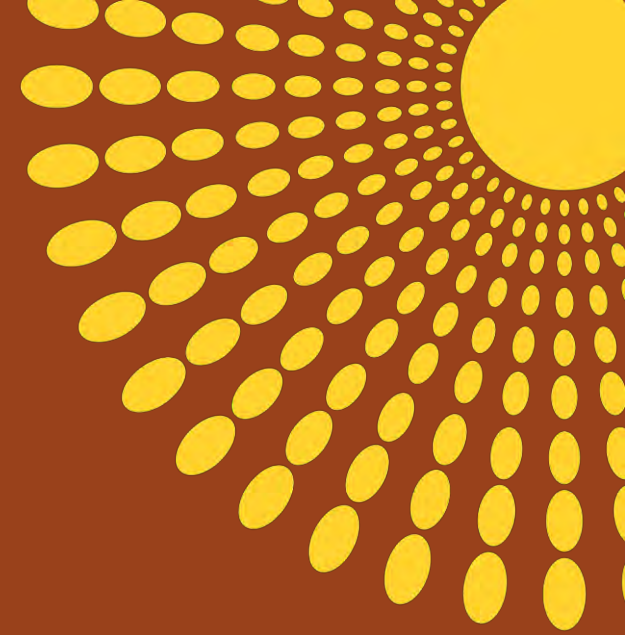


# IVCO

## SENEGAL 2022



# A NEW DAWN FOR VOLUNTEERING IN DEVELOPMENT

**18 Octobre, 2022**

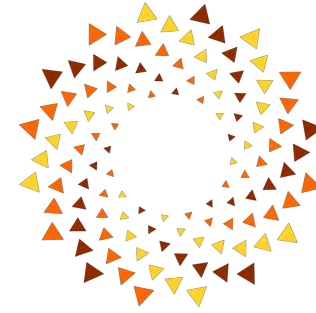
Benjamin J. Lough  
University of Illinois Urbana-Champaign



# Inequalities in Voluntary Cooperation

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Revisiting Reciprocity in  
International Volunteering for  
Development




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UNIVERSITY OF  
**ILLINOIS**  
URBANA - CHAMPAIGN

Benjamin J Lough  
October 18, 2023



# What do we mean by reciprocity?

A movement away from a *unidirectional model of charitable giving* toward a *multidirectional model of mutual giving and learning*.

# Conventional aid relationships

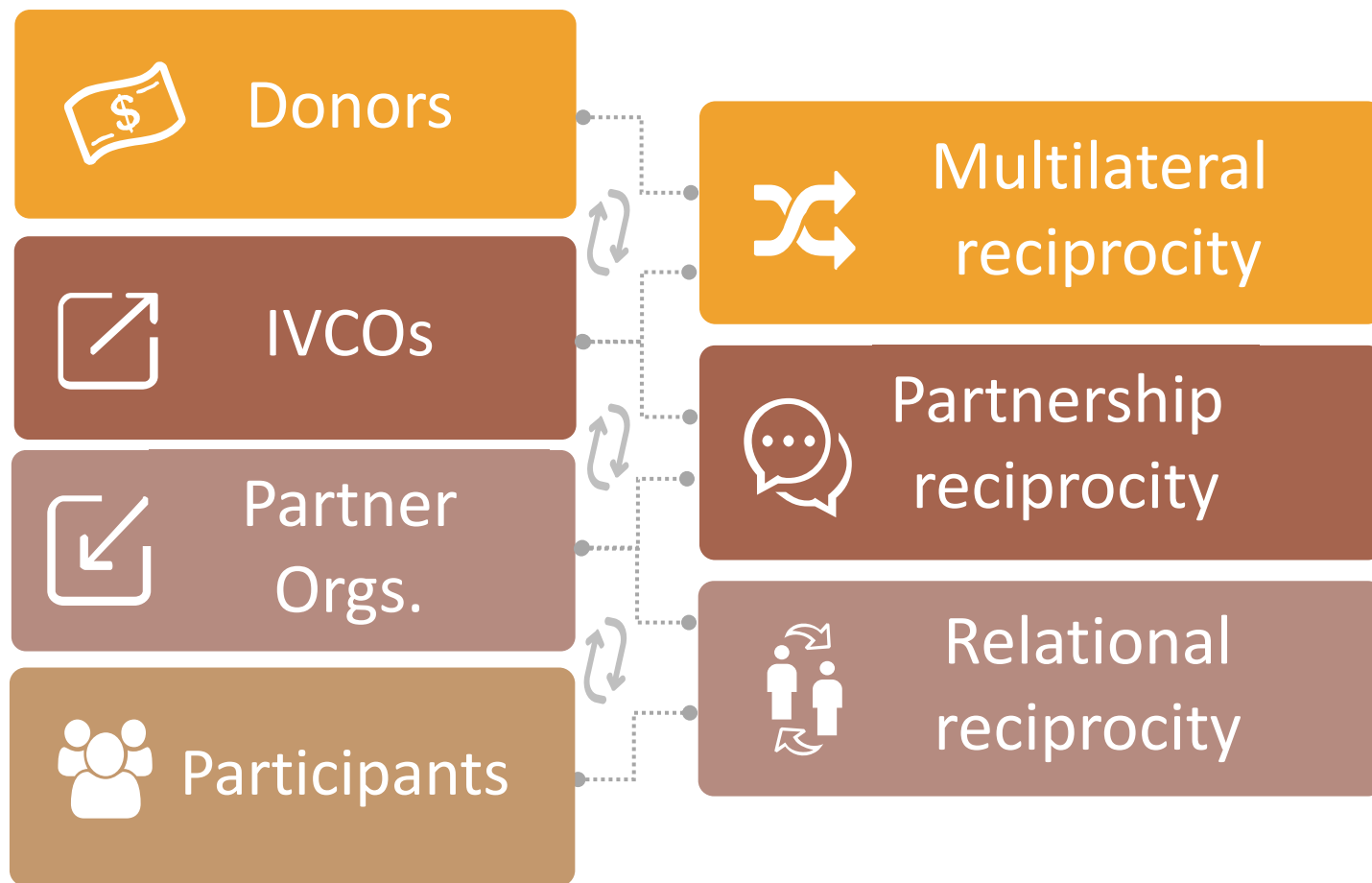
- Aid implies a relationship of giver and receiver
  - Aid creates an implicitly asymmetrical relationship
- Assumption: the partner with greater resources will exercise more power and control.

- Some even assert that unidirectional aid relationships are built on a foundation of inequality that *“ultimately robs the recipient of self-respect, using altruism as a form of social oppression”*

-Polonijo-King, 2004, p. 109



# Different levels of reciprocity; Diverse actors



# Is reciprocity always a virtuous goal?

- What are potential problems that might arise in pursuit of reciprocal relationships?
  - Truly reciprocal relationships requires that gifts should be matched tit-for-tat.
  - The obligation of reciprocity: an expectation of return can place an added burden on partners with less to give



# The power of unreciprocated gifts

When no return is given, one partner is left in a state of indebtedness:

*As long as the recipient of a gift has not given back, the giver holds a certain power over the recipient*

*- Schwartz, 1996*



# *Relative* Equality

- Are equal power relationships even possible in international exchange?
- Although equality may make reciprocity easier, it is not technically required.
- Some have argued that a focus on reciprocity masks power asymmetries in partnerships.



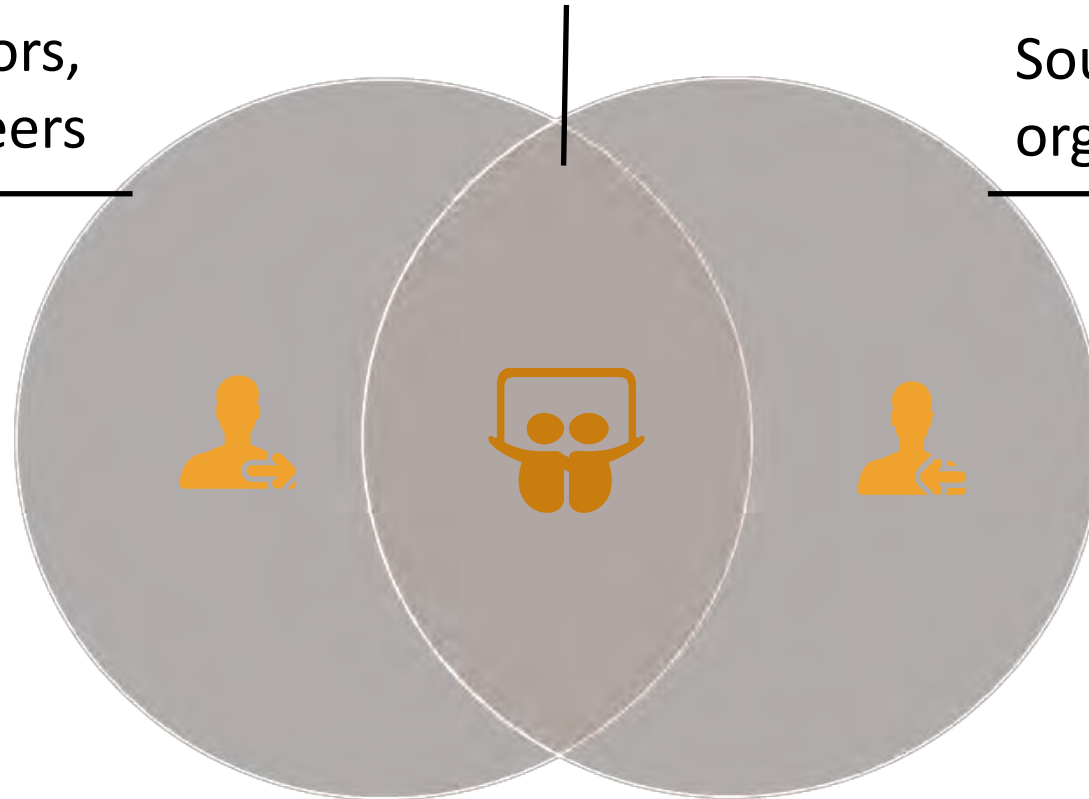


# Should projects be “community-driven”?

Joint ownership and decision-making

Northern donors,  
IVCOs, volunteers

Southern partner  
organizations, volunteers



# Lessons from COVID

## Digital Advantages to Reciprocity



Increased accessibility and scale



Greater flexibility



Anonymity



Comparative resilience during global crises

# Lessons from COVID

## Complications for Reciprocity in Digital Exchange

Inequitable access  
to digital  
technologies

Verbal  
communication  
challenges

Reduced cultural  
immersion

Maintaining  
meaningful  
engagements and  
commitments

# Application Questions

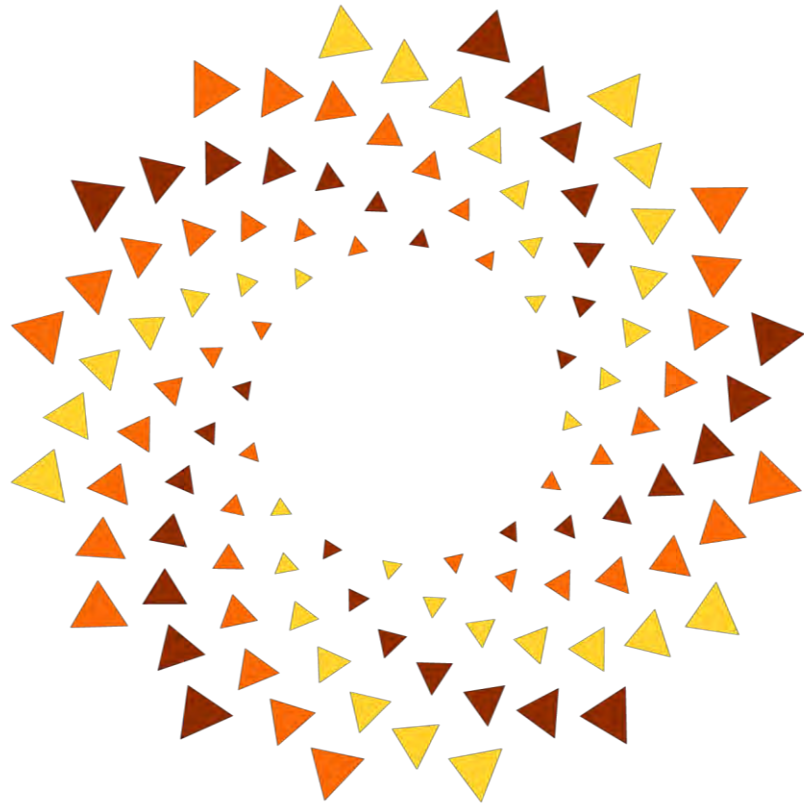
- You hear this concern from a partner:
  - *“We don’t want to refuse their help. But we end up feeling less if we accept it. I don’t want to feel like I am in debt.”*
  - In practical terms, how do you address this concern?
- How can you ensure that participants expect and realize fair value from partner organizations?
  - Are you ethically conflicted by such conditionality?

# Discussion Questions

- Do you agree with this statement made by a Southern partner : “Since the North partner has the money, there will always be inequality.”
  - Can effective partnerships embody both inequality and reciprocity?
- From your experience, does digital exchange allow for *more reciprocal* or *less reciprocal* engagements?





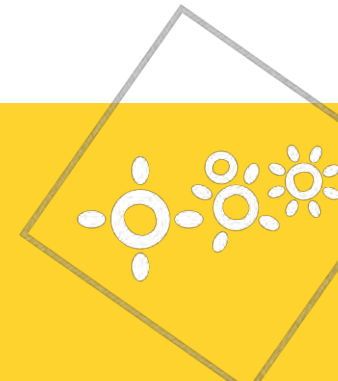


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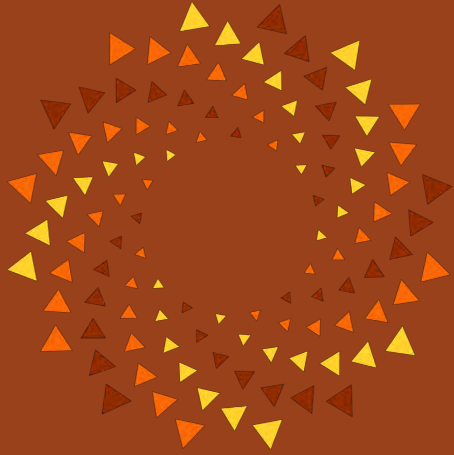
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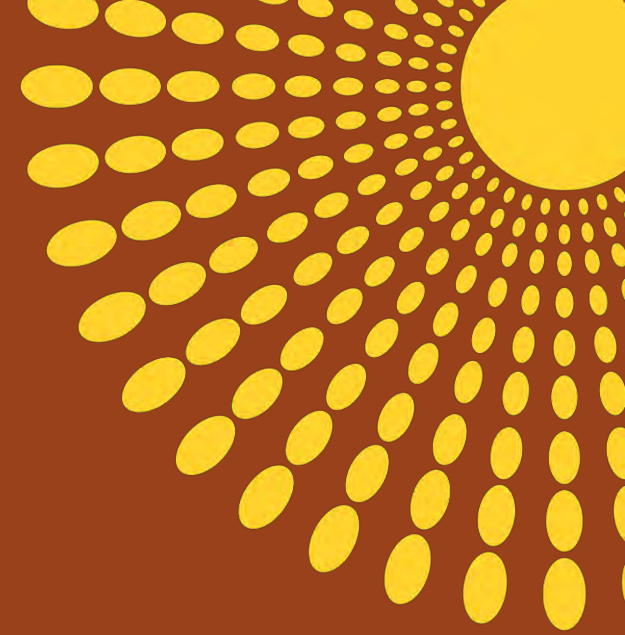


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# A NEW DAWN FOR VOLUNTEERING IN DEVELOPMENT

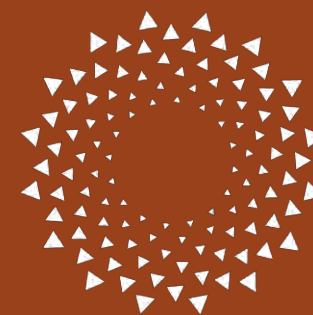
16th – 19th October





# INEQUALITIES IN VOLUNTARY COOPERATION

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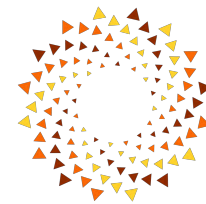


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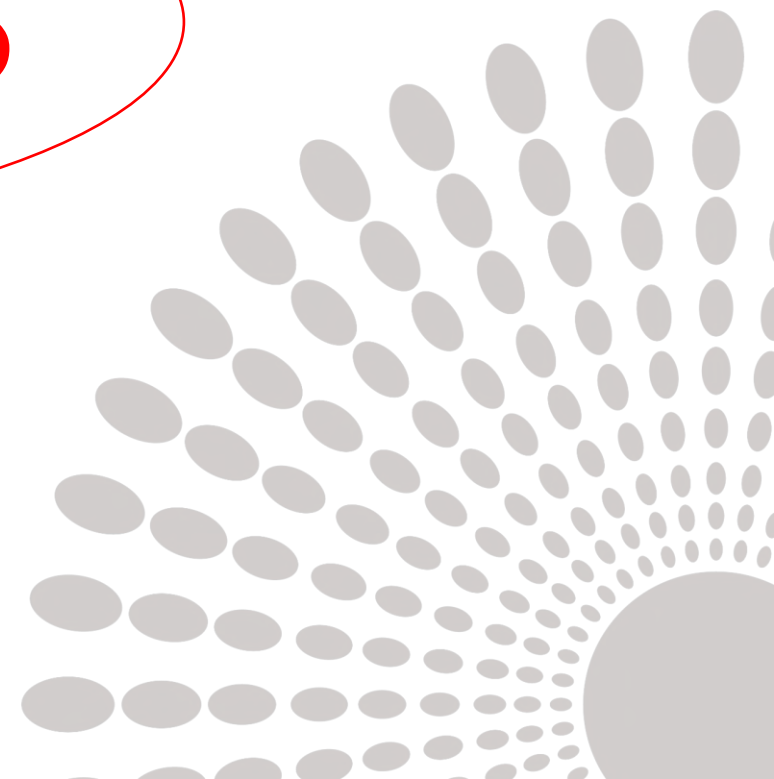
Kaynan Rabino, CEO Good Deeds Day

[kaynan@arison.co.il](mailto:kaynan@arison.co.il)

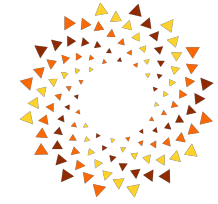


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# INEQUALITIES

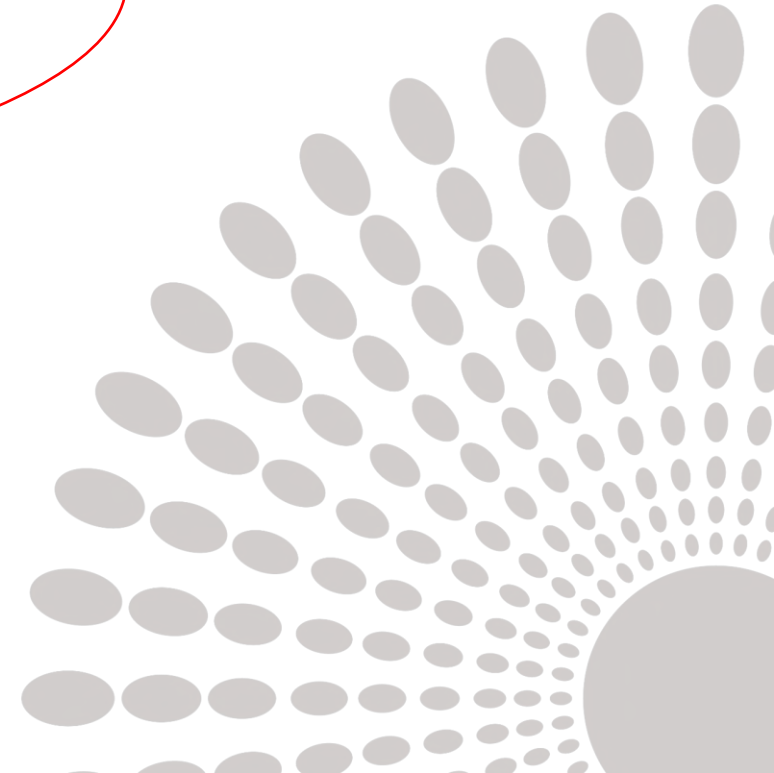


Doing good – good deeds

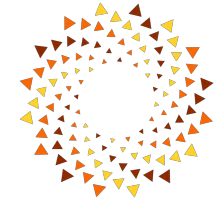


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**INEQUALITIES**



Doing good – good deeds



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**INEQUALITIES**

partnership in civil society



Doing good – good deeds



combining resources

**INEQUALITIES**

partnership in civil society



Doing good – good deeds



combining resources

**INEQUALITIES**

creativity

partnership in civil society



# Doing good – good deeds



combining resources

**INEQUALITIES**

creativity

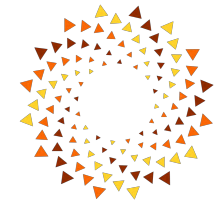
partnership between 3 sectors

partnership in civil society





Doing good – good deeds



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Sharing – inspiring

combining resources

**INEQUALITIES**

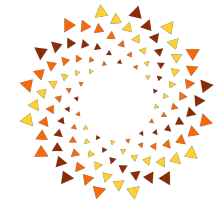
creativity

partnership between 3 sectors

partnership in civil society



# Doing good – good deeds



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Sharing – inspiring

combining resources

INEQUALITIES

being assertive

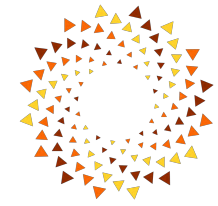
creativity

partnership between 3 sectors

partnership in civil society



# Doing good – good deeds



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Sharing – inspiring

combining resources

INEQUALITIES

being assertive

measurement  
creativity

partnership between 3 sectors

partnership in civil society



# Doing good – good deeds



Sharing – inspiring

combining resources

INEQUALITIES

being assertive

creativity

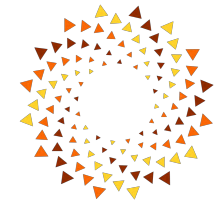
partnership between 3 sectors

Bringing together massive numbers of people

partnership in civil society



Doing good – good deeds



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Sharing – inspiring

combining resources

reciprocity

being assertive

creativity

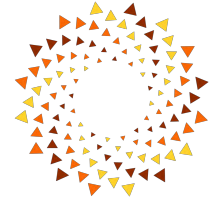
partnership between 3 sectors

Bringing together massive numbers of people

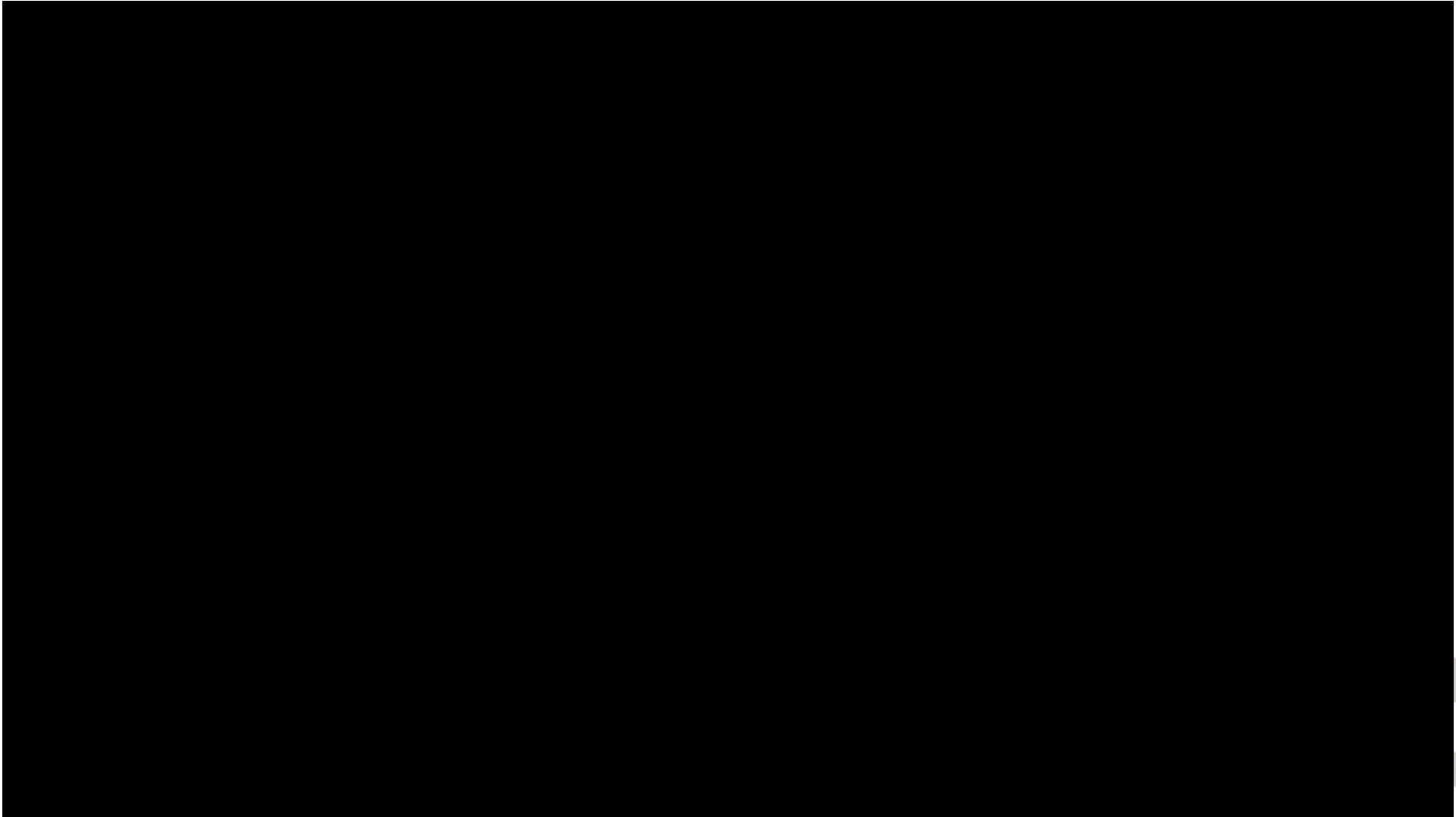
partnership in civil society







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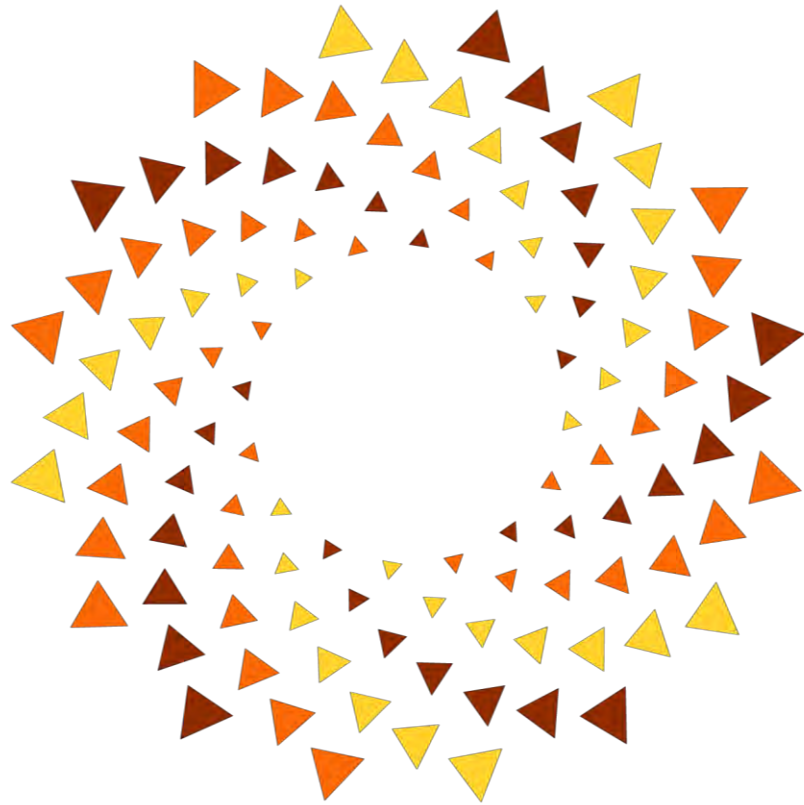


[Kaynan@arison.co.il](mailto:Kaynan@arison.co.il)





Thank you



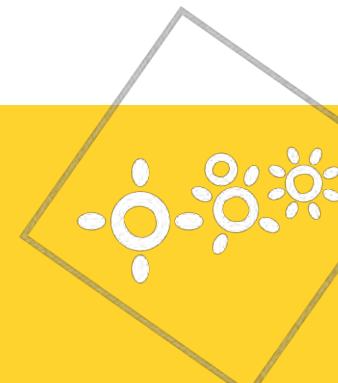
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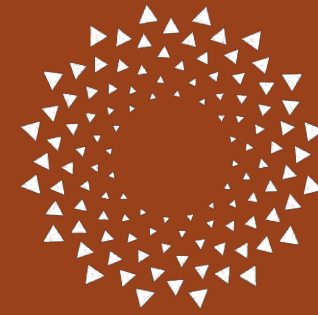
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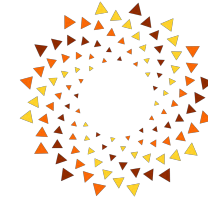
# Inequalities in Voluntary Cooperation

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Transformative ways to  
fight inequalities by  
voluntary cooperation  
programs

**Stéphanie Simard and  
Emmanuelle Parent**  
October 18th 2022

# Approaches to fighting inequalities



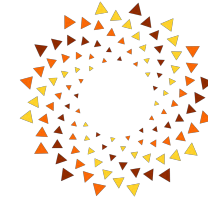
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- In Voluntary Cooperation
  - Partners capacity building
  - Participative approaches to program design and implementation
  - Diversity and inclusions measures
- By Voluntary Cooperation
  - Systemic approach to capacity building
  - Rights based interventions

Voluntary cooperation agencies have the power to structure their programs in a way that generates changes in power dynamics within a system.



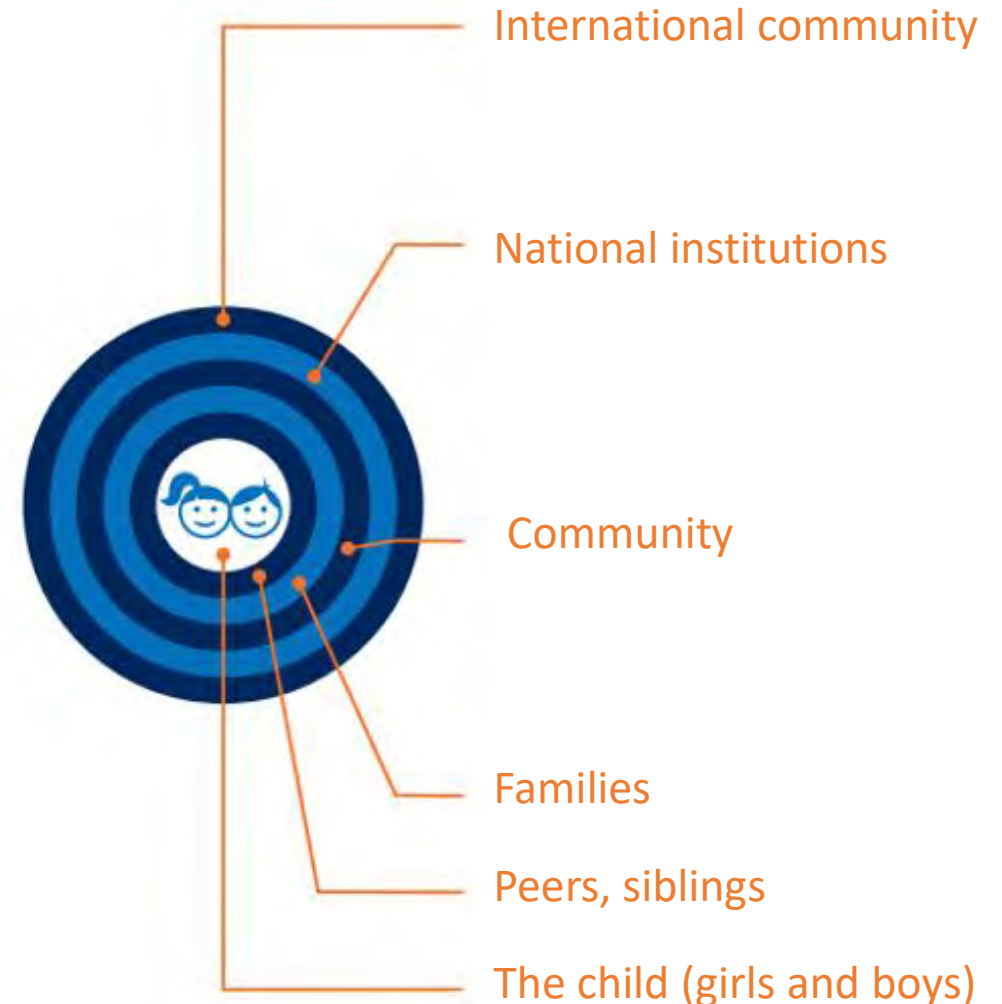
# Systemic approach



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- In any given system, many stakeholder are at play
- Each stakeholders have different roles and shared responsibilities in the system
- To achieve transformational change, actors at different level of the system needs to be supported simultaneously and collaboration encouraged and facilitated
- **A systemic approach:**
  - Assesses these various stakeholders
  - Works to clarify roles and responsibilities
    - **Using a rights-based approach**
  - Strengthens their capacities
  - Builds/strengthen multi actors dynamics
- **Each actors can play a full role**
- **Rights are respected**

## Child Protection System



# Rights-Based Approach

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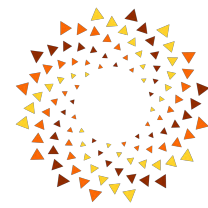


Takes in consideration all stakeholders in a given problematic

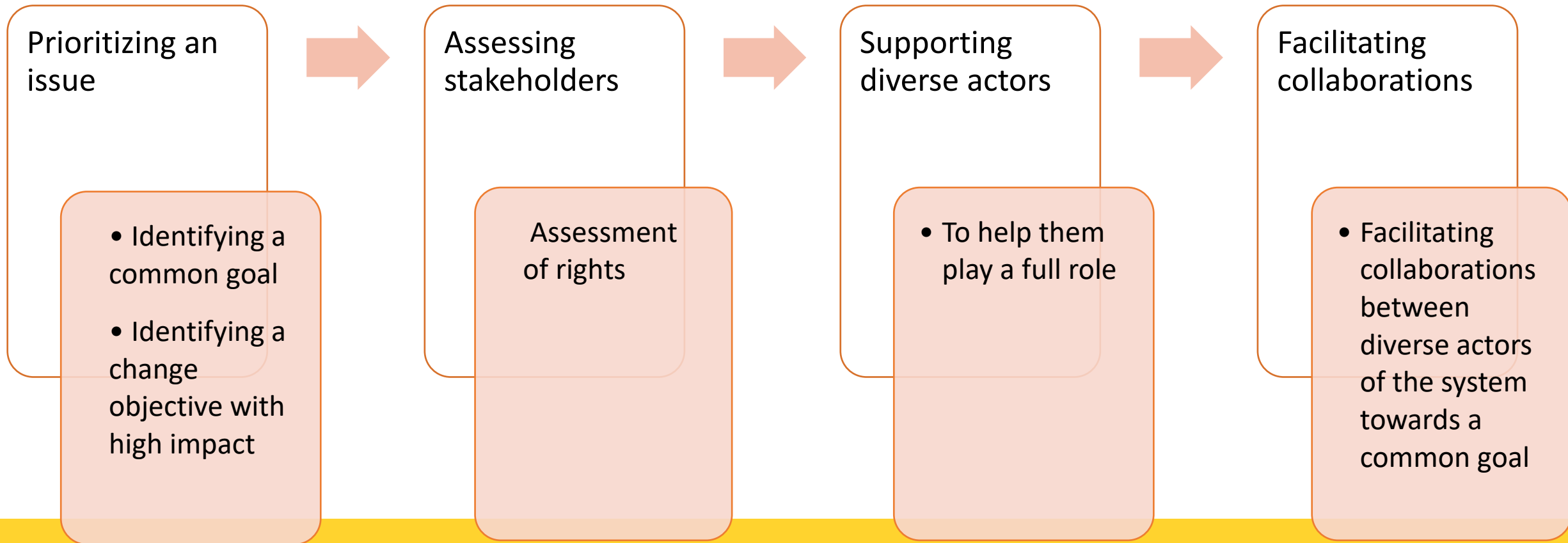
Builds capacity to create inclusive and multilateral power dynamics

## Identifying stakeholders

- Rights holder
- Responsibility holder
- Obligation holder
- **Building capacity**
  - Strengthening responsibility and obligation holder to assume their obligation/responsibilities
  - Strengthening rights holder to play a full role in the system (and protect/claim their rights)
- **Multi actor dynamics**
  - Stronger actors allow for multilateral dynamics that are more inclusive
  - Contributes to more equality by addressing what impairs access to rights



# Fighting inequalities through a systemic approach

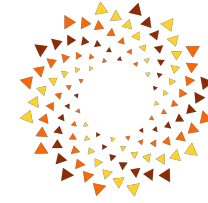


Inclusive and participative process

Assessment of access to rights and stakeholders through a rights-based approach

# Programme CLÉ

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## VCP Consortium

- Represents 3 levels of education of the program

## Sectors:

- Education
- Technical and Vocational Education and Training

**6 countries** : Benin, Togo, Senegal, Guinea, Cameroun et Rwanda

Ultimate outcome : **Improved economic and/or social well-being** of people, and in particular of girls, women and most vulnerable, of intervention countries.

 **Through the transformative power of education**



In partnership with  
**Canada** 



L'éducation de  
qualité pour tous



Éducation  
internationale



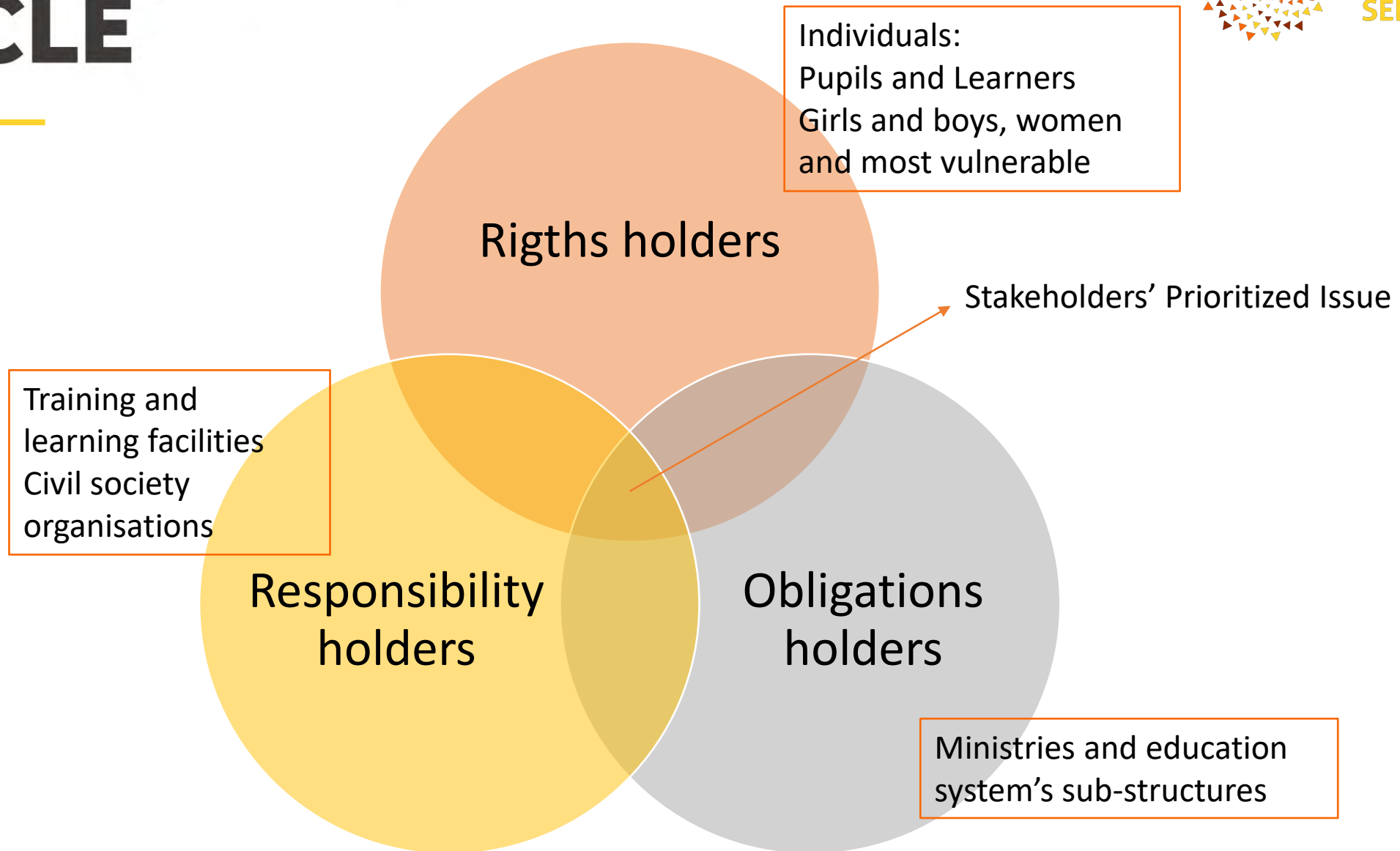
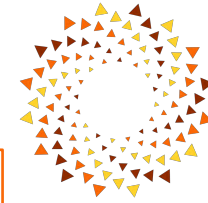
Fédération  
des cégeps



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Improving quality of life through education by:

- Prioritizing educational issues
  - Quality of education
  - Equality, inclusion and empowerment of girls
- Diversifying partners
  - Public sector (ministries, national institutions)
  - Regional and International Institutions
  - Civil society organisations



## Sector: **Children's rights**

**11 Countries:** Morocco, Tunisia, Senegal, Ivory Coast, Burkina Faso, Togo, Madagascar, Costa Rica, Honduras, Colombia, Peru

Ultimate outcome: **strengthening all aspects of children's rights in a manner that's sustainable and lasting by:**

- **Improving the social wellbeing of children**
- **Increasing child protection**
- **Promoting and advocating for children's rights**

## Our Volunteers

- work toward shared goals with our partners
- encourage active participation from all child protection stakeholders
- increase coordination between child protection stakeholders by ensuring they understand each others' roles and responsibilities

## Costa Rica – Communication campaign leading to the application of a new law protecting children's rights

Civil Society Partner: PANIAMOR Foundation

National Agency: PANI (Patronato Nacional de la Infancia)

Volunteer: Marco Ramirez, National Volunteer

## Togo - Improving access to rights and justice for children in contact with the law

Civil Society Partners: Clinique d'Expertise Juridique et Social (CEJUS)

State Partner: Ministry of Justice (Directorate of Penitentiary Administration and Reintegration and Directorate of Access to Rights and Justice)

International Stakeholder: UNICEF Togo

Volunteer: Dr Ousmane Diarra, South-South volunteer

## Discussion

- Do you agree with this statement made by a Southern partner :  
“Since the North partner has the money, there will always be inequality.”
  - Can effective partnerships embody both inequality and reciprocity?
- From your experience, does digital exchange allow for *more reciprocal* or *less reciprocal* engagements?



# Discussion

If you are using a systemic approach (or similar) to your programs:

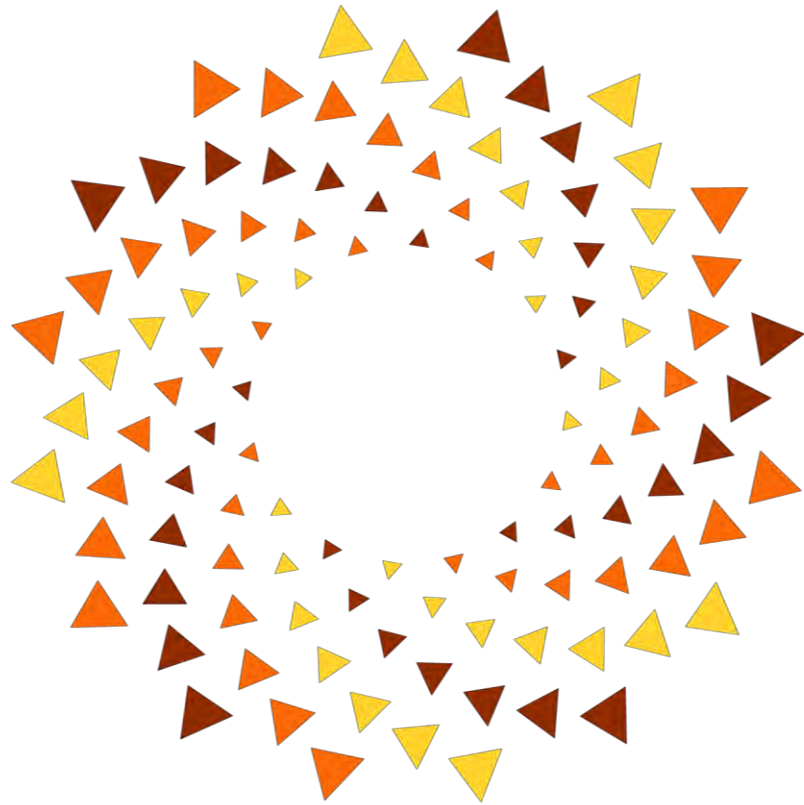
- Do you feel you have better results and do you measure impact?

If you are not using a systemic approach:

- Do you see your programs and partnerships being able (and willing) to move towards something like that?

If you don't believe it is relevant to your program, we would love to know why and gain other perspectives.



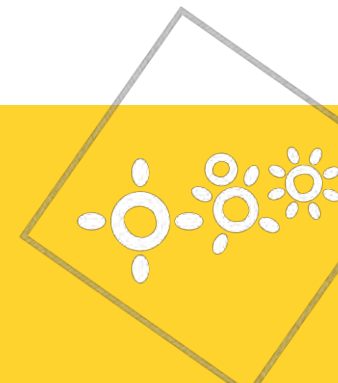


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