

BETTER WAYS TO FIND HUMANITARIAN EMPLOYMENT



Dr Bryan Walker

June 2008

The Better Ways Series

This booklet is one of a series intended to provide information and tools for aid workers. The series is published and provided free of charge by RedR-IHE in Sri Lanka.

Further copies of others in the series may be obtained from either of the following organisations:

The Learning Support and Capacity Building Unit
RedR-IHE Sri Lanka
30 Alfred Place
Colombo 3
Tel: 00 94 (0)11 257 4182
E-mail: srilanka@redr.org

The Consortium of Humanitarian Agencies
86 Rosmead Place
Colombo 7
Sri Lanka
Tel: 00 94 (0)11 461 0943/4
E-mail: infoanalyst@cha.lk

Already Published in this Series

Better Ways to Manage Meetings (October 2005) (Also available in Sinhala and Tamil March 2007)
Better Ways to Stay Healthy in Sri Lanka (2nd Edition January 2006)
Better Ways to Organise a Workshop (January 2006)
Better Ways to Prepare for Emergencies. Special edition with a CD library of resource and training materials (February 2006, Reprinted May 2007)
Better Ways to Find Humanitarian Employment (June 2008)

In Preparation

Better Ways to Stay Healthy While Working in Asia

FOREWORD

More people are becoming employed by aid agencies as the frequency and complexity of emergency situations increase. Post-disaster development also requires international workers who are expert and experienced in relief, rehabilitation and reconstruction processes. While government, international and national agencies employ permanent staff, the random nature of humanitarian work means, inevitably, that many employees and consultants will be on short-term contracts. However willing, some people find it difficult to enter the humanitarian field while others will have to start searching for their next post almost as soon as they begin the current one.

This booklet is intended to help altruistic people enter humanitarian employment, and those who are already there to move on and upwards. To gain most from the ideas, you will need access to the Internet in order to explore and exploit the many web site addresses given.

If you are a person with a disability, still press on. It has been the privilege of the author to work with several wonderful humanitarian colleagues who have been disabled physically or sensorily.

- Please contact the author (walkerun@gmail.com) with your views and comments. Feel free to copy all or part of it for your needs. Source acknowledgment is requested.

About the Author

During careers in industry, hospital, academia and the civil service the author, led by his wife, engaged part-time in voluntary work for Oxfam. At the age of 50 he moved into full-time humanitarian employment working with the Voluntary Service Overseas, Oxfam, UNHCR, UNICEF, RedR-IHE, as a freelance consultant in Asia and Europe, and in Africa where he has recently been working for people with disabilities. His two sons, who have contributed much to this series of booklets, are also humanitarian workers with experience in Africa, Asia and Europe.

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1. BACKGROUND

1.1 Humanitarian and Aid Work

To be consistent with an earlier booklet in this series (*Better Ways to Prepare for Emergencies*) an emergency is defined as any hazard that emerges to threaten the life, livelihood, possessions or the environment of vulnerable people. If they are not prepared, or unable to cope, the emergency can become a disaster and the vulnerable people become victims. The terms ‘humanitarian’ and ‘aid’ are often used interchangeably by many organisations to indicate the nature of assistance that they provide to vulnerable people or disaster victims. This assistance can start before an emergency to provide: a warning system, training to increase coping strategies; and it can continue throughout the disaster period and into development. However, some use ‘aid’ to refer to the immediate help given during an emergency or a disaster response, reserving ‘humanitarian work’ for longer-term assistance.

In this booklet ‘humanitarian work’ will be used to cover all aspects of saving lives and alleviating suffering from natural and human-made situations. It is about helping people to help themselves; humanitarian workers have to be good listeners in order to hear what beneficiaries want or need.



While there are no figures for the total number of aid workers or agencies in the world, in the last 50 years the UN alone has helped an estimated 50 million people restart their lives. With about 12 million refugees in the world today and twice that number of internally displaced people there is plenty of work for you at home or abroad!

1.2 Emergency and Development

Emergency situations arise in several ways with variations in speed of onset, frequency, severity, area affected, and duration. The impact they have will depend upon the skills, knowledge, capacity to respond, and resources available to the affected community. The table below summarises the main natural emergencies and the effect they had in different parts of the world during the decade 1990-1999. The total numbers tell something of the areas where humanitarians will be needed most. (The picture does not change much even in the light of the tsunami that struck Asia in 2004 where 55 % of the world's population live. For completion the impacts of conflict and the major diseases - malaria, HIV/AIDS and tuberculosis - must also be added).

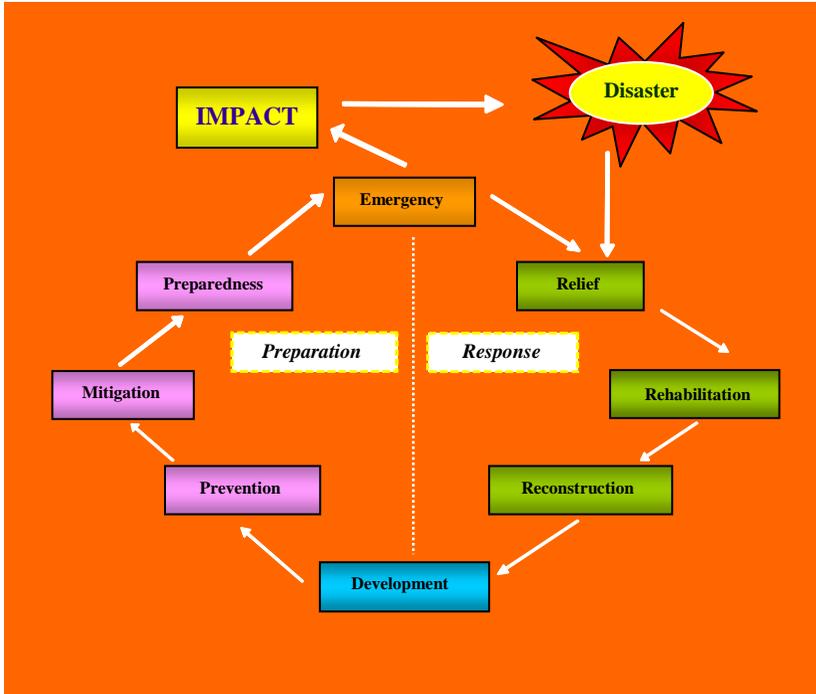
	AFRICA	AMERICAS	ASIA	EUROPE	OCEANIA	TOTAL
Droughts	65	24	31	11	12	143
Earthquakes	13	56	126	38	16	249
Epidemics	183	51	88	16	2	340
Floods	149	206	351	97	26	829
Forest Fires	6	43	20	23	8	100
Industrial/Transport	325	349	972	384	26	2,056
Landslides	7	39	83	18	6	153
Temperature	5	23	39	30	5	102
Extremes						
Volcanoes	3	24	20	2	5	54
Wave surges etc	3	4	9		1	17
Wind Storms	39	269	332	115	66	821
TOTAL	798	1,088	2,071	734	173	4,864

World Disasters 1990-1999 (adapted from the World Disasters Report 2004)

The following diagram shows a generalized sequence of events that gives a framework to the types of humanitarian worker required. An uncontrolled emergency (e.g. the absence of a warning system or preparation training) leads to a disaster, a situation with which people cannot cope without local, national, or even international aid.

A disaster may be followed by the need for urgent and immediate relief perhaps involving search with dogs, and rescue. Clearing rubble,

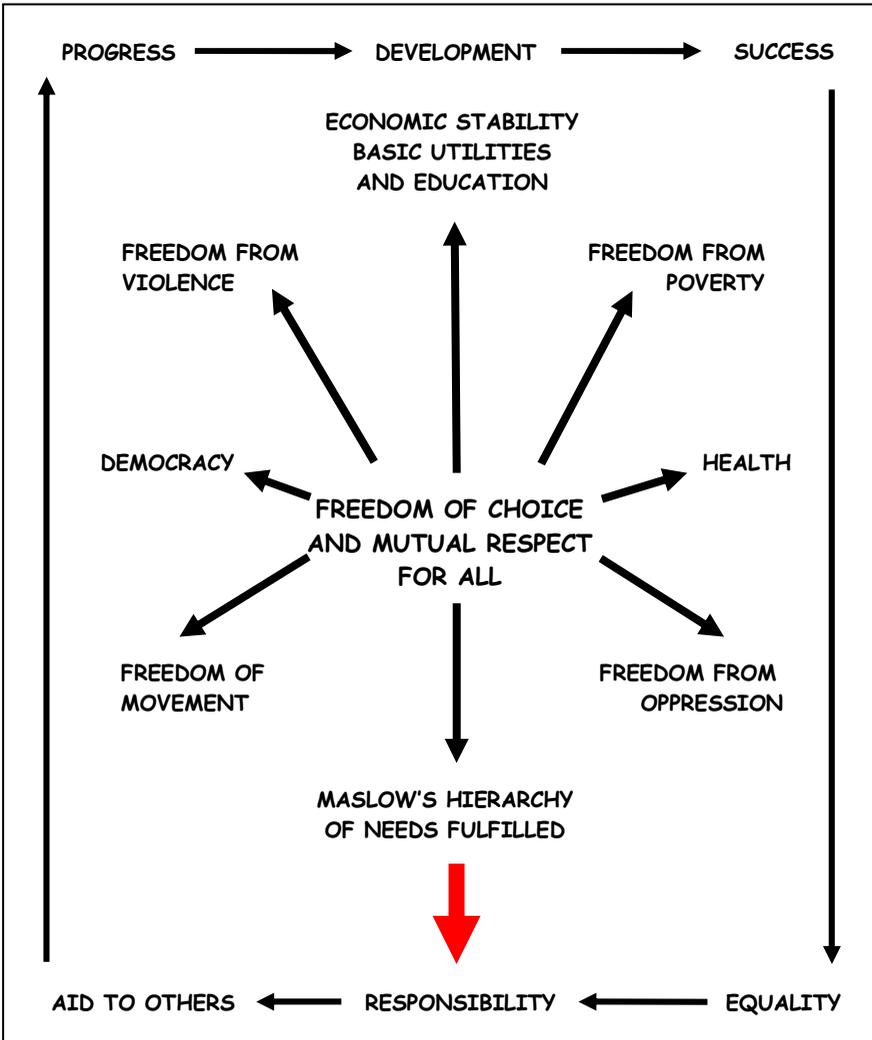
setting up health clinics, water supply, toilets, and feeding centres, reestablishing communications and infrastructures will precede reconstruction and a return to normality. Sometimes overlooked is the importance of providing psychological support to people traumatized, in shock, or bereaved. Logisticians will be essential to get people goods and equipment to the right place at the right time.



The Emergency Cycle

With some disasters the cycle will not follow the above order. After earthquakes, for example, it may be necessary to clear rubble and re-establish roadways and transport before search and rescue can begin. The two processes may also take place concurrently.

Reconstruction leads into development with opportunity being taken to improve provision of houses, schools, shops and hospitals as well as infrastructure, services and communications. Lessons must be learned from the response, and future plans should include ways to prevent or reduce the impact of future emergencies while training people to cope and establishing warning systems.



A Model for Development

Consider the centre of the diagram. A utopian society allows for freedom within a social framework while striving to achieve high quality for all facets of life. Progress leads to development and success. This can be measured against other societies. But equality brings responsibilities as well as rights, including the provision of aid to others less developed. Assisted societies then join the same circle of progress.

1.3 Who is Needed Where for Humanitarian Work?

It should be clear from the previous two sections that humanitarians come from all walks of life and a wide range of trades and professions to manage an emergency or a disaster response, and to assist with development. It is of paramount importance that humanitarian workers stay healthy, especially in the early stages of an emergency otherwise they become a burden and not a bonus. Humanitarian agencies now place emphasis on caring for the mental and physical health of the response team.

There is room for young and old: many new graduates enjoy the experience of working abroad before settling down to a 'normal' career and domestic responsibilities. Older people and those taking retirement may wish to apply, in a humanitarian way, skills and knowledge acquired over a lifetime, before settling down to a book, fireside and slippers. Several countries are now offering their employees a mid career break. Such people can be invaluable in combining their energy and experience altruistically instead of materialistically. Some posts allow for accompanying families, although not all, and not usually in dangerous situations.

From emergency to development there are volunteering and work opportunities for almost every skill and occupation. The list of employment opportunities might include all of the following and many more trade skills (presently art, music and sports are under-utilised):

Agriculture: crop and animal husbandry, forestry, agronomy, fisheries, conservation, ecology, veterinary surgery, community development.

Education - training, facilitating and workshop organisation, teaching, university lecturing, researching, translating and interpreting, publishing and printing, capacity building, drama, teacher training.

Engineering and Science - mechanical, civil, electrical, building, auto engineering, microbiology, water, sanitation, waste management.

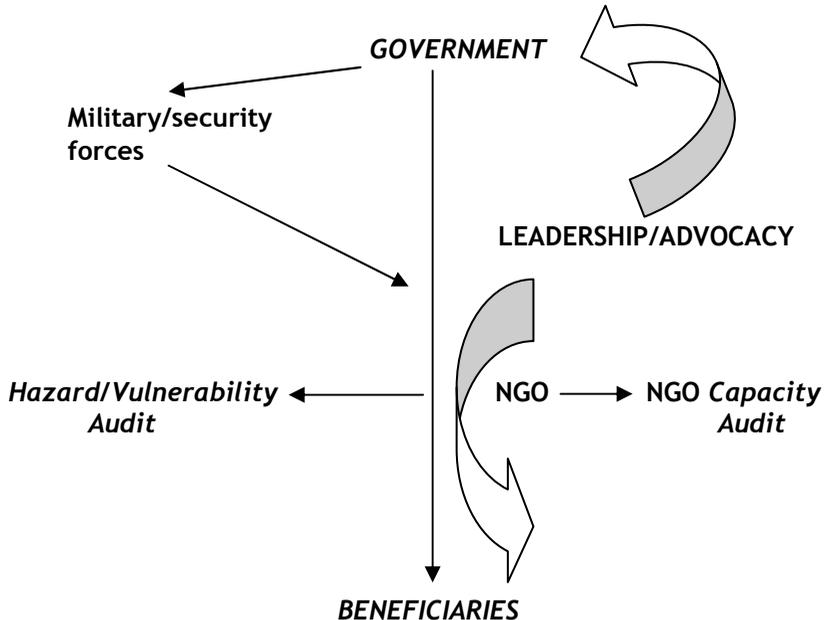
Health and Public Health - nursing, medicine, laboratory technology, physiotherapy, occupational therapy, social work, counselling, first aid, epidemiology, orthotics, prosthetics, remedial art and music.

Information Technology, computer operation, electronics, finance, administration, media, communications, appropriate technology.

Management - programmes, projects, offices, headquarters, logistics, human resources, stocks, vehicles, emergency, security, human rights.

Planning - architecture, surveying, town planning, writing, peace, photography, fund-raising, livelihoods, vocational training, law.

International, national and local non-government organisations (NGOs) generally work in emergency/development situations by invitation or registration with the host government. It is the government which has the ultimate responsibility for people who are refugees or displaced in its country. However, sometimes the government, for political reasons or bureaucracy, may not be able to reach disaster victims rapidly, if at all, with necessary relief or assistance.



So NGOs function to assist governments with the care of refugees and the displaced. They must know their capacity to assist and that of the vulnerable to respond. Humanitarian workers may:

- raise funds for and awareness of emergency/disaster operations
- provide materials necessary for stock-piling/relief/development - -
- be assigned to specific roles for emergency/development
- assist with the organisation and provisions for camps for the displaced
- provide expert advice, education and training
- help in the design and dissemination of education materials
- support field workers from a desk office in the base country
- advocate and advise the government on emergency/development issues on behalf of the beneficiaries

2. JOB APPLICATIONS

2.1 How to Start

You have just watched or listened to the world news and perhaps feel a mixture of anger, sadness, guilt and frustration. For sometime you have been wondering if there is anything you could do to help. In your own town there seem problems enough. World-wide the scale of suffering seems impossibly large:

- 200,000 displaced by floods here: victims without clean water and toilets there
- 1.2 million refugees. An agency pleads for food
- children dying every few minutes of starvation in another drought-affected place
- 2 million AIDS orphans in a further country with a desperate shortage of carers

Money is always needed and maybe you have responded to requests for donations. But for some time you have been thinking of doing more and moving into humanitarian work. How can you start?

1. You can look through local and national newspapers. There are some posts in charity headquarters perhaps that demand field experience or a qualification that you do not have; there are posts in other parts of the UK but outside your area of interest or expertise.
2. You go to the internet and type into Google, 'humanitarian job vacancies'. Up come dozens of websites. Clicking on a random few leads to confusion as locations across the world and positions at all levels flash across the screen.

First stop and take stock of yourself. What are the characteristics required of a person who wants to provide humanitarian assistance?

- a desire to help others
- a sense of humour
- a sense of responsibility
- ability to listen
- decisive under pressure
- recognition of own limitations
- ability to relax
- tolerant of views and actions of others
- ability to work with others of different life styles
- persistence and commitment
- altruistic more than materialistic
- ability to remain neutral

You may not be the best person to decide if you have the characteristics listed on the previous page. You might do better if you discuss each one with an honest friend.

Another approach is to take a career test through MAPP (Motivational Appraisal of Personal Potential). This can be done through www.mindtools.com. Following the test, the website gives a free broad outline of your characteristics, or you can pay for a fuller evaluation.

Right? You are still prepared to look for a humanitarian job? Then we need to slim down the high number of web sites listed when you typed ‘humanitarian job vacancies’ into Google. Here are just three for you:

1. www.reliefweb.int

ReliefWeb was launched in October 1996 and is administered by the UN Office for the Coordination of Humanitarian Affairs (OCHA). It is the world’s leading on-line gateway to information (documents and maps) on humanitarian emergencies and disasters. It is an independent source of information, designed to assist the humanitarian community in effective delivery of emergency assistance. It provides timely, reliable and relevant information as events unfold, while emphasizing the coverage of ‘forgotten emergencies’.

The site contains an extensive listing of vacancies that can be sent to you free on a weekly basis and arranged in order of countries or organisations. You can click on each vacancy to obtain a full description of the post. So invest some time to explore the site and gain a general background to humanitarian work and the opportunities available.

2. www.devjobs.org

DEVJOBS provides the necessary linkages between development organizations (NGOs, projects and consulting firms) and development workers. More than 82,000 development professionals around the world are using DEVJOBS regularly. Many have found jobs in NGOs, cooperatives and projects that help the poor, the disadvantaged and the helpless.

This site also contains 80 feature articles that deal with many of the topics covered by this booklet - how to write an application letter,

prepare your CV, negotiating terms and planning your career. Posts can be sent to you free every 15-20 days, or immediately for a subscription.

3. www.charityjob.org.uk

This site advertises about 1000 voluntary and paid jobs for over 400 organisations mainly in the UK but also worldwide, covering a wider range of opportunities. It contains some feature articles and you can post your CV here for potential employers to read.

If you are ready to start applying, other international humanitarian information and jobs can be found in the following sites:

[Aid Workers Network](#)
[AlertNet Jobs](#)
[Association of International Consultants](#)
[Cambridge Data Systems - International Development Assistance](#)
[Careers Without Borders](#)
[Communication Initiative Recruitment and Vacancy Service](#)
[Consulting Base](#)
[DevelopmentEx](#)
[DRC Development Employment Opportunities](#)
[Eldis Development Jobs Listings](#)
[Expatriate Services - International Jobs](#)
[Foreign Policy Association Job Board](#)
[Global Health Network - International Jobs](#)
[Hot International Jobs](#)
[Idealist.org](#)
[International Jobs](#)
[International Job Sources/Opportunities](#)
[Microfinance Gateway Job Marketplace](#)
[Networklearning](#)
[Non-Profit Jobs Around the World](#)
[Overseas Jobs](#)
[Sustainable Development Job Bank](#)
[United Nations](#)
[University of Sussex Career Development Centre](#)
[URS Asia Pacific](#)
[Washington Post Job Search](#)

Other websites for job hunters will be found at the end of this book. Many international charitable organisations, such as Oxfam, Care, MSF and Save the Children, have websites in which their own vacancies are advertised. General advice on all aspects of job hunting is available free through The Career News www.thecareernews.com.

Maybe, on reflection, the time is not yet quite right for you to pack up, change your career or go abroad. You need a couple more years for the children to complete a stage of education, for your partner to retire, or to set a clearer sense of direction for yourself. If so, there are several things you can do to occupy some time and become better prepared for a major change of occupation to humanitarian work.

1. **Access to the Internet** can take you into a whole new education experience. Type in key words (e.g. humanitarian, emergency, development, aid agencies, disasters, conflict, droughts, earthquakes, land slides, cyclones, epidemics etc). You will find many excellent articles in Wikipedia, so look out for these among the references brought up by your search.
2. **Your local library** will have books covering the subjects. You may be able to obtain literature from humanitarian agencies. Most have libraries of their own that you may be able to browse on request. The United Nations has produced a vast amount of literature. Worthwhile reading includes:
 - The Sphere Minimum Standards and Humanitarian Charter. (This can be downloaded free from the Sphere Project website www.sphereproject.org)
 - Davis, J and Lambert, R (2002). Engineering in Emergencies. A practical guide for relief workers 2nd Ed. (ITDG Publishing). ISBN: 1-85339-521-8. Do not be put off by the title. While this deals with engineering matters it covers the whole ground of emergency relief measures.
 - Wroe, M and Doney, M (2004) A Rough Guide to a Better World; and how you can help (Rough Guides Ltd). A highly valuable resource book which lets you know what to do - from a change in shopping habits to a change of job. It tells you the most effective ways of giving and gives contacts for relevant organisations. Can be obtained free or by donation through www.roughguides-betterworld.com.

3. Another way to gain insight into humanitarian work is to **Attend a Short Course** in an area relevant to some aspect of your own expertise or interest. RedR-IHE (www.redr.org) offers many such courses over days or weeks. Bioforce, Lille (France) (www.bioforce.asso.fr) provides news, extensive links and training in several aspects of logistics for development or relief. A First Aid course will always be useful.

The London School of Hygiene and Tropical Medicine has a programme of Masters' degrees in areas of Tropical Medicine which can be studied full-time or by distance learning. Christian doctors and nurses can attend courses arranged by www.healthserve.org. (Enquiries to healthserve@cmf.org.uk) For the more adventurous with more money, well organised programmes in emergency management can be taken in Thailand through the Asian Disaster Preparedness Center just outside Bangkok (www.adpc.net).

3. **Distance Learning** is a popular way to study courses at all levels (see Section 3.7 for more ideas on this approach).

2.2 Voluntary Work

2.2.1 General advice

You have already found out that many organisations want experienced people to fill their vacancies. The problem is how to gain experience and show altruistic commitment before getting a job. One way is through voluntary work, full-time or part-time, either at home or abroad. There are agencies which will help you find voluntary work and some charge high fees. But be warned!

"I found two English girls about 18 or 19 years old crying in a café in Sri Lanka where I had lived and worked as a volunteer for six years. Each had saved GPS 3,500 during their last two years of school and paid this as a fee to an agent who promised appropriate work in Sri Lanka. They paid their flights and came. Nobody met them at the airport and a search showed no agents office or address in the country. With the little money in their pocket they came from the airport to the capital where I met them. Fortunately I was able to take them to my own organisation where one of the local staff who had 'mothered' me on arrival took them under her wing and eventually saw them back home safely".

Some towns have centres where requests for volunteers are coordinated. This can lead to help with the handicapped, charity shop work, friends of hospital groups, support for day care centres, teaching asylum seekers IT, or helping the homeless to get back on their feet. Such activities can be followed during studies or at weekends and make valuable contributions to life experiences and your CV. If you have done such work during your undergraduate years it can be a major impetus towards humanitarian work.

2.2.2 Advice about working overseas

www.aidworkers.net is a site that is supported by about 18,000 humanitarians around the world and provides a forum for advice, for the interchange of ideas as well as answers to practical questions about anything from training to repair of village water pumps. The following is adapted from a response from the Voluntary Service Overseas Enquiries Unit (enquiry@vso.org.uk) to a query posted on the site about voluntary opportunities:

Research an organisation thoroughly before you pay any costs. To do this you can:

- Contact returned volunteers from that organisation to ask about their experience
- Look at the organisation's website, and independent websites set up by people who've been involved with them
- If it's UK based, see if it's registered with the Charities Commission, (not all organisations need register) <www.charity-commission.gov.uk
Tel: 0870 333 0123. Also: Returned Volunteer Action (an umbrella organisation for all Returned Volunteers) Tel: 020 7278 0804
- Make sure you understand the terms and conditions of that organisation
- Know what work you will be doing, dates, times and activities
- Check who arranges and pays for accommodation, living expenses, flights etc
- Check who arranges and pays for health insurance, visas, and work permits
- Understand if there are other related duties/commitments you need to undertake

2.2.3 Working independently of any organisation

It can be very rewarding to find your own work, and arrange your own travel, accommodation and medical insurance. If you're focused on a specific country, or type of work, or have contacts in a country, this

can be easy to arrange. There are, however many pitfalls, such as applying for work visas and residence permits, necessary for all volunteer workers in most countries. Authorities in many countries can be suspicious of foreigners travelling and working independently. It can also be difficult to be accepted for work, especially if a local person can do that job.

2.2.4 Specific leads to other organisations

- Recommendations from friends, colleagues and family should be tried first
- Other agencies you've already been in touch with
- Your local library reference section and directories
- Search engine for specific websites www.google.com
- World Service Enquiry www.wse.org.uk acts as a UK umbrella for overseas agencies.
- Volunteer Development England www.vde.org.uk membership association (Tel: 0121 633 4555) for volunteering in the UK, but also has a section on overseas work.
- Overseas Jobs Express www.overseasjobsexpress.com lists work for everyone.
- Year Out Group www.yearoutgroup.org gives advice to students on planning a gap year.
- Volunteering www.volunteering.org.uk is a useful resource of information on volunteering
- www.avso.org is the EU sponsored volunteering association in the EU and beyond.
- Timebank www.timebank.org.uk suggests ways to use your free time in the UK and overseas
- Worldwide Volunteering www.worldwidevolunteering.org matches you to relevant organisations for a fee
- Working Abroad www.workingabroad.com has a database of placements for any work overseas
- Do-it www.do-it.org.uk is the "home of volunteering on the web" and provides many links
- Idealist www.idealists.org gives free information on agencies and any work overseas
- International Health Exchange www.ihe.org.uk has information on medical placements.

Are you based in North America?

- See Interaction www.interaction.org for contacts.

Are you based in Australia?

- See Ausaid <<http://www.ausaid.gov.au>> and www.volunteeringaustralia.org

Are you living in France?

- See the French cooperation agency www.afd.fr

Are you living in Africa?

- Contact www.nepad.org to see how Africans are supporting Africans

Want to work in South America?

- See www.samexplo.org

- The United Nations Volunteers www.unv.org recruits volunteers from any UN country.

- Many other countries and regions have organisations that send volunteers to other countries. You can contact them through your local government authority.

2.2.5 The British Volunteer Agencies' Liaison Group (BVALG) links the work of five UK-based sending agencies: CIIR, Skillshare International, International Service (IS) and Voluntary Service Overseas (VSO) and BESO. It aims to share the experience of its members and promote discussion on topics related to their work in development. The five sending agencies are committed to fostering long-term development by placing skilled, experienced, mature and motivated people to work with, develop and strengthen local institutions and to share skills with organisations in developing countries. The most common skills required are in the fields of health, agriculture, education, social development and technical training, but there are also vacancies for experienced professionals from a wide variety of other backgrounds. Assignments are generally for a minimum of two years and overseas workers are paid a local-level living allowance. Conditions of service may vary from one agency to another. For further information on individual agency contacts and BVALG publications contact Madrine Kanya, BVALG Coordinator Email: Elsebeth@unais.org.uk Website: www.oneworld.org/is.

2.2.6 A Final Point



Most of an ice burg is under water and only about 30% is above. Most vacancies are filled through personal contact and less by advertised posts. So personally contact everybody you know and some people that you may not know who might be aware of humanitarian employment opportunities. How to do that will become clearer as you read on.

2.3 Putting Your Life on Paper

The selector or human resource officer reviewing your application will be looking for three things - 'CAN, WILL, FIT'

1. **CAN** this person do the job?
2. **WILL** this person accept the job if offered? (If the candidate can do the work too easily without being challenged, interest may not be sustained and the candidate may leave through boredom)
3. Will the candidate **FIT** the ethos of the organisation and the team?

Here are some general guidelines which will help the construction of your *curriculum vitae* (CV) or resumé. These are:

- Keep a full CV in which you record all the details of your professional life. This is increasingly important as you get older and your CV longer. From this you can select material specifically for answering a job advertisement. (You can find a choice of suggested formats and headings in MS Word, and MS Publisher/File/New/Publications for Print/Resume)
- Start with your personal details and contact information. If you add a photograph, make sure it is appropriate. And smile!
- Include your mission statement - where you want to be in 5 years time
- Avoid using the personal pronoun 'I'
- Always be truthful. Experienced interviewers are skilful in checking consistency
- Use bullet points rather than full text
- List work experience from the latest backwards
- Use white space to allow the reader to add comments: do not feel obliged to fill all the space
- Do not miss out any time: missed periods raise suspicion
- Include evaluative statements in several instances but always in a positive way e.g. "This project was not completed as funding was withdrawn". "Reports were always presented on time which led to increased productivity". (This is a better approach than simply listing experiences without indicating their success or otherwise). "Am currently studying French" is better than stating "Little knowledge of French", especially if the language is requested
- Use 'footer' for page number, date and computer route
- Indicate religious, political activities, sports and leisure pursuits. These may form a link with the interviewer who shares your

hobbies/beliefs. While you are not legally obliged to give this information, some of the associated skills may be transferable. Or they can exclude you from a post in which you may be unhappy through conflict of personal interests. If you include “Reading”, then add an extension e.g. “Reading Chinese poetry”



- Give referees and their contact details but add a note asking for them not to be contacted without prior permission. (Your choice of referees tells much about your associates and may be particularly significant for educational posts.) This will allow you to contact them first to update them with your latest CV and a copy of the job description so the referees write references appropriate for the post
- Keep to three pages (two to four maximum) (difficult for older people with longer experiences!). Your CV should pass the ‘20 seconds’ test. Remember that the person reading it may have hundreds more on the desk to be scrutinised. Ending your CV with a statement like, “I certify that this document is a true record of my life activities and contains the truth, the whole truth and nothing but the truth” is generally a waste of space
- Spell and grammar check it thoroughly (making sure you use the correct form of English i.e. USA or UK etc if that is the language being used). Take the opportunity to remove repetitious and unnecessary words
- Ask somebody else to read it through because your ‘spell checker’ will not pick up an inappropriate word. E.g. ‘there’ instead of ‘their’
- Keep your CV updated. Important details, such as dates or publication details, are easily forgotten with the passing of time.

Put yourself in the position of a Head of Human Resources. What CV changes might you suggest to Natalie and Rose? Now write your CV.

Natalie Craigen

345 Huan Dao Dong Road
Mei Jiang Nan Residence Zone
Tianjin
China.

Phone : +86 (0)2225 478596. Email : NatalieCr@hotmail.com



PRIMARY SCHOOL TEACHER

Professional experience gained within varied practical and development roles, mainly within Modern Sport. (games, gymnastics, athletics, swimming, P.E., outdoor education). Believing a mature, constructive and eclectic teaching approach and effective working relationships between staff, students and parents are crucial to a responsive student attitude, a successful learning environment and meeting the needs of children and school mandates. Now looking to make a continued significant contribution for a school in an international setting, preferably as a Classroom Teacher, a Specialist Primary P.E. Teacher, Key Stage Co-ordinator or a position of similar responsibility.

AREAS OF EXPERTISE

- Sports /P.E. Development
- Planning in compliance with N.C.
- Communication in early years
- Organising programmes
- Differentiating learning activities
- Policy and plan construction
- Primary liaison work
- Curriculum co-ordination
- Extra curricular teams
- Organising house events
- Diversity (Equal Ops.)
- Pastoral care
- Outdoor education
- Staff mentoring
- Computer literacy
- Organising productions
- Teamwork
- Writing plans / reports

PROFESSIONAL DEVELOPMENT

Bachelor of Education Junior Primary / Junior (University of South Australia, Majoring in Psychology and Physical Education). **1996 - 00**

Certificate Psychology and Child Development (Open Learning) **1995**

Other certifications / professional training courses have supplemented my extensive hands-on experience: First Aid, Sports Medicine, Surf Survival, Fitness Leadership, Swimming Instructor (AUSWIM), Mandatory Notification Training, Aerobics Instructor, Taekwondo Instructor (Black belt), Numeracy strategy, Literacy insets including ESL children in literacy, KS2 Grammar for writing, Computer literacy (ICT).

PROFESSIONAL EXPERIENCE AND SIGNIFICANT ACHIEVEMENTS



CLASS TEACHER (YEAR 5)

Oct 03 - Present

Rego International School, Tianjin China (<http://www.regoschool.org>)

Teacher of all subjects within the Primary Curriculum, including maths, design and technology games, gymnastics, athletics, swimming and Physical Education as well as National Numeracy and Literacy strategies. Supervising one Classroom Assistant, organising events, PTA evenings and pastoral care.

- Gained experience of teaching children with English as a second language.
- Designed visual and interactive lessons and organised English language sleepovers mainly for the 90% of the students that are Korean, (speaking little or no English).
- Encouraged parents to be actively involved in many areas of school life whilst developing close working relationships an active PTA and an open door policy.
- Advised and supported staff on planning, assessment and resources, including lesson modelling.
- Organised, lunchtime and after school clubs, sponsored events and speak only English days.
- Organised the opening ceremony that involved a major performance including dance, song and music.
- Assisted in overseeing S.A.T. programme including moderation and agreement training.
- Introduced year-by-year programme of Grammar and Punctuation work.
- Planned and developed assessment procedures with P.E. and implemented IT within this process.
- Restructured P.E. programme and delivered new and successful P.E. course.
- Ran the team sports' club (many Regional Leagues).
- Met all increasing intake demands.
- Identified gaps and drew up schemes and policies to ensure a broader curriculum is covered.

Rose Laura Malagani

Personal Particulars

Date of birth / Age	04 th November 1980 / 25 Years
Sex	Female
Marital status	Single
Nationality	Asian
Address	49 West Place, Tolhena, Lulworthshire
Contact no.	0072 (0)391 6492074
E-mail	malagan@fin.com



Higher Education (BCS and NCC)

Year achieved	2005		
Professional Body	The British Computer Society		
Level	Professional Graduate	Grade	Pass

Year achieved	2005		
Professional Body	The British Computer Society		
Level	Professional Project	Grade	Pass
Description	Setting up the Information Infrastructure for a medium sized educational institute.		
Technologies Used	Windows 2003 Standard/Enterprise in a Domain Environment. Active Directory, DNS, Group Policies Installing Configuring and Maintaining ISA 2000, 2004 Beta. Installing Configuring and Maintaining Exchange Server 2000,2003 Setting up Web server using IIS		

Year achieved	2004		
Professional Body	The British Computer Society		
Level	Professional Diploma	Grade	Pass

Year achieved	2003		
Professional Body	National Computing Center [NCC – UK]		
Level	International Diploma in Computer Studies [IDCS]	Grade	Distinction

Professional Training

Oracle 9i	Type	40hrs Course Including practicles
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Database Administration: Fundamentals I (1Z0-031)	Specialization	Database design and administration
	Certification	Oracle Inc. http://www.oracle.com
	Trainer	Mrs. Laksma Balasuriya (Oracle Certified Professional) DMS Software Technologies (Pvt) Ltd. http://www.dmsswt.com/

Professional Qualifications

Year achieved	2005
Certification Body	Microsoft http://www.microsoft.com/mcp
Title	Microsoft Certified Professional
Exam	Developing and Implementing Web Applications with Microsoft Visual C# .NET and Microsoft Visual Studio .NET
Score	1000/1000

Year achieved	2003
Certification Body	International Webmasters Association (IWA) and the Association of Internet Professionals (AIP) http://www.iwanet.org , http://www.prosofttraining.com
Title	Certified Internet Webmaster (Associate)
Exam	ID0-410 Fundamentals of Web Development
Score	100/80

Microsoft Certification Validation

URL	https://mcp.microsoft.com/authenticate/validate/mcp.aspx
Transcript ID	703462
Access Code	7C5671CA

Knowledge Areas

Database Management systems

Programming Languages and other packages

Developing web based applications using C#.NET (Web forms)
 Web site development (Dream weaver 2005, Fireworks, Flash)
 Photoshop
 SQL Server 2000

Operating Systems

Setting up windows 2003 Standard/Enterprise in a Domain Environment.
 Active Directory, DNS
 Group Policies
 Installing Configuring and Maintaining Exchange Server 2000,2003

School Education – Anula Vidyalaya Nugegoda

Examination	Subject	Grade
G.C.E O/L – 1998	English	D
	Mathematics	C
	Sinhala	D
	Social Studies	D
	Agriculture	D
	Buddhism	D
	Science	D
	Music	D
	Practical project	D
G.C.E A/L – 2001	Biological Science	C
	Chemistry	S
	Agricultural Science	B
	English	A

Employment History

Organization	IDM Computer Studies (Pvt) Ltd – Interactive Training Division
Designation	Lecturer
Duration	2003 May – Current
Lecturing Areas	SQL server 2000, HTML, ASP.NET, Multimedia, JavaScript, Microsoft Office, Advanced Excel
Responsibilities/ Nature of work	<ul style="list-style-type: none">- Classroom Setup- Lecture notes preparation- Student assessment Installation and trouble shooting of Application Software, Operating Systems [Windows 2000, ME, XP, 2003]

I here by certify that particulars furnished by me in this application are true and accurate and that I have not suppressed any essential information.

20 June 2008

.....

Miss. R. L. U.I. Malagani

2.4 Writing your Application Letter

Consider two letters of application.

Dear Sir/Madom

APPLICATION FOR THE POST OF

I wish to apply for the post of

I assure you that if appointed I will work to the best of my abilities and for the betterment of your organisation.

Please find enclosed a copy of my resume.

Thank you.

Yours faithfully,

In the first:

- it is brief and easily read
- but the letter is addressed impersonally and contains spelling mistakes. There is wasteful repetition of the post title
- there is no indication of where the advert was seen, which does not help the employer to know which of several publications are the most useful for future post advertisements
- there is no information that will entice the reader to continue reading the CV
- there is no indication, other than the promise of loyalty, of anything that the candidate can add to the required qualities
- the font type may be seen as frivolous and not business-like

In the second:

- the letter is addressed to a named person
- more space is taken up than in the first but it carries much more information and is still contained on one side of A4 paper
- the source of the advertisement is given
- the requirements are related to the qualities and experiences of the candidate

- where the candidate does not have requirements (e.g. experience of Africa) other experiences are offered that could be transferable e.g. worked in Asia. The candidate does not have an education degree but does have ten years experience in teaching
- other skills are offered which are not demanded by the post but which could well be important to the employer
- the confident ending shows the candidate is keen
- in a few seconds the reader has learned enough of the applicant to want to see the CV

Dear Ms Bluebell

I wish to apply for the post of **Assistant Project Officer – African Refugee Children** as described in “Refugees Records” (27.06.2011).

I have experience of working in the conflict areas of Asia, of working with children and young people, interviewing, training, negotiating with the local and other authorities, and I am committed to assisting the peace process in XXXXX to become sustainable.

You require	My experience
A degree in Social Work, Education, or Psychology	In-service training in Education, BSc Chemistry (with Physiology), MSc Pharmacology, More than ten years teaching experience.
Training experience	Extensive experience in training, and training of trainers for international, national and local organisations
Computer literacy	Recent update in MS Office Professional courses obtaining Merit in MS Word
Ability to work in a cross-cultural environment	In addition to working in Israel, have worked in India and Asia with Muslim, Hindu and Christian colleagues.
Psychosocial programmes dealing with children	Worked with children’s camps in the UK and with street children in Brazil.

In further support of my application I have excellent writing skills, strong organisation and communication abilities, and I can work independently (in isolation if necessary) and expect to deliver a finished product on time.

My curriculum vitae and contact details of three referees are attached and I look forward with optimism to hearing from you.

Yours sincerely

When you send an application for a post put yourself in the position of the selection personnel. They are busy people who may be dealing with several vacancies and several hundred applications at the same time. If there is only one opening, it is of little comfort to know that you were the second or third choice. Your application has to stand out among the others. What devices are available for achieving this? Here are some ideas for you to consider: not all are appropriate in all situations.

1. Print your CV on lightly tinted paper or in a different font colour: dark blue is good: it must be suitable for photocopying. Choose the font type carefully and do not change this in the rest of the document
2. Address your application to a named person. You may have to telephone the company to obtain the details
3. Avoid sending your application by email. If this has to be done, back it up with a hard copy or a fax. Emails can easily be ignored and they do not carry the compulsion of attention demanded by a hard copy
4. Research the organisation thoroughly and read the advertisement/job description carefully so you supply the information that is required for the post. Show that you will 'fit' into the organisation if offered the position. Build their key words into your application
5. Indicate that you have more to offer than is being requested
6. Knock on doors! This can be useful if you are exploring opportunities where vacancies have not been advertised. Ask if somebody in the organisation could spare you time to explain more about their activities (having read brochures or web site information). Some have struck lucky and landed a post that was about to be advertised.
7. Offer to work for nothing in order to gain experience. Many have been given this opportunity and later been offered a permanent appointment having proved their worth
8. Include short examples of your work e.g. a report, publication or article/brochure that you have prepared.

A thirty year old man with a background in computers decided to move into humanitarian work. After 82 applications he had not been selected for a single interview. At his own expense he went for a holiday period to a conflict-affected country in Asia, collected a list of members of the Local Consortium of Humanitarian Agencies and started knocking on doors. Before his holiday was over he had landed a two-year contract with a local organisation. Two years later he was head-hunted through a working contact to join an international agency for a three-year contract in the same country. On the completion of this term he negotiated with another agency and moved to the Democratic Republic of the Congo in order to extend his experience to Africa. Now he is studying for a Master's Degree by Distance Learning.

2.5 Preparing for the Interview

You have been invited to attend an interview for a foreign posting! What can you expect? Almost certainly you have been interviewed before but this one might be different. Interviewers can adopt one or more of several styles and you may have to confront different interviewing groups who are looking for different information. The interview process could be brief, or spread over several days. You may be interviewed at the head office of the organization in your country, and additionally by field staff from the country for which you hope to be destined. Rarely you might be asked to travel abroad but a telephone interview, or increasingly video interview, is more common. Be sure to confirm the local time of the call so you are available at the right time!

Approaches include:

1. One-to-one. This may be formally across the desk of an office, or relaxed in a café or restaurant
2. Group interview. Panel members take turns to ask questions covering different aspects of the work
3. Stress interviews. Stories are told of coffee being ‘accidentally’ spilled on candidates to measure reactions. More likely are group games or simulations under time pressure in the presence of a management psychologist who records your leadership/team qualities, response to pressure etc
4. Scenarios. You may be given a humanitarian scenario and asked to write an essay on “How you would deal with it”
5. Psychometric tests. These are intended to measure your aptitudes and qualities or personality characteristics. Many can be freely downloaded for practice (see section 3.4)
6. Presentations. You can be asked to come prepared with a presentation on a given topic, or asked to prepare one during the interview period
7. In-tray exercise. A pile of documents needs your responses. Make sure you read all the documents before responding as some lower in the pile may modify or cancel actions suggested by those higher up!
8. Candidate groups. Generally you will not meet other applicants for a single post to prevent experience swapping. However, if several candidates are needed to form a team, you may be interviewed with others and subjected to group activities

The success of an interview depends upon the match between you and the interviewers. The outcome is influenced by some unknowns (the psychology of the people and the ‘chemistry’ between them), luck (common hobbies), and known factors (the organisation ethos and needs, and your experience and qualifications). So, control the aspects within your power.

1. Investigate the organisation’s culture, programmes, and finances. But resist the temptation to show off what you’ve researched unless you have a question directly related to your career
2. Arrive before time, visit the toilet and introduce yourself with a firm handshake. Look as if you already belong. Learn the dress code and err on the side of conservatism (a prior visit could establish this)
3. Listen carefully to the questions and take charge of the interview! The most successful interviews feel like friendly conversations. When your interviewer has an agenda (such as the infamous “stress interview”) stay relaxed. Think of it as playing a game
4. Assume everyone you meet will provide feedback to the decision-maker. Some companies hand out comment forms to security guards, receptionists, and potential peers who take you to lunch
5. Communicate interest and enthusiasm by use of body language, even if you’re not sure you’re ready to commit. You’ll rarely have all the facts until you’re looking at an offer
6. Know your résumé and be able to summarise your achievements. Add value judgements
7. Have a clear reason for change. E.g. Have been in current company for X years and want to become a manager i.e. a professional reason. NOT I can’t get along with my boss (may not get on with next one!) May wish to extend budget, man management, responsibility. But tie information in to actual job
8. Try to avoid saying “No” as an answer. “Are you fluent in French?” could be a question. Perhaps not, but you could reply, “I fully appreciate the need to have an international language in addition to my English when working with an international team. My Spanish is good. I learned French at school and am working hard to get this up to speed”
9. Be prepared for *non sequetor* questions e.g. what is the most passionate article you read recently? This checks if you can think on your feet

10. Linguistically use plural forms - "If WE are working together on this project....." This helps the 'Can Will Fit' syndrome
11. Start time? Do not give away too much. "I can start roughly two weeks/one month from offer"
12. Never abandon an interview part way through. Finish it well - you may meet the interviewer in another situation!
13. Have some questions to ask - the next step, computer/internet availability, starting date, opportunities to travel to other projects, potential for advancement/permanency, etc. Tailor the questions to the level of the interviewer. Don't ask the Vice President about vegetarian food in the canteen. Sales - "What is the business plan, areas of greatest growth, what is your biggest problem right now? Why did you join the organisation? What has your career path been since you joined?" No answer means no job. Thank the interviewers at the end

To be sure that you can make the change into humanitarian work, some interviewers may ask harder questions:

What Are Your Weaknesses?

This is the most dreaded question of all. Minimise your weakness and emphasise your strengths. Stay away from personal qualities and concentrate on professional traits: "I am always working on improving my communication skills to be a more effective presenter. I recently joined Toastmasters, which I find very helpful"

Why Should We Hire You?

"With five years' experience working in the financial industry and my proven record of saving the company money, I could make a big difference in your organisation. I'm confident I would be a great addition to your team"

Why Do You Want to Work Here?

The interviewer is listening for an answer that indicates you've given this some thought and are not sending out CVs just because there is an opening. For example, "I've selected key organisations whose mission statements are in line with my values, where I know I could be excited about the work, and this organisation is high on my list of choices"

When Were You Most Satisfied in Your Job?

The interviewer wants to know what motivates you. If you can relate an example of a job or project when you were excited, the interviewer will

get an idea of your preferences. "I was very satisfied in my last job, because I worked directly with the customers and their problems; that is an important part of the job for me and I can relate it to humanitarian work"

What Can You Do for Us That Other Candidates Can't?

What makes you unique? This will take an assessment of your experiences, skills and traits. Summarise concisely: "I have a unique combination of strong technical skills, and the ability to build strong personal relationships especially in cross-cultural situations"

What Are Three Positive Things Your Last Boss Would Say About You?

It's time to pull out your old performance appraisals and boss's quotes. This is a fine way to brag about yourself through someone else's words: "My boss has told me that I am the best engineer he has ever had. He knows he can rely on me, and he likes my sense of humour"

If You Were an Animal, Which One Would You Want to Be?

Interviewers use this type of psychological question to see if you can think quickly. If you answer "a bunny," you will make a soft, passive impression. If you answer "a lion," you will be seen as aggressive. What type of personality would it take to get the job done? What impression do you want to make?

Moving from a traditional professional post into humanitarian work could transport you into a whole new world of mass migration, refugees, conflict and human rights abuses. Your homework may need to include a basic understanding of the monumental task of ensuring protection for people forcibly uprooted from their homes by whatever cause (The Deng Humanitarian Guiding Principles on Internal Displacement www.irinnews.org), the standards of water, food, sanitation and health that are generally applied to displaced people in camps (The Sphere Minimum Standards and Humanitarian Charter www.sphereproject.org), and the international laws that govern the rights of everybody: adults and children (www.un.org/overview/rights).

2.6 Negotiating Conditions of Service

This section is based on Feature Article 29 from the DEVJOBS website (www.devjobs.org) referred to earlier. Hopefully, it will encourage you to explore that instructive site further.



Most of us are not comfortable negotiating our salaries even though negotiation has become a common part of today's business. It is important to feel confident in this stage of the hiring process. The employer expects some type of negotiation, and we must be ready. With the tips below, even the most inexperienced negotiator can learn the art of negotiation. **Try to avoid the question of salary, until you have an offer.** On job applications under salary requirements, put "open," "negotiable," or "competitive." If a salary requirement must be given, then give ranges (usually begin your range at 10% higher than your last salary and add 10% to get the top end your range). If you are asked directly how much you would like to make, try to answer in vague terms:

- "I'd rather discuss salary when we are both confident that I am a good match for the position"
- "I believe that my salary should be based on the specific responsibilities of the position and the standards of the country"
- "What would a person with my background and qualifications typically earn in this position with your organisation?"
- "Although money is an important factor, I am most interested in this opportunity because I think it represents a good match between your needs and my qualifications."
- "From the job description and salary range that you had on CareerBuilder, we are in the same range."

Research your market value. Before you go into an interview, make sure you are armed with the most recent information on the salary ranges for the position in the country to which you are going. Some sources are:

- *1998-1999 Occupational Outlook Handbook*
- *National Association of College and Employers: Salary Survey*
- *American Almanac of Jobs and Salaries*
- Professional associations or trade journals in your field

- Call directly into Human Resources and ask their salary ranges for the job you are seeking
- Compare specific salary ranges from CareerBuilder job listings
- Remember that the cost of living in a developing country may be dramatically less than that in your country

Do not take an offer on the spot. How valuable and in demand will you seem if you accept an offer the moment it's presented? Instead, either take home the written offer or take notes on the details of the offer. Tell the employer that you would like to go over everything carefully, and set up another meeting, or finalise arrangements the next day. Now that you have some time to really think, you should examine the organisation's entire compensation package. Be sure to consider these factors:

- Insurance: general coverage, medical insurance, dental insurance, eye care insurance, life insurance, accidental death insurance, travel insurance, and disability insurance. Are other members of your family covered, and for what?
- Pension and Profit Sharing Plans: when are you vested; after how many years are you eligible?
- Tuition and Continuing Education Benefits: will these be paid?
- Salary progression expected in the first 3-5 years. Are there *per diem* payments in the field? Some organisations pay danger money and give a leave allowance covering limited travel and accommodation. Enquire about the 'extras' and use of a vehicle and a computer
- Vacation days, paid holiday, and sick/personal days: how many are you allotted, how are they earned, and what are the requirements for using them? Is there assistance with child education? How is staff health, stress or burnout managed?

A valuable exercise involves tabulating all the factors you can think of which will allow you to compare your present post with an offered one. These will include salary, salary potential, travel, time with/away from your family, job satisfaction, holidays, benefits, promotional prospects etc. Give each category a one, two or three star rating to help your decision making.

Negotiate. Once you have considered the things listed above, you are ready to negotiate. Enter the negotiation armed with a firm understanding of your skills and what they are worth. Know your strengths in your field. For example, say you were a keen negotiator for

large corporate contracts that brought \$1 million in revenue to the company. Explain to potential employers how you generally brought x-times your annual salary package to the company in terms of corporate profitability within your first year. Even when you have orally accepted a post, there is still time to negotiate.

2.7 Ready to Go!

If the employer said they would ring to let you know the outcome, make sure that you can be contacted by phone at all times. If not, brief whoever is going to answer the phone to get the correct number for you to ring back. If you don't get the job, wait a few days and then ring and ask if they will give you some feedback as to why you were unsuccessful. Be positive and constructive about this and ask what you need to do to make yourself a stronger candidate for next time. Remember, not getting this job does not mean you will never get any job. The more interviews you do the better you will get at them.

If they ring and offer you the job try not to scream/laugh hysterically/faint; then check the starting date and what you have to do next by way of acceptance, medicals, etc.

If the post is in your own country you may be familiar with travel and other arrangements for relocation. If the post is abroad, there are several aspects that you must think about and plan.

2.7.1 Health and vaccinations

The most important (and usually most costly) component of an organisation is the staff team. Their wellbeing is of paramount importance in the efficient execution of a project or programme. If you are already on medication make sure this is available at your destination, or take supplies with you. You may need to start antimalarial medication several weeks before leaving. There are several excellent books on travel health.

1. Dawood, R (2002) *Travellers' Health: how to stay healthy abroad*. (Oxford University Press). ISBN 0 19 262947 6. This is the ultimate reference for going abroad, travelling/working and returning healthily. Its 700 pages may be too bulky for a short visit, but it is an essential component of the longer term travellers library. Look at the web site www.travellers-health.info.

2. Wise, M (2002) *The Travel Doctor: your guide to staying healthy while you travel* (Firefly Books). ISBN1 55297 668 8. It includes tips on jet lag, altitude sickness, culture shock, parasites and travelling with a medical condition.
3. Lankaster, T (2006) *The Traveller's Good Health Guide* (InterHealth). ISBN-13: 978 0 85969 991 4. The essential health guide for backpackers, travellers, volunteers and overseas workers.
4. Books can be found and obtained through Amazon www.amazon.com/books.

You may be supplied with a first aid kit, or need to take one with you. Suggested contents are given in the Red Cross First Aid Manual. You can prepare your own list that may look similar to this:

- adhesive dressings
- medium and large sterile dressings
- sterile eye pads
- triangular bandages
- packet of safety pins
- disposable gloves
- crepe roller bandages
- scissors
- tweezers (forceps)
- cotton wool
- ear buds
- wound cleaning wipes
- adhesive tapes
- Optrex solution with eye bath
- antiseptic fluid (e.g. Povidone) and powder

Additionally you may need to take a torch. Other possibilities include disposable syringes, tampons (which may only be available in major towns), insect repellent, sun protection cream, a treated mosquito net, and a Swiss Army knife. A laptop computer and a digital camera may be essential parts of your luggage together with an ipod for recording sounds or listening for relaxation. You can shop online for most of the above items and have goods delivered from InterHealth (157 Waterloo Road, London SE1 8US. Tel: 020 7902 9000. Email: info@interhealth.org.uk. www.interhealth.org.uk). The centre also gives immunisations by appointment.

Think about reference books and journals you may want. ELDIS and TALC (Teaching Aids at Low Cost) offer CDs of library materials which can allow you to take a library in your wallet instead of an additional heavy suitcase of books.

If you have time before departure, you could take the one-day First Aid course with the Red Cross “First Aid for Overseas Workers” (a valuable addition to your CV!).

You may need to update and extend your immunisations. Country details can be found on several sites e.g. www.fitfortravel.scot.nhs.uk or www.mdtravelhealth.com which provides much additional information on individual country health hazards.

Perhaps you are a person with a disability. This should not be a deterrent although you will have to plan more carefully. It has been the privilege of the author to work with valuable humanitarian colleagues who have had cerebral palsy, diabetes, been wheel-chair bound, been HIV +ve, and even blind (this friend now runs his own NGO for blind people in Nepal).

2.7.2 Insurance

Your employing organisation may provide full health cover, repatriation costs and a disability allowance. If you are taking your family to an accompanied post you will need to be sure that they are also covered. You might have to arrange your own personal cover for your personal effects and your laptop, camera and other electrical equipment.

2.7.3 Country briefing

In preparing yourself for the interview you have probably already read something of the country which will be your contract home. But you may

like to search further about costs of living and security risks. However, do not be too discouraged by reports in web sites: the authors have to cover themselves when describing risks. The Foreign and Commonwealth Office gives balanced reviews of countries (www.fco.gov.uk) and information can usually be obtained from your High Commission at your destination. Do not forget to take a map, or a travel guide (e.g. Lonely Planet www.lonelyplanet.com).

2.7.4 Language training

During your interview you managed to skate round a difficult question about your ability to speak a foreign language. Now you really need to cram an update. There are many good language courses available on websites, and CDs from book shops. One of the most interesting is a site offering free language training for humanitarian workers. Check out a recent and expanding site for languages and health care. www.crelearning.com provides 80 languages freely to aid workers. It claims that new languages and dialects are welcome and will be provided on request to their team of UN volunteers.

2.7.5 Travel

Ask your new boss (or the travel department):

- how your tickets will be obtained
- who is responsible for obtaining your visa and work permit
- whether transport/costs to and from the airport will be covered
- what your luggage allowance is (some airlines offer double baggage allowances for ‘missionaries and humanitarian workers’; sometimes the amount can be negotiated, or limited excess baggage costs might be paid by the organisation
- do you need to obtain local currency in advance, or what credit/debit cards will be recognised where you are going

2.7.6 Predeparture briefing.

You should know before you leave if you will be met at the airport, what accommodation will be made available, and if there will be an in-country security/emergency briefing and training. When you arrive at your destination, as soon as possible request a briefing especially if you have landed in a conflict-affected zone. Even the biggest and best organisations sometimes forget this and it may be life-saving for you.

2.7.7 Writing a will

While not wishing to end this section on a pessimistic note we must be practical. Eventually death is inevitable for all of us, but if this terminal

event occurs while travelling or working abroad, additional problems are raised for family members and executors. Foreign employment does contain additional risks but these must be put in perspective. Road traffic accidents kill 1.2 million people every year (an average of 3242 persons dying each day around the world), and leave 20 to 50 million people damaged. Your greatest risk may be in leaving your house and going to the airport! Nevertheless, the nature of humanitarian relief has changed dramatically in the past decade as conflicts have ceased being wars between countries and are now largely internal conflicts taking place amid the anarchy of weakened or collapsed states. Increasingly, civilians and those who try to protect and assist them, are seen as legitimate targets for extortion, harassment, rape, brutality and sometimes murder.



So write a will if you have not already done so. You can use a lawyer or download information from the internet. Guidance packs are available from some bookshops. To assist your executor(s) you may like to attach a list of helpful points such as:

PERSONAL DETAILS

Passport or ID number and date
Email address
Password for email address
National Health number
National Insurance number
National and Private Pension details

Home

Address and telephone number
Mobilenumber

Emergency

Contact details of close relative

Address

Tel

Email

Bank details

Address / Tel *Sort Code*

Accounts numbers

Name of account holder

Internet Online Membership Number 5-pin code

Debit Card pin number and Password

Other Contacts

Insurance Policy details

Tasks for Executors

- 1. Deal with Will. (Social Services booklet on "How to Register a Death" is in my filing cabinet under "National Health and Health Service")*
- 2. Close bank accounts*
- 3. Stop national and private pension payments*

3. DEVELOPING YOUR CAREER

3.1 Writing Two Mission Statements

Now you are established in humanitarian employment in another country that you may or may not have visited before. Your motivation is high and you want to give all you can while gaining as much as possible during the course of your contract. A job description has been provided but it may have changed during the several months between the time it was written and your arrival. Your briefing and induction are behind you. Sometimes your employer will be looking to you for ideas about how you will proceed.

While on contract it is good to have two mission statements. One is your professional mission and the other is your personal one.

3.1.1 A personal mission statement.

While you are in this new situation, perhaps for a year or more, you want to gain as much as you can from the experience. You must build some leisure time into your programme especially if you are inclined to be workaholic. So write a simple personal mission statement which you can share with your family or friends and indulge yourself with hobby time or a new activity. This will be almost entirely under your control, so if it fails - that will be your fault!

Personal Mission while in Uganda 2011-2012	
Mission	- to gain an overview of Ugandan wildlife
Aim	- to visit national parks and Victoria Falls
Objectives	- walk at least one hour 3X/week for fitness - obtain Field Guide to Birds of Uganda - maintain log of birds visiting garden - visit mountain gorilla sanctuary etc, etc

3.1.2 A professional mission statement

The success of your professional mission will depend upon your ability and application to your work, but it will also be influenced strongly by your colleagues, the line manager, the office conditions, bureaucratic procedures, available resources and external domestic, cultural and political conditions. In the worst situation, you may not be concerned

with succeeding in your work, only surviving it! In other words, your mission in this post is not totally under your control. However, draft a professional mission statement and share it with your boss or line manager.

Professional Mission Statement for Jo Soper - 01.01.2011.

Manager, Child Soldier Rehabilitation Centre

Mission

To facilitate the rehabilitation and reintegration of child soldiers with their community and families

Aims

1. To manage the rehabilitation centre
2. To provide training for staff
3. To maintain an appropriate environment for the rehabilitation of released child soldiers
4. To ensure security arrangements for the buildings and occupants

Objectives

1. Participate in weekly meetings with staff
2. Provide technical advice to staff
3. Develop modalities of working processes and protocols
4. Ensure all children are interviewed on entry
5. Oversee national staff for interviewing, psychosocial provision, reporting and documentation
6. Update and maintain a highly secure database of children
7. Represent organisation at meetings with other agencies involved in the centre
8. Liaise with social work teams and other agencies involved in the release and reintegration of under-age recruits (SCF, UNDP)
9. Undertake any other work reasonably requested by Supervisor
10. Gain knowledge necessary for the above responsibilities

Tasks

1. Hold weekly staff meetings
2. Attend Friday Planning meeting in Zone Office on alternate weeks
3. Prepare for Social Work Training Workshop 15-20 December
4. Visit neighbouring Rehab Centre
5. Write Fire Precaution Guidelines
6. Create Accident Report Form
7. Train staff in Fire Precautions and hold fire drill
8. Train all staff in security using the security CD
9. Draft security and emergency procedures
10. Complete Monthly Report Form for HQ

A more advanced way of setting out your mission is to tabulate it in the form of a logical framework analysis or log frame. Several variations exist and a clear description of this tool is to be found under Proposal Writing in www.ausaid.gov.au.

Simply, a log frame extends the format on the previous page by tabulating alongside each objective the expected outcome, and the actual task. The logic becomes evident if you start looking at the Action which will result in the Outcome, and so on. However, the table starts to become complex as each objective may have more than one outcome. You can be helped by numbering each box as the sections and subsections of this booklet have been numbered.

Goal	Overall vision of the project	The limit of direct control by Project Manager
Objective(s) or Purpose	Objective of project which contributes to reaching	
Outcome(s)	Outcome which contributes to	
Action(s)	Action which will result in	

Additional columns can be added for ‘Indicators of Achievement’, ‘Means of Verification’ and ‘Risks and Assumptions’.

Writing a full log frame requires some practice and dedication so you might opt for a shorter version like the one above although it is improved by including indicators of achievement thus allowing you to monitor your progress. Those of you who will need to write project or funding proposals should endeavour to master the more elaborate versions of log frames as many donors insist on their inclusion in a concept paper or proposal document.

3.2 Planning Work Strategy

Work plans are only useful guides if related to a time scale. Short-term or annual contract work can be set out in the form of a bar chart. This is a useful way of adjusting work loads and travel plans to fit in with climatic conditions such as the flood season, and public holidays (which will differ from those in your home country).

MAIN TASKS	2011						
	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Goal setting	■						
Reading / review	■■■■■						
Initial UN office visits		■■■■■	■■■■■	■■■■■	■■■■■		
Training courses			●	●			
Writing guidelines			■■■■■	■■■■■			
Set up District Committees.			■■■■■	■■■■■	■■■■■		
Develop emerge. plans			■■■■■	■■■■■	■■■■■	■■■■■	
Agency contacts		■■■■■	■■■■■	■■■■■	■■■■■		
Emergency simulation					■		
Strategy reviews		1 ↑		2 ↑			
Final report						■■■■■	
Leave							■
Public holidays	■	↑				↑	↑
Rainy Season					■	■	■

This chart can be attached to your mission statement.

3.3 Self and Peer Assessment

Many organisations will have trial periods, and appraisal systems which may be quarterly, annual or term: it is common for a final review meeting to be held between employee and employer. This may be formal, informal or conducted through completion of appraisal forms. However, the smart employee will want to be aware of progress during the contract so that adjustments can be made if necessary. There are several ways of achieving this.

One approach is to set out the original objectives in a monthly tabular form and to give yourself a mark (perhaps on a scale of 1-5 or 1-10) for each objective. This will focus your attention on each of the job areas you are addressing. An extended version of this method is to photocopy the table and give it to two or three trusted colleagues who might be familiar with your work, and ask them to assess your activities. Then their assessments can be compared with your self-assessment. Differences can be discussed. The exercise can be extended to the appraisal of your colleagues and repeated for them. You can add notes of explanation and repeat the exercise on a monthly basis.

First Monthly Review for J.S. - 30.09.2011

1. Overview

The first Strategy document (08.06.2011) remains essentially unchanged. The time scale of activities has been elaborated (appendix 1) and summary notes on each section are provided. No changes have been made to the Mission, Aims, Objectives, Activities, Potential Partners, and Log Frame.

2. Goal Setting

The following activities are all directed towards achieving the goal.

3. Reading / Review

Major UNHCR and other UN publications have been read. "Refugees" and other journals are scanned or read depending on interest. One paper (The Global Disaster Situation) has been written for the National Disaster Management Centre. Another (Village Life with Dignity for the Displaced) has been drafted for publication. **Progress 6/10**

4. Field Office Visits

Discussions for briefing and EP working sessions have been held with colleagues, Jaffna (one visit and another planned), Trincomalee (two visits) and Vavuniya (three visits). Visits to Mannar and the uncleared Vanni (Maddhu and Mallavi) have not been possible although discussions have been held with colleagues from the area. Initial resistance.....etc

3.4 Psychometric Testing

3.4.1 What are psychometric tests?

A psychometric test is a way of assessing a person's ability or personality in a measured and structured way. There are three main types of tests: ability, personality and interest. Some tests are used by employers to help them in their recruitment process while other tests can help people with career decision making.

It is common for graduate employers to use psychometric tests as part of their selection process. Organisations believe tests help them recruit the right people with the right mix of abilities and personal qualities. They are also useful for "sifting out" individuals from large numbers of applicants at an early stage and so saving the employers both time and money.

Tests can be administered by pen and paper or computer. You may be asked to take them in an assessment centre or online. If you take a psychometric test then as a candidate you should be provided with feedback. Do not trust an organisation that is not prepared to provide this. In the UK, because of the Data Protection Act, test providers have a legal responsibility to provide feedback if requested.

3.4.2 Types of test

1. Ability tests

- **General intelligence tests**
Some tests assess your general ability (your intelligence). They are not dependent on prior learning or knowledge but more on how good you are at solving problems using logical thinking.
- **Specific ability tests**
There are 2 types of specific ability tests:

- **Attainment tests**

These examine the skills and knowledge you already possess. They are designed to assess what you know at the time of the test such as for a driving test or a word processing test. These can be known as work-related tests.

- **Aptitude tests**

These are more of a measure of your potential for certain activities. They do not rely on any previous knowledge or training, but more on your natural ability or aptitude. The two most common forms of aptitude tests are verbal and numerical reasoning tests. There are also more

specialised tests which can be used if you are applying for a particular career in IT, science or engineering.

2. Personality questionnaires

These are designed to allow organisations to measure aspects of your personality. Unlike the tests listed above there are no right or wrong answers. They seek to present a picture of how a person will behave in particular circumstances e.g. whether you are a 'leader' or a 'follower'. However, a personality assessment should always be followed by an interview with a qualified provider to validate the results of the assessment. This discussion with the user can explore relevant strengths and weaknesses for a job role or to assess their understanding of their behaviour.

3. Interest questionnaires

Interest inventories examine a person's interests and are often used in careers guidance. These can also be used for selection purposes.

3.4.3 Know yourself

Knowing your true self can come as a shock as we may not have the personality that we think we have. While many psychometric tests are available online there is a risk that we may simply not believe the results and consider a particular test as not applicable to everybody. But psychometric tests are based on the principles of being objective, valid and reliable. So testers may be more interested in your position on a scale than how high your mark is.

Some tests can only be applied by qualified and experienced psychologists. While many tests are available from the British Psychological Society, others will only be released to those who can establish their credentials (www.psychtesting.org.uk).

Other sites from which tests can be downloaded free include: www.doctorjob.com/testing_zone, and www.shldirect.com which gives practical hints and tips as well as online practice. www.bradleycvs.co.uk offers a free test and a professional CV writing service. The Myers Briggs Personality Typing test has been used for many years and is most informative about yourself (www.personalitypathways.com). Emotions and Behaviours at Work is a newer site which is now being widely used internationally. You can trial it free and obtain an elaborate report through www.ebwonline.com.

3.5 Being a Consultant

You are weary of incompetent bosses and have become a confirmed disciple of the ‘Peter Principle’. (If people are competent they become promoted: thus everybody finishes up in a position of incompetence in which they stay until retirement). You are qualified, experienced, ambitious, and still adventurous. Colleagues and others ask for your opinion. You could earn more and you could certainly use the extra cash. As you are often consulted, you think about becoming an independent, free-lance consultant. Anyway, maybe you are between contracts and wish to fill the time in a worthwhile manner. That is better than having a blank period on your CV. And it would give you the flexibility to go and do those things that you have wanted to do for ages but for which you have not had the time or energy.

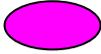
Beware! Free-lance consulting can be a life of ‘feasts and fasts’ although it can be satisfying and rewarding.

First of all, think about all the facilities that might have been available to you from your organisation and which you may have taken for granted:

- **consumables:** pens, highlighters, paper, envelopes, postage, postits, stapler, hole puncher, files and folders
- **equipment:** photocopier/printer, notice board and marker pens, flip charts and paper, overhead projector, slide projector, multimedia projector, laptop computer and CDs, filing cabinet, desk and chair
- **services:** office cleaner, tea/coffee/water provision, transport, electricity supply (from grid, generator or solar panels), IT support, electric kettle, cutlery, crockery and kitchen facilities, library and literature, information sources from HQ
- **colleagues:** administrative assistance, reception and telephone answering facilities, peers to cover for you when sick or on leave, team members you can ask for advice, trusted friends on whom you dump your problems
- **welfare:** housing allowance, travel and food allowance, insurance and health cover, children’s education costs

As a consultant you may have to obtain or do everything alone from now on.

Second, you must think about your **credibility** to potential clients. At the moment your business card may look like this:



John Smith MSc
Emergency Manager
Oxfam Regional Focal Point
49 Green Place
Kinshasa
Democratic Republic of the Congo
Tel: 000000000 Fax: 5555555 Email: xyz@gringo

In future you may be offering this:

John Smith MSc
Emergency Consultant
68 Woodstock Road
Riply
Durham
Tel:0773124849 Email:abc@hotmail.com

You will need to find ways of advertising yourself and selling hard because you have lost some of the credibility that you had gained in the past from belonging to a recognised establishment. You can make available to potential clients:

- a list of partner organizations that you have worked with in your previous life
- a list of projects, with brief descriptions, that you have directed or been involved in
- a brief CV
- a personal web site in which you publish all of the above

You can also start your own NGO (see www.networklearning.org for a free manual on how to achieve this).

You will need to balance ‘feasts’ (several contracts being offered at once which means you will have to reject some with the risk of losing a client) against ‘fasts’ (long periods without a contract). There are several ways of achieving this. You could strive for one long-term part-time contract (e.g. monitoring a programme: writing a report/review) which might occupy one or two days a week. This will provide a basic income while giving the opportunity for short-term jobs or other activities. Or you could set yourself the task of writing booklets/leaflets/educational materials that can be offered for sponsorship.

For over 100 years, education in the UK has been monitored and evaluated by a system of independent inspectors who, with objectivity, analyse the cost and effectiveness of educational programmes at all levels. Many humanitarian programmes are assessed by the organisation responsible; the report needs to be good in order to attract further funding from donors!

There are a few agencies or agents that select teams from freelance consultants who ‘inspect’ major programmes, but this process is not practiced widely. Perhaps, as an extension of the idea of establishing Good Humanitarian Practice Guidelines, there is a need to set up an international register of consultants, or an NGO, which specialises in Monitoring, Evaluation and Impact Assessment.

Now you need to determine your worth in the market and how much you will charge clients for contracts. This is a difficult path to tread with the extremes of overpricing and losing clients, or under charging and not realising your potential.

So think of the annual income that you expect. Recognise that you can only work for about 200 days in the year. Remember also that you now pay your own taxes, insurance premiums and for food. Check carefully with clients about who pays for flights/travel/expenses during the contract. Build in preparation and report-writing time. Now you are well on your way to calculating your daily rate or contract cost.

Finally, be sure to network with other consultants: they can provide a good buffer by recommending you for contracts that they cannot accept, or who can act as a backstop for your excesses.

3.6 Coping with Stress

3.6.1 Biology of stress

Our bodies have survival mechanisms for responding to immediate and long-term stress. However, one man's stress can be relaxation for another. While some are scared of spiders or walking along a cliff edge others actually enjoy the 'adrenaline rush' induced by bungee-jumping, mountaineering, extreme sports and free-falling from aero planes!

The immediate response to stress is dilatation of the eye pupils, an increase in heart and breathing rates, a rise in blood pressure and a shift in blood from the internal organs ('butterflies in the tummy') to the muscles of the arms and legs. Energy sources are mobilised into the blood stream from the liver. This has been called the "fright, flight or fight response". It is initiated by a special part of the nervous system and is reinforced for a longer period by adrenaline and other hormones released from the adrenal glands. In fact these physiological responses can be induced just by thinking about sitting in the dentist's chair! All this makes good physiological sense as the deer flees across the savannah ahead of a hungry lion; the mobilised energy compounds can be life saving in providing endurance.

However, if stress is not followed by exercise, then the mobilized energy chemicals can become dumped in the blood vessels later to form clots and the blood pressure spikes can lead to damage in the brain or elsewhere.

Now humanitarians may experience many stresses - lack of achievement through factors beyond their control, a sense of uncertainty and insecurity, linguistic isolation, deprivation, lack of family and friends, unfamiliar culture and food so spicy it burns both ends, high temperature, risk of tropical diseases, experience of conflict and life threatening situations.

3.5.2 Effects of stress

If stress becomes chronic and is not recognized or managed it can lead to several undesirable changes. These are mostly symptoms, not signs.



They can include feelings of loneliness, emptiness, anger, hatred, frustration, swings in energy level and mood, concentration problems, restlessness, irritability, anxiety, fear, depression, sleep and digestive disturbances, re-experiencing events, self-reproach and guilt, even psychosomatic illness.

Sometimes pathological stress responses are not experienced until post-deployment. The Voluntary Service Overseas offers an excellent short course to volunteers before they return home, warning of the reactions which may be experienced. Other organisations are giving more focus to the importance of self-awareness and care for colleagues who may be unaware that they are approaching burnout or total collapse. One or two specifically provide support to agencies committed to improving human resource management. Organisations providing guidance on personnel support include: the Center for Psychology and Society ehrenreichj@oldwestbury.edu, the Antares Foundation pietersom@antaresfoundation.org and People in Aid www.peopleinaid.org. The United Nations has produced a thorough cover of the subject for staff and trainers (Managing the Stress of Humanitarian Emergencies, Geneva, July 2001); the older version (1995) included a simple self-test which allowed alert to early stress signals.

3.5.3 Techniques for coping

Stress must be avoided or managed. Care can be taken before, during or after working abroad.

Before

- ask your family and friends to keep in touch to keep a sense of belonging and stability
- research well the country to which you are going to prepare your mind for the changes to avoid surprises or shocks
- obtain a security briefing from the organisation or your High Commission
- take family/friends/personal photographs for display in your room and for sharing with new friends

On Arrival

- obtain an updated security briefing
- plan two mission statements (see Section 3.1)
- plan for leisure time and exercise
- keep contact with home base
- start a journal in which you express your feelings. This can serve as a letter to family and is most cathartic in the process

During

- maintain your exercise and leisure schedule
 - stay aware of stress signals in yourself and colleagues
 - remind yourself that the contract is not for ever
 - discipline yourself to say “No” to further requests for help/work
 - learn meditation (especially easy if you are in Asia. Try a Vipasena 11-day silent meditation programme at a Goenke Ashram which can give you valuable life-long mental tools)
 - network socially with compatriots
 - develop muscle relaxation techniques. These can be useful sleep inducers or used during sleepless nights without having to resort to hypnotic medicines. A stressed mind causes tense muscles (ready for Flight or Fight). If you can relax the muscles, you can also relax the mind. Here are four well-tested methods:
1. Experience a good massage from a professional. But be selective as many massage parlours have other intentions. (Disabuse your mind of the idea that a sauna is relaxing - physiologically it is highly stressful).
 2. Lie on your back and rest your hands on stomach or thighs. Now work through your body, starting with your feet and progressing to your face. Tense. Hold it - and relax. Bend your feet towards your knees hard; hold them in tension for a few seconds. Then relax. Repeat for your calves, thighs, buttocks, back, abdomen, chest and arms, neck and face (in a silent scream). Make sure the relaxation is complete and check from time to time that muscle blocks stay limp after tension. There are good tape recordings of music and instruction available if a prompt is needed.
 3. A more advanced approach is to leave out the tension components and use your mind alone to ensure relaxation using the same progression from feet to head. This can be combined with observing the sensations in your skin where it contacts with the bed, and registering the sensations in your mind with detachment and equanimity. Just be aware, and survey the whole surface of your body systematically. Do you feel itch? Tingling? Pressure? Discomfort? With practice you can extend the approach to leaving the skin and entering body cavities such as the ears and mouth.
 4. Slow breathing has been demonstrated to lower blood pressure, slow the heart rate and induce relaxation. We usually use two sets of muscles for breathing: the diaphragm and those between the ribs. While you are reading this, place your left hand on the bottom of your rib cage under your right arm. Try breathing only

with your diaphragm when no movement will be felt here. Now take a huge breath in as if in panic; your rib cage will move up and out as in excessive exercise.

While lying on your back you are going to change your breathing from about 12 times a minute to half that amount. Concentrating on diaphragmatic breathing, Inhale maximally for six counts (seconds), hold for three, exhale totally with a deep sigh for six, and hold for three; repeating the controlled breaths. Do this ten times for a start and increase to slow breathing for 15 minutes later if you can.

The last three exercises are best done lying on your back in bed but they can be practiced anywhere and at any time, even sitting at your computer or standing waiting for a bus.

On returning home do seek help or counselling if you need it. There is no shame associated with returning home wounded after a tough assignment

3.7 Further Studies?

3.7.1 Who is it for?

This section is a Study Guide for people who want to put their experience and knowledge in a wider context by studying a course through ‘distance learning’ methods and it is suitable for those who need an introduction to the subject. It is valuable for humanitarians who cannot afford time out for full-time studies or who are on short-term contracts in different countries. Such students will be helped if they can also attend a short full time course in a related area to provide the added advantage of sharing experiences with others. Distance learning is usually based on a combination of reading materials, assignments and sometimes field or practical work under the guidance of a tutor. The programme may be supported by audio-visual material, interactive CDs, computer links and virtual class mates through internet. These may form a group for mutual support and encouragement, and may be spread over wide areas yet never actually meet.

Aims

This guide aims to provide

- an introduction to distance learning
- an indication of the advantages and problems associated with distance learning
- suggested study techniques for overcoming the problems

How long will each module take?

Distance learning (sometimes called ‘open learning’) modules may form complete courses or be components of a larger programme. The time taken will depend on the level and the ability of the learner and previous experience. This Study Guide will take about one hour of work.

Advantages of open learning

Open learning gives you the choices to study when, where, and for as long as you wish. You also have freedom to concentrate on those areas that are more interesting to you or that are more relevant to your work. However, you will need self-discipline and may still need support from others.

Can I cope with distant learning?

Universities and colleges in many countries offer distance learning programmes of study. Of the 70 universities in the UK, the Open University is the largest with over 200,000 students worldwide. That is only one of many universities and other organisations established globally which use distance learning methods. Thousands of other ordinary people progress by this means - so can you. Nevertheless, you will have to take more control of your learning than you did when you were in a more traditional learning situation such as at school. These modules are intended to be *worked through*, and not just *read*; this study guide will help you to do this successfully.

3.7.2 What learning techniques will I be using?

Distance Learning programmes may include:

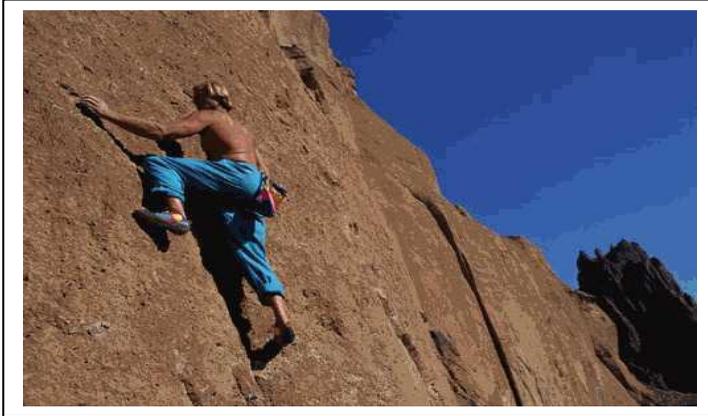
- pre- and post-module tests
- frequent tasks and activities
- ‘stop and think’ breaks
- fieldwork to be done away from your desk or work place
- interviews and fact-finding exercises
- broader questions and topics to think about and discuss
- case studies drawn from a range of countries
- suggestions for group discussions with friends and colleagues
- suggestions for further reading and study

3.7.3 How can I plan my study?

To get the most out of your course you need to plan your approach to study. Many people also benefit from encouragement to keep going. So select a ‘study-buddy’ (a teaching helper or mentor) with whom you can talk about the course and who will undertake to check your progress from time to time. The study-buddy could be another student of the same course, or may be a colleague or friend who has an interest in the subject, but need not necessarily be a person experienced in the subject. A learning helper will provide the opportunity for meaningful and stimulating discussion. This is most important for the testing, expansion, and reinforcement of the ideas and concepts that you will gain from the course. Once you have chosen a study-buddy, you need to negotiate with that person what his or her role will be. The study-buddy could:

- check your progress regularly
- comment on your written work
- discuss suggested topics with you
- give you advice about field work locations
- provide encouragement

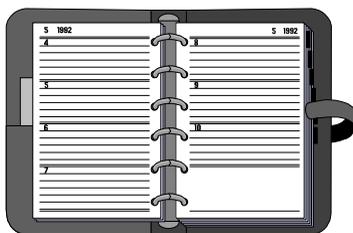
Do I need personal objectives?



Yes, you do. You will need to think about why you are taking the course and what you hope to gain from it. You may need something to do at the weekends, or you hope to be better at your job. You may want to see if you have the ability to cope with a more advanced course of study by distance learning. Or perhaps you just want a break from the pressures of your employment. Any of these is a valid reason for study and you may have other ideas.

Self-study is more demanding than traditional classroom instruction because you will need to provide your own framework for study instead of having it imposed on you by the course or workshop timetable. You will have to be self-motivated and disciplined enough to continue when a ‘voice inside’ is telling you to stop. One of the problems of self-study is that some people begin with great enthusiasm at a pace that cannot be sustained. The best way to start a self-study course is to plan your own study schedule over a pre-set period by thinking ahead and making your own timetable.

Your **timetable** will specify the days and the hours that you have set aside for study each week. Ideally, these arrangements will be agreed with our



study-buddy who can support you in this resolve. So write the scheduled time in your diary or on a chart displayed over your working area. You may be able to get the agreement of your boss or colleagues to allow some of the study time (on a regular and undisturbed basis, of course!) to be included within working hours. Organise your work area to allow this.

Schedule your timing around events, such as holidays or travel or high-stress employment times.

Here are other methods to help your learning:

1. Develop a study reflex by studying consistently in a place, which you associate with work. Do not try to study when lying on your bed.



This location is associated with sex, or sleep - and that is what will happen!



You will study best if you always study in the same chair in the same place with a good light. This will help you develop a 'study reflex'. If your

concentration starts to fail then move to another place and relax. Keep that study place for concentrated work, not for other trivial activities such as eating and relaxing. If you have only one place, then simply make another by turning your chair through 180 degrees, or placing it at the side of the same desk or table.

2. Reward yourself with short breaks of physical or different activities or cups of tea *after* you have completed a particular task or studied for a predetermined period of time (e.g. one hour).



3. Discourage ‘study busters’ among your friends and family by putting a notice on the door saying, “GONE AWAY”. You may also hang a line of dirty underclothes, socks and other washing across the inside of the door to discourage those who are really determined to disturb your concentration!

The most demanding study busters are children. Especially your own. It is difficult to explain to a three-year old child who is appealing for attention that Mum or Dad must not be disturbed “because they are engaged in cerebral activities associated with an important distance learning programme of international significance concerning emergency management”! Unusually supportive collaboration between partners is needed to cope with this situation.

4. Travelling and waiting time can be used for revision. Prepare notes in small writing on pocket-sized cards or pieces of paper (one quarter the size of this page) which can be carried easily in pockets or bags, and refer to them while waiting for bus, train or ox/camel cart.
5. Use *active* learning techniques. This means asking yourself questions that you or your study-buddy would like answered *before* you read the material. Then search for the answers in the material provided. At the end, review the main points *and explore their use in your work*. Only when knowledge is applied does it become a skill.

*“I hear, and I forget.
I see, and I remember.
I do, and I understand.”*

3.7.4 What do I do if I get behind with my work?

Unexpected events may occur to delay your progress. Don't panic! This is a common experience.

1. Read the regulations that govern your course again. There may be allowances for some assignments to be skipped or delayed
2. Check that you have set yourself realistic goals and adjust them if necessary
3. Inform your tutor and ask for guidance rather than inventing excuses
4. Seek support or suggestions from your study-buddy or a fellow student
5. Remember that 'perfection' means doing the best that you can in the time available. It does not mean putting into your assignment, every single example and reference. Be selective. In the last resort you may need to complete some tasks at a lower standard than you normally set for yourself to help you catch up.
Perfection is the enemy of good!

Reinforcement of your knowledge. Ask any teachers or lecturers when they best learned their subject – when they were students, or when they taught the subject. All will say that mastery of a subject is best acquired by teaching it to others. So teachers are the best students and you will have to become a teacher if you are to become confident about your knowledge in your new field of study. This module, therefore, will conclude with a small teaching exercise. Be prepared for it!

Take every opportunity to teach others about the things you are learning.

A last piece of advice before you start another module - perhaps Refugees and Internally Displaced Persons.

THE SQ3R READING METHOD

Any distance learning and self-study programme will involve a large amount of reading. Perhaps you have already had the experience of reading a page of a book, or a whole chapter, after which you realise that none of the information has been registered or remembered. Indeed, it is possible to read even a short paragraph mechanically while your mind is far from the subject. This can easily apply if you are feeling tired, or you have had a stressful day at work.

The SQ3R (survey, question, read, recall, review) reading method is well tried, world-wide, and it can also help you to overcome concentration and memory problems with reading.

Survey

Before studying a book, a chapter, or any written material, survey the whole piece of writing by scanning it quickly to get an outline of its content. Key information is often contained in the introductory or concluding (summary) paragraphs. Important information is often to be found in the first sentence of a paragraph, while the rest may be an expansion or development of the same idea. Look at the table of contents, glance at the tables and figures, and note especially lists of important points. This will tell you if you should spend more time reading the material carefully.

Question

Your reading will lead to active learning and be more easily remembered if you formulate a few specific questions for which you are searching for answers. If there are headings in the material, turn the heading into a question. e.g. If the heading is "Impediments to Returning", change the heading (in your head) to "What are the Impediments to Returning?" But ask yourself other questions as well.

Read

Read at whatever speed is comfortable for you. At the same time make notes about the information in your own words, or use a highlighter pen to indicate important ideas. (However, you should not make marks in a book or journal which has been lent to you by a friend, or borrowed from a library!)

Recall

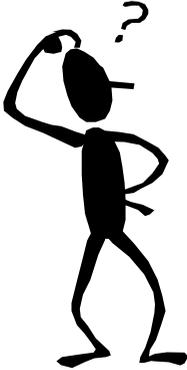
Now close the book or other volume, and work hard to recall what you have read, section by section. This is more valuable than rereading because it forces you to actively remember. You are not expected to recite the text word for word, but to see whether you have picked up the main ideas and facts. For maximum learning, the recall should take place *as soon as possible* after the reading. The longer you leave it, the more information will be forgotten. If you do not try to recall, you may just fool yourself into thinking that you have done some serious work.

Review

Finally, review what you have written and read. Again, this is most effective if done soon after the initial study. It is far better to do this than leaving the review to a 'swotting period' just before a test or examination, and perhaps long after your initial study.

- **STOP AND THINK.**

- **Then write down the answers to the following 8 questions:**



1. What are your personal reasons for studying this course?
2. Who would you like as your study-buddy?
3. What would you like your study-buddy to do?
4. What will you do for your study-buddy in return for the help?
5. To what extent will your partner/friends support your studies? Ask them to protect your study time.
6. Plan your study times and write them in your diary, or make a chart. How many weeks have you planned for each module?
7. Where have you decided to study?
8. Have I asked my boss if I can study at work?

ACTIVITY

Explain to your study-buddy the advantages and disadvantages of distance learning. What techniques can you use to overcome the difficulties. Then teach your study helper about the use and value of the SQ3R reading method without referring to this document. Give your helper a relevant article and test the method together.

FOR THOSE WHO ARE BEGINNERS IN THE FIELD OF HUMANITARIAN WORK YOU MAY LIKE TO OBTAIN A FREE DISTANCE LEARNING MODULE CALLED “REFUGEES AND INTERNALLY DISPLACED PERSONS (IDP’S). Download it from www.distancelearning.org.

This module will allow you to explore distance learning without any outside commitment. It is self assessed and covers an introduction to disaster terminology, the global disaster situation, the differences between refugees and IDPs, the Sphere Minimum Standards, the Deng Humanitarian Guiding Principles, and a case study from Sri Lanka.

YOU ARE NOT ALONE IN CYBERSPACE!

Distance learning can be lonely but it need not be. Access to internet and e-mail facilities gives you access to information and also to people. People like yourself who are following the same programme. There are people 'out there' with whom you can share ideas and mutual support.

Use Internet to:

1. Obtain documents. The world library is available from your keyboard.
2. Create virtual classrooms with class mates. You can keep in touch by e-mail, listserv (regular topics for those interested in the same subjects), newsgroups, and live chats through programmes like Yahoo Messenger and Skype. The latter is truly fantastic. It can be downloaded free and if you have internet facilities you can talk free of charge to anywhere in the world providing your correspondent has obtained the same facilities. With a cheap headset you will think your Skype partner is in the same room as yourself. You can also use Skype to phone other non-Skype users for almost nothing.

A POST SCRIPT

Knowledge comes from college but education comes from travel

Beware! Returning home after a contract is sometimes harder than going to a new contract. Others have not changed much in the time you have been away, but your horizons will have broadened dramatically.

3.8 Helping a New Colleague

3.8.1 General help

A new colleague arrives in your Department. To assist that person to become a productive member of the team as soon as possible has obvious benefit. If new colleagues are left to find their own way they may have feelings of insecurity and make mistakes. A better way is for the line manager to appoint an experienced peer to act as a mentor initially and for as long as necessary, or for a period of time agreed between the two people.

On the day your new team member arrives, with some preparation, only two or three hours are needed for the following programme.

Start by checking that satisfactory accommodation has been obtained. Then give:

- An introduction to the site and where to go for domestic facilities (toilets, refreshments, and emergency health care)
- Background information about transport, banks and other facilities in the locality
- An introduction to colleagues
- Background to the District
- Building arrangements and office space - chair, desk, electricity for computer if needed, filing cabinet or storage space, (or description of current and future building plans)
- Security arrangements and briefing: security guards, room cleaning and locking/unlocking of doors
- Discussion about the structure of the organisation and systems
- Terms of reference - salary, leave, sick leave, expenses/claims for travel
- A letter of appointment
- Schedule of meetings to be attended
- Detailed discussion of Work Plan proposals, ways to be of use, and immediate activities in your group
- A map of the area and travel methods for field work (if applicable). Census data may also be appropriate
- Guidance on procedure for contacting outside organisations
- Information about administrative matters
- Daily signing in arrangements
- Obtaining stationary

- Administrative assistance with typing, procuring etc
- Photocopying
- Computing facilities
- Printing documents
- Internet facilities
- General discussion on protocols (dress, address for politicians)
- Arrangements for weekly meetings for awareness of events and activities
- Access to relevant files and their locations - Annual Work Plan, Financial Year, others?
- A staff list of key personnel and contact numbers

3.8.2 Managerial Induction

You may have had an input into the new appointment or even been totally responsible for the arrival of a new colleague. If so, your induction programme will need to be more detailed. The following can serve as guidelines which have been well tested in Sri Lanka in an organisation with a UK-based Headquarters: they may need to be adapted for the country in which you are serving.

Induction for Staff Coming to Sri Lanka

1. Pre-induction Information (sent by post in UK)

- Introduction to organisation
- Original assessment of the situation
- Policy documents
- Job description
- Contract
- Information about expenses and study grants
- Handover notes from previous incumbent
- Who is Who, and Who Was Who
- Map and country information
- Keeping healthy in Sri Lanka
- Advice on immunisation

2. Induction Day in UK

2.1 Administration

- Ticket and travel arrangements
- Notification and briefing for next of kin
- Reserve US dollars
- Arrangements for payment, expenses, advances
- T-shirts

2.2 Programme

- Objectives and overview
- Funding
- Past and present activities

2.3 Security

- Security review
- Mission orders in local languages and English
- Identity Card
- What to carry - first aid kit, torch, etc
- Medicines - antimalarials, etc
- Check vaccinations are current

3. Arrival in and Leaving Sri Lanka

IN: <ol style="list-style-type: none">1. Security briefing2. Country briefing3. Accommodation4. Security money5. Contact list6. ID7. Visiting cards8. Phone and sat phone9. Safe combination10. Keys to office and house	OUT: <ol style="list-style-type: none">1. Handover notes2. Finish reports3. Return house and office keys4. Return telephone and charger5. Change currency6. Claim expenses7. Schedule UK debrief8. Reconfirm flight9. Book car to airport10. Pay airport tax
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3.9 Moving On

3.9.1 Why Think About a Change

Any of several factors might make you think about changing your present employment for another:

- A seemingly less able colleague has moved on or been promoted
- You feel you are stagnating
- Your contract has ended
- Domestic responsibilities are demanding more income
- You have difficult work mates or an overbearing manager
- Raised delivery targets are causing too much stress
- The present work has become boring
- You need easier travelling in order to have more time to care for relatives, or to spend with your family
- You have not been promoted nor had a salary rise for too long
- Nobody seems to appreciate the contributions you have to the organisation
- You would just like a change

Before changing employment several aspects should be carefully explored:

1. What does my manager or the organisation really think of me? If superiors knew I was looking elsewhere, would I be encouraged to go or to stay? How can I find out?
2. What other opportunities are available within or outside my organisation that I could match? I need to look in newspapers and other places where adverts are placed e.g. notice boards and magazines. First I should look at other possible positions in my company. Importantly I must also network with my contacts to find potential opportunities
3. I have not been interviewed since the selection for my present post and interview experience would be valuable before applying for the perfect job. Perhaps applying for any possible opening would update my interview experience
4. Can I do anything to enhance my current promotion or other employment prospects? Should I be taking some further studies, obtain

further qualifications or attend more workshops to widen my experience? Should I ask my manager to give me more responsibilities?

Other important considerations include:

- Salary. Money is needed for survival. I should think of a 10% increase but I could move sideways if other factors compensated or if a guaranteed rise was imminent
- Other financial inducements could compensate for a move with little salary increase. These could be costs provided for: children’s education, health care expenses, travel, food, car allowance, pension contribution, insurance cover, office equipment, printing business cards, computer/printer availability, photocopying, telephone calls, pens and stationary, loans or advances
- Travel time and therefore costs
- Working hours and number of leave days
- Job satisfaction and stress level: targets and expectations of delivery
- Educational opportunities: courses, workshops, study expenses, study time allowance
- Working environment: space, office furniture, privacy, facilities (food, bank, access to shops in lunch time), colleagues
- Potential for increased responsibilities (staff, facilities, finance management, promotion and/or salary increments)

3.9.2 How to Think About Change

Before considering possible job opportunities write down what you like in your present job and what you do not like. Writing down clarifies the mind so you can focus on possible assets of a potential new position. For example -

I LIKE	I DO NOT LIKE
My colleagues	Bureaucratic illogical procedures
Having flexible hours	Financial accounting
Always having free weekends	Too many deadlines
Support for short courses	The company ethics
Managing people	The office conditions
Taking leave days whenever I like	A long journey to work
Recognition for my work	External noise and pollution
Etc	Etc

Think carefully about these items because they can tell you something about yourself. Your friendly colleagues are important; you listed those first. Perhaps you work better as a team member than alone. You do not like bureaucracy. You prefer freedom to work in your own way: you may be better as a teacher than as a civil servant. Now you know what to look for in a new opportunity. You may also have highlighted that if you had some training in accounting methods, financial management might not be so distasteful.

If you are considering a more managerial post you should ask yourself the following questions:

1. What management style and characteristics do I most value in my line manager?
2. What would my management style characteristics be? Autocratic? Democratic? Creative? Consultative? Decisive? Flexible? Predictable? Bureaucratic? Would I delegate with trust, or try to micromanage?
3. Would I hold regular staff meetings to inform and to be informed?
4. Do I know how to stimulate/motivate staff, get them to set goals and monitor their progress? Do I know how to audit their activities, measure successes and failures, provide appropriate action (encouragement, remedial activities)? How would I build the team?
5. Would I make adequate opportunities for ALL issues in the group to be discussed in a non-judgemental manner?
6. Am I punctual with all my activities (deadlines)?
7. Would my meetings be held on time? Would they be managed well?
8. Would I make agendas available before the meetings?
9. Will I insist that minutes are produced and shared with all parties immediately after meetings?
10. Will I remember to give new staff a warm welcome and explain office systems?
11. Would I ensure that briefings are given to all visitors to the office?
12. Will I develop respect among colleagues by my example?
13. Would my team follow me into 'battle'?
14. Am I aware of my current team spirit and atmosphere? Do I know when some have problems? Do I check if apparent negative views are shared by others? Do I really care?
15. Would I consult with others *in their offices* on a regular and friendly basis? Will my office door open for them?

16. Would I take up too much of their time by talking too much when they are trying to work?
17. If I talk to colleagues do I check out that they want to hear what I am saying? Do I read their body language if they are trying to get away?
18. Are my written and oral messages clear and unambiguous? Are they confusing?
19. Do I really believe that the programme is the most important aspect of the work, and that staff should be helped, not hindered by bureaucratic procedures? Am I committed to the idea that administrative staff should work efficiently to support and encourage the work of Programme/Field staff?
20. Have I analysed my inadequacies and would I ensure that they will be compensated by team members or my own remedial activities? Would I try to appoint those who are more able than me?
21. Do I think that management skill is inborn, or am I committed to the view that I would need to update regularly (by reading/workshop/course) my management skills?
22. Would I allow staff to feed back to me (after giving adequate notice) how they feel about my management style?
23. How would colleagues rate me as a manager? How would my boss rate me as a manager? How do I rate myself as a potential manager? What would I do to explain or rectify mismatches?
24. How do I deal with conflict between colleagues, or between colleagues and myself?
25. Would I make available to staff a 'folder' with documentation of all administrative procedures so that staff can find out for themselves how systems work?
26. Will my office documentation be well organised and easily available to staff? Will staff be encouraged to use literature and improve their knowledge?
27. What would I do to help staff to reach their potential?
28. Would I help staff to keep refreshed and updated on use of English in reports and presentations, bureaucratic procedures, transport, security, welfare and emergency procedures?
29. Would I send staff on courses and conferences and encourage their networking with other agencies and humanitarian workers?
30. Would I give balanced attention to the office buildings, materials/equipment, staff and processes?

As a potential manager, in addition to managing a team, there are other major aspects that need to be given thought: ability to manage finances and produce budgets, care of buildings, equipment and vehicles, responsibility for emergency situations and security of property and people. In addition to possibly inheriting a team you will have to think about your approach to building one; there are two possible extremes.

- You can analyse your own weaknesses and ensure that they are compensated by new employees. Then you need to ensure collaboration while giving encouragement
- The 'Gnome Approach'. You only appoint those less able than yourself to be sure that new colleagues will not be able to threaten your own position. This is common in developing countries where a brain drain has allowed promotions that otherwise would not be justified.

The first attracts excellence while the second can only go downhill.

3.9.3 Planning the Change

Once you have identified a new possibility you need to make comparisons between it and your present position and there are several ways of doing this. A large salary increase may be the only inducement you need; you will put up with the rest! Or you may wish to evaluate the two posts in a fuller comparative way to avoid jumping out of the frying pan into the fire. So another approach is to tabulate, according to a range of criteria, aspects which you consider important in your work. The following table lists some examples. Some may not be relevant to your interests; there may be others that you would add and which are particularly significant in your own circumstances e.g. your journey to work is long but it takes you passed the place where your partner is employed so s/he can be dropped off each morning and collected in the evening. You will think of other criteria.

It is difficult to quantify many of the factors you have listed. While a 'salary' can be measured precisely, 'friendly colleagues' cannot. So use a star rating system (or a 1 to 5 scale of rating) for each category. While different categories will differ in importance, you will see a pattern emerging that will help you to reach a decision. Importantly, discuss the overall picture with your partner, family, trustworthy colleagues and friends. Comments can be added to clarify the items under consideration. Put a question mark if unsure and this will suggest questions to be asked at an interview. Try completing the table for your current work.

EMPLOYMENT EVALUATION

CONSIDERATIONS	Present Post	Proposed Post	COMMENTS
GENERAL CONDITIONS			
Salary	***	*****	Take-home pay after tax and other stoppages
Working hours	*	**	Include work at home and travel time
Leave days	**	****	How soon can you take leave after starting?
Other financial inducements	***	?	Per diem and lunch allowance
Pension	0	*****	Does the organisation contribute to a pension?
Health care	***	?	Who will pay for health care and sick leave?
Administrative support	**	*****	Etc
Job satisfaction	*	*****	Etc
Stress level	*****	*	
Current staff turnover	*	*****	
Stability of the organisation	*	*****	
DOMESTIC IMPACT			
Time with family and friends			
My travel time			
Overall income			
Use of transport (motorcycle, car)			
SOCIAL FACTORS			
Work environment			
Friendly colleagues			
Access to amenities			
Need to relocate accommodation			
Ethically sound (not corrupt)			

Insurance cover			
Achievement of my potential			
Contribution to society			
FUTURE WORK POTENTIAL			
Increased responsibilities generally			
Increased management of people			
Increased management of finances			
Increased management of things			
Increased work load overall			
Attendance on courses and workshops			
Paid study leave			
Retirement age			

Remember that a tough job with a supportive work team and family can be totally satisfying. In contrast, the finest job in the world can be made miserable by one horrible colleague.

The author has found, in a varied life, that if a year passes and you have added nothing to your *curriculum vitae*, it is probably time to move. Once you have made the decision to stay put, or change, stick with it. “Feel the pain and do it anyway” (as one author titled his book), because you may never know whether your decision was right or wrong.

4. Helpful Websites

www.adpc.net. The Asian Disaster Preparedness Center (ADPC) is a non-profit organization supporting the advancement of safer communities and sustainable development, through implementing courses, programs and projects that reduce the impact of disasters upon countries and communities in Asia and the Pacific.

www.adrc.or.jp. The Asian Disaster Reduction Center has been established to facilitate exchange of disaster reduction experts, accumulate and provide disaster reduction information, and to carry out research into multinational disaster reduction.

www.aidworkers.net. This is a free site with about 6000 members. It contains news of humanitarian issues, and a valuable forum where questions can be posed eliciting practical answers.

www.ausaid. The site is big but time invested is well spent in order to find manuals on proposal writing and other areas.

www.developmentgateway.com.au. TorqAid (see website below) produces the Australian Aid Resource and Training Guide Advice for those seeking to apply their skills in overseas aid projects, wanting useful Australian and international contacts in the aid field, and the main aid-related training courses on offer in Australia.

www.fme-online.org. Financial management for emergencies is a web-based survival guide for humanitarian programme managers. The aim of the guide is to help you manage the financial resources in the critical first stages of an emergency.

www.hesperian.org. Hesperian provides free download of books in several languages. The books have grown out of the interconnected health and empowerment needs and efforts of poor communities. Their collaborative book development process is at the heart of their methodology and connects them with a global network of knowledge

www.networklearning.org. The purpose of this site is to make resources available, free, to NGOs working in the development or humanitarian fields. To help NGOs build skills, suggestions for other websites with good resources are given together with free manuals covering health, disabilities, NGOs, counselling, management etc.

www.redr.org/training. RedR-IHE runs a comprehensive programme of training courses for aid workers world-wide.

www.reliefweb.int. Provides emergency news, a full address list of organisations providing training activities, and a job vacancy advertising service.

www.sphereproject.org. This is the site of the Sphere Humanitarian Charter and Minimum Standards. It contains a extensive information and training tools as well as the Sphere Manual.

www.the-ecentre.net. The eCentre is the UNHCR Regional Centre for Emergency Training. It offers training, distance learning and internet programmes for emergency managers and other humanitarian workers.

www.torqaid.com. An Australian overseas aid consultancy specialising in Disaster Management, Training, Project Management, and Human Resource Management. For more information contact Chris Piper, TorqAid's Director/CEO, on pipercm@iprimus.com.au.

www.worldbank.org. The Learning Section contains useful information about distance learning, communities of learning, and course catalogues, global development learning network and e-learning.

Finding Overseas Work

There are various ways for people to seek out appropriate overseas positions.

Seeking employment with one of the main NGOs (e.g. Australian Red Cross, CARE Australia, OXFAM/CAA, MSF Australia, RedR Australia, World Vision Australia {WVA}), whose contact details can be found in the ACFOA website (www.acfoa.asn.au)

Looking at relevant websites such as:
ACFOA (www.acfoa.asn.au). This Australian coordinating agency lists weekly vacancies with Australian aid agencies both in Australia and overseas

Aid Workers Network (www.aidworkers.net) This practical site gives advice on finding your first job, as well as highlighting openings for experienced practitioners/LEPS, running a project and other topics

Australian Volunteers International (www.australianvolunteers.com). This is Australia's largest and most experienced international volunteer sending agency. Whilst most positions are for 2 years, it does offer shorter, team-based options for younger volunteers (18+)

Australian Youth Ambassadors for Development (AYAD) Program - www.ausaid.gov. The AYAD Program places skilled young Australian volunteers, aged 18-30, on shorter assignments (up to 12 months) in developing countries around Asia and the Pacific

Dev-Zone (www.dev-zone.org/jobs) This New Zealand based site includes details of many humanitarian and development positions globally

Expats Network (www.expats-network.com). This French based site both provides job information and is a forum for international exchange

Indigenous Community Volunteers (ICV) - www.volindigenous.org.au. Assists Australian indigenous communities to improve access to business, trade and professional skills, by linking them with volunteers

PALMS Australia (www.palms.org.au). This Catholic agency places a large number of Global Mission participants in a wide variety of overseas cross-cultural situations

ReliefWeb (www.reliefweb.int/vacancies) This international site advertises many global

humanitarian positions and provides further information on aid issues

Travel Alternatives (www.travelalternatives.org). This Australian service supports young people wanting to work, travel, study or volunteer overseas

UN Volunteers Programme (www.unv.org) This supports around 5,000 volunteers from all nationalities who annually work as UN Volunteers overseas

Try the following sites for humanitarian vacancies:

[Action Without Borders](http://www.idealists.org) ([idealists.org](http://www.idealists.org))

This organisation has a fine [listing](#) of every nonprofit-oriented job site or directory found on the web. Free daily email service.

[AlertNet](#)

Has a good [jobs section](#) with vacancies in the humanitarian field, news, maps and even satellite images delivered to your email address. Also have a look at 'Alerting Services' (link on the home page).

[BOND](#) (British Overseas NGOs for Development)

BOND's [jobs section](#) lists current vacancies with British-based international development NGOs.

[Canadian International Development Agency](#) (CIDA)

Their [job section](#) focuses on opportunities for Canadian citizens but includes links to international NGOs based in Canada and general advice of wider interest.

[cinfoPoste](#)

Swiss-based organisation has a register of [vacancies for information, counselling and training professionals](#). The site is in German, French, Italian and English.

[DevNet Jobs](#)

Voluntary initiative run through a team of remote volunteers based in both developing and developed countries. Lists jobs and consultancies

in the international development, NGO and environment sectors. Free weekly email newsletter.

[Development Executive Group's job list](#)

A "membership organization serving firms, non-profit organizations, and individual professionals". You may become a member "by posting your profile in the largest directory of international development professionals in the world".

[DevJobs](#)

Internet service that provides international job announcements on various development fields.

[ELDIS](#)

Lists [jobs in the development sector](#)

[Experience Development](#)

Has a jobs section.

[Guardian jobs](#)

The British Guardian newspaper frequently lists humanitarian vacancies in its jobs section.

[Hacesfalta](#)

Spanish site with international jobs and volunteering opportunities.

[Human Rights Job Board](#)

Job announcements with human rights organisations around the world.

[InterAction](#)

An alliance of US-based international development and humanitarian NGOs. You will find a jobs link on their home page.

[Mango](#)

Provides a specialist register of accountants, to work with NGOs in the field and at HQ, full-time or on a consultancy basis.

[Microfinance jobs](#)

For latest job offerings, search the Job Board. You can also subscribe to the free jobs bulletin. Contains links to organisations with

internship openings within microfinance. The website is hosted by ELDIS.

[Oneworld](#)

Lists jobs in human rights, environment and sustainable development worldwide. The [job openings database](#) can be searched according to subject and country. You can subscribe to weekly job listings (free of charge).

[Overseas Recruitment Services](#)

A Nairobi-based specialist recruitment service for qualified personnel in the relief and development sector in Africa.

[RedR/IHE](#) and [Bioforce](#)

Both these organisations maintain registers of qualified candidates whom aid agencies can recruit at short notice during an emergency.

[ReliefWeb](#)

The UN humanitarian hub, is perhaps the best-used site for jobs in emergency humanitarian relief with international agencies and NGOs. Search through the [vacancies database](#) and subscribe to the mailing list to receive automatic weekly notifications of new postings.

[The Communication Initiative Vacancy service](#)

Development jobs are listed in 23 categories.

[The Economist](#)

The Economist newspaper advertises senior jobs in relief and development organisations (not only for economists). Check [The Economist's classifieds](#).

[The University of Sussex](#)

Has an extensive [list of websites](#) relevant to jobs in international development.

[The US Foreign Policy Association](#)

Their jobs section lists jobs, internships and volunteer opportunities in relief and development organisations. Offers free e-mail notification for new postings.

[Topica mailing list: expat_list](#)

Mailing list for expatriate jobs in all sectors.

[UNjobs](#)

Gives an excellently laid-out list of jobs in UN agencies and other international organisations.

[World Service Enquiry](#)

Provides information and advice about working or volunteering for development.

[Worldwide Volunteering Online](#)

UK-based. Lists full-time volunteering opportunities from one week to two years, both in the UK and overseas.

[Yellow Monday](#)

A weekly newsletter from the Institute of Development Studies (IDS) in Sussex, including a listing of internal and external job vacancies in the development sector. It is available online or by email.

Yet more possibilities...

www.acted.org/english/jobs/offers

www.ap.urscorp.com/_careers

www.btctb.org

www.careaustralia.org.au

www.careerswithoutborders.com

www.careinternational.org.uk

www.charityjob.co.uk

www.chemonics.com

www.concern.net/site-links/jobs

www.dai.com

www.developmentex.com

www.developmentgateway.com.au

www.dfid.gov.uk/recruitment

www.drc.dk

www.ebrd.com

www.economist.com/classifieds/ad_list.cfm?ad_type_cd=R

www.grminternational.com

www.gtz.de/en/karriere/stellenmarkt

www.hostedjobs.openhire.com/epostings/jobs

www.i-grasp.com

www.i-grasp.com/fe/tpl_oxfam.asp

www.ilo.org/public/english/bureau/pers

www.jica.go.jp/english/contact/america.html

www.jobs.undp.org

www.jobsearch.usajobs.opm.gov

www.lux-development.lu

www.ngomanager.org/dcd/1_General_Resources/Job_links/

www.odi.org.uk/jobs

www.oxfam.org/eng/getinvolved_jobs.htm

www.pactworld.org/cs/job_openings_list

www.plan-international.org/about/workwithus

www.prosperityinitiative.org

www.sdc.admin.ch/en/Home/About_SDC/Working_with_SDC

www.smec.com.au/employment

www.snvworld.org

www.tbe.taleo.net/NA5/ats/careers