunteers that fit the needs of the project.
   - The organization should be able to give precise contact details for each project/program.
   - Ineffective methods include: wait for travelers to sign up and pay, and then find relevant placements.

7) **What support and training is offered?**
   - Ask about pre-departure training as well as in-country training and support.
   - Learn about the practicalities of your volunteer job as well as the culture of where you are traveling.
   - Local support is important – if there is a local representative, how ‘local’ are they? Down the road, or several hours by bus?
   - Make sure that there is someone in the country with direct responsibility for you.
   - Ask about de-briefings at the end of your experience abroad. Is the organization still interested in you after you have stopped working for them?

**Steps to Take:**

1. Make a note of your answers to the questions above.
2. Discuss your final choice with the Development Studies Placements Coordinator. The Education Abroad Advisor at the International Centre is also a useful resource.
3. Ensure that you understand the programme expectations and the expectations of the Department of Global Development Studies.
4. Submit the application and required documentation for your selected programme well in advance of the deadline.

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**Once your admission to your work/study programme abroad is confirmed, prepare a plan for dealing with the logistics of your trip abroad.**

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**Workplace Responsibilities and Safety**
It is important that you consider your safety while you are planning your sojourn. There are many steps that both yourself and the organization you are considering should take to ensure a safe experience. These are some questions to consider when choosing a program:

- What will you be expected to do on this program?
- Do you have the opportunity to choose the type of activities?
- Who will take responsibility if some aspect of your work is done incorrectly – you or the organization? What happens if you can’t complete your term of service? Although we hope it won’t happen, it can. You should know how the organization will react.
- Does the organization take steps to ensure a safe working and living environment?
- What kind of provision will be made for health insurance while you are in service? Some programmes provide insurance (ask the Placements Coordinator if the Ministry of Education Coverage applies), others require participants to provide their own. Either situation is acceptable, but be sure to know which applies.
- What kind of training will be provided, including cross-cultural and language training?
- What kind of orientation is provided? (pre-departure and re-entry)
- What are working conditions like?
- What kind of hazards can you identify at this point?
- If complications arise in the field, who is responsible?
- Is there a Canadian office or branch that would be subject to Canadian Laws regarding working conditions and safety?

Steps to Take:

1. Ask the above questions of the organization you plan to work for.
2. Decide whether or not the answers to the questions are acceptable to you. Discuss the situation with the Placements Coordinator.
3. Talk to past participants of the programme to get their perspective. You can ask the organization if they can put you in contact with someone, or try to find a Country Representative at the International Centre.

Travelling to Another Country and Awareness of Culture

There are many logistical details that you will have to deal with before you go. A few of the logistical details you should think about are listed below. Talk to the Education Abroad Advisor, at the International Centre and read your Pre-departure Handbook for more.

| Make sure you attend an Emergency Support Program (ESP) Pre-departure Orientation offered by the International Centre! |

Travel Documents and Logistics

1. Apply for a passport. Ensure you have a passport that is valid until at least three months after your expected return date. Plan four to six weeks for the application process.

2. Do you need a visa? Arrange for appropriate visas (the process may take several months). Determine if you are able to study and work or whether each requires a separate visa. Work visas are available through SWAP/Travel Cuts or Visa Sections of the various embassies.
Obtain the address of the Canadian Embassy or Consulate nearest your residence overseas. A complete listing is available in *The Canadian Guide to Working and Living Overseas*.

3. What do you know about Canada? Review your current affairs and be prepared to be a cultural ambassador.

   Useful Websites:
   - Find the Canadian Embassy/Consulate in another country, or the Foreign country's Embassy/Consulate in Canada
     www.embassyworld.com
   - Canadian Passport Office www.ppt.gc.ca

**Studying? Don’t Forget Academic Considerations**

1. Make sure to meet all deadlines for registrations and payments for courses at your host university.
2. Meet with the Development Studies Placements Coordinator and/or Director prior to your departure. Obtain emergency contact (e-mail address, mailing address, telephone and fax numbers).
3. If you are in your last academic year and anticipate graduating immediately upon your return, visit the Registrar’s Office and ensure that your records are in order.
4. Pre-register for the following year, or ask someone to register for you, if you plan to return to your home institution just prior to the commencement of classes. The (draft) timetable for undergraduate courses at Queen’s is available at www.queensu.ca/registrar/courses.
5. Make two sets of photocopies of all necessary academic documents as well as other key documents (e.g. identity cards, birth certificate, passport, plane tickets, prescriptions, visas, etc.) Take one copy with you and leave the other at home with a friend or family member.
6. Prior to your departure, obtain the e-mail address, mailing address, telephone and fax numbers of the International Office and/or academic advisor at your host university. Provide this information to the Development Studies Placements Coordinator.
7. Find out what the implications are for scholarships that you may now hold. Some may not be valid if you leave your home institution.

**Finances**

1. Financial Aid – determine whether or not you can continue with your current aid programme when you are overseas (e.g. OSAP).
2. Clear any outstanding debts, (e.g. library, parking, bursaries, etc.).
3. Be sure to plan ahead for filing your income tax.
4. Arrange a Power of Attorney for someone you trust to make bank deposits and transfers, pay credit card bills and carry out other legal matters.
5. Money – take cash ($US and local currency), traveller’s cheques ($US), and credit cards (optional). Interac and other access cards to automatic teller machines are becoming more popular and often offer a better currency exchange rate than local banks.
6. Consider Fund Raising if you are lacking adequate funds.

**Fund-Raising Tips:**

a) Write a general letter to friends and family asking for money. Provide some basic details on your trip, and promise to send a post-card to those who contribute.

b) Sell something to friends and family – sometimes people are more comfortable buying something than just giving money.

c) Hold an event for your family and friends – rent a hall, sell drinks, hold a raffle with prizes, etc.
d) Participate in a community fundraiser and have your people you know sponsor you. A portion of the money could go to your trip.
e) Hold a bake sale, or organize a baking exchange and charge people $5 or $10 to participate.
f) Use your connections – ask acquaintances to get involved in the same way people close to you are.
g) Seek prizes (and sometimes money) from local businesses.
h) Local service clubs can be great sources of financial assistance if you are going abroad.
i) Ask foundations and charities for money – be sure you are eligible for funding before you ask.
j) Ask corporations for money – but keep in mind ethical considerations, and be sure to research the corporation extensively before asking for money to be sure funding doesn’t come with strings attached.
k) **Send Thank you’s** and be sure you fulfill any obligations agreed upon.

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<td>• The Royal Bank has useful information for short and long-term travel: <a href="http://www.royalbank.com">www.royalbank.com</a> (or any other Banking Institution)</td>
<td>• <a href="http://ezinearticles.com/?Fundraising-Tips-to-Raise-Money-to-Volunteer-Abroad&amp;id=1670707">http://ezinearticles.com/?Fundraising-Tips-to-Raise-Money-to-Volunteer-Abroad&amp;id=1670707</a></td>
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**Transportation and Arrival in Country**

It is important to think about the differences in transportation in the country you will be travelling to. There may not be easy access to your final destination. Available transportation may not live up to your expectations or standards. Some of the things you should consider are:

1. What form of transportation will you be using to get to your placement?
2. How safe is it? How can you ensure your safety?
3. If your final destination is not a major city, how will you get there? What form of transportation will you use? How often do buses/trains/other forms of transportation run?
4. What is the cost?
5. Are there arrival / departure taxes?
6. How will you get to your placement? Will someone be there to meet you upon arrival, or are you responsible for your own transportation?
7. What are the differences in laws and regulations around driving and safety standards?
8. Which side of the road do people drive on?
9. Are taxis safe for foreigners?
10. What are the norms and local etiquette around hitch-hiking? Have you considered safety issues and legal restrictions around this form of transportation? How safe is it for men and for women?
Steps to Take:
1. Talk to travel agents and a Country Representative to find out the best and safest way to reach your destination.
2. Verify transportation dates, times and routes well in advance.
3. Research transportation standards, laws and regulations before you go.
4. When selecting a form of transportation, consider the amount of luggage / equipment you will be taking, as well as your personal health and safety.

Arrival Plan

Be sure to have an arrival plan for the first few days of your experience abroad.

Steps to Take:
1. Organize temporary housing for approximately three days to one week. See the accommodation section below for tips.
2. Determine how you will get there (taxi, bus, train, etc.). Make reservations and verify times, cost and availability.
3. Have an appointment to meet with the Host Organization upon arrival.
4. Bring enough local currency to cover costs of local transportation, food, and accommodation.
5. Have local contact names, numbers and addresses written in English and the host language.
6. Find out if there are steps you need to take to become a local resident, for example, talk to the local authorities. Find out what the local etiquette and customs are.

Useful Websites:
- World City Subway Maps www.reed.edu/~reyn/transport.html
- Lonely Planet Online www.lonelyplanet.com (Getting there and around section on local transportation)
- Eurorail www.eurail.com/
- International Driving Permits http://www.caa.ca/travel/travel-permits-e.cfm
- DFAIT Travel Advisory Reports www.voyage.gc.ca
- The International Air Transport Association (IATA) www.iata.org

Culture

It is important to learn as much as you can about the culture you will be entering into. This is essential both during your research process, and once a decision is made. Responsible travel involves more than just being a passive observer while you are in the host country, as well. Take note of customs, dress, habits and try to learn some of the local language. Learn from locals. Getting to know people is the best way to learn about another culture.

To be a good ambassador, you should also try to know as much as possible about Canada. You should determine whether or not you have the ability and skills to adapt to the new culture.

Some of the questions you might want to ask about the country and culture you are going to are:
- What is the political system in the country? Is the political environment stable?
- What is the currency?
- What are the main characteristics of traditional daily life? Are there any issues related to dress?
- How will your financial position and social status compare with the majority of people living in the country you are going to be living in?
- Do these people generally like Canadians? Foreigners?
- Are you taking a job/position/place away from a host national?
• What should you do if you find yourself in legal trouble?
• What things are taboo in the country?
• What type of moral code is followed? (Christian, Islamic, etc)
• What are the rules/norms for friendships (male/male, female/male, female/female)?
• Are there separate societal roles for men and women? What are they? Will you fit into these roles?
• What are the cultural norms and etiquette as they apply to daily life? For example, around eating, using your hands, or eye contact?

It is important to learn as much as possible about the country and culture you are going to. What do you know about living conditions, accommodation, food, climate, study/work placement, health regulations, politics, cultural interactions, and workplace safety of where you are going? Does what you know match your expectations?

Steps to Take:
1. Find out about the country to which you will be going. You can do this through books, websites, and talking to people from that country or Canadians who have been there before.
2. Keep an open mind. Do not make assumptions about a particular culture.
3. Start to learn the language. Basic expressions take you a long way! It also shows that you respect and recognize your new country’s culture.

There are many places to find out about the country you are going to. Try:
• The International Centre Resource Library (JUDC, room 117)
• Department of Foreign Affairs www.dfait-maeci.gc.ca/
• Martindale’s the Reference Desk www.martindalecenter.com
• Learn Basic Words in World Languages www.travlang.com/languages/

Accommodation

During your planning process for your experience abroad you should think about both short-term and long-term accommodation options.

Temporary Accommodation

It is important to set up temporary accommodation for when you arrive in the host country. You may need an immediate place to stay for one night or longer depending on when you can move into your long-term accommodation.

Steps to Take – Finding Temporary (Short-Term) Accommodation:
1. Talk to the school or organization to get suggestions for temporary accommodation. It is possible that they will be able to help you find a safe place to stay.
2. Look through guidebooks, talk to friends or travel agents, read local newspapers, or search the internet to find out what options are available to you.
3. Get a list of government-regulated hostels and hotels.
4. Think about the type of accommodation and area that will make you feel the most comfortable.
Long-Term Accommodation

Researching housing options and adjusting your expectations is the first step in selecting accommodation overseas. Long-term accommodation may be provided for you. However, whether it is or not you should look at what your expectations are:

- Are you flexible about where you want to live? Look at your expectations for living conditions, i.e. bathroom access, cleanliness, personal space.
- Is accommodation provided, or do you have to find it yourself?
- What kind of accommodation is available? Host families? Hotels? Dormitories? Tents? Houses?
- Will you have access to the utilities you are used to, for example: hot water, electricity 24 hours/day, etc.?
- Where do you want to live? What neighborhoods are safe? Is there access to transportation, and what will it cost?

Steps to Take – Choosing Long-Term Accommodation:

1. Consider your expectations regarding living conditions, i.e. bathroom access, cleanliness, personal space, when selecting long-term accommodation.
2. Write down what you are looking for (location, cost, amenities, etc).
3. Ask questions about the housing (size, services, utilities, area…)
4. Know what is/isn’t included.
5. Talk to the host organization to find out what is reasonable to expect, and for suggestions on where to live.
6. Have temporary accommodation set up for long enough to give you time to find something more permanent.

Notes on Living with Host Families

When choosing to stay with a host family, it is important to consider many factors, including the ones listed below.

- What is the expected code of conduct (of you and of the host families)?
- What are the guidelines for hosting that families are expected to follow?
- How are host families screened and selected? Has the host family been used before? Have they been interviewed? Has the home been seen?
- Are families given an orientation or training?
- Is it possible to change or arrange alternate accommodation if it does not work out with one family?
- Is there a local representative of the host family agency/placement organization that you can contact?
- Can they provide references?
- Have evaluations of past experiences been done?
- Are there plans in place to deal with emergency situations that may arise during the stay?
- What is/is not included in the homestay fee (language instruction, food, telephone, etc.)?

Steps to Take:

1. Definitely make a note of the background and longevity of placement organizations.
2. Insist on receiving a list of previous participants and contact them directly regarding their experience.
3. Check into differences in cost and services between Canadian organizations and host country organizations.
4. Do a background check!
5. Consider that classifications, definitions of “family” and other terms may be different.
6. Also be aware of differences in value and religion, and know how you feel about those differences. For example: privacy issues.
7. Understand that as a guest in someone’s home you will be expected to comply with their house rules and regulations, and should respect their values.

### Hotel and Hostel Information:
- Hostelling International www.hihostels.com/openHome.do
- Hostels.com www.hostels.com
- Hostel World Online Booking: http://www.hostelworld.com/
- Try Government-sponsored tourism websites for hotel and hostel information.

### Site-Specific Information and Risks

Every experience abroad involves an element of risk, some more than others. Risk is “the potential for realization of unwanted, adverse consequences to human life, health, property, or the environment.” (Society for Risk Analysis, www.sra.org)

Risk Assessment begins with recognizing that a hazard (something that is dangerous or likely to cause damage) exists. Risk identification will help you review and anticipate possible hazards. You should analyze the possible adverse effects, their severity, and their reversibility or preventability. When evaluating a risk, consider health, environmental, social and cultural consequences, and make a judgment about the significance and acceptability of risk. Finally, you should determine actions and precautions that you should take to prevent or reverse the impacts of the identified risks. When deciding what actions or precautions to take, ask yourself if you can eliminate the risk, and if not, how you can control the risk.

Use this section of the booklet to determine the risks of your overseas placement. For each section, list the risks you have identified and any precautions or actions you will take to minimize the risks.

### Safety

In the country you have chosen it is important to consider specific safety concerns in that area.
- Are there any special security concerns – crime, violence?
- Have there been any recent, or are there any recurring, natural disasters in your host country? What specific locations do they occur in – will they affect you where you will be?
- What are the contacts in host countries in case of emergency, natural disasters, or civil unrest?
- What are the environmental issues in your host country?
- What are the transportation standards in your host country? Are international drivers licenses recognized? Are Canadian ones accepted? Are there any issues regarding local/national transportation?
- Are there any issues around individuals travelling alone?
- Are there areas/sites in your host country/city which are recommended to be avoided?

You can find some answers by looking at these and other websites and resources:
- Department of Foreign Affairs and International Trade (DFAIT) http://www.voyage.gc.ca/index-eng.asp
- Association for Safe International Road Travel www.asirt.org/
- U.S. Government Safety Tips travel.state.gov/
- The International Air Transport Association (IATA) www.iata.org
Health

Some of the questions you should be considering to protect your health abroad are:

- What kinds of health services are available? Are English speaking doctors readily available?
- Is national health insurance required? If so, what items are covered, which are not?
- What diseases are prevalent? How are they transmitted?
- Which immunizations are required to enter the country? Which are suggested?

Consider health and other personal circumstances when applying for or accepting a place in a program.

Some websites that may offer some answers to your questions about health abroad are:

- Canadian Society for International Health  http://www.csih.org/
- Center for Disease Control (CDC)  www.cdc.gov/travel/
- Medicine Planet  http://www.medicalplanet.com/
- Health Canada  www.hc-sc.gc.ca/
- International Association for Medical Assistance to Travellers (IAMAT)  http://www.iamat.org/index.cfm
- World Health Organization  www.who.int/

Health Insurance

The Department of Global Development Studies is NOT responsible for ensuring adequate health insurance coverage. Health insurance is the responsibility of the student.

The Ontario Ministry of Education and the Workers Compensation Board of Ontario offer a joint workplace insurance for students working for academic credit. NOTE: this coverage does not replace private health insurance. Students must complete the Work/Education Placement Agreement (available at the Placement Coordinator’s Office) prior to departure, with a copy lodged with the Department of Global Development Studies. The form must be signed by the participating agency and returned to our office prior to, or within 48 hours of commencing work: fax 613-533-2986.

It is important that you ensure that you have adequate out-of-country health and medical insurance coverage to guarantee optimal health care for yourself and to protect yourself from significant financial problems while abroad. Supplemental Health insurance that covers international travel is required for all students participating on an international placement.

It is your responsibility to obtain and maintain appropriate insurance coverage and abide by any conditions imposed by the carriers.

Consider the amount of risk you are willing to take regarding your health. Students at Queen’s are required to have additional health coverage while studying abroad. OHIP, other provincial health plans...
and UHIP health coverage provide minimal health coverage during one's stay abroad; supplementary health plans provide additional coverage.

If you have waived the Queen's health plan coverage because you are insured through your parents, spouse, or another plan, talk with the insurance agent to find out exactly what the coverage includes (and what it does not include) during your stay abroad. The Department of Global Development Studies is NOT responsible for ensuring adequate health insurance coverage. Health Insurance is the responsibility of the student.

When considering your supplementary health coverage or an additional travel abroad health insurance plan, the following plan features are critical to the quality of the coverage:

- Continuous coverage before departure and after return
- Coverage renewable from abroad and for the maximum period of stay
- 24-hour emergency contact number in English (with translation services for health care providers in the host country who do not speak English)
- Medical evacuation costs covered (costs may exceed $50,000)
- Hospitalization coverage for illness or accident
- Coverage for doctors visits and prescription medicines
- Direct payment of bill abroad by the company so that you do not need to pay, then wait for reimbursement
- Pre-existing conditions limiting coverage of existing health concerns (make sure that your policy covers congenital or pre-existing conditions, such as asthma, diabetes, etc.)
- Deductible costs; these may be quoted in dollars (e.g. $100 per claim or $200 per term of policy) or as co-insurance requiring a shared percentage of total bill (plans with 100% coverage are more expensive but may save you considerable cost in case of illness or an accident)
- Repatriation of remains (in some cases, costs may exceed $12,000)
- Life-time maximum for medical expenses due to accident or illness and hospitalization as high as possible since treatment for some types of injuries may exceed $250,000 and go as high as $1,000,000 plus
- Emergency dental care
- Ambulance and emergency transportation
- Exclusions which significantly limit coverage during your desired travel or sojourn abroad (ensure all regions and countries of travel are covered)

Once you have considered the above information, choose the plan or plans that best suit your needs.

Steps to Take:

1. Research the country you are going to, and find out the answers to the above questions.
2. Talk to a Travel Health Clinic for information on immunizations required, and prevalent diseases.
3. Be aware of local conditions and customs that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the programme staff or other appropriate individuals.
4. Give the sponsor accurate and complete physical and mental health information and any other personal data that is necessary in planning for a safe and healthy study abroad experience.
5. Ensure you have adequate health insurance.
6. Identify all the risks you have identified for yourself and the precautions / actions you will take. (OCASP Form 1) See the section on Orientation, Safety and Health Insurance Requirements on page 8).
7. Inform parents / guardians / families, and any others who may need to know, about their participation in the study abroad program, provide them with emergency contact information, and keep them informed on an ongoing basis.

8. For Internships, inquire at the Development Studies office about the Ministry of Education Insurance to see if it will apply to your case. It offers insurance for a limited range of specific work-related accidents and injuries.

Communications

Steps to Take:

1. Keep a journal to record your thoughts and experiences. This will also help you in the planning process.
2. Set up a web-based e-mail account (such as yahoo or hotmail) to be able to use overseas.
3. Know how to phone home.
4. Discuss your plans with your family. Make sure they are also aware of the risks involved. Leave them a copy of your itinerary.
5. Look into the access of different modes of communication in the country you are going to. HAVE A BACKUP PLAN!
6. Be aware that in some areas you may have very few communications options, and phone lines may not be stable or work during certain times.

Websites on Communications:
- www.embassyworld.com/directories/global_telephone.html
- World Wide Phone Guide www.kropla.com/phones.htm

Re-Entry Adjustment

Getting home after a sojourn abroad can be very exciting, but also confusing and unsettling. One of the biggest challenges for people who spend time abroad can be re-adapting to the realities of life at home. Many people experience reverse culture shock, wherein many of the symptoms of culture shock are felt upon return to the home country. The effect of this may vary for different people depending on the environment in which one did their placement. If you were working with other Western volunteers it may not be as challenging to re-enter society at home than if you worked alone in a rural village. Reverse culture shock can take many different forms, but it often involves the feeling of miscommunication between you and the people around you. You may feel frustrated with certain aspects of being at home, and normal features of life may seem absurd, overwhelming or even upsetting.

Even if you do experience some form of reverse culture shock, you are also likely to feel moments of joy and gratitude when you get home. You may feel relieved to be able to communicate freely in your native language, enjoy the comforts of home or have a sense of belonging.

Here are a few helpful things to remember:

- **Realize that the transition may be hard** – Feeling strange and even depressed is a normal part of re-entry. If your depression is severe, or lasts more than a few weeks, see a counselor.
• **Keep processing your experience** – Take advantage of re-entry retreats offered by your organization, or take some time to reflect on your experience. Keep writing in your journal, and give yourself time to process your re-entry.

• **Take care of your health** – Travelling abroad introduces your body to all sorts of new bacteria and viruses that you and people at home are not immune to. It is recommended that you schedule a physical exam upon your return home, and be sure to tell your doctor that you have been abroad. Get tested for HIV and other STIs if you’ve engaged in unsafe sex. Seek medical attention if you have any unusual physical problems.

• **Create a supportive environment for yourself** – This is very important for staying balanced during the re-entry process. Staying in contact with other volunteers that you worked with can be helpful, as well as doing some of the things that you miss from your host country. Sharing experiences with friends at home can be one of the best ways to deal with reverse culture shock.

• **Some other things to keep in mind** – Continue your willingness to learn; Expect your readjustment to take some time; Try not to constantly compare your home with your host country abroad; Expect your own personal values to have changed; Don’t live in the past.

**Additional Resources for Re-Entry Adjustment**


PARTNERSHIP BETWEEN QUEEN'S UNIVERSITY AND STUDENTS

Both you and Queen's University have responsibilities when it comes to your international program. Queen's responsibility is to help you inform and prepare yourself; as well as give you the resources you need to be a successful cross-cultural traveler. We want to make you aware of some of the Risks and Responsibilities that are associated with going abroad (or to new areas). Queen's also offers support in the form of an Emergency Support Programme while you are away.

It is your responsibility to be informed and to keep up to date on issues regarding your sojourn abroad. This is an ongoing process that begins before you leave and continues while you are overseas. The more you put into it the more you will get out of it!

This partnership of combined responsibilities will make the overall experience better for you. Queen’s would like to get feedback on the risks and hazards you encounter - both in your research and during your time abroad. Please contact the Education Abroad Advisor to discuss this partnership in further detail.

**REMEMBER – IT'S OK NOT TO GO!**

Remind yourself that it is all right to conclude that this may not be the time for you to sojourn abroad. There are many reasons for making this decision, and it is important that you acknowledge your own needs and desires.
APPENDIX I: Checklist

☐ Register for DEV 410 / 420*

☐ Complete Assignment #1

☐ Attend Pre-Departure Orientation

☐ Review the Off-Campus Activity Safety Policy (OCASP) and Complete “Form 1”.

☐ Ensure all pre-departure activities are completed.
   ___ Make sure you are mentally prepared for your journey.
   ___ Set out your goals and do the self-audit in the pre-departure workbook.
   ___ Read the pre-departure workbook, complete all checklists and exercises.
   ___ Obtain passport and appropriate visa(s), if necessary.
   ___ Record credit card, passport, health insurance, telephone numbers somewhere safe.
   ___ Leave one photocopy of important documents with someone responsible at home.
   ___ Arrange to vote in any upcoming election.
   ___ Discuss safety and emergency contact procedures with your family
   ___ Arrange for Power of Attorney for the person handling your affairs in your absence.
   ___ Notify the Registrar’s office of your re-admittance plans.
   ___ Complete OSAP application for next year (available online at osap.gov.on.ca/eng/eng_osap_main.html)
   ___ Register personal items with Canada Customs.
   ___ Arrange to have any campus mail sent to your home address. On SOLUS, change your Mail Address to your Home Address.
   ___ Get a web-based free e-mail address.
   ___ Notify your provincial health plan of the dates that you will be out of the country.
   NOTE – if you are away for longer than 6 months, you may have to contact your provincial health plan to arrange for extended coverage.

☐ Buy a supplementary health insurance that covers international travel.

☐ Complete Workplace Insurance form, leave copy with Development Office and return immediately with employer/host institution signature.

☐ Prepare and sign contract

☐ Keep journal

☐ Have employer/host organization complete the evaluation and return it to the Development Studies Office.

☐ Complete OCASP Post Activity Incident Form

☐ Hand in Journal and Final Report (DEVS 420*)

☐ Enroll in DEVS 411
APPENDIX II: WORK-STUDY CONTRACT

This contract establishes an agreement between:

Queen's University Department of Global Development Studies
(hereafter Development Studies)

and

HOST ORGANIZATION___________________________________________
(hereafter the Agency)

and

NAME

hereafter the Student)

to jointly conduct a placement to be counted for credit for a Queen's University Development Studies student.

The Agency agrees to:

1) Provide a placement opportunity to the Student:

   • for a period lasting ________________________WEEKS
   • which exposes the Student to the day-to-day functioning of the Agency; and allows her or him to participate in the operation of the Agency in a meaningful way, in an important area of Agency business, such as fundraising, research, public awareness, and/or programme assistance
   • consisting of duties, tasks and goals set out below about which Development Studies, the Agency and the Student are in agreement:

DUTIES, TASKS AND GOALS: (or attach description on a separate sheet)
2) Identify a supervisor for the Student before the start of the placement, who will meet with the Student on arrival at the Agency for an orientation session; in addition, the supervisor will:

- submit a final report to Development Studies assessing the success of the placement, the quality of the Student, and the experience of the placement in general.

3) Establish, before the placement begins, evaluation criteria for the Student’s performance during the placement, which:

- will be provided to the Student before the start of the placement
- closely reflect the duties, tasks and goals set out in the job description decided upon by the Agency and Development Studies
- are consistent with the Agency’s criteria for assessing other interns, or employees with similar responsibilities.

4) Cooperate with the Student if the latter seeks funding for the placement from a governmental or non-governmental source.

Development Studies agrees to:

1) Consult closely with the Agency to ensure that the best possible candidate for the placement offered by the Agency is selected, and to maintain an open line of communication between Development Studies and the Agency to expedite this selection process.

2) Inform the selected Student clearly of her or his obligations to the Agency, which include:

- participation in periodical meetings to evaluate her/his performance
- meeting the conditions of the placement as set out in Clause 1 of this Agreement as agreed upon by the Agency and Development Studies
- meeting with the Agency supervisor at the commencement of the placement to discuss specific terms of employment and evaluation criteria
- a report/essay written by the Student at the completion of the placement, assessing and analyzing her or his experience in the placement.

3) Make a faculty member from Development Studies available for consultation with the Agency during the placement, to deal with unexpected difficulties, or pressing matters that make themselves felt during the course of the placement.

4) Ensure that the Student has met all pre-departure requirements by attending a pre-departure information session and by conducting a thorough risk assessment and completing OCASP form 1.

The Student agrees to:

1) Fulfill obligations under the contract, producing high quality work, which will reflect well on the individual, the sponsoring agency, and Development Studies

2) Work within the agreed-upon framework for the placement (i.e. specified in the contract), while cooperating fully with co-workers and supervisors in the sponsoring agency.
3) Be reliable and trustworthy, meeting expectations and deadlines to the best of one’s ability

4) Report any difficulties or concerns in a timely manner to the supervisor and, when appropriate, to Queen’s Development Studies, and cooperate fully in finding ways to resolve the difficulty or concern

5) In the event of illness or injury, the Student will contact the Supervisor and the appropriate Faculty member at Development Studies and/or the International Centre at Queen’s as soon as possible, and will advise him/her of the situation so that further appropriate action can be taken to resolve the situation

6) Keep a Journal with regular entries during the placement that reflects activities and thoughts in relation to the work and social contexts of the placement for submission to Development Studies for evaluation (following Placement Handbook guidelines)

7) Prepare a final report on return for submission to Development Studies for evaluation (following Placement Handbook guidelines).

Agency Signature:_________________________________________________ Date:____________________

Student Signature:______________________________________________ Date:____________________

Development Studies: _____________________________________________ Date:__________________
APPENDIX III: STUDENT INTERN EVALUATION FORM

Student Intern: ________________________________________

Agency: ______________________________________________

Supervisor: ____________________________________________

_____________________________________________________

Date of Placement: ______________________________________

Please respond to the following questions, which are designed to provide feedback on the intern’s performance during his/her placement in your agency. This evaluation will be one of several elements used to assign a grade for academic credit. Please evaluate the student’s work in comparison to reasonable expectations for senior undergraduate students in Development Studies or related disciplines.

1. Briefly outline the intern’s major responsibilities. Did these responsibilities change from those originally envisaged? If so, why?

2. Please comment on the intern’s workplace demeanor and his/her approach to assigned duties (for example, reliability, initiative, judgment, productivity, and relations with co-workers).

3. Please comment on the specific workplace skills demonstrated by the intern (e.g. communication skills, technical/computer, research and community outreach).
4. What were the most successful aspects of this internship?

5. Are there areas where constructive criticism of the intern's performance could be provided?

6. What is your overall evaluation of the intern's performance?

7. Are there other issues not adequately addressed in the above questions?
8. Do you have additional comments?

__________________________________
Signature

__________________________________
Name (please print)

__________________________________
Date

Please return the completed form by mail, fax or as an email attachment to:
Paritosh Kumar
Department of Global Development Studies
Mackintosh-Corry Hall, Room B410
Queen’s University
Kingston, ON Canada
K7L 3N6
Telephone: (613) 533-6250
Fax: (613) 533-2986
Email: Paritosh.Kumar@queensu.ca