

## BECOMING AN INTERNATIONAL CONSULTANT

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*The goals of this article are to give students advice related to entering the world of development and a clear view of the responsibilities and pitfalls that come along with the profession of international consultancy as applied anthropologists. In doing so, I discuss the necessary skills required, such as a background in research, knowledge of foreign and vernacular languages, and fieldwork experience. I also give some advice about contacting development agencies and preparing for overseas work. In addition, I comment on what to expect while working in developing countries in the field of public health. In order to illustrate some of the interventions, I have drawn examples from my own experiences in the field. Motivation is very important for this career and students must be aware that although the profession may be exciting, it is also difficult and demanding. Apart from giving counsel, I have attempted to show that being a consultant is a great opportunity to learn more about the human race and that the job is full of challenges and rewards.* Keywords: consultation, development, fieldwork, careers overseas, applied anthropology

This chapter offers advice to students who want to enter the field of development as an international consultant. Over several decades, social scientists have contributed widely to projects involving agriculture, economics, health, nutrition, nursing, management, administration, education, and many other fields to improve the lives of populations. The role of the consultant has changed since the 1970s (Almy 1977; Belshaw 1974); donors and agencies are now focusing much more on the consultant as the key figure for rapid improvement of programs. The complexities and challenges in consulting, international aid, and the contributions of applied anthropology and sociology in development have been discussed in much recent work (Crewe and Harrison 1998; Justice 1989; Ledwith 1997, 2005; Sillitos et al. 2002). Practicing applied anthropology permits us to understand social and cultural change and becomes a useful skill to ease the change from traditional ways of living to modern life. The challenges of introducing modernity as an agent of change and the implication of policy and improving the life of the beneficiaries can be found in numerous studies (Barrow et al. 2001; Bhuha 2004; Clavi-Parisetti and Higney 2006; Duch 2005; International Monetary Fund [IMF] 2004; Mosse 2005; Stewart and Strathern 2005).

Becoming a consultant implies that one has acquired a general background in applied anthropology or other social sciences and has mastered a specialization. Students might want to choose a specialization from the fields of engineering, agronomy, ecology, education, computer systems, media, administration–management, medicine, or public

health because they are much in demand. There are many difficulties and rewards with this career, which will be addressed throughout this article.

For the purpose of this article, I focus specifically on the field of public health in developing countries because I have worked in this field for two decades as a research and evaluation consultant. I have conducted research and evaluation of health projects and programs about reproductive health, child survival, and HIV/AIDS prevention in several countries in Africa, Latin America, and Asia. Doing research or evaluating projects or programs in different countries is a challenge that is both exciting and intimidating. Usually, the consultant's expertise is tested by the approval or disapproval of suggested change granted by local authorities. Furthermore, the role of a consultant implies being a mediator among agencies and an agent of change for local authorities and beneficiaries. In the field, the consultant focuses on the people in a particular area of study and tries to determine how the project or program will improve their lives. At the same time, the consultant must follow the donor's terms of reference and examine the project's feasibility based on the human and material resources of the local authorities. It is a complex role dealing with different entities that are not totally united. Only through experience does the role of the consultant become easier.

The following sections will present the academic preparation that should facilitate development of the skills necessary for consultancy work. A section discussing the benefits and challenges of the profession and the lessons learned from the field will follow. In the final section I will examine the challenges and complexities associated with working in development and will look back on my experiences. Although this article provides students with some stepping stones for preparation, I would like to note that becoming a consultant is not easy, and one has to be willing to tough it out, to be flexible and willing to adapt to various situations, to be able to make decisions on short notice, and to be pragmatic and focused. As Matthew Bolton wrote: "An ability to compromise and diplomatically adapt to challenging situations is essential. Plans rarely work out perfectly" (2006:3). It should also be noted that development work is mostly focused on Third World countries, and these countries are characterized by complex and unequal social structures including great disparities in wealth and poverty, but because of the very nature of development work dealing with humanitarian issues, a consultant will mostly interact with the side where poverty reigns. In the following sections, I will present the basic elements for acquiring a solid background in research and international experiences.

## **ACADEMIC PREPARATION**

### **Research**

You can become a consultant with a master's degree and a specialization, or with a Ph.D. and a specialization. Some agencies require a Ph.D. while others accept an M.A. depending on the size of the project and the funding available. However, there is a

difference in the fees between the two degrees. A background in research is very important because you must know what type of research should be used for each project. One must have experience in qualitative research, interviews, focus group discussions, in-depth interviews, exit interviews, group interviews, as well as with quantitative research survey techniques, sampling methods, and statistics (Bernard 1988, 1998; Krueger 1988; Maynard-Tucker 2000). Also important is to know how to compose instruments. This craft demands experience that can often be acquired only in the field. It is one of the most important elements of the research because if questions are not well formulated and then developed during the interviews or during focus group discussions, the data will not be substantial enough to analyze the problems, to suggest changes, and to formulate recommendations (Harrison and Bramson 1984; Tanur 1994). I suggest that students enroll in research courses and familiarize themselves with the art of interviewing, composing instruments, and developing questions. Many departments in sociology, public health, and anthropology offer such courses.

Students also need to become familiar with social policy and development by taking classes or reading on the subject because consultants work within governmental policies. Consequently, when studying public health issues, students should be aware of the state of policies concerning violence against women, policies about women's equity regarding ownership and a husband's authority within the context of the family, in addition to policies that might restrict the implementation of programs (Hall and Midgley 2004; Hoefler 2006; Partridge 1984).

### **Languages**

Speaking different languages and learning one or two vernacular languages is also a great asset. If one speaks the language of the people, it is easier to make contact and to communicate, and people will trust a consultant more readily. When I was a doctoral candidate at UCLA, I decided to learn Quechua because the Quechua Indian women who were living in the highland Peruvian village where I had chosen to do my research preferred to speak Quechua instead of Spanish. Learning their language really opened their hearts to me and we became friends on a basis of fictive family ties as they asked me to become the godmother of their children. In addition, I was able to compose questionnaires and translate their answers without the need of a facilitator. A few years later, I also learned Haitian Creole during my long-term consultancy in Haiti, and this was invaluable for composing questionnaires and verifying the answers during the surveys. Spanish and French are two languages that are very popular and useful for working in Africa and South America. Knowledge of vernacular languages is an invaluable asset.

### **Field Experience**

How does one get field experience? Students can get fieldwork experience by doing research for a master's degree, a master's in public health, or a doctoral thesis in a foreign country if they can get a scholarship grant to support their studies. Otherwise, they can

do community work for a clinic, enlist in the Peace Corps, do a research internship for a national company, do an internship in a drug rehabilitation center, or conduct surveys and research for prisons or orphanages, among other possibilities. They might want to join various ethnic clubs for young people and learn about their cultures—immerse themselves in them and learn their customs and ways of life. Bolton (2006:4) emphasizes the importance of getting good international experiences. He suggests working for the Peace Corps or the Voluntary Service Overseas (VSO) as a first step because these two organizations will provide good training, support, and language classes (see also Calvi-Pariseti and Higney 2006). Likewise, development work is difficult at times and therefore is not for everyone; it would be advisable to test whether one is suited for the profession by doing internships abroad or enlisting in the Peace Corps. Most employers want to hire people with experience. They look for someone who has experience with a wide range of cultures and contexts and who is able to adjust to and perform in difficult situations.

I started to work in development in Haiti by answering an announcement published by the International Planned Parenthood Federation, Western Hemisphere Region (IPPF–WHR). The agency was looking for a family planning and research advisor. I was hired because I had experience in family planning, had worked in Peru for several years for my doctoral dissertation, and spoke French. Working in Haiti permitted me to extend and deepen my knowledge of research by working with the Child Health Institute while conducting several surveys and research studies on women’s behavior and the use of contraception. The work was challenging and living conditions were difficult. However, I acquired experience and expertise that helped me find more consulting work after I left the island.

### **Specialization**

Organizations hire experts because development projects are tied to financial investments, a structured bureaucracy with a limited schedule, and resources and the expectation of a good performance. When an organization is looking for a consultant, it sends out a document known as Terms of Reference (TOR). This document is usually one or two pages long and explains their research project and the work required from the consultant. A consultant is usually chosen because of his or her work experience and expertise on the matter. This is why a specialization is paramount. Research in development is extremely focused. The terms of reference are the core of the research; they are restricted and are constrained by several factors, including funding, time, and the brevity of the fieldwork (Macintyre 2005:133). By specialization, I mean the topic or area studied in addition to the general curriculum covered in graduate school. For example, a consultant might have experience in health, nutrition, children’s health, education, reproductive health, HIV/AIDS prevention, or others (Hill 1991). Whatever a consultant’s specific field, one must show that he or she has experience in the domain of specialization. When asked one’s opinion about a project’s proposal, a consultant must be able to develop a clear plan of research and strategy that can be used to collect the necessary data.

## **Knowledge about Development Projects**

Agencies require strong analytical and writing abilities. The consultant must be able to analyze data and write reports (within a limited time period) that are going to be read by several key persons within the agency. The format and writing style for evaluating projects or programs or for research reports are different from academic writing and one should be aware of these differences by reading the organizations' publications. In addition, in order to be knowledgeable about the organizations' development projects, one should read their publications and learn their language, be aware of their writing style, the format of their reports, and the proper use of acronyms. Most publications are free or available for a small sum. All development agencies have a website, including the World Health Organization (WHO), United States Agency for International Development (USAID), the World Bank, the Joint United Nations Program on HIV/AIDS (UNAIDS), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the United Nations Population Fund (UNFPA), and they have their publications available there for download or for sale.

There are also nongovernmental organizations (NGOs) such as Cooperative for Assistance and Relief Everywhere (CARE), Oxford Committee for Famine Relief (OXFAM), World Vision (W-USA), and many others that are involved in community-based development, nationally and internationally. These NGOs are usually supported by private funding, charitable donations, and voluntary services, and sometimes get government grants (Fernando and Heston 1997). Doing an internship with an NGO would be ideal for a novice because NGOs work at the community level and are usually very dynamic in their approaches. Based on my own experiences, I found NGOs in the health sector more effective than the public sector because they are usually less limited by political constraints, are smaller and, therefore, generally more efficient than the public sector, are better organized, and work at the grassroots level.

## **Communication Skills**

Taking a speech class will help a consultant with public debriefings. Debriefing is usually done at the end of the field trip in the country of the research in front of ministry officials, donor representatives, the director of the project, and the representative of the administrative agency. There are about 15 to 20 people attending this meeting depending on the project. During debriefing a consultant must report the findings and the audience will ask questions about them. Being able to communicate ideas clearly and authoritatively is essential. With great assurance, consultants must be able to report their findings and recommendations and explain why they will be able to improve the project or the program. The local experts will judge consultants' experience and expertise during these discussions. They will evaluate the consultant's recommendations and the changes suggested in their program, and they will defend their own ideas. Change is not always readily accepted because it implies new routines, new strategies, and new efforts, and

because it suggests that the previous plans were not entirely effective. Ministry offices would almost always rather continue with their old routine and consultants must be able to convince them that their recommendations will improve their programs. However, if they know that they will get additional funding for two or three more years, they will make some efforts to implement the new recommendations in order to please the donor(s).

### **Types of Consultations**

I now turn to consultations. More details about the different types of consultations can be found in various works (Moore 2001; Pillsbury 1991; Stirrat 2000). In the following section I will describe the types of consultations I have performed. Consultations are done under contract, and it is advisable to never get on the plane without a contract on hand. Pillsbury notes: "A contract should contain the scope of work, specification of salary or 'daily rate' and details concerning per diem or other reimbursement for expenses. All should be carefully but tactfully negotiated" (1984:56). A consultant's daily rate is based on one's experience. Therefore, it is important to show that you have acquired previous experience. However, when consultants are hired, they are given a topic and they must go along with the topic and develop the research from that point.

Lorenzo Brutti asserts, "In the context of a consultancy, you are 'framed' in different ways. You are given a topic of research by your employer and can choose to take it up or not, but there is very little you can do to modify the topic itself within the frame of the consultancy" (2005:107). This is very true. Research or evaluations are programmed and a consultant must follow the terms of reference; the consultant has no freedom to deviate from the original proposal unless it is authorized. On my part, I have been involved in two types of consultations. One type involved my individual work as a research consultant. For example, I was once asked to go to a country to examine why women were not using contraceptive methods even though they were aware of contraception through media messages that were transmitted through the radio. I prepared my research by reading materials on the topic, reading previous reports on the projects, and establishing a research plan. The plan examined how many women were going to be interviewed at the clinics or in their homes, how many members of the medical community were going to be interviewed, what the messages were on the radio, and so on. I analyzed the data collected, gave the recommendations, and wrote the report. For the second type of consultation, I was often asked to work with a team of social scientists in order to evaluate the performance of a project or program. For this purpose, a group of social scientists with a team leader are sent to a country and each member of the team has a defined role in collecting data, analyzing data, and writing the final report. Working with a team is challenging because one must work with several individuals, never lose the focus of his or her own research, add to the team's findings, follow the team leader's directives, and work efficiently for long hours. It is a very good experience because you learn to work in teams and get along with people from different backgrounds and with varying personalities.

### **Short- or Long-Term Consultancies**

Development projects usually offer short- or long-term consultancies; short-term can be from one to three or more weeks, while long-term consultancies are often from two to five years depending on the length of the project. During these years abroad, the consultant immerses himself or herself in the intricacies of development, its problems, and challenges. I would recommend that a novice take this path because it is the breaking point of a person's career. By living abroad for a few years, a consultant can learn about the culture of that country more deeply, learn the language, and become an expert on the problems associated with development work. It is not always easy, but it has enormous rewards and benefits for one's career. In doing so, you acquire experience and expertise that can be used everywhere else in the development world because you will find that there are commonalities to the problems of poverty, violence, gender inequality, lack of resources, day-to-day living, and illnesses.

Personally, my first long-term consultancy experience in development took place in Haiti. I could not have chosen a more dangerous or more difficult place to work. My work took place during President Jean Bertrand Aristide's election year (1990), and there was daily political turmoil in the streets. In addition, Haiti is one of the poorest places on earth and a place where complex historical problems such as corruption and political extremism are entangled. I had unforgettable learning experiences about the complexities of development; corruption; the environmental problems related to logging and charcoal burning, water shortage, and lack of electricity; and the painful daily living of a population.

### **Contacting a Development Agency**

How does one contact an agency interested in hiring applied anthropologists? To contact such an agency, a student should prepare his or her curriculum vitae specifically focusing on educational background and international experiences (fieldwork, internship, knowledge of languages, etc.). Then he or she will send it to various development agencies, followed by a phone call to introduce him or herself. Ideally, if one took a trip back East (because most development agencies are located on the East Coast), try to contact the human resources person and pay a visit. Administrators have a tendency to hire people they know. When presenting qualifications, one should be flexible, open-minded, and well motivated. A consultant should learn the jargon of the field by reading the reports, having curriculum vitae ready for review, and through discussing one's experiences in the field. The following sections address two important questions related to working in development: (1) what are the benefits, and (2) what are the constraints of the profession.

#### **WHAT ARE THE BENEFITS OF THE PROFESSION?**

Some of the benefits include being able to work independently, under contract, and being able to choose the country of work and the assignment; acquiring worldwide experience

about different cultures and expanding your understanding of people's behavior within the context of culture are other advantages. Trying to improve people's lives and being able to travel and explore many parts of the world, including some remote faraway communities, are also benefits. There are no books or courses that can replace the experience of learning in the field, from living the lives, problems, and constraints of various ethnic societies, and from being part of their isolation, their marginality, and their distress. This experience expands one's understanding of the human condition and the complexities of human behavior that are often inexplicable for people from wealthier societies. Frequent contact with various ethnic groups permits a consultant to understand and better comprehend the large spectrum of complexities of human behaviors. Furthermore, fieldwork experiences do become a great asset for teaching students. Students love anecdotal stories about one's experiences working with various informants, describing their environment, beliefs, customs, and ways of life. Development work as a consultant opens doors for further careers and positions, and once one has acquired experience working in development, he or she can apply for positions within the agencies' offices and work their way up the ladder (Carland and Trucano 1996; Segal and Gross 1993). In addition, it is not unusual for a consultant to be able to also work at a research institution and teach.

#### **WHAT ARE THE CONSTRAINTS OF THE PROFESSION?**

Among the constraints found in this type of work, it is important to note that, as mentioned previously, most development agencies are located on the East Coast, usually in Washington, D.C., or New York. Living away from these cities is a great handicap because many contracts are based on personal relationships and social networking. It is much more difficult to be chosen from a consultant registry based on one's specialization than to be recommended by a friend. For consultants living outside these cities there are often gaps between contracts. Bolton writes: "It is essential to network and build contacts. Go to conferences, use mutual friends to get introductions, and save business cards" (2006:4). Another constraint that deals with the bureaucratic and programmatic set-up of development agencies is that a project can be evaluated only once by any individual consultant; for each following evaluation they must hire different consultants. However, some of us do not have the same ideas, and this is why the wheel is constantly being reinvented many times in development. Barbara Pillsbury (1984) wrote that there are various types of evaluations elaborated by the agencies and that some are better finalized than others, but in general it seems that they are elaborated by a majority of bureaucrats who have little field experience and where disagreement about evaluations and competition between staff sometimes leads to a standoff in a project.

On a different scope, most overseas work is very challenging and it often takes place in countries facing political turmoil. In my particular case (Bolivia, Haiti, Guatemala, Guinea, Peru, Madagascar, and Nigeria, to name a few), foreigners are usually targets because they are frequently associated with the international personnel working for companies that exploit the resources of these countries. For instance, in Nigeria it was

not possible to leave the hotel after work for fear of being kidnapped, molested, robbed, or killed. International oil companies exploit the Nigerian oil resources without giving compensation to the communities contaminated by petroleum waste after oil extraction. In Haiti, one could get kidnapped or killed for ransom because Aristide's followers needed money to bring their leader back. Other dangers are car accidents because of bad roads and the excessive use of speed on highways. The highway from Rabat to Marrakech in Morocco is well known for numerous deadly accidents. Another more mundane problem that is often on one's mind is how to avoid a number of serious diseases that are common in many of the countries where development work takes place, such as malaria, tuberculosis, hepatitis, poliomyelitis, diphtheria, and many others. Hygiene and sanitation are nonexistent in many rural parts of the world, and water carries bacteria that are deadly to foreigners.

### **LESSONS LEARNED**

Based on my development work and conversations with colleagues in the field, there are numerous lessons learned from working in development. One of the most important is the fact that a consultant needs to adapt to various ecological environments, cultures, and behaviors. A consultant needs to learn that people's beliefs are very strong, even when confronted with modern technology and an overall globalized world. For instance, many women in developing countries may use contraceptive methods but often do not understand the mechanisms behind them and have their own concept of the reproductive organs (Maynard-Tucker 1989). I learned that people's life priorities are established as a function of their poverty and their daily lack of resources, that family ties are a network of ready help in case of distress, that gender inequality favors males, and that women do not have any rights in some countries. I learned that some people's daily burden is simply to survive and that death is not a big deal to them. Working in the field and facing an informant's socioeconomic issues, health problems, cultural beliefs, customs, and religious beliefs can open one's understanding of what life is about, all of which expands understanding of the human race with its challenges and rewards.

However, development work is not perfect and is limited by funding and excessive bureaucracy. International aid is given to certain countries and for a limited time. For example, international health grants have goals to better the health of the populations through the improvement of the delivery of programs or projects, but these programs or projects are often channeled through the public health sector. In most countries, the public health sector's infrastructure is very weak because of a lack of human and material resources, and most international aid programs suffer from this weakness. In addition, once the funding ends, the local ministry of health usually has enormous difficulty in sustaining the program. Furthermore, beneficiaries do not understand how development works and why a program does not last forever. For instance, a family-planning program that offers free contraceptives for two or three years and then stops because the program comes to an end creates many difficulties among the women who are used to getting free

contraceptive methods. At the end of the program they must change their methods or pay for the method that they were using. Sometimes they do not have the money to buy the pills and they do not want to change methods, so they abandon the contraceptive method and become pregnant. Development has created a dependency on international aid, and unfortunately the poorest people are often the victims. A major problem is that local governments wait for international aid and do not use their local resources to secure social and health benefits for the populations on a sustainable basis.

Another important skill I learned is to be able to mediate between three entities that are characterized by different socioeconomic levels: (1) the donor organization(s), (2) the administrative office in charge of project administration, and (3) the local government offices. Each one has different goals. Donors are investing money into programs that improve the life of the people, the administrative office has the responsibility for the project in the field, the government offices are interested in using the funds from their own perspectives, and the investigator's recommendations represent informants' needs. The consultant's mediating skills must include an understanding of the role and positions of the donor who has invested funding in a project with a concrete schedule and anticipated results. The administrative office works closely with the consultant in order to present a good report that would be pleasing to the donor, and the local government officials usually promise to follow the recommendations and make some changes in their programs in order to get additional international aid.

The role of the consultant is to mediate among these three entities and to articulate their common language into recommendations that would improve the lives of beneficiaries and satisfy the government offices and donors. The most difficult part is to convince the local ministry officials to promote changes in their programs. They are usually characterized by a large bureaucracy mostly centralized in cities, and officials generally have very little field experience and must deal with a shortage of human and financial resources. Most disconcerting is the fact that generally there is a lack of supervision in the rural regions, and poor communication between rural communities and central offices. Although it is a general constraint, the consultant should not be stopped by this but should take into account these problems in their recommendations. A person who wishes to become a consultant needs to understand these issues and be ready to accept that his or her recommendations and hard work might not be put to use because of the issues that I commented on above and that are beyond the control of the consultant.

## **CONCLUSION**

A consultant is a researcher, evaluator, mediator, communicator, ethnographer, and informant to the development agency. As a mediator, the consultant must deal with ministry offices and have them approve his or her suggestions in order to realize some changes in their approaches. The consultant must take into consideration the feasibility of the activities, the costs, the impact, and the length of the project for a successful performance. One should always keep in mind the goals of the donors and the length of

time available to accomplish the project. This mediating process is a learning experience and is always changing depending on the countries, the type of the research, and the findings. Some donors are very knowledgeable, others are more bureaucratic. On the one hand, all have definite goals for their projects and the consultant must execute them. On the other hand, administrative agencies are very helpful for report writing, formatting, editing, and for support. Doing cross-cultural fieldwork in development is a wonderful experience in expanding your understanding of different cultures, peoples' behavior, concepts, and communication. By the very nature of development work, a consultant has to navigate in the same day between two different worlds—the high society who live in a high-class environment, and your informants who live generally in the countryside and are very poor. Richard Scaglione wrote in his article, "From Anthropologist to Government Officer and Back Again," about how difficult it is not to lose the momentum with your informants when you are caught between two worlds. He explained that when he became a government officer, his informants did not accept him as a friend anymore but saw him as a Westerner working for the government; although he tried to be their advocate in his work with the government, he was never able to regain their friendship and trust (2005:60).

Because of my long experience in cross-cultural research, I have expanded my knowledge and understanding of people's behavior and needs, their constraints in many countries, and have come to realize that there is a commonality to their distress, which cannot be avoided because of our fast-encroaching technological world. Looking back at my work, I might have helped to somewhat improve the lives of my informants. But I have also learned that the challenges are enormous because of poverty, lack of resources, gender inequality, domestic violence, violation of women's rights, trafficking, lack of legislation and policies that protect women, lack of education for girls in male-dominant societies, health issues, and the HIV/AIDS epidemic.

To conclude, the goals of this article have been to give advice to students who want to embrace the world of development. In doing so, I presented what I consider the benefits and constraints of becoming a consultant based on my own experiences in the field of public health. Development work can be difficult, and one should look within oneself to be certain of his or her motivations and aspirations before entering this career. Do you feel that you have something to offer? If so, do you possess the right academic background and required international experiences to market yourself? Do not forget that your skills as an applied anthropologist are invaluable for the job along with a strong interest in humanitarian work and an interest in cross-cultural experiences. I have purposely presented the most critical problems in my field in order to demonstrate that development work, like employment in any other field, is not perfect. A novice should enter the profession knowing that there are pitfalls. Only through experience can one learn to avoid them. Mastering the difficulties of development work will give students the opportunities to challenge themselves physically and intellectually and to become more flexible about the complexities of living.

Finally, I want to emphasize the beneficial impact that development has had on the world's most needy populations. For instance, development in the health field has

saved incalculable numbers of lives through its delivery of children's immunizations in rural areas and community outreach programs in which people did not have any health services, and in the worldwide distribution of antiretroviral therapies for those infected with HIV/AIDS.

In spite of the poor living conditions of populations where poverty and lack of resources prevail, development work has done much to further humanitarian relief to those in need and has paved the future for better programs to improve the life and health of the world's poorest populations.

Experience is a great teacher. After accomplishing your first assignment, you will be filled with excitement and reward, and with each project your interest in humanitarian causes will increase. Working in development you will soon realize how enormous is the task of improving people's lives and health, but also how equally valuable are the possible personal and professional rewards.

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