

YOUTH EXPEDITION PROJECT

LEADER'S HANDBOOK



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Welcome!

We salute you for taking up the challenge of leading a Youth Expedition Project (YEP).

We believe this will be a very exciting journey of self-discovery both for yourself and your members.

YEP is an international service-learning programme that aims to provide meaningful platforms for young people to experience the joy of service, experience a different culture, learn to work and live together, and appreciate diversity among other things. For many, YEP has been the most impactful experience of their lives.

Your role as an expedition leader is to provide safe and challenging experiences for your group to serve, learn and grow together. Here at NYC, we are committed to helping you run your YEP by providing funding support, networking and training.

This handbook is just one of the support services we provide. Use it in conjunction with the YEP Leader training that you will receive. It will help you learn more about what the YEP is about, how to organize your expedition. It will form the basis for us to work with you on your exciting journey.

We look forward to working closely with you.

Together youth development,

YEP team @ NYC

CONTENTS

Foreword and Acknowledgements
Introduction

Part I: General Considerations

1. *Elements of Service-Learning*
2. *Roles and Responsibilities*
3. *Overview of Key Processes*

Part II: Pre-Expedition

4. *Project Proposal and Feasibility Study Trip (Reconnaissance)*
5. *Risk Assessment and Management*
6. *Group Development, Awareness, Training and Pre-Expedition Service*
7. *Administration, Logistics and Finance*

Part III: Expedition

8. *General Considerations*
9. *Settling Down*
10. *Working with Overseas Community*
11. *Reflection and Learning*
12. *Common Ailments and Injuries*
13. *Emergency Preparedness*
14. *Closure and Evaluation*

Part IV: Post-Expedition

15. *Evaluation*
16. *Home Run*
17. *Closing Report*

Introduction and Acknowledgements

Riding on the success of Operation Millennium, Youth Expedition Project was jointly initiated by the National Youth Council and Singapore International Foundation in 2000 to build World Ready Youth. From 2000 to 2005, more than 9000 young Singaporeans embarked on a YEP to ASEAN, India and China.

The Youth Expedition Project (YEP) is an International Service-Learning programme that aims to develop:

**Self-Confident Youth who are able to work as teams ;
Youth with strong convictions about their roles and obligations towards the community;
Youth with a strong Singaporean heartbeat, and a better appreciation for our systems, policies and way of life.**

This YEP Leader's Handbook was developed by Chua Cheng Chye, Curriculum Development Specialist, Raffles Centre of Experiential Learning (Raffles Junior College). However, it was possible only through the collective work and contributions of ex-colleagues of Youth Expedition Project (Phase I and II, 2000 - 2004) and ex-YEP volunteers whose shared experiences, ideas and active experimentation shaped and formed the backbone of this Handbook.

This Handbook is dedicated to the Spirit of Youth Expedition Project.

Key Elements of Service-Learning

You would have probably heard of the phrase Service-Learning. It is used fairly widely in different context. There are many definitions and expressions of Service-Learning. These differences exist partly because of different values, intended outcomes, and wide-ranging profiles of participants. Honnet and Poulsen give a simple reason for Service-Learning:

“Service, combined with learning adds value to each and transform both.”

Overseas community service, when used explicitly for the purpose of youth development, needs to go hand in hand with well-thought-out learning programmes about oneself, the community and the social issues surrounding the service. Not doing so can lead to misguided notions about one’s own importance and wrong impressions of the community being “served”.

Robert Sigmon's 3 Principles of Service-Learning

- Those being served control the service.
- Those being served become better able to serve and be served by their own actions.
- Those who serve also are learners and have significant control over what is expected to be learned.

Timothy Stanton's Principle of Reciprocity (1992)

- I serve you in order that I may learn from you.
- You accept my service in order that you may teach me.

Principles of Good Practice for Combining Service and Learning

(Porter and Poulsen, The Johnson Foundation).

- a) An effective programme engages people in responsible and challenging actions for the common good.
- b) An effective program provides structured opportunities for people to reflect critically on their service experience.
- c) An effective program articulates clear service and learning goals for everyone involved.
- d) An effective program allows for those with needs to define those needs.
- e) An effective program clarifies the responsibilities of each person and organization involved.
- f) An effective programme matches service providers and service needs through a process that recognizes changing circumstances.
- g) An effective program expects genuine, active, and sustained organizational commitment.
- h) An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- i) An effective program ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.

Roles and Responsibilities

Responsibilities of the YEP Leader 1

- Provide framework, guidance and direction for the simultaneous development of the project and learning.
- Work closely with participant leader in a way that gradually encourages ownership and decision-making of participants.
- Be the spokesperson and link between the expedition group and all other external agencies.
- Establish cordial and respectful relationship with community.
- Ensure the health and safety of all participants through appropriate monitoring and actions.
- Take charge during an emergency and ensure emergency preparedness. (Please see section on Emergency Preparedness.)
- Be accountable for all matters related to administration, logistic and finance which includes the following:
 - medical records
 - permits, visas, passports
 - proper and timely accounting
 - project planning and materials acquisition
 - transport and accommodation.
 - project reports
- Provide appropriate updates during an emergency.

Where possible, delegate the responsibilities to your participants. Do not try to do everything yourself. For the short term, it may seem more efficient, but over the entire programme, you may end up being over-stretched. Extra time spent coaching your participants to be in charge of a certain area may be time-consuming in the beginning, but it will pay dividends later on for you and for them.

Responsibilities of YEP Leader 2

- Assist Leader 1 in matters related to administration, logistic, finance and safety.
- Work closely with the Leader 1 to design a learning framework.
- Establish close relationship with participants to better align personal goals and experiences with the group.
- Advise Leader 1 on matters related to group morale, conflict and personal difficulties experienced by participants.
- Conduct facilitation sessions.
- Organise and frame educational activities like dialogues, visits, home stays and social enquiries.

Both Leaders must work closely together and support each other. The service project and the learning should not be seen as two separate components, but rather framework to complement each other.

Responsibilities of Participants

- To make a commitment to service the communities to the best of their abilities.
- To play an active role in the learning process both for themselves and for to others.
- To keep an open mind.
- To collaborate with Leaders and Facilitators and abide by group norms.
- To be sensitive to local beliefs, culture and practices.

The above are general responsibilities. You should have a session for your members to establish own group's social norms which would take into consideration the specific context of your project, the people you are serving and the country that you are in.

Responsibilities of Host Communities and Partners

The amount of support you can get from your communities and partners will vary from place to place. Some host communities and partners are happy to make most of the arrangements for your group while you are there, while others may not be able to do so because of limited manpower and scope.

Nevertheless, the following are some areas where your partner should provide support or advice:

- In-country administration, e.g. permits, letters for customs clearance.
- Reliable transport, accommodation and logistics.
- Evacuation, networking and advisory support during an emergency.
- Network to health, community and enforcement institutions.
- Learning support if possible.

Perhaps more important than the actual support is a clear understanding each other's roles and responsibilities.

Roles and Responsibilities of NYC-YEP

YEP plays a supporting role by providing financial support, and by ensuring that your team has access to Leader training course. We will also network you with leaders who have either done expeditions in the same country, run expeditions in the same issue of focus or both, to provide advice on how your expedition can be managed.

The expedition is organized by you and your organization.

You and your organization will be fully responsible for the safe, meaningful and successful completion of the programme. The management of the emergency is your and your organization's responsibility.

Overview of Key Processes

There are 3 key phases of the YEP programme.

- Phase I is the Pre-Expedition Preparation where all the necessary preparations are made. This includes a Service-Learning experience/project covering similar issues as the expedition project. From conception to the start of Phase II, this should last about 3-6 months.
- Phase II is the overseas component which lasts from 14 – 21 days.
- Phase III is the Home Run, where the team re-connects with the community back home, who taught them about the issues at the beginning. Home Run should be completed not later than 1 year after approval of the project.

The following is a list of essential actions. Further elaboration is provided in other parts of this Handbook or will be discussed in the YEP Leader course.

YEP Management Checklist

Project Title: _____ **Date/Duration:** _____

Location/Country: _____ **Name of Leader:** _____

Phase 1A: Pre-Expedition – Project Proposal					
	Item List	Yes	No	N.A	Remarks
1.	Research. <ul style="list-style-type: none"> • Identify a need or social issue. • Research to better understand how the issue is tackled both at home and in the country you intend to go to. • Identify and correspond with local and overseas organizations to get a more accurate analysis of needs. • Research to identify potential partners, community needs and location of project. 				
2.	On-line Application: Submit Project Proposal to NYC-YEP for approval. <ul style="list-style-type: none"> • Clarify the desired learning objectives and outcomes of the expedition • Detailed host(s) profile • Detailed expedition itinerary • Community service projects • Elaborate Pre- and Post- Expedition Service 				
3.	Expedition leaders to undergo relevant training <ul style="list-style-type: none"> • First Aid Training or equivalent • Basic Life Support Certification Training (recommended) • YEP Leader Training 				

Phase 1B: Pre-Expedition Recce					
	Item List	Yes	No	N.A.	Remarks
4.	<p>Exploratory / Feasibility Study - Collect information on</p> <p><u>Host Country</u></p> <ul style="list-style-type: none"> • Security risks of host country • Weather conditions • Terrain of location. <p><u>Travel</u></p> <ul style="list-style-type: none"> • Flight schedules (possible routes, timing, stopovers, etc) • Local transportation arrangements and cost (Dispersion of participants from hostel to worksite) • Safety, cost and logistic implications <p><u>Ground Assessment</u></p> <ul style="list-style-type: none"> • Assess magnitude of project (costing, labour, materials , working man-hours, etc) • Assess ground situation- safety, possible hazards and consideration. • Language, cultural, religious sensitivity , economic and social environment • Competencies of host agencies (leadership, resources, experiences, pace of work, technical etc) • Assess involvement & enthusiasm of local community. <p><u>Accommodation & Sanitation</u></p> <ul style="list-style-type: none"> • Accommodation, e.g. tents (if camp, assess the area of convenience to project site.) • Shower & toilet facilities / areas • Hostels / schools / villages condition <p><u>Food & Water</u></p> <ul style="list-style-type: none"> • Availability of food rations & drinking water • Nearest market place, etc • Mode of cooking/food preparation • Meals points near project site. <p><u>Medical Safety</u></p> <ul style="list-style-type: none"> • Mode of communication (Singapore and local agencies) • Medical facilities & emergency evacuation route / plan (hospital / location / facility) • Contingency / alternative plans (eg : sandstorms) • Manageable number of participants (1:15 ratio) • Any special immunization required <p><u>Others</u></p> <ul style="list-style-type: none"> • Home stay possibilities (during working or R&R period) • Officials – meeting mayor, authorities – to develop good rapport. • Gifts/ tokens for exchange • Itinerary discussions • Debriefing sessions 				

Phase IC: Pre-Expedition Group Preparation					
	Item List	Yes	No	N.A.	Remarks
5.	Update YEP if major change of plans to original project proposal.				
6.	Recruitment of Participants.				
7.	<ul style="list-style-type: none"> • Group Development • International Service-Learning Awareness <p>Brief the participants thoroughly on the following :</p> <ul style="list-style-type: none"> • Introduction to risks and responsibilities of participants during expedition • General safety guidelines • Physical and mental conditioning required • Medical check-up • Personal and group equipment requirements • Relevant documents for immigration clearance (passports > 6 months validity) 				
8.	Understanding the Community, Needs and the Project				
9.	Specialised Skills Training needed for Project				
10.	Fundraising				
11.	Pre-Expedition Service				

Phase ID: Pre-Expedition Final Preparations					
12.	Ensure all participants have the relevant documents for immigration clearance. Passport with at least 6 months validity from date of departure and valid visa if required.				
13.	Ensure that equipment available is in good working condition				
14.	Establish channels of emergency communication				
15.	Ensure that Emergency Response Plan is in place.				
16.	<p>Final briefing the participants thoroughly on the following :</p> <ul style="list-style-type: none"> • General guidelines on handling of accidents and emergencies • Planned route and hazards along the way and precautionary measures • Do's and Don'ts of expedition destination, culture, customs, geography 				

Phase 2: Expedition Phase					
	Item List	Yes	No	N.A.	Remarks
17.	Establish communication with : <ul style="list-style-type: none"> Local Singapore embassies / consulates Local authorities of host countries Relevant organisations / agencies in Singapore 				
18.	Brief the participants thoroughly on the following : <ul style="list-style-type: none"> Introduction to risks and responsibilities of participants during expedition General safety and medical guidelines Personal and group equipment requirements General guidelines on handling of accidents and emergencies Planned route and hazards along the way and precautionary measures Do's and Don'ts of expedition destination, culture, customs, geography Schedule of community service projects Daily routine 				
19.	Conduct reflection / facilitation sessions for participants <ul style="list-style-type: none"> Issues of personal development / discovery Issues of cross-cultural, cross-border understanding and goodwill Issues of teamwork, conflict management and group dynamics. 				
20.	Collect feedback, information, photographs, etc for project reports.				
21.	Thank-you reception from hosts.				
22.	Do a final check on all equipment and other details before departure.				

Phase 3: Post-Expedition					
23.	Obtain feedback from participants and conduct project debrief.				
24.	Send than-you letters to all organisations and contributors concerned.				
25.	Plan and Execute Home Run (Post-Expedition Service) <ul style="list-style-type: none"> Planning Execution Debrief 				

26.	Submit post-expedition reports, documents and accounts <ul style="list-style-type: none"> • Review and recommendations • Endorsed Statement of accounts, receipts & number of participants • Participants/leaders/facilitators' feedback • YEP participants' reflection form • Host feedback form 				
27.	Presentation of completed project <ul style="list-style-type: none"> • Lessons learnt • Greater awareness of national & international issues • Personal growth and development • Possible long term impact upon society • Future / follow-up community service projects 				

Pre-Expedition Phase

Project Proposal and Feasibility Study Trip (Reconnaissance)

To secure funding support from YEP, a project proposal needs to be submitted to NYC at least **3** months before the start of the expedition. For YEP application, please see:

<http://www.yep.sg/funding/index.html>

You will need to conduct a feasibility study trip to firm up operational, learning and safety matters with your overseas host partner. To maximize your time, you should have a good idea of the places you need to visit, people you need to meet and doubts that you will need to clarify. The following are some key areas to look into. Please see also Recce Checklist.

Partnership

When arranging to meet overseas host partners,

- Do your research. If you are identifying new partner, gather as much information as you can before you meet them and correspond with them before arranging for meeting.
- Avoid making cold calls. Give ample notice and make arrangements about 3 – 4 weeks prior to visit.
- Be aware of administrative requirements of different countries and respect the working styles of the host country.
- Your host partner, if new, will be unaware of the purpose and operational characteristics of a YEP. Be very clear what sort of set-up you come from, what you can do and what sort of support you will need from them.
- Make clear to them your limitations and do not make promises you cannot keep.

There is much information available on the web. The following may be of use to you:

http://www.devdir.org/asia_middle_east.htm

Project Feasibility Study

Language, time, skills and finance are some major constraints that your group will face when deciding on the scale of your project. Your challenge is to source for a project that will meet the needs of the community, is manageable, and will provide good learning platforms for your group. Below are some general considerations:

- Try to identify a project which dovetails the partner's existing programme.
- Does the project require specialized skills? Does my group have those skills?
- Can it be completed within the time-frame?
- Can it be sustained after the group leaves?
- Are the opportunities for continued engagement with the partner or community?

The following are some examples of projects undertaken by previous groups:

- Simple infrastructure projects combined with some skills and knowledge transfer;
- computer donation and training;
- culture documentation, inter-generation knowledge management;
- social surveys;
- marine and terrestrial conservation;
- database management;
- health surveys, screening and public health education;
- drama and theatre;
- sharing of teaching methodologies;
- public education; and
- income generation.

Learning Plans and Support

We strongly advise that you plan what aspects of learning you might want to focus on. This is not a rigid plan, but rather a flexible roadmap that gives you a sense of where you are headed in terms of group and personal learning outcomes. You will need to find out about the socio-cultural and economic contexts of the country and community that you are visiting. These should form the backdrop as your group tries to better understand the people that they are serving.

Your partner needs to know that you are primarily a youth development programme, and needs to know how best they can support you in this area.

Some enhancement programmes could include:

- Social enquiry and homestays
- Dialogues with community.
- Historical and cultural engagements.

Facilitation sessions are critical to the YEP programme. You will need to keep this in mind when deciding on the scale of the project, the programme and the premises. Make sure that the project site has a conducive (or even inspirational) place for discussions. Choosing a project or a location that is physically demanding may take time and energy away from your group.

Logistics and Administration

You will need to identify essential services like accommodation and transportation.

- As general rule, avoid the cheapest provider.
- Have contingency plans as far as possible.

- Purchase what you need from the country rather than bring over.
- Take note of holiday seasons or major events that may coincide with your expedition. You may have to pre-book during the recce.
- Check customs requirements for items that you may want to bring over for your project, e.g. computers.
- Keep your logistics requirement to the bare minimum. As far as possible, use what is available in the community, the key item being water. Groups that organize their projects where water is scarce end up with a huge logistics challenge.

Emergency Planning

Before the recce, you are advised to identify the types of emergencies that may surface, based on the geography and socio-political complexion. You might want to consider:

- Medical Emergencies
- Natural Disasters
- Man-made emergencies/disasters.

You should have a generic emergency response plan and begin to “fill in the blanks” of your response plan during your recce. This would include identifying:

- The clinics and hospitals that you would use and know what services they are able to provide.
- The communications channels and ensuring that you are able to access or activate them.
- The transportation mode for different legs of the entire evacuation process.
- The key people and institutions that you would need to contact in an emergency.

As a general thumb of rule, your team should not be more than 4 hours away from a medical centre that can provide 24-hour emergency medical services.

Risk Assessment and Management

You are advised to conduct a risk analysis associated with your expedition. The first step would be to identify and evaluate the severity of the risks. The following are some areas to consider:

- Security Risks.
- Health, Hygiene and Communicable Diseases.
- Physical Environment and Weather
- Infrastructure, Machinery and Equipment
- Communication Processes and Systems

You should identify in detail the specific risks relevant to the place and time of your expedition. After analyzing the risks for severity and probability of occurrence, you will need to decide on an appropriate response:

- Terminate
- Transfer
- Treat
- Tolerate

You will also need to develop an emergency response plan which should include emergency evacuation plans. These plans should:

- take into consideration the different types of injuries and emergencies that the group may be in;
- take note of the type of medical support and facilities that are available to your expedition group;
- establish the emergency communications channels;
- establish the evacuation modes; and
- be clear and available to relevant parties.

Risk management is the responsibility of every member and having a plan is useless if the team is unable to execute the plan properly. This aspect of the expedition should be discussed with the group, and members should go for appropriate training.

Vaccinations / Medications

You should seek advice from the Traveler's Clinic at Tan Tock Seng Hospital on what vaccinations are appropriate for your group. The following are some common diseases for which you may have to be vaccinated against or prevented:

- Malaria. (Malaria pill)
- Hepatitis A*
- Typhoid, Cholera
- Tetanus

***(Cost for longer-term coverage vaccines such as Hep A should be borne by the individual)**

First Aid Kit

What you put in your first aid kit depends on your level of training, the number of participants, and the type of injuries or ailments you expect to encounter. Check with your first aid training provider what you should bring for your expedition.

Please see section on Expedition Phase: Emergency Preparedness for more details.

Group Development, Awareness, Training and Pre-Expedition Service

It is important for your group to work together before they head off for the expedition. Groups that do not invest time for pre-expedition bonding sessions are likely to expend energy dealing with distracting, internal group issues in the early part of the expedition.

The following are some generic **group development** that you should cover:

- Goal Setting and Expectations
- Group Norms
- Roles and Responsibilities.
- Team-Building

In addition to group development, your group should have a heightened **awareness** of the following:

- Principles International Service-Learning
- Understanding of social issues surrounding the service, the community and the partners involved.
- Cross-cultural sensitivities

Most groups choose to achieve the above in a team-bonding camp of about 3 Days.

Training for Leaders and Co-Leaders include:

- Basic First Aid
- YEP Leader Training Programme, preferably 2-months before your feasibility trip and after the basic first aid course.

Depending on your project, participants may need to undergo language classes and project-specific skills training.

In addition, your team will also need to engage in a **Pre-Expedition Service** component. As far as possible, this should be related to the actual service that you will be providing so that it provides participants with a local perspective of the sector, and hones the necessary skills.

How you frame the pre-expedition service to your group is very important. It should not be seen as a “requirement”, but a useful platform for participants to work together, learn more about the sector, and pick up useful skills.

This experience will be a backdrop with which participants can better understand the social issues surrounding the sector that they are serving, and they will be in a better position to discuss them with the community overseas.

The catch is that the Pre-Expedition service should be similar or at least related to the Expedition service.

Administration, Logistics and Finance

Administration

- Check visa requirements for the country that you are going to. Most countries allow visa-free for tourist visits of 2 weeks and below. Some countries may require non-tourist visa for the community work that you are working on.
- Check the local laws and regulations concerning your project to ensure that you have the necessary papers and follow the necessary protocols.
- Insurance policy should include 24-hour telephone access to medical advice, air-ambulance services and adequate post-emergency coverage, among other things.
- Personal particulars of your participants must include past medical history and condition that you should be aware of. All members should be certified fit by a medical practitioner who is aware of the specific rigours of your expedition.
- You should have an Emergency Response Plan that your supporting organization is aware of and can access easily during an emergency.

Logistics

- If you are bringing in goods, ensure that you have the necessary papers for clearance. This may include a statement of intent clarifying that the goods will be donated to a charitable cause.
- Ensure that packing methods match the transportation mode for the safe delivery.
- Project wise, you should have contingency plans for goods being delayed due to long clearance.
- Ensure that you have a proper waste management plan. If your group's rubbish cannot be carried out, ensure that they are disposed off properly, before you leave.
- If you plan to donate items used by your group, e.g. mattresses, utensils to the community, ensure that such items are washed, cleaned and that the donation is done in a respectable manner.

For projects in rural communities, try your very best to use what is available in the community. As far as possible, use local materials, local methods, local manpower, and local food. Foreign materials are unlikely to be replaced because of unavailability. Also, they tend to be an eye-sore that is out of harmony with the community.

Finance

- Take note of remittance policies of the country you are visiting. Some countries require declaration of large amounts of monies and organizations may need to be licensed to receive monies from outside the country.
- If you intend to solicit funds from the public in Singapore, you will need to apply for approval from the relevant bodies.
- If you are seeking sponsorship from organisations, make clear what the money will be used for. For accountability purposes, submit a report to the sponsor on the usage of the funds.
- As a general thumb of rule, it is advisable for payment to be made after delivery. For large amounts, payment could be staggered with enough being provided for your host partner to get the project going, if necessary.

Expedition Phase

General Considerations

How you lead and manage your team is extremely important. Some leaders are very focused on service project. They run a tight ship and get the work done efficiently. Such leaders tend to be directive. While this gets the work done, it can limit the learning potential of the programme and deprive participants of the chance to grow.

You should choose leadership styles that are appropriate to the maturity of the group and complexity of the task at hand. Be flexible and give space for your participants to step up and step out to take up challenges.

The following are also some general pointers for you as leader to consider.

- Be patient, honest and open.
- Facilitate learning, don't preach.
- Be fair, neutral and consistent in your actions.
- Encourage ownership.
- Allow your participants to experiment. Don't be a wet blanket.
- Affirm, don't criticize.

Settling Down

The first few days of your expedition may turn out to be fairly exciting. Be mentally prepared for surprises and changes. You might have missed our certain preparations during your reconnaissance trip, or the arrangements you had made did not materialize. Goods and project materials may be late or are of poor quality. Do not worry. Keep your cool. Take it as a learning opportunity, and unless there are time constraints or safety issues, let your group handle the challenges as far as possible.

Do not take it upon yourself to do everything.

Some of the things you might need to do are:

- Visit the Singapore Missions and other relevant organizations.
- Engage in protocol activities and courtesy visits.
- Reconfirm reservations.
- Acquire stores and equipment.
- Look into water, food, waste and storage management.
- Run an on-site risk assessment again.
- Safety briefing.
- Briefing on cross-cultural sensitivities.
- Managing group expectations and establishing norms.

Working with Overseas Community

“The most important single ingredient in the formula of success is knowing how to get along with people.”

- Theodore Roosevelt

When you work with your host partners, community or contract workers, be prepared to accept different approaches and styles. Where there is no significant financial; major delays; drop in quality standards; or compromise of safety, try as far as possible to work with the system and pace of the community.

Building Relationships

As a leader you will probably be required to spend sometime establish a cordial relationship with the community, especially the host partner representative, the community head or its council. This is very important not just for the smooth operation of your project, but to help them better understand the YEP programme and its requirements so that future collaboration is enhanced.

This comes in a wide variety of forms and could include drinking sessions, meals or just friendly chats.

If you have religious or health restrictions, please make it known to the host at the earliest appropriate time. You may have to reiterate the point gently several times.

Do take note of gender and cultural sensitivities and do not be personally offended if community's value system do not appeal to you. Remember, you are not there to change them; nor are you expected to change.

You should remind your group members of the following:

- Do not act like tourists. Don't "observe" the people, engage them.
- Be cognizant of possible impact of their actions.
- Humble themselves and show respect.
- Highlight strengths of the community in their conversations.
- Actively find out what are local taboos and sensitivities.

Minimal Impact

Remember that you are a guest in a foreign land. Be very careful of what you do or say. Your actions can have negative impact on the community. The following are some considerations:

- Waste management.
- Affluent behaviours and symbols.
- Culturally inappropriate behaviours.

Leadership and Group Development

Leadership Styles and Actions

Hersey and Blanchard's Situational Leadership provides a useful model. Essentially, there is no one leadership style. Instead your style should suit the situation which is affected by the maturity of the group, their skills level, the time available, the importance and complexity of the task.

Generally, you may find yourself adopting a more directive role in the beginning of the expedition. As your group grows, you should consciously step back and encourage your members to take charge. Work closely with your facilitator to build the team and prepare them to take ownership.

Building Trust

It is critical for you to build trust right at the beginning. Participants will be sensing and feeling what are the group norms and values. They need to believe that this is a group where they can feel safe. You have to be very consistent with your values. The following are some actions critical for building trust:

- Create a safe environment and a group culture of listening, sharing and acceptance.
- Encourage exploration of options and diversity of ideas.
- Providing platforms for participants to examine their perspectives, values and beliefs without judgment.
- Affirm experiences and sharings.
- Confront negative attitudes or behaviours.

Stages of Group Development

Most groups go through several phases. Members usually start off being very polite to each other. They are sensing the group and understanding the group norms. Eventually, as they become more comfortable with each other, expectations start to form, individual confidence grows and members may start to stake their claims. The group may be slightly dysfunctional at this stage. Eventually, an equilibrium is reached and with proper guidance, members find their space and the group works toward being efficient.

As a leader, you will have to be aware of such phases and work your group along, gently nudging members along. You may have to be comfortable with a bit of friction from time to time, allow it to surface and discuss it, rather than just sweep it under the carpet.

For more details, see below.

Stages of Group Development

STAGE DESCRIPTION	TEAM DEVELOPMENT ACTIVITIES	TASK-RELATED ISSUES AND CONCERNS	MAINTENANCE RELATED ISSUES AND CONCERNS	FACILITATOR FOCUS AND INTERVENTIONS
<p>STAGE ONE (FORMING) THE FORMING; “WHY ARE WE HERE?”; “WHAT ARE WE GOING TO DO?”; “I HOPE I LIKE MY GROUP” AND “I WONDER HOW I’LL FIT IN” STAGE</p>	<p>FORM TEAM</p> <ul style="list-style-type: none"> • Identify team resources. • Clarify roles and structure. • Establish ground rules. • Clarify decision-making. • Discuss expectations. 	<ul style="list-style-type: none"> -Members need clarity on purpose and goals. -Defining terms and language is a challenge. -Members need information. -Members have different expectations. -Members are concerned about own ability to effectively contribute. 	<ul style="list-style-type: none"> -Central issue is trust Vs mistrust -Members worry about their role. -Members are concerned about how the team will work together. -Anxiety level is fairly high. -Issues of leadership & authority exist but are usually unstated. -Politeness masks real concerns. -Participation is uneven. 	<ul style="list-style-type: none"> -Prepares physically, psychologically, emotionally -Meets and clarifies with co-leader(s) -Role-model acceptable behaviors e.g. self-disclosure -Provide structure to lessen ambiguity. -Help people get acquainted, share expectations, hopes and fears. -Help members share expertise and experiences. -State purpose/goals/get buy-in. -Develop beginning ground rules. -Work on defining project and key terminology.
<p>STAGE TWO (TRANSITION STAGE) THE “WHY ARE WE DOING IT THIS WAY?”; “I CAN’T BELIEVE HE/SHE SAID THAT”; “IF THEY’D ONLY LISTEN TO ME” AND “ARE WE REALLY OPEN WITH ONE ANOTHER” STAGE</p>	<p>MANAGE DIVERSITY</p> <p>Explore differences. Legitimize conflict. Encourage listening. Focus on problem, not personalities. Tolerate frustrations. Teach basics of group process</p>	<ul style="list-style-type: none"> -Members may resist the task. -Personal needs and work demands emerge as problems. -Members continue to struggle with defining the problem and disagree on data and causes. -Members pressure team to move to solutions. 	<ul style="list-style-type: none"> -Members may be defensive. -Competition surfaces. -Members listen poorly. -Concerns about commitment to team surface. -Often leader or facilitator is blamed for problems. -Members polarize. -May be “ins” and “outs”. -Members display power and influence concerns indirectly. 	<ul style="list-style-type: none"> -Focus on differences and legitimize them. -Avoids labelling people -Help group do “active listening” -Encourage expression of feelings and thoughts. -Work on defining member, leader and facilitator roles. -Watch for pseudo agreements. -Probe and check. -Deal with conflicts -Practices ‘careful confrontation’.

STAGE DESCRIPTION	TEAM DEVELOPMENT ACTIVITIES	TASK-RELATED ISSUES AND CONCERNS	MAINTENANCE RELATED ISSUES AND CONCERNS	FACILITATOR FOCUS AND INTERVENTIONS
<p>STAGE THREE (WORKING STAGE) THE “AREN’T WE WONDERFUL AND PRODUCTIVE!”; “WE’RE THE BEST TEAM EVER FORMED”; “WE HAVE A GREAT SOLUTION” STAGE</p>	<p>BUILD COHESION SUPPORT PRODUCTIVITY</p> <p>Build and maintain trust. Generate ideas. Revisit norms, Revisit groundrules Check assumptions Experiment with team structures. Collaborate and coordinate.</p>	<p>-Group easily agrees on problem(s). -Group works well with data. -Information is explored and discussed. -Alternatives and solutions are easily generated. -Group sorts and is able to agree to solutions. -People build on each other’s ideas.</p>	<p>- members see from others’ view -Agreement on norms emerge. -Group begins to work well together and establishes a sense of group identity. -Real sense of “we”... sometimes at the expense of “they”. -Members can work with different working styles -Conflict dealt with effectively -Constructive self-change undertaken. -Insight into group process occurs.</p>	<p>-Observe what is going well. -Help group make norms explicit. -Provide new techniques for creativity and problem solving. -Encourage group to experiment with new behaviors. -Check assumptions. -Encourage group to do more task and process evaluation. -Have all share in leadership & facilitating the process. -Step back more to allow for greater team-leadership to occur (we want the group members to have ownership)</p>
<p>STAGE FOUR (CLOSING STAGE) THE “I CAN’T BELIEVE IT’S OVER”; “CAN’T WE DO SOME OTHER WORK TOGETHER?”; “WILL WE SURVIVE”; “HOW WILL WE CHANGE” STAGE</p>	<p>SUPPORT/ CELEBRATE</p> <p>Focus on completed project. Complete reports. Discuss learnings. Discuss specific follow up. Celebrate success. Summarize and communicate learnings.</p>	<p>-Application of learning may arise new concerns. -Monitoring and evaluations may not be long term. -Challenge to develop effective follow up activities. - Group may have difficulty applying what they have learnt</p>	<p>-Ambivalence about endings surface. -Members may be unwilling to let go. -Feelings emerge including: loss, regret, sad, fear, pride, and desire for recognition. -Group needs recognition for achievement.</p>	<p>-Prepare to ‘birth’ the group -Facilitate ways to help members transfer/apply their learning immediately (ride on the momentum) -Design ways to celebrate success. -Review goals and actual results. -Help group talk about endings & express appreciation. -Provide ways for people to express what is unfinished. -Encourage further self-understanding and change -Design ending rituals for group and for individuals. -Facilitate follow-up meetings and activities -Meet with co-leaders(s) to assess impact</p>

(adapted from GOAL/QPC and Leading Life Changing groups)

Reflection and Learning

“Experience is not necessarily educative.”

- John Dewey

Reflection is a critical component of the YEP programme. A skilled facilitator can help create learning. It is not about preaching or teaching. It is about providing platforms for a journey of self- and group discovery.

Your facilitator would have gone through a training programme that provides him/her with the skills and knowledge to draw the most from the YEP experience. You and your facilitator would have drawn up a programme design that dovetails operations, activities and learning. The learning framework will probably need to be adjusted along the way as we can never really predict the nature or impact experience.

The following are some possible areas to explore:

- Personal Awareness, Values and Beliefs
- Interpersonal Skills.
- Operational and Management Skills
- Diversity and Culture
- Leadership
- Social Awareness
- Community Values

Working with your facilitator

- Support your facilitator by having enough time for personal space and reflections. Reflection should be scheduled, not ad hoc.
- Operations and learning are interconnected; not separate. How you manage your team has a direct impact on their learning, their motivation level, and their willingness to share. Work closely with your facilitator to dovetail operational and learning approaches and schedules so that both can support the other.
- Discuss with your facilitator what areas of learning should be targeted.
- You should also be involved in the facilitation process. However co-facilitation can be tricky. Work out with your facilitator so that the two of you do not go in different directions.

Common Ailments and Injuries

Depending on the physical environment of your expedition site, you will probably have to deal with minor illnesses and injuries. The best approach is always prevention. Keep a lookout for early signs and treat conditions early.

Common Ailments

Dust, untreated water, heat, physical exhaustion, wide fluctuations of temperatures, lack of hygiene, diet and vectors of diseases can easily cause your participants to fall sick. Some of the ailments and conditions could include:

- Dehydration and heat exhaustion
- Sore throat, coughs
- Common cold, Bronchitis
- Fever
- Diarrhea, food poisoning
- Constipation
- Cuts, bruises and abrasions
- Cramps and muscle strains
- Infections
- Insect Bites
- Allergies

You should be aware the likely conditions that can develop and take the necessary precautions. A simple cut or abrasion in exposed parts of the body can quickly get infected if untreated. Many young people like to play down such minor injuries and refuse treatment. This usually results in the wounds getting worse.

Avian Flu Outbreak

The chance of an Avian Flu outbreak in some countries is moderate, especially during the cooler months. The following are some actions you can take:

- Check for updates before you leave.
- Take precautions to reduce exposure.
- Familiarize yourself with the symptoms.
- Know what to do in the event of an outbreak.

For more information, please see <http://www.flu.gov.sg/>

Do not play doctor.

Unless you are medically trained, you are not allowed to administer drugs. Refrain from diagnosing the condition of your participants, especially if there is trauma, fever, abdominal and persistent pain. The situation could be worse than you think. When in doubt, send to the nearest medical practitioner or call the emergency doctor.

However, it may be useful to make available off- the-counter medications that participants may themselves decide to use, provided they had taken them before without any counter-indications or allergic reactions. These could include:

- Paracetamol
- Antacid
- Anti-histamines

Emergency Preparedness

Conditions may have changed since your last visit. When you first arrive at the project site, you should do a quick on-site risk assessment and alert the group to possible dangers. Once you have settled major logistics and administrative duties, you should find time to look into a more detailed on-site risk assessment and management, especially your emergency response plan.

- If your co-leader is new to the place, you should spend some time to familiarize him or her with the emergency plans.
- Where possible, key players in your emergency plan should be contacted and alerted of your presence.
- Run a test on your communication channels and equipment especially if you are using cell-phones or satellite phones.
- If your expedition project is contingent on the weather, e.g. marine-based projects, you should establish direct link with local weather forecast station.

Dealing with overseas press.

Take note of the following if you are dealing with the press:

- Take note of the socio-political sensitivities of the country. Before speaking to the press, be very clear what are areas that you want to steer clear off.

- Never say things “Off-the-Record”.
- Be very clear what your key messages are. Ask for a copy of the video/print to ensure that you have been correctly reported.
- Remember that you are a guest in another country. Celebrate diversity. Focus on the strengths of the community.
- Be humble about your group’s contribution to the community.

For post-emergency interviews/conferences:

- State the facts and keep it simple. Do not provide opinions. Do not speculate.
- Be confident, but do not be defensive.
- Come across as being concerned.

In serious cases, either yourself, your co-leader or a representative from your organization should inform NYC-YEP at the earliest possible time. These include:

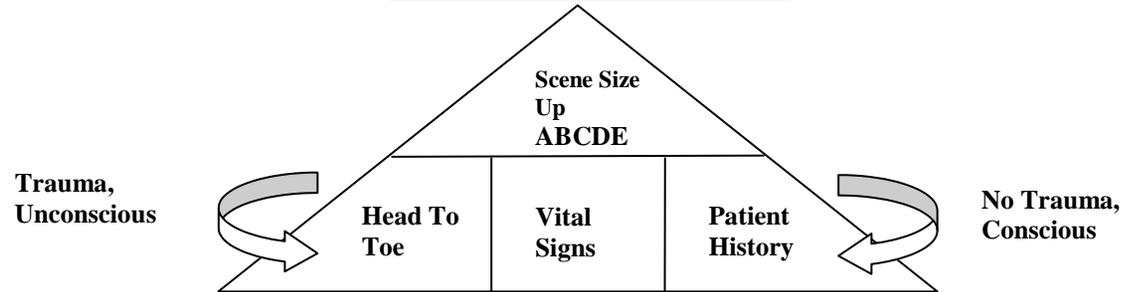
- Death and kidnapping
- Unexplained disappearance for more than 24 hours
- Medical emergencies requiring air ambulance services to Singapore
- Social or political unrest; outbreaks and physical disasters where the group is at risk

**YEP LEADER'S SOAP NOTE FOR MEDICAL EMERGENCY
(TO BE USED WITH APPROPRIATE TRAINING)**

SUBJECT

1) Name: _____
 2) Passport No: _____
 3) Age: _____ Male / Female
 4) Nationality: _____
 5) Expedition: _____

Patient Assessment System



OBJECTIVE

VITAL SIGNS

TIME												
LOC												
HR												
RR												
Skin												
Pupils												
Temp.												

PATIENT HISTORY

Symptoms _____

Allergies* _____

Medications* _____

Past relevant History _____

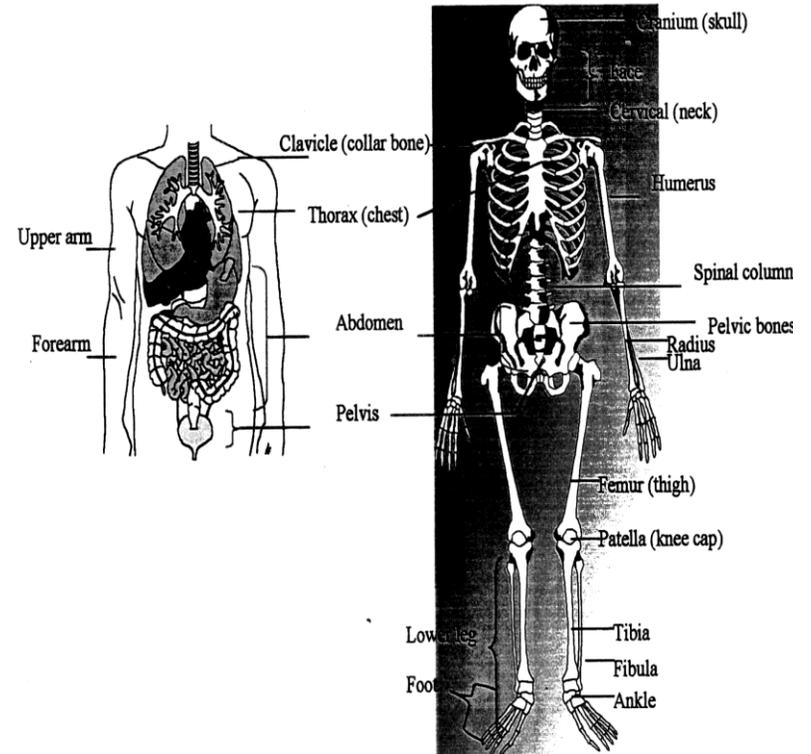
Last Oral Intake _____

Events Leading to Incident/illness _____

(*Attach Medical History Form if available)

HEAD TO TOE EXAMINATION (FOR OBVIOUSLY SERIOUS CASES, CALL A DOCTOR IMMEDIATELY!)

1) Head, Face and Neck	
a) Scalp	
b) Eyes, Nose, Mouth, Ears	
c) Tracheal Alignment	
d) Medi Tag	
2) Shoulders	
3) Chest	
a) Instability	
b) Asymmetry	
4) Abdomen	
a) Four Quadrants	
5) Pelvis and Genitals	
6) Lower Extremities	
7) Upper Extremities	
8) Spine, Lower back.	



ASSESSMENT

Accompany Notes on Vital Signs	Accompany Notes on SAMPLES														
<p>LOC (Level of Consciousness) Alert and Oriented to Person, Place, Times and Events (A + Ox4) Alert and Oriented to Person, Place and Time (A + Ox3) Alert and Oriented to Person and Place (A + Ox2) Alert and Oriented to Person (A + Ox1) Responds to Sounds and Commands Responds to Pain Unresponsive</p> <p>HR (Heart Rate) Frequency Beats / minute Rhythm regular / irregular Quality strong / weak / bounding / thready</p> <p>RR (Respiratory Rate) Frequency Breaths / minute Rhythm regular / irregular Quality unlaboured / laboured / shallow / deep</p> <p>Skin Colour pink / pale / red Temperature warm / cool / hot Moisture dry / moist / wet</p> <p>P (Pupils) Are pupils round, equal and reactive to light?</p> <p>Temperature</p>	<p>Symptoms - Headache? Dizziness? Nausea? Pain? Allergies - Any allergies to medications, foods, etc? Effects? Any exposure? Medications - Currently on prescription? Side effects? Past History - Have you felt this way before? Are you diabetic, etc. Last Oral Intake - What/how much food, water have you taken? Vomiting? Diarrhea? Event - What were the events leading to incident?</p> <p>Hints and Advice</p> <ul style="list-style-type: none"> • Be calm and confident. Go slow to go fast. Plan ahead. • For all injuries involving trauma to the head, assume possibility of C-spine injury. • Coordinate and use your resources. Appoint specific people to tasks like first aid, recording, crowd control, etc. • Do not make the situation worse. Refrain from making decisions based on weak assumptions. • <u>Make sure that all life-threatening conditions are treated immediately.</u> • Take note of these seven deadly life shocks: Obstructed Airway, Cardio or Respiratory Arrest, Open Pneumothorax, Tension Pneumothorax, Flail chest, Arterial Bleeding, Shock <p>(If Multiple Medical Casualties involved)</p> <ul style="list-style-type: none"> • We have a triage situation involving <u>(number)</u> casualties due to <u>(briefly describe MOI, and time of incident).</u> • Their conditions are as follows: (Briefly describe key conditions of patients in order of priority. KIV your primary surveys). <p>(If Single Medical Casualty)</p> <ul style="list-style-type: none"> • We have a single medical casualty situation involving (age, sex, nationality, MOI, and time of incident). • Go on to provide SOAP note details as directed by medical officer. <p>(If non-medical Casualty) Please describe nature of emergency. Give facts and observations and then your analysis or assessment. Do not mix up the two.</p>														
<table border="1" data-bbox="214 1089 884 1377"> <thead> <tr> <th colspan="2" data-bbox="220 1094 877 1127">Normal Vital Signs in an Adult</th> </tr> </thead> <tbody> <tr> <td data-bbox="220 1159 289 1187">LOC</td> <td data-bbox="296 1159 877 1187">A +Ox4</td> </tr> <tr> <td data-bbox="220 1192 289 1219">HR</td> <td data-bbox="296 1192 877 1219">60 - 100 / regular / strong</td> </tr> <tr> <td data-bbox="220 1224 289 1252">RR</td> <td data-bbox="296 1224 877 1252">12 - 20 / regular / unlaboured</td> </tr> <tr> <td data-bbox="220 1256 289 1284">Skin</td> <td data-bbox="296 1256 877 1284">Pink / warm / dry</td> </tr> <tr> <td data-bbox="220 1289 289 1317">P</td> <td data-bbox="296 1289 877 1317">equal, round and reactive to light</td> </tr> <tr> <td data-bbox="220 1321 289 1349">T</td> <td data-bbox="296 1321 877 1349">37 degrees</td> </tr> </tbody> </table>	Normal Vital Signs in an Adult		LOC	A +Ox4	HR	60 - 100 / regular / strong	RR	12 - 20 / regular / unlaboured	Skin	Pink / warm / dry	P	equal, round and reactive to light	T	37 degrees	<p><u>CALL A DOCTOR AS SOON AS POSSIBLE.</u></p>
Normal Vital Signs in an Adult															
LOC	A +Ox4														
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RR	12 - 20 / regular / unlaboured														
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Closure and Evaluation

Closure

Closure can be a very emotional affair for your group. Having spent an intense period living, working and learning together and realizing the group will be disbanded soon can be disheartening. The separation from the new found overseas friends could be even more pronounced. It is not uncommon for participants to break into tears and feel somewhat lost or anxious.

As the leader of the group, you help your members cope with this stage of the expedition.

The following are some general considerations:

- Start working on closure towards the end of the expedition, not just the last day.
- Get a good sensing of what the experience has meant to each of your participants and understand what they are going through.
- Have a symbolic activity to close the expedition phase. Ideally, this should be after official ceremonies that your host may have arranged for you.
- The closure should also be positive and look forward in terms of continued engagement and personal commitments.
- Link the closure to the Home Run in the post-expedition phase.

Evaluation

Evaluation is important for improvement. We need your co-operation to administer the NYC-YEP Evaluation forms properly. Other forms of evaluation might include:

- Feedback from group on your leadership and the programme.
- Feedback from the community.
- Self-Evaluation by participants.

Some things to take note of when soliciting feedback at the end of the Expedition Phase:

- Do not be defensive.
- Do not open up a can of worms. If there are issues, they should have been dealt with earlier.
- Play an active role in framing potentially divisive comments in such a way that the group still ends on a positive note.

The Home Run

If you have had a good Expedition phase, it will probably be the first time your participants have embarked on an intensive Service-Learning programme where they have had a chance to re-visit some of their assumptions; understand themselves better; make new friends; and better appreciate the joys and meaning of service. Like many before them, your participants are likely to return from the YEP expedition feeling homesick, tired, in need of a good bath, but feeling inspired to do more.

Try to capture the magic of the moment. Build on the energy and the camaraderie and facilitate the transition from inspiration to action.

Welcome to the Home Run.

The Home Run is the post-expedition phase of the YEP programme. Here is where participants are given the support and platforms to act on their convictions.

- Introduce the Home Run phase right at the beginning in the pre-expedition stage. How you frame the Home Run is important. It should flow as an integrated and a natural follow-up of the Expedition phase and a completion to the exploration of the issue.
- When discussing the Home Run, focus on the needs and issues, rather than on operational matters.
- It is advisable to work with the same organization, or on the same project before the expedition. However, if your participants feel very strongly about working on a different project, you should support them. Ownership is critical.

Some pointers about the Homerun.

- It should be conducted in Singapore and should benefit an external community.
- Sharing sessions within your educational institution **IS NOT CONSIDERED** as a Home Run project.
- You may integrate the Home Run project costs (which would probably be a relatively small amount) into your overall statement of accounts for the final disbursement.
- The completion of Homerun is seen as the end of the YEP programme. The final disbursements will be after the Homerun.