

Navigating Difference(s) within Volunteering in the Global South

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ANGEL Conference 2025
Berlin, June 05th – 06th 2025



- 01** **Context: Volunteering in the Global South**
Global Learning within Power Imbalances
- 02** **Design**
Aim, Methods, Main Findings
- 03** **Key Insights on 'Difference'**
Patterns of Construction and De-Construction
- 04** **Implications for Global Education and Learning**

01 Context: Volunteering in the Global South

Global Learning within Power Imbalances

Global Learning within Power Imbalances

e.g. International Volunteering

Young adults from the Global North live and work in Global South countries limited in time to 'help and learn' (BMZ 2014)

Particularities

- Asymmetric power structures on individual and institutional levels
- Unfamiliar situations in everyday life that need to be dealt with
- Economic and epistemic imbalances
- Explicit learning goals: demand and pressure for (Global) Learning (Richter 2009)

→ Learning within individual and institutional relationships

→ Experience-based learning processes

Difference-inducing
Pedagogical Concepts

02 Design

Aim, Methods, Results

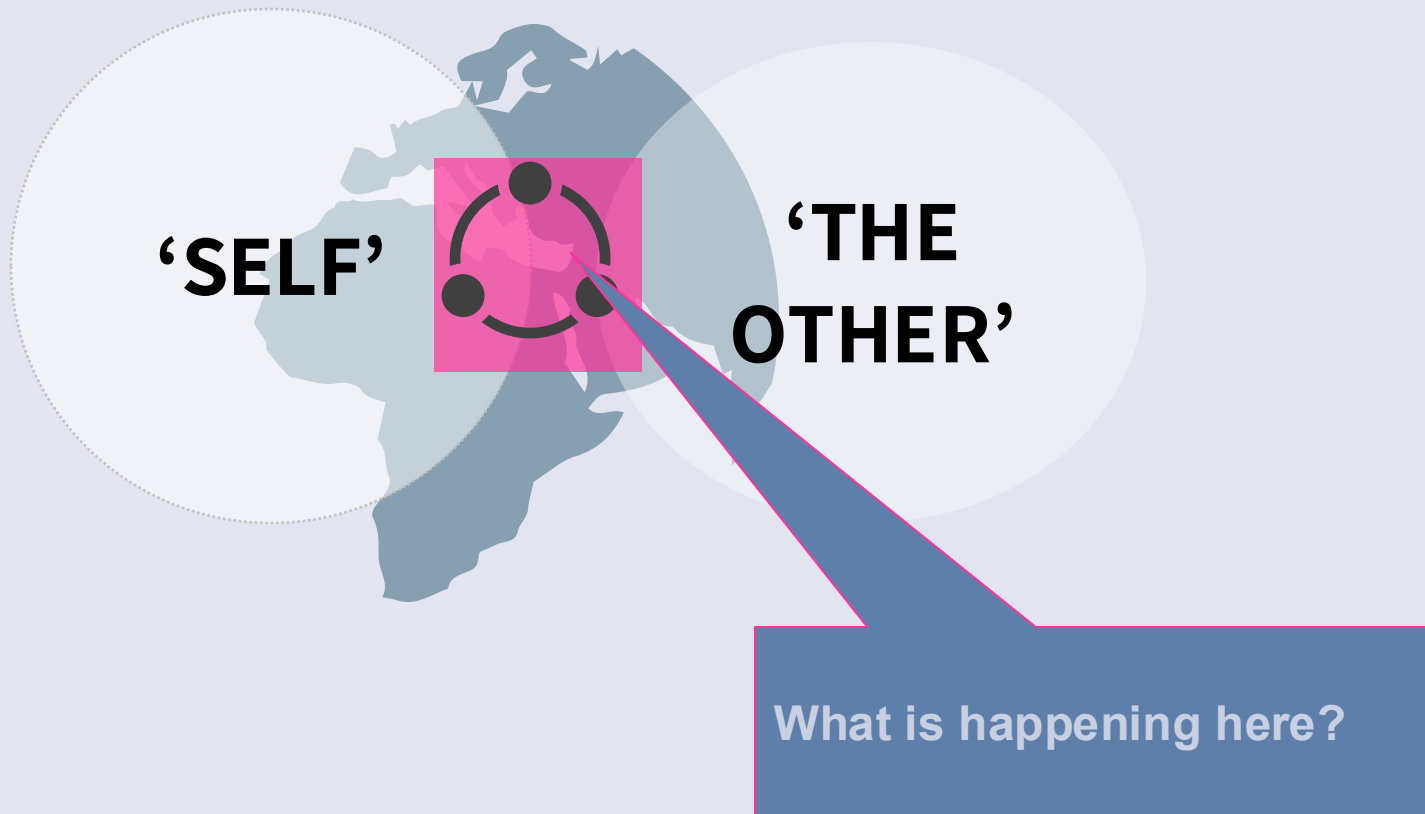
‘The Quality of Learning within Volunteering in the Global South’

How can
‘Relocation’
enhance Global
Learning?

Aim of study:

Generate deep insights into the **‘quality’ and patterns of learning** in difference-based settings within the dichotomizing context of Global South – Global North

‘The **Quality of Learning** within Volunteering in the Global South’



Methodological Approach

Data Corpus:

- 20 **narrative, semi-structured interviews** with returned volunteers (Schütze/Witzel)
- Context material of volunteer programmes



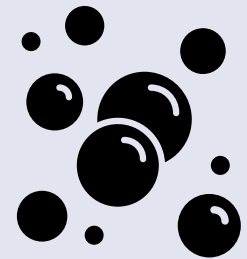
Data Analysis:

- Qualitative-interpretative content analysis (Mayring 2014)
- **Re-construction of 'Learning types' within abductive typification** according to Kluge (2000)



Several Layers of Results

- **Four types of Learning Processes**
- Hypotheses on how learners (re-)construct differences
- Hypotheses on how learners de-construct differences



Richter, Sonja (2018): *Learning between the Self and Other. About the Quality of Learning Processes in Voluntary Services in the Global South* [original: Lernen zwischen Selbst und Fremd. Zur Qualität von Lernprozessen in Freiwilligendiensten im Globalen Süden]. In: ZEP: Journal for International Educational Research and Development Education 41 (1), pp. 17-22.

Richter, Sonja (2020): *Crisis-based Learning Processes in Development Volunteer Services: Failure as an opportunity for global learning* [Krisenhafte Lernprozesse im Entwicklungspolitischen Freiwilligendienst: Scheitern als Chance für Globales Lernen]. In: Bonus et. al. (eds.): *Entwicklungspolitische Freiwilligendienste im Fokus der Forschung*: Nomos Verlagsgesellschaft GmbH & Co. KG, PP. 63-72.

03 Key Insights on 'Differences'

Patterns of Construction and De-Construction

03 Empirical Insights

The Cooking Cloth

‘[...] so I bought myself a sporty travel bag like the Cambodians have, travelled on the buses with a small bag, had my towel, which kind of looks like a cooking cloth, and then I just tried to live like them.’

Sirko [101f] Volunteer in Cambodia

03.01 Demarcation

Demarcation

‘[...] so I bought myself a sporty travel bag like **the Cambodians** have, travelled on the buses with a small bag, had my towel, which kind of looks like a cooking cloth, and then I just tried to live like **them**.’

Sirko [101f] Volunteer in Cambodia

Othering

03.02 Self-Projection

‘[...] so I bought myself a **sporty travel bag** like the Cambodians have, travelled on the buses with a small bag, had **my towel, which kind of looks like a cooking cloth**, and then I just tried to live like them.’

Self-Projection

Sirko [101f] Volunteer in Cambodia



03.03 Imitation

‘[...] so I bought myself a sporty travel bag like the Cambodians have, travelled on the buses with a small bag, had my towel, which kind of looks like a cooking cloth, and then I just tried to live like them.’

Imitation

Sirko [101f] Volunteer in Cambodia



03.03 Imitation

Krama



Cooking Cloth



Devaluati
on

03 Postsituative Integration

- Long-term integration*
- Empirical visible ***throughout the cases***
- ***time-delayed reflection***: minutes, days, years after the situation

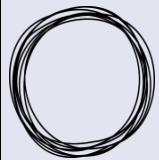
How?

- Reflection process **by using new and old experiences** that are connected to the 'situation'
- Reflection process by **having external input, opinion, instruction**

Central
processes
within
Global
Learning

03 Navigating Differences

Observed Patterns [Selected]



Demarcation

Individual
Learning
capacity is
overstressed



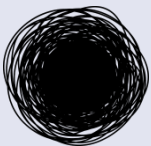
Self-Projection

Orientation
towards the
Known



Imitation

Aim for
Homogeneity



Postsituative Integration

Reflecting
difference

04 Implications for Global Education and Learning

Global Learning: Navigating Difference through Deconstruction



Understand deconstruction as a longer-term process



De-geographization of Global Learning



Create opportunities for Reflection & Re-contextualization



Use professional pedagogical support

Vgl. hierzu Richter (2018, 2020)

- BMZ (2014): Guideline for the development volunteer service service "weltwärts". BMZ. Bonn. Online verfügbar unter http://www.bmz.de/en/zentrales_downloadarchiv/wege_und_akteure/114-foerderleitlinie-weltwaerts-en_140710.pdf.
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- Richter, Sonja (2020): Krisenhafte Lernprozesse im Entwicklungspolitischen Freiwilligendienst: Scheitern als Chance für Globales Lernen. In: Stephanie Bonus, Jörn Fischer, Christoph Gille, Benjamin Haas, Sonja Richter und Jan Wenzel (Hg.): Entwicklungspolitische Freiwilligendienste im Fokus der Forschung: Nomos Verlagsgesellschaft mbH & Co. KG, S. 63–72.
- Richter, Sonja (2018): Lernen zwischen Selbst und Fremd. Zur Qualität von Lernprozessen in Freiwilligendiensten im Globalen Süden. In: ZEP: Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik 41 (1), S. 17–22. DOI: 10.25656/01:18953.

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