DEPARTMENT OF GLOBAL DEVELOPMENT STUDIES

PLACEMENT HANDBOOK

2026-2027

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1.
INTRODUCTION

This handbook is designed to help you understand the differences between DEVS 410/411 and DEVS 420, choose the option that is right for you, and identify a suitable placement or international experience that meets both your learning goals and the course requirements.

The handbook is organized as follows:

- Part A describes DEVS 410 and DEVS 411 course requirements. including the evaluation requirements.
- Part B takes you through the process of identifying a placement and includes pre-departure and in-country issues.
- Appendix 1 is a checklist of steps for your placement
- Appendix II has the WorkStudy Contract.
- Appendix III contains the Student Internship Evaluation form.

The primary purpose of these courses is to give you an opportunity to connect your academic studies in Global Development Studies with practical experience. For DEVS 410/411, this may involve working with a development-oriented organization in the Global South, here in Development-related Western countries. Development-related work takes place in many different settings, and a placement does not need to be located in the Global South to provide a meaningful and relevant learning experience. You are therefore encouraged to think broadly and creatively about placement opportunities that connect with your interests, academic studies, and future goals.

For many students, a placement or international experience is an exciting opportunity for academic, professional, and personal growth. Our goal is to help you make the experience as safe, rewarding, and educationally meaningful as possible while ensuring that it is ethical and meets the academic requirements of the course.

It is important to remember that the placement, exchange, or internship itself is only one part of the learning experience. Finding an appropriate opportunity, contacting organizations, completing applications, arranging funding and travel, and preparing for the placement all require time, persistence, and careful planning. Although some of this work can feel time-consuming, it is an important part of the learning process and will help you develop skills that are valuable for future work in the development field.

For this reason, DEVS 410/DEVS 420 places considerable emphasis on both the process of preparing for your placement and the experience itself.

Start planning early. Organizing a placement can take considerable time. Ideally, you should begin planning at least 12 months before your expected departure date.

DEVS 410/411: KEY STEPS AND DEADLINES

Before Your Placement
DEVS 410 students must complete the following steps:

1. Identify“a suitable placement in: he form of a “Petition of Entry (Due: February 8, 2027).
2. Register for Spring/Summer term (Registration will be completed by the DEVS Department)
3. Complete Assignment #1: Research Paper (Due: April 2027)
4. Complete your Off-Campus Activity Safety Planning Record (OCASP) (DUE: Three weeks before departure:
5. Complete the Placement Contract (DUE: 23 April 2027)
6. Complete and sign the Ontario Ministry of Education Work/Education Form (Due: 5 May 2027)

During the placement, you should:

1. Maintain a journal on a continuing basis.

After the pla“Post-Activity11):

1. Complete the OCASP “Post-Activity Incident Report”
2. Enrol in DEVS 411 (Registration will be completed by the DEVS Department)
3. Submit evaluation letter from the host : Organization Placement Coordinator (Due: 1 September 2027)

Evaluation

Evaluation Scheme for DEVS 410/411 (6 units + 3 units)	**Evaluation Scheme for DEVS 420 (3 units)**
Before your Placement Research Paper 10%	***Before your Departure*** Research Paper 20%
During the Placement Journal 25%	***During your sojourn abroad*** Journal 40%
After your placement: (DEVS 411) Multimedia assignment 10% Participation in Class discussion 15% Presentation	***After you return:*** Final Report 40%

Enrolling in DEVS 410/411 or DEVS 420

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

Enrolment in DEVS 410 and DEVS 420 is restricted and requires permission from the Placement Coordinator. To request permission, you must submit a Petition of Entry. Once your Petition of Entry has been approved, the DEVS Academic Programs Assistant will enrol you in the appropriate course and term.

What Should Be Included in the Petition of Entry?

Your Petition of Entry is an opportunity to show that you have carefully considered your options and identified a placement or international experience that is both feasible and academically appropriate. Your petition should include the following information:

- Your name, student number, contact information, program of study (e.g., DEVS Specialization, Major or Minor), and year of study.
- A short description of your educational and career goals. You should also mention any previous international experience, including where you went, how long you were there, what you did, and any relevant language skills.
- Indicate whether you are applying for DEVS 410/411 or DEVS 420, and briefly explain why you have chosen that option.
- Describe the opportunity you are considering, including its location; the name and role of the organization or institution; relevant contact information; possible start dates and duration; and the facilities, supervision, or other resources that would be available to you.
- Explain how the proposed experience relates to your studies in Global Development Studies and what you hope to learn from it.
- Internship Application deadlines: Include any relevant application dates and deadlines.
- Provide an estimate of the financial resources you will need and briefly explain how you plan to meet these costs.

Your petition should normally be 2–3 pages. It may be longer if you are seriously considering more than one opportunity. The petition should not simply be a list of organizations and contact information. It should demonstrate that you have researched your options carefully and identified one or two realistic opportunities that meet the academic requirements of DEVS 410/411 or DEVS 420.

You do not need to have every detail of your placement finalized before submitting the petition. However, you should have done enough research to demonstrate that the proposed opportunity is realistic, relevant to your academic program, and likely to meet the course requirements.

Please email your Petition of Entry to pk@queensu.ca by 4:30 p.m. on 8 February 2027.

If your petition is approved, the DEVS Academic Programs Assistant will enrol you in DEVS 410 or DEVS 420 for the appropriate term (for example, the Spring/Summer term).

PART A

2.

STUDY OPTIONS

DEVS 410/6.0: WORK STUDY PLACEMENT IN DEVELOPMENT STUDIES

DEVS 410 provides students with firsthand experience working with an organization engaged in development-related work, either in Canada or internationally. After successfully completing their placement, students are required to enrol in DEVS 411 (PostPlacement Seminar in Development Studies). This seminar provides an opportunity to reflect on, discuss, and critically examine the placement experience and connect it to broader themes and debates in Global Development Studies.

In exceptional circumstances, students may be permitted to substitute DEVS 502 (Directed Readings in Development Studies) for DEVS 411. This option is intended for students who have completed all other degree requirements and who will not be returning to the Queen's University campus after completing their placement. Students wishing to pursue this option must obtain prior approval from both the course instructor and the Undergraduate Chair.

Overview

The following guidelines explain the Department of Global Development Studies' expectations for DEVS 410 work-study placements and the requirements that a placement must meet in order to receive academic credit.

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 6.0 unit course; however, in order to receive the 6.0 units for DEVS 410, the student must successfully complete DEVS 411.

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

Every placement is different. Organizations vary in their work, structure, resources, and capacity to host students, and students bring different interests, skills, and learning goals to their placements. For this reason, there is some flexibility in how the guidelines below are applied when a proposed placement is assessed. The Department will work with you and, where appropriate, with the prospective host organization to determine whether a placement can meet the course requirements. At the same time, all placements must provide a meaningful development-related

learning experience and meet the academic and practical requirements outlined in this handbook before they can be approved for DEVS 410.

You are strongly encouraged to begin searching for placement opportunities 6–12 months before your intended start or departure date. Finding a suitable placement can take time, so starting early will give you more opportunities to explore different options and complete any necessary applications or arrangements. Be resourceful in your search. Talk to students who have completed placements, speak with faculty and staff, and make use of resources available through the Department of Global Development Studies Placement Handbook, the Queen's University Career Services, and other relevant organizations and networks.

You may also want to explore opportunities through student-led and campus organizations such as Queen's Project on International Development (QPID) and Queen's Health Outreach (QHO). Keep in mind that many of these organizations expect members to make a meaningful commitment to their programs and activities beyond participating in an individual placement or international experience.

Once you have a general idea of the type of placement you are interested in, you are encouraged to discuss your plans with the DEVS Placement Coordinator. You do not need to have a placement finalized before reaching out—we can help you think through your options and determine whether a potential placement is likely to meet the requirements of DEVS 410.

Placement Guidelines

The following guidelines outline the basic requirements for a DEVS 410 placement. Because placements vary considerably, some flexibility may be possible. If you are unsure whether a particular opportunity meets these requirements, please discuss it with the DEVS Placement Coordinator before making a commitment.

Duration

Your placement should normally involve:

- approximately 10 – 12 weeks of fulltime work, or equivalent (e.g., 20 plus weeks in a halftime 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

- Placements may take place in Canada, the Global South, or other countries, provided that the host organization and the proposed work meet the academic requirements office-based, field-based, remote or hybrid work, depending on the nature of the organization and your responsibilities. Regardless of the work arrangement, the placement must provide appropriate supervision, meaningful interaction with the host organization, and sufficient opportunities for learning and engagement.

Timing

- Students are strongly encouraged to complete their placements during the summer between the third and fourth year.
- Placements at other times may be approved where appropriate — for example, during the summer following the fourth year or, in some circumstances, during an academic term. If

you are considering a placement outside the usual summer period, please discuss your plans with the Placement Coordinator as early as possible.

Work

- A clearly defined role, project, or set of responsibilities, with expectations and timelines agreed upon in advance;
- Work that provides an appropriate level of challenge and learning for a senior undergraduate student; and
- Opportunities to connect your practical experience with issues and questions relevant to Global Development Studies.
- Where possible, the placement should result in a specific output or contribution to a larger project. This might include, for example, research, a report, communications materials, program support, data collection or analysis, community engagement, or another form of work relevant to the host organization.
- Routine administrative tasks may form part of a placement, as they do in most workplaces, but they should not constitute the primary focus of your placement.

Supervision

You must have a designated supervisor within the host organization who will:

- provide regular supervision, guidance, and feedback;
- help ensure that work remains consistent with the agreed-upon placement responsibilities; and
- discuss any concerns or difficulties with you as they arise.
- If a significant concern cannot be resolved between you and your supervisor, you should contact the DEVS Placement Coordinator as soon as possible so that an appropriate resolution can be explored.

Financial

- You are normally responsible for the academic and personal costs associated with your placement, including tuition, transportation, accommodation, food, visas (where applicable), insurance, and other living expenses.
- Placements may be paid or unpaid, depending on the host organization and the nature opportunity. Any salary, stipend, honorarium, or other financial arrangement should be clearly identified in the Placement Contract.
- If your placement involves travel, financial assistance may be available through Queen's University. You are encouraged to explore relevant travel awards, bursaries, and other sources of funding well in advance of your placement.
- Students travelling abroad may be eligible for the Claude Vipond Travel Award, the Africa Travel Bursary, and other awards available to DEVS 410 students. Information about available funding, eligibility requirements, application procedures, and deadlines will be shared with students as it becomes available.

Placement Approval and Contract

- Before beginning your placement, the terms and expectations of the placement must be set out in a written Placement Contract agreed upon by: you; the host organization; and the Department of Global Development Studies.
- The contract will outline the nature of your work, responsibilities, supervision, duration, and other relevant terms of the placement.
- If circumstances change and a significant modification to the original placement arrangement becomes necessary, you should contact the Placement Coordinator before making the change whenever possible. Any substantial changes should be discussed and agreed upon by you, the host organization, and the DEVS Placement Coordinator and documented in writing.

Your Responsibilities as a Placement Student

As a DEVS 410 placement student, you are expected to conduct yourself professionally and responsibly. This includes:

- fulfilling the responsibilities outlined in the Placement Contract;
- producing high-quality work to the best of your ability;
- working cooperatively and respectfully with your supervisor, colleagues, and others you encounter through the placement;
- being reliable, meeting agreed-upon deadlines, and communicating promptly if circumstances prevent you from doing so;
- following the policies and procedures of the host organization;
- respecting confidentiality and other ethical obligations associated with your work; and
- raising concerns or difficulties with your supervisor and, when appropriate, the DEVS Placement Coordinator in a timely manner.
- Remember that you are representing yourself, the Department of Global Development Studies, and Queen's University during your placement.

Requirements

Before beginning your placement, you must complete all required course and pre-departure activities. These include:

- attending all required DEVS 410 pre-departure meetings;
- completing Assignment 1: Research Paper;
- reviewing and completing Off-Campus the requirements of Queen's Off-Campus Activity Safety Policy (OCASP), where applicable;
- completing and submitting the required Placement Contract and other placement documentation; and
- completing any other safety, travel, or administrative requirements that apply to your placement.

Enrolment

- Enrolment in DEVS 410 is capped. You cannot enrol in the course directly through SOLUS.
- Once your Petition of Entry has been approved by the DEVS Placement Coordinator, the DEVS Academic Programs Assistant will enrol you in 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.
- Transcripts will reflect a P (Pass) grade for DEVS 410 until all the course requirements for DEVS 410 and DEVS 411 are completed. Upon completion of DEVS 411, students will receive a letter grade. The temporary Pass grade for DEVS 410 will change to correspond with DEVS 411 marks.
- In a situation where plans fall through or a student does not succeed in securing a placement, the Global Development Studies Office will assist the student to substitute DEVS 410 with another equivalent course.

Off-Campus Activity Safety Policy (OCASP) Requirements

- Students undertaking a DEVS 410 placement outside Canada or in Canada or otherwise risky locations in Canada, must comply with **Queen's University's Off-Campus Activity Safety Policy (OCASP)**. International travel involving undergraduate students is classified as a High Risk activity under OCASP.
- Before beginning an international placement, students must complete the required safety planning and pre-departure requirements through Queen's Safe Travel Activity Registration Tool (START). This includes completing required training, identifying and addressing

relevant travel and placement-related risks, providing emergency contact information, and obtaining the required University approval.
- Students are also responsible for ensuring that they have appropriate travel and health insurance, visas or other immigration/work authorization, and required or recommended immunizations, and for registering with Queen's international emergency assistance provider, International SOS (ISOS).
- **Students must not begin or travel to an international placement until all required OCASP/START requirements and approvals have been completed.**

Course Requirements

Overview

As part of DEVS 410, you are required to:
- attend and participate in all required pre-departure meetings;
- complete Assignment 1: Research Paper (10%);
- complete the required pre-departure orientation;
- complete all requirements under Queen's Off-Campus Activity Safety Policy (OCASP) before beginning your placement;
- Maintain a reflective journal (25%) throughout your placement;
- Ensure that your host organization submits a Placement Evaluation at the end of your placement; and
- Complete the required OCASP post activity reporting following your placement, where applicable.

Further instructions and deadlines for these requirements will be provided in class and posted on onQ.

1. Orientation

Preparatory meetings will be held during March and April of the Winter term to help you get ready for your placement. Sessions will include a combination of short lectures, discussions, group activities, practical exercises, and individual work. Attendance and active participation are an important part of your preparation. We will discuss the practical, academic, ethical, work-study dimensions of undertaking a work-study placement, as well as some of the broader questions that arise when connecting academic learning about development with development practice. Among the questions we will consider are:
- What does it mean to engage ethically in development-related work?
- How can ideas and debates from Global Development Studies inform our work in practical settings?
- What assumptions do we bring to a placement about development, communities, organizations, and our own role?
- How do questions of power, privilege, inequality, and positionality shape development practice?
- What responsibilities do we have to the organizations and communities with whom we work?
- How can we approach a placement as an opportunity for learning and engagement rather than assuming that our role is simply to provide solutions?

These discussions are intended to help you think critically about your expectations, responsibilities, and position before beginning your placement.

2. Assignment #1: Research Paper (10%)

Once your placement has been approved and you know where you will be working, you will complete a short research paper designed to help you understand the broader context in which your placement organization operates. The paper should be no more than 10 pages, excluding the bibliography.

You will complete either Option A or Option B, depending on the location and nature of your placement.

Option A (for students going abroad)

If you are completing your placement outside Canada, your paper should provide you with a strong understanding of the country and local context in which you will be living and working.

Your paper should address:

- a brief historical overview of the country, focusing on events and processes relevant to understanding its contemporary context;
- the current political, social, and economic context;
- major development issues, debates, or challenges relevant to the country and/or the community in which you will be working;
- the role of your host organization within this broader context;
- the particular issue or area of development in which your organization works;
- your anticipated role and what you hope to contribute and learn during the placement; and
- questions or assumptions that you would like to explore further during your placement.

Your paper should include a bibliography of at least five relevant academic sources. For each source, provide a short paragraph explaining its relevance to your placement and/or the context in which you will be working.

Option B (for students doing their placement in Canada)

If you are completing your placement in Canada, your paper should provide a critical overview of your host organization and the broader development issue or field in which it works.

Your paper should address:

- the history, mandate, and objectives of the organization;
- its organizational structure, staffing, and major sources of funding;
- its relationships with governments, communities, NGOs, or other relevant organizations and institutions;
- its major programs, projects, or areas of activity;
- Significant achievements and challenges the organization has experienced;
- the broader social, political, economic, or development issues that shape its work;
- the key organizations, institutions, communities, or other actors working in this area;
- your anticipated role and what you hope to contribute and learn during the placement; and
- questions or assumptions that you would like to explore further during your placement.

Your paper should include a bibliography of at least five relevant academic sources. For each source, provide a short paragraph explaining its relevance to your placement and/or the issues addressed by the organization.

Further instructions, assessment criteria, and the submission deadline will be provided on the course onQ site.

While doing your placement

3. Reflective Journal (25%)

You are required to maintain a journal throughout your placement. The purpose of the journal is to help you document your experience and, more importantly, reflect critically on what you are observing, doing, and learning.

Your journal should include a record of your work and other relevant experiences—for example, projects you have worked on, meetings or workshops you have attended, interactions with colleagues or community members, and new resources or ideas you have encountered. However, the journal should be more than a record of your daily activities. Use it as a space to reflect on questions such as:

- What am I learning from this experience?
- What has surprised or challenged me?
- How does what I am observing compare with what I have learned in my DEVS courses?
- What assumptions did I bring to the placement, and have any of them changed?
- What challenges have I encountered, and how have I responded to them?
- How are power, inequality, culture, identity, or institutional structures shaping the work I am observing?
- How is my own position influencing the way I understand and participate in the placement?
- What questions are emerging that I would like to explore further?

If you are completing your placement in another country or an unfamiliar cultural setting, you should also reflect on your experiences of living and working in that environment. Consider what challenges your expectations, what confirms them, and how your understanding of the place changes over time.

Detailed journal guidelines, including expectations for frequency, length, format, and assessment, will be discussed during the predeparture meetings and posted on onQ.

After Your Placement

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". This is mandatory but not graded.

Placement Evaluation

At the end of your placement, your host organization will be asked to provide a written evaluation of your placement experience and performance.

You are responsible for making sure that your supervisor is aware of this requirement and that the completed evaluation is submitted to the DEVS Placement Coordinator by the specified deadline.

See Appendix IV of this handbook for the Placement Evaluation Form and submission instructions..

3.

DEVS 411: POST-PLACEMENT SEMINAR IN DEVELOPMENT STUDIES (3 UNITS)

Overview

DEVS 411 is the post-placement seminar for students who have completed DEVS 410. The course provides a space to reflect on, discuss, and critically examine your placement experience and to connect what you learned through the placement with broader questions and debates in Global Development Studies.

Rather than simply reporting on what you did during your placement, you will be encouraged to step back from the experience and think critically about the organization in which you worked, the development issues you encountered, your own role and positionality, and the ways in which the experience confirmed, complicated, or challenged ideas you have encountered in your DEVS courses.

Course evaluation is based on an in-class presentation, class participation, a multimedia assignment, and a flnal report.

Course Requirements

A. In-Class Presentation (20%)

The purpose of this presentation is to introduce your placement experience and use it as a basis for critical discussion and collective learning. Your presentation should help classmates understand your host organization, your role within it, and a key question, challenge, or tension that emerged during your placement.

You will have 20 to 25 minutes to present, followed by 20 to 25 minutes of discussion. Begin by briefly introducing your organization, including its mission, approach to development or social change, organizational structure, funding, and the strengths and limitations of its work. Next, provide a concise overview of your role, responsibilities, and major contributions. A central focus of the presentation should be one significant issue or challenge that arose during your placement, such as an ethical dilemma, organizational tension, policy issue, funding concern, or question related to power, participation, or accountability. The goal is not necessarily to provide an answer, but to give the class enough context to explore the issue together. Conclude with a reflection on your learning. Consider what surprised you, challenged your assumptions, shaped your understanding of development practice, or left you with unresolved questions. Rather than offering a comprehensive account of everything you did, focus on the insights and questions most worthy of discussion.

Additional guidelines will be provided on OnQ.

B. Class Participation (15%)

Active participation is an important part of DEVS 411, as much of the course's learning comes from discussing and reflecting on placement experiences.

Your participation grade will be based on your attendance, preparation, and contributions to class discussions, as well as your respectful engagement with classmates' presentations and perspectives. It will also reflect your ability to ask thoughtful questions and critically analyze placement experiences using concepts and perspectives from Global Development Studies.

C. Multimedia assignment (10%)

The multimedia assignment provides an opportunity to reflect on and communicate your placement experience through a multimedia project that may combine text, audio, photographs, animation, and video. Your intended audience includes prospective DEVS students, their parents, and the general public. The purpose of this assignment is to offer your audience meaningful insights into your placement experience while introducing them to the development issues and challenges you encountered and came to understand more deeply during your placement.

D. Final Report (20%)

The Final Report is both a professional account of your placement and an academic assessment of the experience. These guidelines are intended as a flexible framework and should be adapted to fit the particular circumstances of your placement. Use clear headings to organize the report and focus on the aspects most relevant to your experience.

Technical Component (approximately 5 pages): Provide a concise overview of your placement, including the organization, your role, key responsibilities, and main activities. Highlight two or three significant projects or experiences, describing your contributions, outcomes, challenges, and lessons learned. Reflect on the placement as a learning experience, considering its strengths and limitations, whether you would recommend the organization to future DEVS students, and how your coursework prepared you for the placement.

Academic Component (approximately 8–10 pages): Critically analyze your placement through a Development Studies lens. Drawing on course concepts, academic literature, and personal reflections, assess what the experience reveals about development practice and how it has shaped your understanding of development and social change. This analytical section is the most important part of the report and should demonstrate your intellectual growth.

The report should be approximately 15 double-spaced pages. Be concise while providing sufficient detail to convey your experience effectively. You may include a small number of photographs or other supporting materials where relevant.

3.

DEVS 420: STUDY PLACEMENT IN DEVELOPMENT STUDIES (3 UNITS)

Overview

DEVS 420 is an alternative to the DEVS 410/411 work-study placement and provides Global Development Studies students with an opportunity to participate in an approved educational, cultural, or experiential learning program, normally in the Global South.

The course is designed to help you connect ideas and debates from your DEVS courses with the social, political, economic, and cultural contexts you encounter through your experience. You will be encouraged to reflect critically on your assumptions and positionality and consider how your experience confirms, complicates, or challenges what you have learned about development.

Students must complete all required pre-departure preparation and safety requirements. Academic assessment is based on a research paper, reflective journal, and final report.

Options

The options for completing DEVS 420 include:

- An exchange programme organized by a recognized NGO such as WUSC, Shastri IndoCanadian Institute, or Canada World Youth, involving an organized programme of at least six weeks in a developing country
- A term of study at a recognized university in the Global South.
- An intensive university summer abroad programme in a developing country, lasting a minimum of six weeks
- Participation in a structured community based or university affiliated language program for a minimum of six weeks, which may include a community engagement or volunteer component.

Other structured programs may also be considered if they provide a meaningful learning experience relevant to Global Development Studies.

Approval

All DEVS 420 experiences must be part of a formal program offered by a recognized institution or organization and must be approved in advance by the DEVS Placement Coordinator.

If you are considering DEVS 420, discuss your plans with the Placement Coordinator as early as possible. Application deadlines and arrangements for course approvals, funding, travel documentation, insurance, and safety requirements can require significant lead time. Do not make non-refundable travel or program commitments before confirming that your proposed experience is eligible for DEVS 420.

Financial

- Students are responsible for all academic costs (e.g., tuition fees) and personal expenses (e.g., transportation and living costs) incurred while participating in an exchange.
- Exchange placements are typically unpaid, although a modest honorarium may be available in certain cases.
- All financial terms related to the exchange must be clearly outlined in the exchange agreement.

OCASP, Safety and Insurance Requirements

Students completing DEVS 420 outside Canada must comply with Queen's University's Off-Campus and complete all required safety planning and predeparture requirements through the Safe Travel Activity Registration Tool (START) before travelling. This includes completing required training and risk assessments, providing emergency contact information, obtaining University approval, and registering with International SOS (ISOS). You are also responsible for ensuring that you have appropriate travel and health insurance, visas or other required travel documentation, and any required or recommended immunizations. You must not begin your international travel until all applicable OCASP/START requirements and approvals have been completed.

Course Assignments and Evaluation

Assessment in DEVS 420 is based on three assignments designed to help you prepare for your experience, reflect on your learning, and connect your observations with concepts and debates in Global Development Studies.

Research Paper (20%)

Before beginning your program, you will write a research-based essay examining the historical, political, social, and economic context of your destination, with particular attention to relevant development issues. You will also reflect on your expectations, assumptions, and learning goals. The purpose of this assignment is to help you develop a critical understanding of the context in which your experience will take place.

Reflective Journal (40% of final grade)

You are required to maintain a journal throughout your study or exchange experience. Your journal should go beyond describing daily activities to reflect critically on your observations, experiences, and learning. You are encouraged to consider how your experiences relate to concepts and debates from your DEVS courses, challenge or reinforce your assumptions, and raise new questions about development.

Final Reflection Paper (40% of final grade)

After completing your program, you will write a final paper that critically reflects on your experience as a whole. Drawing on specific observations, your journal, and relevant academic literature, you will examine key themes or questions that emerged during your experience. The paper should consider how the experience has shaped, challenged, or deepened your understanding of development and contributed to your academic and personal learning.

Note: Further details about assignment requirements, length, assessment criteria, submission procedures, and deadlines will be provided in the course syllabus and on onQ.

PART B

4.

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 onpower,ion, money, power or public relatpower, 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 nonreligious people in the West somehow blind to an important source of value? These questions, too, belong to Global Ethics. On the other hand, the internationalization 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)

“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: https://journals.mcmaster.ca/meducator/article/viewFile/753/720

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 firsthand 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.

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

- Learning Services Services
- ChildSafe Movement Movement
- Department of Global Ethics, University of Birmingham
- Forum on Education Abroad
- Global Brigades
- Global Sustainable Tourism Council: How to Be Responsible Traveller
- London School of Economics: A Short Guide to Volunteering Abroad Ethically

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 traveller.,

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" and "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 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.

Check out 2025 Ethical Travel Destinations. This could give ideas for researching countries that you wish to visit..

5.

CHOOSING A WORK STUDY PROGRAM

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 program 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 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 consult the introductory sections of international volunteering or work abroad books.

Questions to Ask Yourself

- 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:
- Why are you interested in becoming an international volunteer?
- What life events have sparked this interest?
- What do you hope to get out of this experience?
- What do you hope to contribute?
- 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 obvious. 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 (eg, "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.

(Collins, Joseph, Stefano DeZerega and Zahara Heckscher, "How to Live Your Dream of Volunteering Overseas." Penguin Group: New York, NY, 2002. and www.volunteeringoptions.org)

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 to stay informed on history, politics and culture.

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.

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
- 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.

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?

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.

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 cannot 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:

- 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.
- 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.
- Take the time to investigate several different organizations and types of programs.
- Be careful while you are researching to record in your journal all the essential information that you find for future use in contacting organizations or institutions.
- Make an appointment to discuss your plans and programme opportunities with the DEVS Placements Coordinator.
- 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.
- 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.

Finding Development Related Opportunities Abroad

Finding a suitable international placement requires research, initiative, and advance planning. The Department of Global Development Studies can provide guidance, and students are encouraged to consult the DEVS WorkStudy and Experiential Learning website for information about placements and examples of previous student experiences.

The following websites are useful starting points for finding internships, volunteer positions, and other opportunities in international development, humanitarian assistance, human rights, environmental sustainability, and related fields. Some advertise specific opportunities, while others provide information about organizations that you may wish to approach directly. Opportunities vary in their eligibility requirements, duration, location and financial arrangements.

International Development and Volunteer Opportunities

- Ontario Council for International Cooperation (OCIC) — A network of organizations working in international cooperation and global social justice. Its opportunities board lists internships, volunteer positions, and employment opportunities, including some entry-level positions.
- Idealist — An international platform connecting people with nonprofit and social-impact organizations. Students can search for internships, volunteer positions, and employment opportunities by location and area of interest..
- World University Service of Canada (WUSC)— An international development organization focusing on education, economic opportunities, refugee inclusion, and gender equality. Students can explore international volunteering programs and other opportunities.

- Alternatives: Solidarity in Action — An international solidarity organization working on social justice, human rights, environmental issues, and community development. Students can explore its programs, partnerships, and potential internship opportunities.
- Crossraods International: A Canadian international cooperation organization focusing on gender equality, women's rights, and social justice. Students can learn about its international partnerships and explore potential opportunities.
- Cuso International— An international development organization focusing on economic opportunities, education, gender equality, and community development. Its website provides information about international volunteer assignments, generally requiring relevant skills or professional experience.
- Go Abroad
- Humanitarian Coalition
- International Institute of Sustainable Development
- L'AMIE — A Quebec-based international cooperation organization offering internships and intercultural learning experiences. Students can explore opportunities related to community development and international solidarity, including French-language programs.
- Ontario Council for International Cooperation
- Youth Challenge International — A Canadian organization supporting youth leadership, climate action, social entrepreneurship, and gender equality. Students can explore international fellowships and other experiential learning opportunities.
- United Nations Volunteers (UNV) —A United Nations program supporting volunteer engagement in development, humanitarian assistance, and peace-building. Students can explore international and online volunteering opportunities, subject to eligibility requirements.

International Internship and Job Search Platforms

These websites advertise opportunities across a wide range of international development organizations, NGOs, humanitarian agencies, and research institutions.

Bond (https://www.bond.org.uk/jobs/) – UK based international development network advertising opportunities with NGOs and humanitarian organizations.
Charity Village – Canadian nonprofit sector internships, volunteer positions, and employment opportunUK-basedK-basedInternational development internships and jobs in policy, research, advocacy, humanitarian assistance, and program management.
DevNet Jobs – International development opportunities with NGOs, research institutions, multilateral organizations, and development agencies.
Idealist – International database of nonprofit internships, volunteer positions, and employment opportunities.
Impact pool – Internships and employment opportunities with international organizations, development agencies, and NGOs.
ReliefWeb Jobs – Opportunities with international humanitarian organizations, NGOs, and UN agencies and International Organization Internships

Canadian Internships, Government Employment and Career Resources

The following resources primarily advertise opportunities in Canada. Although not all positions will qualify for DEVS 410, they may be useful for students interested in public policy, social justice, environmental sustainability, and development-related work.

- Career Edge - A Canadian organization offering paid internships to recent graduates and other eligible job seekers. Students can explore career opportunities in public service, administration, and other sectors. Most programs are intended for graduates rather than current undergraduate students.
- Federal Government Jobs - The federal government's employment portal. Students can search for public-sector positions and access information about student recruitment programs, including the Federal Student Work Experience Program (FSWEP)
- Ontario Internship Program - A paid internship program for eligible recent postsecondary graduates interested in careers in the Ontario Public Service. Students can find information about eligibility, application timelines, and available career streams.
- Ontario Public Service Jobs - Ontario government employment opportunities across policy, research, environmental management, community services, and public administration.

International Organization Internships

The following organizations offer internship programs or advertise opportunities in international development and related fields. Eligibility requirements, application deadlines, and placement durations vary. Some positions are intended for graduate students or recent graduates.

- Asian Development Bank – Offers opportunities in development finance, economic policy, research, and sustainable development across Asia and the Pacific.
- Council on Foreign Relations - Offers internships in international relations, foreign policy research, communications, and global affairs.
- Food and Agriculture Organization (FAO) / – Offers internships related to food security, agriculture, rural development, and sustainable food systems.
- InterAmerican Development Bank– Provides internship and career opportunities in development finance, public policy, research, and economic development in Latin America and the Caribbean.
- International Organization for Migration (IOM)– Advertises opportunities related to migration, displacement, refugee assistance, humanitarian response, and development.
- International Trade Centre - Provides information about opportunities involving international trade, economic development, entrepreneurship, and sustainable livelihoods.
- International Youth Internship Program - A Government of Canada initiative supporting international development internships for eligible Canadian youth, generally through participating organizations.
- Organisation for Economic Co-operation and Development (OECD) — Offers internships in public policy, governance, economic research, international development, and environmental sustainability
- UN Women – Advertises internships and employment opportunities related to gender equality, women's rights, research, and advocacy.
- UNESCO– Offers internships in education, culture, science, communication, and sustainable development
- United Nations Careers – Provides information about internships and employment opportunities across the United Nations Secretariat.
- United Nations Development Programme UNDP – Advertises internships and career opportunities in poverty reduction, governance, climate action, development policy, and sustainable development.

Development Organizations and Networks

You may also explore the following organizations and networks to identify potential host organizations working in areas related to your academic interests. Some advertise internships or employment opportunities, while others provide information about development initiatives and organizations you may wish to contact directly.

- Cooperation Canada – A national network of Canadian international development and humanitarian organizations. Students can explore member organizations, sector resources, and employment opportunities.
- Association québécoise des organismes de coopération internationale (AQOCI)– A Quebec-based network of international cooperation organizations. Its website provides information about member organizations, internships, volunteer opportunities, and international solidarity initiatives.
- CARE Canada – An international humanitarian and development organization focusing on poverty, gender equality, and crisis response. Students can explore its programs and career opportunities.
- Oxfam Canada – An international development and humanitarian organization focusing on inequality, gender justice, and economic justice. Students can explore advocacy campaigns, programs, and employment opportunities.
- Inter Pares – A Canadian international solidarity organization working with community-based partners on social justice, human rights, and equality. Students can learn about its partnerships and explore potential opportunities.
- Kairos - A Canadian organization working on Indigenous rights, human rights, ecological justice, and international solidarity. Students can explore campaigns, partnerships, and opportunities for engagement.
- Amnesty International– An international human rights organization conducting research, advocacy, and campaigning. Students can explore human rights initiatives and career or volunteer opportunities.
- International Institute for Environment and Development (IIED) — A research and policy organization focusing on climate justice, environmental governance, urbanization, and sustainable development. Students can explore research publications and current vacancies.
- South Centre - An intergovernmental policy research organization representing Global South perspectives on international economic governance, trade, intellectual property, and development. Students can explore its research, publications, and potential opportunities.

Note: The organizations and websites listed above are provided as resources to help you identify potential opportunities. Their inclusion does not constitute endorsement by the Department of Global Development Studies or Queen's University. Not all organizations offer undergraduate internships, and some opportunities may require professional experience or commitments longer than a typical DEVS 410 placement.

Before applying, carefully review eligibility requirements, placement responsibilities, supervision arrangements, financial commitments, and the organization's approach to ethical engagement with local communities. All proposed DEVS 410 placements must receive prior approval from the DEVS Placement Coordinator.

Sample Past DEVS 410 Placements

DEVS students have completed work-study placements with a wide range of organizations working in community development, social justice, human rights, environmental sustainability, public health, and international development. Placements have taken place in Kingston, elsewhere in Canada, and internationally.

The following examples illustrate the diversity of organizations and opportunities that DEVS students have pursued.

Kingston and Surrounding Areas

- AMS Social Issue Commission
- Dunin-Deshpande Queen's Innovation Centre
- KEYS Employment and Newcomer Services
- Kingston Community Health Centres
- Kingston Interval House
- No. 9 Garden
- OPIRG Kingston
- Queen's Project on International Development (QPID)
- Queen's Yellow House
- Root Radical
- Sustainable Kingston
- Trellis HIV & Community Care
- Wolfe Island Gardens

Elsewhere in Canada

- Alma Children's Education Foundation (Alma), Toronto
- Amnesty International, Ottawa.
- CANADEM, Ottawa
- Canadian Immigrant Women's Association, Calgary.
- Christie Lake Kids
- Ecology North, Yellowknife (QPID)
- Environmental Noxiousness, Racial Inequities and Community Health Project (ENRICH Project), Halifax
- ETC Group
- Evermeadow Farm (Cold Springs, Ontario)
- Fairtrade Canada
- Food Secure Canada, Montreal.
- Ghana Medical Help, Toronto.
- Harvesting Freedom, Toronto
- Inter Pares
- Inuit Art Foundation, Toronto
- Journalists for Human Rights
- KAIROS Canada, Toronto
- Kinvia (previously) Canadian Feed the Children
- Métis Nation–Saskatchewan
- Migrant Workers Alliance, Toronto.
- Mining Watch, Ottawa
- Ottawa Coalition To End Violence Against Women (OCTEVAW)
- Oxfam Canada, Toronto
- Peace Brigades International Canada, Ottawa.
- Pickle Lake and Mishkeegogamang (Pickle/Mish), Northern Ontario (QHO)
- Romero House
- Rooftops Canada, Toronto.
- Stephen Lewis Foundation, Toronto.
- The Kawartha World Issues Centre (KWIC), Peterborough
- The Stop: Community Food Centre
- The Students on Ice, Gatineau, Quebec.
- Workers' Action Centre, Toronto.

International Development and Global Organizations

- Accion Ecologica, Ecuador
- African Court of Human and Peoples Rights, Tanzania.
- Andean Information Network (AIN), Bolivia.
- Argentina Autonomista Project (AAP), Argentina.
- Belize Family Life Association and Ministry of Education, Belize (QHO)
- Caribbean Centre for Human Rights, Trinidad and Tobago
- Educate Girls, Mumbai
- EQWIP HUBs, Tanzania
- Food and Water Watch, Washington.
- Global Policy Forum, New York.
- International Center for Tropical Agriculture (CIAT), Colombia.
- MVF India – Child Rights Organization, India.
- My Child Uganda, Uganda.
- Pamoja Tunaweza Women's Centre (Pamoja), Tanzania.
- Parabukas, Philippines (QPID)
- Participatory Research in Asia (PRIA), India.
- Rainbow Mirrors, Uganda
- Refugee Law Project, Uganda.
- Reiko, Kenya (QHO)
- Shakti Foundation for Disadvantaged Women, Bangla Desh
- Solidarity with Women in Distress, Kenya.
- Sustainable Vision, Guatemala.
- The Centre For Sustainable Development (Bangalore), India.
- Trans National Institute (TNI), The Netherlands.
- Travel for Impact, Botswana (QPID)
- UNESCAP, Bangkok)
- United National Information Centre, Nigeria.
- United Nations Development Program, New York, Kosovo and Cyprus)
- WHO, Geneva
- World Bank, Washington.
- Youth Challenge International

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 Canadian government 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 afterschool 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/oncampus 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: 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 with 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 travellers 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 by bus?
   - Make sure that there is someone in the country with direct responsibility for you.
   - Ask about debriefing 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.

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

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 workings conditions and safety?

Steps to Take:

- Ask the above questions of the organization you plan to work for.
- Decide whether the answers to the questions are acceptable to you. Discuss the situation with the Placements Coordinator.
- 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.

6.

TRAVELLING TO ANOTHER COUNTRY

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.

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. Many countries require that your passport be valid for at least six months after you leave their territory.
2. Do you need a visa? Arrange for appropriate visas (the process may take several months). Determine if you can 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.
3. What do you know about Canada? Review your current affairs and be prepared to be a cultural ambassador.

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 the Undergraduate Chair prior to your departure. Obtain emergency contact (email address, mailing address and telephone 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. Preregister 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.
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. 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 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 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 ($US and local currency), traveler's cheques ($US), and credit cards. 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 postcard 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.

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 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?arrival/the norms and local etiquette around hitchhiking? Have you considered safety issues and legal restrictions arrival/his 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

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.

Culture

Make an effort to understand local customs, traditions, dress codes, and social norms, and try to learn some of the local language. Engage with local people, listen to their perspectives, and learn from their experiences. Building meaningful relationships with members of the local community is one of the best ways to deepen your understanding of another culture.

As a representative of Canada, you should also be knowledgeable about your own country, including its history, culture, and social and political institutions. Equally important is reflecting on your willingness and ability to adapt to a different cultural environment. Consider whether you have the flexibility, openness, and interpersonal skills needed to navigate cultural differences respectfully and effectively.

The following questions can help you prepare for your placement and develop a better understanding of your host country's political, social, and cultural environment:

- What is the country's political system? How stable is its political environment?
- What is the local currency?
- What are the main characteristics of everyday life in the country? Are there specific cultural expectations regarding dress and appearance?
- How might your financial circumstances and social status compare with those of the local population?
- What are the prevailing attitudes toward Canadians and other foreigners? How might these attitudes affect your experience?
- Could your internship or placement potentially displace a local worker or limit opportunities for local residents?
- What should you do if you encounter legal difficulties? Where can you seek assistance?
- What behaviours, practices, or topics are considered taboo or culturally inappropriate?
- What are the predominant religious, ethical, and cultural values in the country? How might these influence everyday life and social interactions?
- What are the cultural norms and expectations surrounding friendships and social interactions, including those between people of the same or different genders?
- Are there distinct social roles or expectations based on gender? If so, what are they, and how might they affect your experience?

Tip: Do your homework before you go! Research your host country's living conditions, accommodation, food, climate, health and safety, politics, cultural norms, and workplace expectations. Does the reality match your

- What cultural norms and etiquette should you be aware of in everyday interactions? For example, what are the expectations regarding dining customs, hand gestures, physical contact, and eye contact?

Keep in mind that cultural practices, values, and social expectations can vary considerably within a country. Avoid making generalizations, remain open to different perspectives, and approach unfamiliar situations with curiosity, respect, and a willingness to learn.

Steps to Take:

1. Avoid making assumptions or generalizations about other cultures. Be curious, respectful, and willing to learn.
2. Learn some of the local language. Even a few basic words and expressions can go a long way! Making an effort to communicate in the local language demonstrates respect for your host country's culture and helps you connect with local people.

Accommodation

Finding safe, suitable, and affordable accommodation is an important part of preparing for your international internship or placement. During your planning process, consider both short-term (temporary) and long-term accommodation options. Research housing arrangements in advance, understand the costs involved, and make sure you have a safe place to stay when you arrive.

Temporary (Short-Term) Accommodation

Arrange temporary accommodation before arriving in your host country, particularly if your long-term housing is not yet available. Depending on your arrival date and housing arrangements, you may need somewhere to stay for a few nights or several weeks.

Steps to Take

1. Ask your university, placement supervisor, or host organization for recommendations. They may be able to suggest safe, reliable, and affordable accommodation.
2. Explore reputable accommodation websites, travel guides, and recommendations from people familiar with the area. Consider hotels, hostels, Airbnb, guesthouses, and short-term rentals.
3. Choose accommodation that is appropriately licensed or registered where required. Read recent reviews, verify the address, and use reputable booking platforms.
4. Look for accommodation in a reasonably safe, accessible area with convenient transportation to your placement.
5. Check the total price, including taxes and additional fees, as well as cancellation policies, check-in times, and payment requirements.
6. Confirm how you will travel from the airport or other arrival point to your accommodation, especially if you arrive late at night.

Tip: Book your first few nights of accommodation before leaving Canada. Keep your booking confirmation, address, and contact information accessible, even without an internet connection.

Long-Term Accommodation

Researching housing options and setting realistic expectations are important steps in finding suitable long-term accommodation abroad. Your host organization may provide housing or help you arrange it. If you are responsible for finding your own accommodation, allow sufficient time to explore your options.

Living conditions, housing standards, and amenities can vary considerably between countries and communities. Consider your personal needs, budget, safety, and proximity to your placement when evaluating accommodation.

Questions to Consider

1. Will accommodation be provided by your host organization, or will you need to arrange it yourself?
2. What types of accommodation are available (e.g., homestays, shared apartments, student residences, guesthouses, or private rentals)?
3. What can you reasonably expect regarding cleanliness, bathroom facilities, privacy, personal space, and shared living arrangements?
4. Will you have reliable access to electricity, running water, hot water, internet, and laundry facilities?
5. Which neighbourhoods are generally considered safe? How close is the accommodation to your placement?
6. Is public transportation available, reliable, and affordable? How will you travel between your accommodation and placement?
7. What is the total cost of accommodation, including rent, deposits, utilities, internet, and other fees?
8. Are there household rules, cultural practices, or expectations regarding guests, shared spaces, or daily routines that you should understand?
9. Does the accommodation meet any accessibility, health, or other personal requirements you may have?
10. Are you comfortable adapting to living conditions and arrangements that may differ from those you are accustomed to in Canada?

Steps to Take

1. Make a list of your accommodation needs and preferences, including location, cost, safety, privacy, and essential amenities.
2. Research typical housing costs and account for deposits, utilities, transportation, and other living expenses.
3. Ask your host organization, placement supervisor, or former participants for advice about suitable accommodation and neighbourhoods.
4. Check the property's location, accessibility, transportation options, and proximity to essential services such as grocery stores and healthcare facilities.
5. Confirm the size and condition of the accommodation, available facilities, household rules, and whether you will share the space with others.
6. Find out whether rent covers electricity, water, internet, furnishings, laundry, and other amenities.
7. Review the lease or rental terms carefully, including payment schedules, deposits, cancellation policies, notice periods, and any restrictions.
8. Whenever possible, arrange a viewing or virtual tour. Confirm the identity of the landlord or housing provider, and avoid sending money through unverified or suspicious payment methods.
9. If your long-term accommodation is not confirmed before departure, arrange temporary accommodation for enough time to find a suitable place without feeling pressured.
10. Identify alternative accommodation options in case your original arrangements fall through or your housing becomes unsuitable.

Tip: Never feel pressured to sign a rental agreement or transfer money before verifying the accommodation and understanding the terms. Rental scams can target international students, interns, and travellers.

Additional Considerations; Housing Safety and Security

Before committing to accommodation, consider the following:

- *Does the property have secure doors and windows, functioning locks, and appropriate fire safety measures?*
- *Are smoke detectors, emergency exits, and other safety features available where required?*
- *Is the neighbourhood reasonably safe, particularly after dark?*
- *Do you know how to contact the landlord, property manager, or host organization in an emergency?*
- *Are there any local environmental or health risks you should be aware of, such as extreme temperatures, flooding, or unsafe drinking water?*

Living with a Host Family

Staying with a host family can be a rewarding way to experience local culture, build relationships, and learn about everyday life in your host country. However, it is important to research your homestay arrangements carefully and understand the expectations of both you and your host family.

Questions to Consider

Before choosing a homestay, consider the following questions:

- What are the expectations regarding behaviour, household responsibilities, privacy, visitors, and shared spaces? What responsibilities does the host family have toward you?
- What guidelines or standards are host families expected to follow?
- How are host families selected and screened? Has the family hosted international students or interns before? Has the home been inspected or assessed for suitability?
- Do host families receive orientation or training to help them prepare for hosting international participants?
- Can you change host families or arrange alternative accommodation if the placement does not work out?
- Is there a local representative of the homestay agency or placement organization whom you can contact if you have questions, concerns, or difficulties?
- Can the organization provide references or feedback from previous participants, with their consent? Does it regularly evaluate homestay experiences?
- Are there established procedures for handling emergencies, safety concerns, or conflicts during your stay?
- What is included in the homestay fee (e.g., meals, utilities, internet, laundry, or language instruction)? Are there additional costs?
- Are meals provided? Can the family accommodate dietary restrictions, allergies, or other food-related needs?
- Will you have a private bedroom? What are the arrangements for bathrooms, shared spaces, and personal belongings?
- How far is the homestay from your placement? Is transportation available, safe, and affordable?

Steps to Take – Preparing for a Homestay

- Look into the organization's experience, reputation, and track record in arranging homestays. Ask how long it has been operating and what support it provides to participants and host families.
- Ask whether the organization can connect you with former participants who have agreed to share their experiences. Independent reviews may also provide useful insights.

- Research homestay arrangements offered by Canadian and host-country organizations. Compare fees, included services, support arrangements, and cancellation policies.
- Confirm that the host family and accommodation have been appropriately assessed by the placement organization. Ask about screening procedures, safety standards, and emergency contacts.
- Recognize that family structures, household arrangements, and definitions of family may differ across cultures. Avoid making assumptions about what a host family should look like.
- Learn about household customs, religious practices, values, and expectations. Consider how these might affect daily routines, meals, privacy, and social interactions.
- Before arriving, ask about meal times, visitors, curfews, household responsibilities, internet use, and other expectations. As a guest, you should respect reasonable household rules while also communicating your own needs and boundaries.
- Be clear about your expectations regarding personal space, belongings, communication, and privacy. Cultural differences should be approached respectfully, but you should never feel obligated to accept situations that compromise your safety or well-being.
- Identify a designated contact person at your host organization or university who can assist with misunderstandings, conflicts, or concerns about your accommodation.
- Find out whether alternative accommodation can be arranged if the homestay becomes unsuitable or unsafe.

Tip: A successful homestay requires mutual respect, open communication, and flexibility. Take time to understand your host family's customs and expectations, but remember that your safety, privacy, and well-being are equally important.

7.

RISK ASSESSMENT AND SAFETY

Every international internship or placement involves some degree of risk. While certain risks are common to international travel, others depend on your destination, placement activities, living arrangements, and personal circumstances. Understanding potential risks and taking appropriate precautions are essential parts of preparing for a safe and successful experience abroad.

Understanding Risk Assessment

A hazard is anything that has the potential to cause harm, such as unsafe transportation, extreme weather, infectious diseases, or political unrest. Risk refers to the possibility that a hazard will cause harm, taking into account both the likelihood of an incident occurring and the severity of its consequences.

Risk assessment involves identifying potential hazards, evaluating their likelihood and possible consequences, and determining appropriate measures to reduce or manage them. When assessing risks associated with your international placement, consider the following steps:

1. Identify potential hazards. Research the health, safety, environmental, political, social, and cultural risks associated with your host country, accommodation, transportation, and placement activities.
2. Assess the likelihood and severity of each risk. Consider how likely an incident is to occur and how serious its consequences could be. Some risks may be unlikely but have potentially severe consequences.
3. Consider your personal circumstances. Reflect on how factors such as your health, accessibility needs, language proficiency, travel experience, and familiarity with the local environment may affect your exposure to particular risks
4. Identify preventive measures. Determine what actions you can take to eliminate or reduce risks. These might include choosing safer transportation, obtaining appropriate vaccinations, avoiding higher-risk areas, or following established workplace safety procedures.
5. Develop an emergency response plan. Know what to do, whom to contact, and where to seek assistance if an emergency occurs.
6. Review and update your assessment. Risks can change before and during your placement. Monitor local conditions, stay informed, and adjust your plans as necessary.

Tip: Risk assessment is not about eliminating every possible risk. It is about making informed decisions, taking reasonable precautions, and knowing how to respond if something goes wrong. Some risks may be unacceptable even after precautions are taken.

OCASP

As part of your pre-departure preparation, you will be required to identify potential hazards, assess associated risks, and develop a risk management plan through OCASP. This process will help you evaluate the health, safety, security, environmental, and other risks associated with your host country, accommodation, transportation, and placement activities.

- When completing your risk assessment through OCASP, consider the following questions:
- What could go wrong? Identify potential hazards or situations that could affect your health, safety, or well-being.
- How likely is it to happen? Assess the likelihood of each risk.
- What could the consequences be? Consider the potential severity of the impact.
- What precautions can you take? Identify actions to eliminate or reduce the likelihood or consequences of each risk.
- What will you do if something happens? Identify emergency procedures, support resources, and relevant contacts.

Your risk management plan should outline the risks you have identified, the precautions you will take to minimize them, and the steps you will follow in an emergency. Review and update your plan as necessary if circumstances change before or during your placement.

Useful Resources

Consult reliable and regularly updated sources when researching safety conditions and travel requirements. Government travel advisories are particularly important because they provide destination-specific information about security, health, entry requirements, local laws, and emergency assistance.

- Government of Canada Travel Advice and Advisories – Official, destination-specific information on safety and security, health risks, entry requirements, local laws, natural disasters, and travel warnings. Check advisories before departure and regularly throughout your placement.
- Government of Canada Registration of Canadians Abroad – A free service that allows Canadian citizens to receive important information and notifications during emergencies abroad or at home.
- Government of Canada Canadian Embassies and Consulates – Information about Canadian diplomatic offices and consular assistance abroad.
- U.S. Department of State Travel Advisories – An additional source of country-specific travel information, security alerts, and emergency guidance.
- International Air Transport Association (IATA) – Travel Centre – Information on passport, visa, and health-related entry requirements for international travel.

Health

Protecting your physical and mental health is an important part of preparing for an international internship or placement. Healthcare systems, medical facilities, public health conditions, and access to medications can vary considerably between countries and regions.

Before travelling, research the health conditions and healthcare services available in your host country. Consider any personal health needs that may affect your experience abroad, and take appropriate steps to prepare.

Questions to Consider

- What medical services are available in your host country? Are hospitals, clinics, and pharmacies accessible near your accommodation and placement? Are English-speaking healthcare professionals available, or would you need interpretation services?
- Does your host country require international students or interns to enrol in a national or local health insurance plan? If so, what does it cover, and what additional insurance might you need?

- What infectious diseases or other significant health risks are present in your destination? How are they transmitted, and what precautions can you take?
- Are any vaccinations required for entry into your host country? Which vaccinations are recommended based on your destination, activities, and personal health circumstances?
- Are your prescription medications legal and available in your host country? Are there restrictions on bringing medications across international borders?
- Is tap water safe to drink? Are there particular food safety precautions you should follow?
- Could air pollution, extreme temperatures, altitude, or other environmental factors affect your health?
- What mental health services and support resources are available? How will you manage stress, isolation, or challenges associated with adjusting to a new environment?
- Where is the nearest hospital or emergency medical facility? How can you access emergency services, and what are the associated costs?

Tip: Consider your health needs and personal circumstances before applying for or accepting an international placement. Research the healthcare resources available at your destination and determine whether you can safely manage your needs while abroad.

Preparing for Your Health Needs Abroad

Schedule an appointment with a healthcare professional or travel health clinic well before departure, ideally at least six weeks in advance. Depending on your destination, you may need vaccinations, preventive medications, or additional medical advice.

If you take prescription medication, consult your healthcare provider about obtaining an adequate supply for your trip. Keep medications in their original labelled containers and carry copies of prescriptions or supporting medical documentation when appropriate. Check the destination country's rules regarding the importation of medications.

If you have ongoing health needs, consider developing a plan with your healthcare provider for managing them while abroad. Identify appropriate healthcare facilities and support services before departure.

You should also consider how differences in climate, diet, living conditions, daily routines, and access to healthcare might affect your physical and mental well-being.

Useful Health Resources

The following organizations provide information about travel health, infectious diseases, vaccinations, and healthcare abroad:

- Government of Canada - Travel Health and Safety – Information on travel vaccinations, health precautions, medications, and accessing healthcare abroad.
- Government of Canada – Travel Advice and Advisories – Destination-specific health information, including infectious disease risks and recommended precautions.
- Public Health Agency of Canada – Travel Health Notices – Information about health risks and outbreaks that may affect international travellers.
- Centers for Disease Control and Prevention (CDC) – Traveler's' Health – Country-specific information on vaccinations, infectious diseases, and preventive health measures.
- International Association for Medical Assistance to Travellers (IAMAT) – Travel health information and resources for accessing medical care abroad.
- World Health Organization (WHO) – Global public health information, disease prevention guidance, and health emergency updates.

Health Insurance

Important: Students are responsible for obtaining and maintaining adequate health and medical insurance coverage for the entire duration of their international placement. The Department of Global Development Studies is not responsible for arranging or ensuring adequate insurance coverage.

All students participating in international placements must have appropriate supplementary health insurance that covers international travel and the activities associated with their placement. Medical treatment abroad can be expensive, particularly in the event of a serious illness, accident, hospitalization, or emergency medical evacuation. Without adequate insurance, students may face substantial out-of-pocket expenses.

Understanding Your Insurance Coverage

- Provincial health insurance plans, such as the Ontario Health Insurance Plan (OHIP), generally provide limited or no coverage for medical expenses incurred outside Canada. Students should not rely on provincial coverage alone.
- Similarly, the University Health Insurance Plan (UHIP) and student health benefit plans may have specific limitations, exclusions, or conditions relating to international travel.
- Before departure, confirm whether your existing health insurance provides adequate coverage for your destination, the duration of your stay, and the activities you will undertake.
- If you have opted out of the Queen's student health plan because you are covered under a parent's, spouse's, or another insurance plan, contact your insurance provider to confirm the extent of your international coverage.
- Do not assume that your existing insurance automatically covers international internships or placements.

What Should Your Health Insurance Cover?

When selecting supplementary health insurance or an international travel medical insurance plan, carefully review the following:

Coverage Period and Destination

- Coverage for the entire duration of your placement, including travel to and from your host country.
- Options to extend or renew coverage while abroad if your placement or travel plans change.
- Coverage for all countries and regions you intend to visit, including during personal travel.
- Any exclusions related to government travel advisories or destinations considered high risk.

Medical Expenses

- Emergency hospitalization and medical treatment for illness or injury.
- Physician consultations, diagnostic tests, and prescription medications.
- Emergency dental treatment.
- Ambulance services and emergency transportation.
- Sufficient coverage limits for potentially expensive medical treatment.

Medical Evacuation and Repatriation

- Emergency medical evacuation to an appropriate healthcare facility.
- Medical repatriation to Canada when medically necessary.
- Repatriation of remains in the event of death.

Pre-existing Medical Conditions

- Coverage for pre-existing medical conditions, including any stability requirements, exclusions, or limitations.
- Any medical questionnaires or disclosure requirements imposed by the insurer.

Emergency Assistance
- A 24-hour emergency assistance service.
- Access to assistance in English or another language you understand.
- Interpretation or translation assistance when communicating with local healthcare providers.
- Support with locating medical facilities and coordinating emergency treatment.

Payment and Claims
- Whether the insurer can arrange direct payment to hospitals or healthcare providers.
- Whether you must pay medical expenses upfront and submit a claim for reimbursement.
- Deductibles, co-payments, and other out-of-pocket expenses.
- Maximum coverage limits and any restrictions on particular treatments or services.
- Documentation required when submitting a claim.

Placement-Related Activities
- Coverage for the specific activities you will undertake during your internship or placement.
- Exclusions relating to fieldwork, research activities, work-related travel, or other potentially hazardous activities.
- Whether separate workplace accident or injury coverage is required.

Tip: Before purchasing insurance, contact the provider directly and explain that you will be undertaking an international academic internship or placement. Confirm that your policy covers both your destination and your specific placement activities.

Workplace Accident and Injury Coverage
Students undertaking internships or placements for academic credit may be eligible for workplace accident insurance under arrangements involving Ontario's Ministry of Colleges, Universities, Research Excellence and Security and the Workplace Safety and Insurance Board (WSIB), or other applicable insurance programs.

However, eligibility and coverage depend on the nature and location of the placement and the applicable program requirements. Students should not assume that an international placement is automatically covered.

Before departure, consult the Department of Global Development Studies a to determine whether workplace accident coverage applies to your placement and whether any agreements or documentation must be completed.

Important: Workplace accident insurance is not a substitute for comprehensive international health and medical insurance. Students must obtain appropriate supplementary coverage regardless of any workplace insurance arrangements.

8.

RE-ENTRY AND ADJUSTMENT

Returning home after an international internship or placement can be exciting, rewarding, and sometimes unexpectedly challenging. While you may look forward to reconnecting with family and friends, returning to familiar routines, and enjoying the comforts of home, you may also find that readjusting takes more time than you anticipated.

Many people experience reverse culture shock, sometimes called re-entry culture shock, when returning home after spending an extended period abroad. This occurs when familiar surroundings, relationships, routines, or social expectations feel different or unfamiliar following an international experience.

You may find that your perspectives, values, and priorities have changed during your placement, while life at home has continued much as before. You might feel frustrated when others do not fully understand your experiences or when everyday routines and concerns seem less meaningful than they once did. You may also miss the people, relationships, and sense of purpose you developed in your host community.

Re-entry experiences vary considerably. Some students adjust quickly, while others experience a longer period of readjustment. The nature of your placement, its duration, your relationships with local communities, your living and working conditions, and the support available upon your return can all influence this process.

It is also common to experience a mixture of emotions. You may feel grateful to be home while simultaneously missing aspects of your life abroad. Feelings of excitement, sadness, frustration, nostalgia, and uncertainty can coexist.

Remember: There is no single or correct way to experience re-entry. Give yourself time to adjust, reflect on what you have learned, and reconnect with your life at home.

Strategies for Managing Re-entry

1. Give yourself time to readjust. Recognize that returning home is another transition. You may need time to become comfortable with familiar routines, relationships, and expectations. Be patient with yourself and avoid expecting everything to feel normal immediately. Temporary feelings of sadness, frustration, or disconnection can occur during readjustment. However, persistent or worsening emotional distress should not simply be dismissed as reverse culture shock. If you are struggling with your mental health or finding it difficult to manage everyday activities, consider seeking support from a healthcare professional or counsellor.

2. Reflect on your international experience. Take time to think about what you learned, the challenges you encountered, and how your experiences may have influenced your perspectives and values. Continue writing in a journal, reviewing photographs, or reflecting on meaningful conversations and experiences. If your university or placement organization offers re-entry

workshops, reflection sessions, or debriefing opportunities, consider participating. You may find it helpful to reflect on questions such as:

- What were the most meaningful aspects of your placement?
- What surprised or challenged you?
- How did your understanding of global development issues change?
- What assumptions or perspectives did you reconsider?
- How might your experience influence your future studies, career interests, or personal goals?

3. Stay connected with people from your placement. Maintaining appropriate contact with friends, colleagues, and community members from your host country can help you sustain meaningful relationships and continue learning from your experience. You may also find it helpful to connect with other students who have completed international placements. Sharing experiences with people who have faced similar transitions can provide perspective and support.

4. Reconnect with family and friends. Your family and friends may be interested in hearing about your experience, but they may not fully understand everything you encountered or how it affected you. Be patient with these differences in perspective. Rather than feeling pressured to explain your entire experience at once, share stories and reflections when you feel comfortable.
Remember that the people in your life may also have experienced changes while you were away.

5. Take care of your physical and mental health. International travel can involve exposure to infectious diseases, environmental conditions, or other health risks that may require attention after returning home. If you develop symptoms such as persistent fever, diarrhea, unexplained fatigue, skin problems, or other unusual health concerns, seek medical advice and tell your healthcare provider where you travelled and what activities you undertook. If you have visited an area where malaria occurs, seek prompt medical assessment if you develop a fever, even after returning to Canada.

6. Avoid constant comparisons. You may find yourself comparing life in Canada with your experiences abroad. Such comparisons can be valuable when they encourage reflection and critical thinking, but they can also contribute to frustration if they become constant judgments about which society or way of life is better. Try to approach both your host country and Canada with the same openness, curiosity, and willingness to recognize complexity.

7. Find ways to integrate your experience into everyday life. Your international placement does not have to end when you return home. Consider how you might apply what you learned through your academic studies, community involvement, volunteering, research, or future professional activities. You might also share your experiences with students considering international placements, participate in campus events, or continue exploring issues that became important to you during your time abroad.

8. Recognize that your perspectives may have changed. International experiences can influence your understanding of identity, privilege, inequality, culture, and global development.
You may return with new questions about your assumptions, values, or future goals. These changes can be meaningful, even when they are difficult to explain to others. Allow yourself space to explore these perspectives without feeling pressured to return immediately to your previous routines or outlook.

Reflecting on Your Placement

As you readjust to life in Canada, consider how your international experience connects with your academic learning and broader understanding of global development.

Reflect on the relationships you developed, the knowledge you gained, and the ethical responsibilities involved in international engagement.

You may wish to consider the following questions:

- How did your placement challenge or reinforce your understanding of development, inequality, and global relationships?
- What did you learn from the people and communities with whom you worked?
- How did your own social position, background, and assumptions influence your experience?
- Were there moments when you felt uncertain about your role or responsibilities?
- How might you apply what you learned in ways that respect the knowledge, contributions, and perspectives of your host community?
- How can you communicate your experiences without reinforcing stereotypes or portraying communities primarily through their challenges?

Tip: When sharing stories, photographs, or reflections about your placement, respect the privacy, dignity, and perspectives of the people and communities involved. Obtain appropriate consent before sharing identifiable images or personal information, and avoid presenting yourself as the central figure in other people's experiences.

DEVS 411

DEVS 411 is an important space for reflection, discussion, and mutual support as you readjust to life in Canada. The course provides an opportunity to collectively reflect on your international placement experiences, share challenges and insights with fellow students, and critically examine how these experiences have shaped your understanding of global development. Through shared discussions and reflection, DEVS 411 can also help you navigate the challenges of re-entry, learn from one another, and connect your experiences abroad with your academic learning and future goals.

Tip: Make the most of DEVS 411 as a supportive space to process your experiences, discuss the challenges of re-entry, and learn from the perspectives of fellow students. Remember that everyone experiences international placements and readjustment differently.

When to Seek Additional Support

Although re-entry challenges are common, they should not be assumed to explain every emotional or psychological difficulty.

Consider seeking professional support if you experience persistent sadness, anxiety, isolation, sleep disturbances, difficulty concentrating, or challenges managing everyday responsibilities. If you experienced a distressing or traumatic event during your placement, you may benefit from speaking with a qualified mental health professional, even if you initially felt able to manage the experience.

Reaching out for support can be an important part of readjustment and maintaining your well-being.

Additional Resources for Re-entry and Readjustment

The following resources provide guidance on reverse culture shock, mental health, and adjusting to life after an international experience.

1. Queen's University Student Wellness Services – Medical care, mental health support, and wellness resources for eligible Queen's students. Students can seek assistance with stress, adjustment difficulties, anxiety, and other concerns.
2. NAFSA – Reframing the Re-entry Experience – Explores how reflection, discussion, and re-entry programming can help students process their experiences abroad and integrate what they have learned into their academic and personal lives.
3. The Muse – Home Sweet Home: Dealing with Reverse Culture Shock – An accessible article exploring the challenges of returning home after living abroad. The original handbook includes this resource, although its current page availability has not been independently confirmed.

APPENDIX I: Checklist

Use this checklist to prepare for your international placement, track important requirements, and ensure that you complete all necessary steps before departure, during your placement, and after returning to Canada.

A. Before Departure

Academic and Placement Requirements

☐ Register for DEVS 410/420, as applicable to your placement.
☐ Complete Assignment #1.
☐ Attend the mandatory pre-departure orientation.
☐ Review the Off-Campus Activity Safety Policy (OCASP) and complete the required safety planning and registration process through START.
☐ Complete all required pre-departure activities, forms, and assignments.
☐ Prepare and sign the required placement agreement or contract.
☐ Confirm your placement details, responsibilities, supervision arrangements, and emergency contacts with your host organization.

Travel Documents and Arrangements

☐ Ensure that your passport is valid for the period required by your destination country.
☐ Obtain the appropriate visa, work permit, or other entry authorization, if required.
☐ Confirm your travel arrangements, including flights, accommodation, and transportation upon arrival.
☐ Make digital and physical copies of important documents, including your passport, visa, insurance policy, placement agreement, and emergency contact information.
☐ Store copies of important documents securely and leave copies with a trusted person in Canada.
☐ Check whether you need to make arrangements for voting in any upcoming elections.
☐ Consider whether you need to authorize a trusted person to manage financial, legal, or administrative matters during your absence.
☐ Update your mailing address and contact information in SOLUS, if necessary.
☐ Check whether you need to make arrangements with the Registrar's Office regarding enrolment or your return to studies.
☐ Complete your OSAP application for the upcoming academic year, if applicable.
☐ Review Canada Border Services Agency requirements for documenting valuable personal belongings that you intend to take abroad and bring back to Canada.

Health, Safety, and Insurance

☐ Research health and safety conditions in your host country.
☐ Consult a travel health clinic or healthcare professional about recommended vaccinations, medications, and other health precautions.
☐ Obtain supplementary health and medical insurance covering international travel for the entire duration of your placement.
☐ Confirm that your insurance covers your destination, placement activities, emergency medical treatment, hospitalization, and medical evacuation.
☐ Confirm whether you need to notify your provincial or territorial health insurance plan about an extended absence from Canada.
☐ Complete any required workplace accident insurance documentation and submit it to the appropriate university office before your placement begins.

☐ Identify potential hazards, assess risks, and develop a risk management plan through OCASP/START.
☐ Review emergency procedures and identify relevant contacts at Queen's University and your host organization.
☐ Discuss your travel plans, communication arrangements, and emergency contact procedures with a trusted person in Canada.
☐ Consider registering with the Government of Canada's Registration of Canadians Abroad service.

Personal Preparation

☐ Reflect on your expectations, motivations, and readiness for living and working in a different cultural environment.
☐ Research your host country's political, social, and cultural context.
☐ Learn basic words and expressions in the local language, where applicable.
☐ Establish a realistic budget for accommodation, transportation, meals, and other expenses.
☐ Confirm access to funds and consider arranging a backup payment method.
☐ Review your mobile phone and internet options for staying connected while abroad.

B. During Your Placement

☐ Maintain regular communication with your placement supervisor and designated university contact.
☐ Review and update your risk management plan if circumstances or placement activities change.
☐ Keep a journal documenting your experiences, observations, challenges, and reflections.
☐ Report significant incidents, emergencies, or safety concerns promptly through the appropriate university and host organization procedures.
☐ Maintain appropriate health insurance coverage throughout your placement.
☐ Arrange for your host organization or placement supervisor to complete the required placement evaluation and submit it to the Department of Global Development Studies.

C. After Returning to Canada

☐ Complete any required post-placement reporting or incident documentation under OCASP.
☐ Submit your final report for DEVS 420, according to the course requirements.
☐ Ensure that your host organization has submitted the required placement evaluation.
☐ Enrol in DEVS 411
☐ Seek appropriate medical or mental health support if you experience health concerns or difficulties readjusting after your return.

Reminder: Keep copies of your completed forms, insurance information, emergency contacts, and placement documents. Check with the Department of Global Development Studies for current submission requirements and deadlines.

APPENDIX II: WORKSTUDY 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 daytoday 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 nongovernmental 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 agreedupon framework for the placement (i.e. specified in the contract), while cooperating fully with coworkers 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 demeanour and his/her approach to assigned duties (for example, reliability, initiative, judgment, productivity, and relations with coworkers).

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 any additional comments?

_____
Signature

_____
Name (please print)

,_____
Date

Please return the completed form by mail, fax or as an email attachment to:

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Mackintosh Corry Hall, Room A412
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Kingston, ON Canada
K7L 3N6
Telephone: (613) 5336250
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