



TASKS

1

Summarize Carrie's experiences as a volunteer and her reasons for volunteering. (Text A)

(20 %)

2

Analyze how the author conveys Carrie's unease about her situation at work. (Text A)

(25 %)

3

Mediation

For an international youth conference on volunteering, sum up the information on Laura and Kerstin's experiences and activities in India and in Germany. (Text B)

(20 %)

4

Choose **one** of the following tasks:

4.1

"[...] if she's going to live in the Third World, she should at least be doing something for the common good [...]." (Text A, ll. 45/46)

Referring to Carrie's example, discuss to what extent voluntary service in developing countries can help young people find their orientation in life.

(35 %)

OR

4.2

Compare Carrie's way of dealing with her situation at work with that of a character from literature or film who is also facing difficulties in a professional or educational context. Assess the way they deal with the problems they encounter.

(35 %)

OR

4.3

Using Carrie's experience as a starting point, write an article for a youth magazine. Reflect on ways in which volunteers can be prepared for useful work in a country like India.

(35 %)



Text A: Excerpt from the short story

The Volunteer

By Lucinda Nelson Dhavan

SHARING DOESN'T WORK. The kids surge forward like a shoal of piranhas when she begins her countdown.

"Fifty-nine, fifty-eight, fifty-seven.[...]" Carrie calls out, as the second hand of the cheap clock on the wall skips its way through each child's one-minute turn.

5 Her throat is raw from yelling "Wait" - or the word she thinks may mean that, though when she hears her voice, she's not sure if she's using the one meaning "to wait" or "to swim". She hasn't been in India long, and spends most of her time among her husband's English-speaking, IT-savvy, foreign-returned friends.

10 Here in the Shelter Home for rescued children, the textbook Hindi she's learning is a frail thing. The children yell in robust dialect and she's battered by noise.

Rakesh, the tallest boy, steps in. When Carrie gets to zero, he grabs the toy that looks like a rubber sea urchin on a tether and holds it high above the tangle of waving hands. He teases, looking this way and that, then gives it to Guddu, who can't even yo-yo it the way it's meant to be done, as the kids close in on him. [...]

15 I can't do this, Carrie thinks. They need professional help; this is a job for dedicated people, not me.

20 She looks around for the woman in charge, the one they all call 'Didi', elder sister, though she's old enough to be grandmother to some of them. Didi is busy over by the sink, making sure that the last child to finish the cocoa and cookies Carrie brought is properly washing and putting away his glass.

Didi has no family of her own left, for some dark reason she's never revealed to Carrie, and so she took this job. Didi keeps things in order. She doles out the food and counts socks and keeps after the kids to bathe. She was the one who had all their heads shaved, because of the lice.

25 "Didi-ji, can you please help me?" Carrie calls out, in excessively polite distress, but now the woman is taking the youngest boy out to wash because he's pissed his pants again.

"Stop it!" Carrie yells, in English, as hands grab for the toy again, "Get away!" But they go on shouting and straining around her until Rakesh takes back the toy and gives it to another of his buddies.

30 What a mess. She's amazed at herself for thinking she could make any difference here, when the whole operation is so shaky. One woman, managing 18 kids. Volunteers dropping in and out. Some guy running around trying to find their parents, trying to get them into school, dealing with police...

35 And her. What does she know about children? She isn't sure she wants any. She and Shankar are still in the experimental stage, they don't even know where they want to live. Right now he wants to work with the outfit that brought him back to his hometown. He says he wants to be part of "The Indian Millennium" - and the next one will be that. Where does she fit in, without so much as a work permit? He says there's a lot of red tape. He needs to look into it.

40 Shankar thinks she could be as happy as his sister, who has two kids and so many friends that her cellphone is welded between shoulder and ear. She runs a boutique and wants Carrie to come and sit with her among the silk and sequins, but Carrie has nothing to say



to the well-dressed women who talk of georgette and crêpe, of which restaurant is best
for lunch, of nursery schools and hairdressers and temperamental servants. Carrie thinks
45 that, if she's going to live in the Third World, she should at least be doing something for the
common good, some kind of service. [...]

(638 words)

Source: Nelson Dhavan, Lucinda. The Volunteer, in: Chris Brazier. One World, New Internationalist, 2010, 137-139

Annotations

Lines

1	shoal	large number of fish swimming together as a group
8	savvy	having practical knowledge and understanding of something
12	sea urchin	small sea creature with a round shell which is covered with spikes
12	tether	rope or chain used to tie an animal
25	-ji	<i>suffix:</i> used with name or title to show respect
34	Shankar	Carrie's husband
36	outfit	<i>here:</i> group of people working together as a team
38	red tape	excessive regulation that is considered bureaucratic and prevents action or decision-making
42	sequin	small round shiny disc sewn onto clothing as decoration
43	georgette, crêpe	luxurious materials used for clothes

Text B: Auszug aus dem Artikel***Weltwärts schauen*****Freiwilligendienst in Indien - Was kommt danach?**

Von Laura Deichfuß und Kerstin Fischer



Foto: KKS - Kunst fördert: In der Gruppe kreativ sein

[...]In Coimbatore, einer Stadt im Bundesstaat Tamil Nadu, haben wir in einem Kinderheim gearbeitet. Es ist für Kinder errichtet worden, die aus großer Armut kommen oder deren Eltern an HIV/Aids erkrankt sind. Unsere Aufgabe war es, die 16 Mädchen in Englisch zu unterrichten und ihren Alltag mit zu gestalten.

5 Nachhaltige Brücken bauen

Noch in Indien haben wir uns die Frage gestellt, wie wir unseren Freiwilligeneinsatz sinnvoll in Deutschland weiterführen können. Der Aufbau einer Partnerschaft mit einer Grundschule war dann auch unser erstes Projekt für einen kulturellen Austausch.

Der Kontakt kam über die Karl Kübel Stiftung zustande. Mit lebhaften und bildreichen Prä-
10 sentationen in unserem Internetblog und über E-Mail haben wir versucht, das „Land der Unterschiede“ an die Kinder in Deutschland heranzutragen.

Das Interesse an Indien ist auch dadurch gewachsen, dass die Lehrkräfte von uns und der KKS umfangreiche Informationen aus erster Hand erhalten. Mit diesem Hintergrund haben sie Benefiz-Veranstaltungen organisiert. Auch die Leitung des indischen Kinderheims, die
15 Organisation Native Medicare Charitable Trust (NMCT), ist begeistert von dem großen Interesse in Deutschland. Durch die Spenden können sie nun noch mehr Kindern ein Leben im Heim ermöglichen.

Zurück: Referate in Schulen der Region

Seit drei Monaten sind wir nun zurück aus Coimbatore, und das Thema Indien beschäftigt
20 uns weiterhin. Wir fühlen uns mit „unseren“ indischen Kindern stark verbunden, so dass wir jede Gelegenheit nutzen, über ihre Lebensumstände und die Aktivitäten unserer Partner zu berichten.



Aus unseren Videos und Bildern haben wir einen kleinen Film gemacht, den wir als Einstieg zeigen. Die deutschen Schulkinder sind immer erstaunt von der Lebensfreude der indischen Kinder, die der Film sehr gut übermittelt. Uns ist wichtig, dass wir dabei kein Mitleid erzeugen, selbst wenn es die Mädchen aus dem Kinderheim in ihrem Leben wirklich schwer hatten. Wir wollen erreichen, dass jeder erkennt, dass auch er etwas für seine armen Mitmenschen tun, etwas bewegen kann. [...]

Dass wir die Arbeit der indischen Hilfsorganisation NMCT in Deutschland bekannt machen, trägt ebenso Früchte, wie unsere Erfahrungen, die wir „weltwärts“ gemacht haben. Durch unsere persönlichen Berichte haben wir Menschen mit der Armut und der fehlenden Chancengleichheit in Indien konfrontiert, die sonst sicher kaum Interesse dafür gezeigt hätten. [...]

Durch das enge Zusammenleben wurde unser Aufenthalt prägend für die persönliche Entwicklung der Kinder – aber auch für uns. In dem halben Jahr haben wir viel von der Kultur aufnehmen können und wertvolle Einblicke in die Entwicklungszusammenarbeit erhalten. [...]

(391 Wörter)

Quelle: Deichfuß, Laura und Fischer, Kerstin: Weltwärts schauen. Freiwilligendienst in Indien - Was kommt danach? In: *Regierung Online* (August 2009), Nr. 78.

<<http://www.bundesregierung.de/Content/DE/Magazine/MagazinEntwicklungspolitik/078/s3-einsatz-in-indien-was-kommt-danach-kks.html>>.

[07.05.2011]

Annotationen

Zeilen

Überschrift/30	weltwärts	Name des Freiwilligendienstes des Bundesministeriums für wirtschaftliche Zusammenarbeit und Entwicklung, der unter anderem in folgenden Bereichen tätig ist: Betreuung in Kinderheimen, Teilnahme an Menschenrechts- oder Umweltschutzprojekten
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Bildunterschrift/13	KKS	Karl Kübel Stiftung
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