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in Sozialer Arbeit der Fachhochschulen Bern, Luzern, St. Gallen und Zürich

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Inequality, Migration and Global Justice – Challenges in Social Work Practice

A qualitative research about the effects of circular migration on improving access to
opportunities

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Inequality, Migration and Global Justice – Challenges in Social Work Practice

*A qualitative research about the effects of circular migration on improving
access to opportunities*

Master's Thesis

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Abstract

The topic of inequality has received considerable attention recently, in both the academic as well as the popular discourse. There is, however, no single, commonly accepted definition of inequality. Moreover, the concept of inequality is subject to a number of global issues and trends which affect the perception of inequality, both as an abstract concept as well as an empirically observable phenomenon.

The key objectives of this research were therefore to: i) contribute to an improved understanding of inequality in general and inequality of opportunities in particular; ii) explore the interrelations between inequality and some of the key influencing factors frequently highlighted in research, namely migration and global justice; and iii) propose practical approaches for Social Work practice on how to address issues related to inequality of opportunities.

Following an explorative approach, this research first consulted theoretical reference that supported the formulation of the final research questions. The second phase of the research followed a qualitative approach based on the Grounded Theory concept. The data was gathered by means of open guideline-based interviews with eight individuals that participated in programs operating at the interface of inequality of opportunity and circular migration.

The analysis of the extensive data gathered confirmed the interrelations of global justice and unequal access to opportunities. Additionally, the results confirmed that circular migration was considered as a strategy to overcome inequality of opportunities, such as limited access to education and job opportunities as well as gender, age or ethnicity related restrictions. In order to address these issues, the research findings suggest that the Social Work profession should actively participate in the endeavors to work towards global justice and advocate on all levels of national and international policy. The profession should further engage in global networks which address inequality of opportunity by means of circular migration. Such networks appear equally suitable to strengthen mutual understanding across borders as well as justice within local, regional and international communities. With regards to the actual frameworks for Social Work practice in this particular field of action, it is recommended that the Capability Approach be applied as a practical concept which allows for the consideration of the unique circumstances of individuals and seeks to empower Capabilities rather than Functionings.

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List of Abbreviations

CA	<i>Capability Approach</i>	LGBT	<i>Lesbian, Gay, Bisexual, Transgender</i>
cf.	<i>Compare (Lat: confer)</i>	MDG	<i>Millennium Development Goals, by United Nations (UN)</i>
DIE	<i>Deutsches Institut für Entwicklungspolitik</i>	MMMF	<i>The Margaret McNamara Memorial Fund</i>
DRC	<i>Development Research Center on Migration, Globalisation & Poverty</i>	MPI	<i>Migration Policy Institute</i>
Ed.	<i>Editor</i>	MSc	<i>Master of Science</i>
ed.	<i>Edition</i>	NGO	<i>Non-Governmental Organization</i>
Eds.	<i>Editors</i>	OECD	<i>Organization for Economic Co-operation and Development</i>
et al.	<i>and others (Lat: et alia)</i>	p.	<i>page</i>
f.	<i>and the following one page</i>	RPC	<i>Migrating out of Poverty Research Programme Consortium</i>
ff.	<i>and the following pages</i>	S&P	<i>Standard and Poor's</i>
GPRG	<i>Global Poverty Research Group</i>	S.A.	<i>South Africa</i>
GT	<i>Grounded Theory</i>	SW	<i>Social Work</i>
IASSW	<i>International Association of Schools of Social Work</i>	U.S.	<i>United States</i>
ibid.	<i>in the same place (Lat: ibidem)</i>	UN	<i>United Nations</i>
ICSW	<i>International Council on Social Welfare</i>	UNDP	<i>United Nations Development Programme</i>
IFSW	<i>International Foundation of Social Work</i>	w/o	<i>where of</i>
ILO	<i>International Labour Organization</i>	WBG	<i>The World Bank Group</i>
IMF	<i>International Monetary Fund</i>		
IOM	<i>International Organization for Migration</i>		

1. Introduction

This research paper represents the final academic assignment of the Master of Science in Social Work program at the University of Applied Sciences in Berne, Switzerland. The research of this Master's thesis revolves around the topic of inequality and is based on the professional and academic interests of the author. The overall objective of the paper is to assess a number of assumptions frequently expressed in both, academic and popular literature about inequality and to study the interrelations between inequality, migration and global justice.

The following subchapters will provide an initial overview of current public discussions of inequality and introduce two organizations operating at the interface of inequality and migration. The chapter closes with a paragraph presenting the research goals and the applied research approach.

1.1 Inequality in the Spotlight

The topic of inequality currently draws a lot of attention on several levels. The Global Agenda for Social Work and Social Development: Commitment to Action 2012-2016 (IFSW, 2012b) lists "promoting social and economic equalities" (IFSW, 2012b, p. 1) as the first item out of four on their agreed priority list. This agenda was published in 2012 collaboratively by the International Foundation of Social Work (IFSW), the International Association of Schools of Social Work (IASSW), and the International Council on Social Welfare (ICSW), outlining the focus points of action for 2012 through 2016. With regards to "promoting social and economic equalities" (IFSW, 2012b, p.1) the defined goals seek to take action at the organizational level of the three organizations, the level of communities and further partners as well as the level of large international agencies (cf. IFSW, 2012, p. 2).

But the guild of Social Workers is not the only professional group that has recognized inequality as a crucial topic that needs to be addressed globally. The importance of the topic is also confirmed by the actions of several multilateral organizations, as seen in the current debates about the Post 2015 Development Agenda by the United Nations (UN) and the World Bank Group (WBG), among others. As the set timeframe for the 2000-2015 defined Millennium Development Goals has come to an end, succeeding goals had to be defined and agreed upon. The UN System Task Team on the Post-2015 UN Development Agenda labels its report "Addressing inequalities: The heart of the post-2015 agenda and the future we want for all" (UN, 2012), thereby putting inequality at the core of its focus.

Additionally, during the 2014 Spring Meetings of the International Monetary Fund (IMF) and the WBG the topic of inequality also received a lot of attention, making "shared prosperity" a key theme discussed at the conference (IMF & WBG, 2014). At the conference Guy Ryder, Director of the International Labour Organization, asserted that tackling inequality is a precondition to achieving sustainable economic growth at the global level (cf. Ryder, 2014). This statement is supported by a recent study published by Standard and Poor's (S&P), illustrating the negative effects of extreme income inequality that not only harm sustained economic growth but also affect social mobility, political balances, infrastructure, public health and education systems (cf. S&P, 2014).

The publication of the controversially discussed book "Capital in the Twenty-First Century" ¹ by the French economist and researcher Thomas Piketty, is bringing additional media attention to the topic. In his book, Piketty addresses growing inequality, which according to him, is the result of capitalism. While not all of Piketty's peers

¹ Piketty, Th. (2014). *Capital in the Twenty-First Century*. Cambridge: Harvard University Press. ISBN-10: 067443000X

agree with his conclusions, his publication enjoys great popularity and fuelled further discussion about inequality, fair globalization and the justice or injustice of the current system (cf. Das Magazin, 2014; Spiegel Online, 2014; Süddeutsche.de, 2014).

Despite the debate, there seems to be a consensus among social, financial, academic and international institutions about the need to tackle inequality. However, it is not always clear if these bodies and authors are referring to the same inequality. Also how can the Social Work professionals actually live up to its own postulation (cf. IFSW, 2012b) of facing inequality and its challenges, and strengthen Thiersch's call, who states that it is a welfare state's responsibility to be representing social justice (cf. Thiersch, 2003, p. 87)? And how can Social Work organizations respond in a globalized environment where borders of a welfare state are far from clear and global developments are influencing local issues?

1.2 Practical Framework: Organizations Operating at Challenging Interfaces

In the process of facing these questions and narrowing down this research interest, two organizations were identified which provided an ideal practical framework. These are the Margaret McNamara Memorial Fund (MMMMF) and the Atlas Corps. These two institutions are both exposed to the above mentioned challenges by operating at the interfaces of inequality, migration and global justice. Both organizations are considered to be active in the field of Social Work, as their missions and field of action (see details in chapters 1.2.2 and 1.2.3) comply with the internationally recognized definition of Social Work. Indeed, both organizations "[...] promote social change [...]" and the "[...] empowerment and liberation of" people to enhance well-being." (IFSW, 2012a, Ethical Principles, ¶4) through their program offerings. In addition, The MMMF and the Atlas Corps offer a similar and comparable program, both are locally based in the city of Washington, D.C.², and with both the researcher had previously established connections.

The following paragraphs will provide further details about the organizations' missions and programs, in order to provide a better understanding of the research topic, the identified interview partners and the examined field of practical Social Work operation.

1.2.1 Note of Independency

It is important to inform, that this research has been conducted completely independent from the below presented organizations. While these two organizations and their program offerings allowed this researcher to narrow down the research topic, and provided access to potential interview partners, neither organization actively participated in this research. These two organizations shall serve solely as examples of (Social Work) institutions active in the challenging environment facing the aforementioned issues. The below chapters will provide some further background information about the program support which the later identified interview partners received.

Furthermore, all statements in this research paper were developed independently of these organizations. All information used in this paper about the institutions was either retrieved from public information available on their websites or was provided during the interviews. The interview partners were contacted personally by the researcher in her independent role, and all statements of the interviewees represent their own, personal

² Researcher's place of residence at the time of writing this Master's Thesis.

experiences and opinions. All information, statements and conclusions in this paper were independently derived and do not reflect the views of the organizations mentioned in this research paper.

1.2.2 The Margaret McNamara Memorial Fund

The MMMF is a small international organization that has been active for over 30 years at the interface of inequality and migration. Although not representing a welfare state of its own (see Thiersch's comment above), it has and continues to primarily focus on tackling inequality and creating opportunities for its target group.

In recognition of the lifelong commitment of Margaret McNamara³ to the well-being of women and children worldwide, the MMMF was founded as a not-for-profit public charity, with the mission of providing educational grants to women from developing countries to foster the well-being of women and children in developing countries (cf. MMMF, 2014c, Our History, ¶1ff).

The first MMMF educational grant was awarded to a woman originally from Liberia. Over 240 grants have been given to women from more than 70 countries (cf. MMMF, 2013, p. 2) since 1983. While at the beginning the MMMF provided grants to women studying in the Washington, D.C. area, the program soon expanded to support eligible women studying at universities all over the United States. In 2008 a further program pillar was established in South Africa, followed by the most recent extension into Latin America in 2014 (cf. MMMF, 2014b, Grant Programs, ¶2).

General eligibility criteria⁴ to receive a MMMF grant include “be[ing] a female applicant, demonstrate[ing] a commitment and record of service to women and/or children in the developing world, plan[ing] to return to a developing country about two years after completing her degree, demonstrate[ing] financial need, be[ing] a national of an eligible developing or middle-income country (according to country eligibility list based on the respective classification by the World Bank Group), demonstrate[ing] good academic performance at the university, be[ing] at least 25 years of age by the relevant application deadline [and] not [having] received a MMMF grant in any prior year, [...]” (MMMF, 2014a, Eligibility).

Every year, the MMMF invites its recipients from the U.S. program to an award ceremony in Washington, D.C. At this two to three day event the recipients present their field of study, are introduced to professionals from other local and international organizations and have time to get to know each other. A similar one day event is also held in South Africa to honor those program recipients.

With regards to the research at hand, there are three peculiarities of the MMMF that make it an interesting example from a practical research framework viewpoint. First, in order to avoid brain drain and enable impact in the developing world, the MMMF asks its grant recipients to return to their own or another developing country after completing their degree. Their migration experience is hence considered as circular migration (see chapter 2.2.1). A second specialty of the MMMF are the allowed uses of the financial assistance. While many scholarships restrict the use of the provided assistance to fees directly related to the educational program (i.e. tuition fee, books and study materials), the MMMF grant may also be used for extended expenses, which

³ Margaret Craig McNamara (1915-1981): a teacher by training, McNamara won the Presidential Medal of Freedom in 1981 for her accomplishments with her children literacy organization “Reading is Fundamental”. (cf. personal comments MMMF Board Members, April 2014)

⁴ The list of eligibility criteria varies slightly among the three programs of the United States, South Africa and Latin America (see respective details on the MMMF website). The listed criteria represent the general criteria, valid for all three programs.

enables the grantee to complete the education (i.e. living expenses, child care, etc.). Third, the international nature of the program's points of action (United States, South Africa, Latin America) and its focus group (women from over 70 countries) are factors, that are particularly interesting with regards to overcoming the criticism of "methodologische Nationalismus⁵" (Beck, 2008, p. 301) which is often raised in relation to studies in the field of migration.

1.2.3 Atlas Corps

Atlas Service Corps Inc. (Atlas Corps) exists since 2006 as a network of organizations in the non-profit field that engage to face the "world's 21st century challenges" (Atlas Corps, 2014a, Mission and Method, ¶1) by promoting innovative and cooperative solutions. Following its mission to "address critical social issues" (Atlas Corps, 2014a, Mission and Method, ¶2) Atlas Corps facilitates internships for skilled professionals at non-profit host-organizations overseas. It is Atlas Corps' goal to assist global leaders and non-profit organizations to strengthen their skills and to build a strong network around the globe to foster social change.

In 2013 the network reported 206 fellows from over 40 countries being active in more than 105 host organizations. That same year, the network stated the goal of facilitating a total of 100 fellowships annually (cf. Atlas Corps, 2013, p. 2). Atlas Corps maintains a strong relationship with the U.S. government and also enjoys high recognition: it has received the "best practice"-award for international exchange from the Brookings Institution (cf. Atlas Corps. 2014a, Mission and Method, ¶1). Starting with host-organizations in the United States only, the network now has collaborations in Colombia and a variety of additional, special projects in the U.S. The network is constantly evaluating and extending its program offerings. (cf. Atlas Corps, Apply to become an Atlas Corps Fellow, 2014b, ¶1f)

The duration of an internship offered to non-profit professionals is six to eighteen months, and fellows are selected three to four times a year. Besides facilitating the match of a fellow and a suitable non-profit host-organization, Atlas Corps also provides additional services such as health insurance, financial support covering flight and visa costs, as well as a small living stipend (cf. Atlas Corps, 2014c, Apply to serve in United States, ¶1). A strong emphasis is also put on enabling and supporting networking activities and platforms among the fellows and other non-profit professionals affiliated with the Atlas Corps network. The eligibility criteria⁶ for the fellowship lists "2 or more years of relevant experience in the nonprofit/NGO/social sector, Bachelor's degree or equivalent, English proficiency (oral, writing, reading), 35 years or younger, apply to serve in a country other than where you are from [...], commitment to return to your home country after the 6-18 month fellowship" (Atlas Corps, 2014c, Apply to serve in United States, ¶2).

Based on statements offered during interviews, Atlas Corps holds a five day introduction week for all fellows explaining necessary administrative affairs, introducing them to local culture and customs and fostering the network and relationships among the fellows. In addition, every fellow partners with an ambassador, who helps them to settle in and provides further support in case any issues arise in the beginning of the fellowship given the new environment. The pool of ambassadors consists of former fellows.

⁵ "methodological nationalism" (transl. by author)

⁶ The list of eligibility criteria varies slightly among the various programs (see respective details on the Atlas Corps website). The listed criteria represent the general criteria, valid for the main fellowship programs.

The Atlas Corps shares two peculiarities with the MMMF that make it an interesting example as a practical framework for the research at hand: first, the call to leave the home country and to return upon completion of the fellowship and second, the broad international diversity of the fellows.

1.3 Objectives of Research

Based on the initial research interest, the rough outline of the current debate about inequality and following the example organizations as presented above, the following research objectives can be summarized:

- Using this research opportunity to gain a better understanding of inequality and assessing a number of assumptions held about it.
- Study the interrelations between inequality and the two key variables of migration and global justice.
- Interviewing program participants of the MMMF and/or Atlas Corps, trying to understand their motives and learning from their circular migration experiences.
- Analyzing the theoretical and empirical insights gained as part of this research and translating them into Social Work practice proposals.
- Following a research process that meets ethical and scientific standards.

1.4 Research Approach

Even though the broad research goals could be defined at the onset of this study, the available knowledge did not yet allow for the formulation of informed and precise research questions. The applied research process therefore followed an explorative approach as described by Diekmann (cf. Diekmann, 2007, p. 33ff./188), suggesting two main research steps. First, with the objective of being able to formulate concrete research questions, an extended review of theoretical literature was done. Second, empirical, qualitative data was collected to respond to the defined research questions. Extensive details about the research methodology for the empirical, qualitative portion will be presented in chapter four.

Following this research approach, this paper starts by presenting an overview of the academic discussion and theoretical underpinnings of inequality, migration and global justice. This chapter also introduces the Capability Approach, which is presented as a potential instrument to address the identified issues in Social Work practice. Chapter three outlines the final research questions and summarizes the definitions of terms used for this paper. That chapter is followed by a detailed description of the applied research methodology for the empirical data collection and data analyses. In chapter five the results of the analysis are presented and critically appraised, followed by an interpretation of those results with regards to their relevance for Social Work practice in chapter six. Chapter seven closes the research paper with some final conclusions and a further outlook.

2. Theoretical Underpinnings

As described, this chapter will review current theoretical and scientific information about the research topics of inequality, migration, global justice and the Capability Approach. Each subchapter will discuss the definition of the terms, followed by additional information considered important for the research at hand.

The selection of sources for this chapter was conducted in libraries as well as online. The criteria applied in order to identify appropriate sources were to search for relevant, acknowledged and current inputs (cf. Balzert

et al., 2008, p. 76ff). However, theoretical and academic resources about the underlying topics are almost infinite. With the given temporal and personnel resources at hand for this research, this meant that not all available literature and studies available could have been included, but an adequate and relevant selection was needed. In the course of this research, sources that were considered most purposeful and applicable for the planned study at hand were consulted. For the initial literature study, the goal was to acquire an adequate amount of insights that would provide an informed and reflective theoretical base to formulate the actual research questions.

With regards to the data/material used, studies and figures of specialized, globally recognized and accredited organizations such as UN, WBG, OECD and IOM were considered most reliable and therefore were used in this paper.

2.1 Inequality

Following the initial comments about inequality in the spotlight (see chapter 1.1) the subchapters below include comments about the definition of inequality and current debates about its development.

2.1.1 Inequality – Definition

When discussing inequality, it is very important to clarify what actually is meant by the term. Even though inequality is the hot topic of many discussions (see chapter 1), it has to be considered that not all sources (including the ones mentioned above), refer to the same characteristics when addressing inequality. Inequality is in fact a very vague term and can incorporate varied meanings, depending on whether development organizations, economist or other individuals with their very own interpretation are talking about it. While economists often refer to income or wealth inequality (cf. Milanovic, 2011; Piketty, 2014), which due to data availability is also the easiest to compare globally, there is a common understanding among other disciplines (i.e. Social Work, Sociology, Development Aid), that these concepts are lacking important influential aspects, such as the social aspects (cf. Alt, 2009; Bastia, 2013; UN, 2012). Of course, social inequality is much harder to measure than income inequality. On one hand that is due to the lack of data availability and accessibility. On the other hand there is also a lack of agreed upon concepts of what exactly social inequality should entail. While the GINI-index⁷ and also the Human Development-index⁸ are often mentioned with regards to inequality, they are not actually measuring inequality per se. In a World Bank report Black, Natali and Skinner propose the following description: “Inequality, like poverty, is multi-dimensional, and can be measured at individual, household, regional and international levels. There are socio-cultural dimensions to inequality, as well as inequalities in access to power, [...]” (Black et al., 2005, p. 2). Similarly, Bastia suggests to combine economic and social measures when exploring inequality (cf. Bastia, 2013, p. 4).

The UN System Task Team on the Post-2015 UN Development Agenda, along with Sen, Nussbaum and Bornschier emphasize yet another aspect to social inequality, namely the inequality of opportunities. These authors refer to aspects such as having equal life chances and the freedom to achieve well-being (cf. Bornschier, 2008; Nussbaum, 2010; Sen, 1992; UN, 2012). Also, in November 2013 the UNDP released its

⁷ Measuring the income distribution and its deviation from an equal distribution in a reference group (cf. WBG, 2014a, ¶1).

⁸ Measuring welfare development on the basis of “life expectancy, educational attainment and income” (UNDP, 2014a, ¶1).

latest report on inequality⁹, concluding that “[...] inequality cannot be effectively confronted unless the inextricable links between inequality of outcomes and inequality of opportunities are taken into account” (UNDP, 2014c, p. 4), pointing to the importance of a multi-dimensional concept of inequality. While inequality of outcomes often refers to criteria such as income or amount of students completing education, the latter inequality of opportunities entails criteria such as access to employment or education opportunities (cf. UNDP, 2014c, p. 4).

An important factor regarding the definition of inequality and its limitations is also highlighted by Zwicky, when he points to the very important distinction between inequality and diversity (cf. Zwicky, 2010, p. 14ff). While the former finds its roots mainly in structural discrimination and eventually leads to unequal opportunities for affected population, the latter relates to a (emancipated) variety in the way of life (cf. Zwicky, 2010, p. 18).

2.1.2 Inequality – Current Debate

Even though the topic of inequality enjoys increasing attention, experts do not necessarily agree on how to assess the evolution of inequality. While some experts see a clear increase in inequality (cf. Alt, 2009; Milanovic, 2011; Piketty, 2014; Wilkinson & Pickett, 2009), others draw a more differentiated picture. This difference in assessment is a result of the different underlying definitions and/or utilized scales of inequality.

In fact, data from the latest UNDP report (cf. UNDP, 2014c) indicates that income inequality has risen to the highest level since measuring commenced. This applies within as well as across societies and nations. The UNDP claims that “the richest 1 percent of the world population owns about 40 percent of the world’s assets, while the bottom half owns no more than 1 percent” (UNDP, 2014c, p. 1). On the other hand, the UNDP also points out that with regards to some inequality aspects including education, health and nutrition, some degree of improvement has occurred with considerable differences in success or failure of endeavors among countries. As the UNDP classifies income inequality as a crucial driver for other aspects of inequality (i.e. inequality of opportunities and others), an imminent need for action is seen as necessary to stop the increasing trend of the latter (cf. UNDP, 2014c, p. 4ff).

Among others, Wilkinson and Pickett continue to explore the effects of inequality extensively, mainly applying income inequality or the GINI coefficient as base for their calculations. Conducting research on the topic for several years now, Wilkinson and Pickett conclude that a reduction of inequality would lead to a better social environment and quality of life for all (cf. Wilkinson & Pickett, 2009, p. 44). By describing the “cost of inequality” (Wilkinson & Pickett, 2009, p.63), these researchers link inequality with several social issues such as poor health, substance abuse, violence, unequal opportunities and others (cf. Wilkinson & Pickett, 2009, p. 63ff). These issues are very well known in the daily work of Social Work professionals.

Stiglitz stresses the “price” of inequality on the level of individuals but also on a political level. Stiglitz summarizes that inequality divides societies and endangers political stability (cf. Stiglitz, 2013). This concern is shared by the UNDP which attributes “[...] hindering economic progress, weakening democratic life and threatening social cohesion [...]” (UNDP, 2014c, p. 3) to high inequality.

⁹ This UNDP report focuses on inequality in developing countries. However, it also contains information and remarks on the general level of inequality. Therefore it is seen appropriate to quote it in the context of the paper at hand (cf. UNDP, 2014c).

On a different but equally important note, Ziegler quotes Veenhoven who raises the point that current debates about inequality are focusing mainly on resources (tangible and intangible), neglecting the fact that those have only a marginal influence on individual happiness and a good life (cf. Veenhoven, 2005; quoted by Ziegler, 2011a, p. 156 and 2011b, p. 125). These concepts are also essential in the discussion of the Capability Approach (see chapter 2.4).

2.2 Inequality and (Circular) Migration

The Development Research Center on Migration, Globalisation and Policy (DRC) explains that “inequality is clearly a major driver of migration ... [and] international migration is a powerful symbol of global inequality [...]” (DRC, 2006, p. 1). Following this thinking and the setting for the planned research, the linkage between inequality and migration shall be discussed. The next subchapters will present some remarks related to the definition of the term, followed by additional discussion points about inequality and migration.

2.2.1 Migration – Definition

The International Organization for Migration (IOM) defines migration as “the movement of a person or a group of persons, either across an international border, or within a State.” (IOM, 2014, Key Migration Terms, ¶20). This term does not classify the process or movement regarding its underlying cause, length or any further typology.

With regards to the practical framework of the international Social Work organizations -in this case the MMMF and Atlas Corps- the concept of circular, temporary or return migration respectively needs to be introduced. Again following IOM's explanation, this specific migration pattern relates to the process of moving between countries. Circular migration usually happens on a voluntarily base and according to IOM usually relates to reasons of work, benefiting the country of origin as well as the country of destination (cf. IOM, 2014, Key Migration Terms, ¶8). When introducing the term return migration, the DRC is referring solely to the movement pattern of leaving a country and after some time returning to it, independent of length and further initiating reasons (cf. DRC, 2003, Return Migration, ¶1)

With regards to circular migration, the Migration Policy Institute reports that the trend towards circular migration is increasing. The MPI attributes this to usually cheaper transportation and better and easier means of communication, allowing for a transnational framework. Individuals involved in circular migration frequently return home, with increased monetary and or technical resources. The MPI thus values the facilitation of circular migration as the “[...] transfer of the critical financial and human capital the developing world needs” (MPI, 2006, From a Zero-Sum to a Win-Win Scenario?, ¶2).

2.2.2 Migration – Discussion Points

The linkage between inequality and migration is not a new one, but in the course of the increased focus on inequality, it is receiving growing attention. The DRC follows the 2005 Human Development Report and sees migration representing “[...] an important livelihood diversification strategy [...]” (DRC, 2006, p. 1). In 2011, Milanovic published a study that links income inequality with migration and concludes, that migration will become a “[...] mechanism of adjustment.“ (Milanovic, 2011, p. 21), as inequalities of income between countries will allow for gains on an individual level in the first place, and eventually lead to an adjustment that will result in reducing inequality on a global level too (cf. Milanovic, 2011, p. 21). Alt explains that it is mainly poverty as well

as the global and social inequality that triggers the migration processes (cf. Alt, 2009, p. 115ff). According to Alt, the migration process is initiated as soon as a certain threshold is passed and potential positive opportunities (including the tangible and emotional costs) in another country are considered higher than the ones available in the country of origin (cf. Alt, 2009, p. 116). Alt concludes that the globalization and its linked side effects such as cheaper travel options and particularly the extended opportunities and means of communication, further facilitate and foster the migration process (cf. Alt, 2009, p. 116ff). This conclusion is shared by Koser, who also sees reinforcing effects of globalization on migration (cf. Koser, 2011, p. 47ff).

Bastia further differentiates and points to the very unique and individual circumstances related to a migration process (cf. Bastia, 2013, p. 11ff). She notes that in earlier years migration was mainly related to poverty and globalization, while more and more reasons for inequality move to the center of researcher's attention. In addition, Bastia highlights that inequality itself is a very complex term and she defines inequality beyond the economic (income and wealth) concepts (cf. Bastia, 2013, p. 3f; see above, chapter 2.1.1). According to Bastia, also migration is a very complex process that includes a variety of factors on the level of the individual, his or her social and political environment and also global influences (cf. Bastia, 2013, p. 11).

The question whether migration has positive (meaning decreasing in this context) effects on inequality remains. Milanovic clearly sees migration as a „mechanism of adjustment“ (Milanovic, 2011, p. 21), related to income inequality of an individual as well as a national economy. The DRC provides a more ambiguous answer and refers to changing results depending on the scale, location, period, type of inequality and in particular the perspective that is researched in connection with the migration process. The fact that not everybody actually has access to migration (i.e. based on available resources or the legal framework) is according to the DRC already a very crucial issue and unequal situation itself (cf. DRC, 2006, p. 1f). Bastia joins this line of argumentation. First, she points out that usually it is not the poorest that migrate, as this population neither has the resources nor the network to do so (cf. Bastia, 2013, p. 8). Second, some research show results of decreasing effects, others conclude that migration is actually increasing inequality (cf. Bastia, 2013, p. 11ff). In some ways, Bastia argues, migration can even “[...] reproduce unequal structures of caste, gender and class” (Bastia, 2013, p. 4). In addition, Bastia concludes that current empirical research data does not allow for unambiguous interpretation. The same conclusion is drawn by Black et al. who on the basis of several case studies demonstrate that the identification of a generally positive or negative impact of migration is not possible as each case differs based on the individual's and/or societal perspective and circumstances (cf. Black et al., 2005).

A fact that the mentioned experts agree on when discussing the reciprocal effects of migration and inequality is the critical role of institutions and policies at domestic as well as global levels (cf. Alt, 2009; Bastia, 2013; DRC, 2006; Koser, 2011; Milanovic, 2011; Black et al., 2005). Some basic theoretical insights on how to share responsibility and ensure global justice will be presented in chapter 2.3 about Global Justice.

2.3 Inequality and Global Justice

As concluded in several paragraphs above, justice is often linked to discussions about inequality. Based on effects of globalization but also with respect to the planned research focus of migration, a global perspective on justice has to be considered. The following paragraphs provide a brief introduction to the topic of global justice.

When discussing global justice, the question arises about who actually is included in the underlying global society. Bornschieer describes today's society as a "Weltgesellschaft [...]"¹⁰ (Bornschieer, 2008, p. 115), referring to it as the "[...] umfassendste System menschlichen Zusammenlebens."¹¹ (ibid., 2008, p. 115) beyond national borders as area of reference. Also Bürgermeier notes in his essay about the future of welfare in the 21st century that "die 'soziale Frage' wird sich in Zukunft nicht nur auf der nationalen, sondern immer mehr auch auf der weltweiten Ebene stellen"¹² (Bürgermeier, 2006, p. 65). While the initial social question was related to new social challenges due to industrialization, it is now rather the effects and downsides related to globalization that are in the focus, a process that again is globally embedded (cf. Bürgermeier, 2006, p. 65f). Nowak sees global inequality as a result of these increasing dynamics of globalization and internationalization and he demands a transnational perspective of Social Work (cf. Nowak, 2014, p. 122ff). In line with this, Beck suggested moving on from a national to a cosmopolitan perspective and he criticizes the dominant methodological nationalism and postulates a methodological cosmopolitanism which, according to today's society and global process, is an indispensable need (cf. Beck, 2008, p. 301ff).

Trying to face the challenges of global inequalities and seeking reference to discuss the proclaimed global approach in terms of justice, the renowned inputs of Rawls and Nussbaum have been considered. Rawls as one important author in the field of justice, claims freedom or "equal liberty" (Rawls, 1972, p. 195ff) respectively as the number one principle of justice (cf. ibid., p. 60ff.). In his extensive work on the "Theory of Justice", Rawls mentions additional important factors that need to be ensured, such as fairness, equal opportunities and global justice (cf. ibid.). Rawls further developed his approach of justice to a global theory of the "Law of Peoples", based on international law (including human rights) and global practice. The baseline of Rawls' "Law of Peoples" is his liberal approach based on the justice of fairness and mutual contracts of people (cf. Rawls, 2010, p. 55ff.). As one out of eight principles in this book, Rawls relates to shared responsibility by pointing out that "Peoples have a duty to assist other peoples living under unfavorable conditions that prevent their having a just or decent political and social regime" (Rawls, 2002, p. 37). Rawls' theories would of course allow for a more extensive discussion, which is not possible and not intended in the course of this research. However, it seems important to briefly mention his ideas, as they are the baseline for many others who have commented on global justice.

Nussbaum too emphasizes the shared global responsibility (cf. Nussbaum, 2010, p. 209ff). She believes that the global inequalities are alarming and requests that a comprehensive theory of justice has to be able to address the challenges that come with inequality (cf. ibid., p. 210). However, she criticizes Rawls' approach of mutual contracts. According to Nussbaum, it is a precondition for fair contracts to have a balanced situation of power, which she believes is not present on the current international level (cf. ibid., p. 212ff). To address global justice, Nussbaum suggests to follow the principles of the Capability Approach, as developed by herself and Amartya Sen. Accordingly, Nussbaum defines a fair world as one in which everybody has the same access to a defined list of *Capabilities* (see chapter 2.4 on the Capability Approach). Accordingly, Nussbaum requests the collective responsibility of everybody, to ensure equal access to *Capabilities* (cf. ibid., p. 229ff). In her essay,

¹⁰ "World Society ..." (transl. by author)

¹¹ "...comprehensive system of human living together." (transl. by author)

¹² "In the future, the 'social question' will not only be discussed on a domestic level anymore, but more and more on a global level." (transl. by author)

Nussbaum also shares her idea of responsibilities with regards to execution of this global justice. Still being critical towards the global political scope of actions of states, she suggest a structure of shared responsibility regarding the well-being of others and an institutional structure beyond domestic levels. Nussbaum outlines a global structure on several levels, where the nations themselves, multinational corporations, international bodies as well as non-governmental organizations (NGO) on large, small, international and local levels become active (cf. *ibid.*, p. 235f).

Whether at a global or domestic level, social justice is seen as a central concept in the practice of Social Work (cf. Ziegler, 2011b, p. 117). Ziegler suggests to apply the theoretical framework of the Capability Approach to address and ensure social justice in Social Work practice. This approach has been indirectly mentioned in the above comments and will be presented in the next sub-chapter.

2.4 Inequality and the Capability Approach

The following subchapters will provide a short introduction about the background and idea of the Capability Approach. Also, it will be explained how the approach can be applied in practice and what in these respects should be considered.

2.4.1 Capability Approach – Background and Definitions

The concept of the Capability Approach was first introduced by Amartya Sen, an Indian economist, philosopher and Nobel Prize winner for his contributions in welfare economics (cf. Hausman, 2008, p. 270). Sen was also heavily involved in the adaptation of the UNDP Human Development Report and its related Human Development index (cf. UNDP, 2014b, About Human Development, ¶4). The basis of the Capability Approach can be found in Rawls' "Theory of Justice", however, Sen further developed Rawls' ideas and in some aspects differs from Rawls suggestions, when, for example, he clearly places emphasis on the individual's point of view (cf. Sen, 1992, p. 73ff). Martha C. Nussbaum also further developed the Capability Approach, in line and in collaboration with Sen, to some extent on her own and also offers some differentiation from Sen (cf. Nussbaum, 2011, p. 17).

The core of Sen's Capability Approach is the focus on unconditional freedom and well-being of everybody (Sen, 1992, p. 31ff). Nussbaum clarifies and summarizes the main pillars being:

1. the individual perspective in the core
2. the focus on unconditional choice and freedom,
3. the diversity and appreciation of values and life-styles that cannot and shall not be unified in one numerical measure
4. the worry about social injustice and inequality of discriminated and marginalized people/groups and
5. the important role of government and policy in facilitating a good quality of life for everybody

(cf. Nussbaum, 2011, p. 18f).

In addition, there are two important expressions related to the Capability Approach – *Capabilities* and *Functionings*. *Capabilities* describe "[...] a kind of freedom" (Nussbaum, 2011, p. 20), incorporating internal and external abilities, affecting a person's freedom or opportunities. While internal *Capabilities* refer to attributes such as mental and physical health, intellectual capacities and the like, external abilities are highly dependent on an individual's political, social and economic environment. With regards to *Capabilities*, Sen and Nussbaum

place the emphasis on the importance of them creating opportunities of choice (cf. Nussbaum, 2011, p. 20ff). This also relates to their definition of inequality as unequal distribution of opportunities (see chapter 2.1.1). *Functionings* on the other hand relate to genuine actions that are based on one or several *Capabilities*. An illustrative example is given by Nussbaum, quoting Sen, about person A who is fasting and person B who is starving. Both of them underlie the same nutrition related functioning (not eating). However, their *Capabilities* differ – person A has a choice to stop fasting, while person B has no choice (cf. Nussbaum, 2011, p. 25). Hence, the Capability Approach advocates promoting and protecting *Capabilities* rather than *Functionings*, and it aims for all people to have an adequate set of *Capabilities* to achieve freedom of choice. Nussbaum points out, that it is an individual's sole decision, whether she or he wants to apply any of the *Capabilities*. This according to Sen and Nussbaum, would be a means to achieve social justice and overcome inequality of opportunities. While Nussbaum has presented a list of important human *Capabilities* signifying minimal standards (see Nussbaum, 2011, p. 33f), Sen refused to value and/or rank any *Capabilities* vis-a-vis each other (cf. Robeyns, 2006, p. 355f). Robeyns who has conducted substantial research on the Capability Approach by Sen, confirms the great potential of the approach to address inequalities and she values the “[...] interdisciplinary space in the study of well-being, inequality, justice and public policy” (Robeyns, 2006, p. 371). However, Robeyns criticizes the approach as “radically underspecified” (Robeyns, 2006, p. 371) and allows for inflationary use of the concept and its ideas, leading to conflicting results of research and conclusions (cf. Robeyns, 2006, p. 373f).

2.4.2 Capability Approach in Social Work Practice

As mentioned in the chapter's introduction, Ziegler sees the Capability Approach as an instrument to comply with the Social Work challenge of addressing social justice (cf. Ziegler, 2011a/2011b). With regards to Social Work practice Ziegler draws an analogy on the level of fostering social justice and addressing inequalities, discrimination and marginalization, as well as recognizing the particular circumstances of its clients. Also, Social Work is not only interested in fairly reallocating, but in respecting various lifestyles and promoting dignity and the worth of individuals. It aspires to understand human behavior in individual and societal context and aims to open opportunities of action and chances of realization of individual life plans. Ziegler particularly appreciates the multidimensional concept of the Capability Approach towards inequality. As Ziegler states, it is not focusing solely on reallocating resources, but on understanding individual life situations as well as the societal circumstances of enabling and enhancing their opportunities, or in the vocabulary of Nussbaum and Sen, their *Capabilities* (cf. Ziegler, 2011b, p. 119). According to Ziegler, this dualism of internal and external *Capabilities* allows for the Capability Approach to evaluate inequalities on a comprehensive and more objective basis (cf. Ziegler, 2011a, p. 157).

At the same time, this dualism aspect also reinforces the fact that the Capability Approach is more than a concept for individuals but also acts as a framework for organizational and/or policy action (cf. Ziegler, 2011a, p. 159ff).

3. Final Research Questions

The outline of the above theoretical underpinnings marks the closing of the initial, theoretical part of the explorative research. The underlying research interest, the two identified example organizations and the

theoretical insights allow for the definition of the final research questions. This chapter also contains a paragraph summarizing the key terms as they were applied for the research at hand.

3.1 Final Research Questions

The research questions refer to the theoretical review as well as to additional information based on later data collection. Three research sections with one to three research questions have been identified.

RESEARCH QUESTION A – Social Work and Global Justice

The first research question connects to the theoretical part of global justice and aims to investigate the role of Social Work with regards to global justice:

A1: How can Social Work organizations live up to the challenge of addressing global justice?

RESEARCH QUESTION B – Inequality and Circular Migration

Further research questions shall outline the connection between inequality of opportunities and circular migration. The understanding of the two concepts and its interrelations shall be investigated.

B1: Based on latest academic findings, how do inequality of opportunities and circular migration relate?

B2: Did the interviewees initially migrate in the hope of enhancing their equality of opportunities?

B3: Based on their own perception, did the interviewees experience an improvement in their opportunities after their circular migration experience?

RESEARCH QUESTION C – Capability Approach in related Practice

As outlined in chapter 2.4, the Capability Approach is seen as an appropriate concept for Social Work organizations to support their target group in enhancing their equality of opportunities. Therefore, the last set of research questions shall investigate whether and to what extent the concept of the Capability-Approach is helpful for Social Work organizations to optimize their policies and practices:

C1: Based on the theoretical background of the Capability Approach what should Social Work organizations such as the MMMF and/or Atlas Corps consider, supporting the enhancement of equality of opportunities for their clients?

C2: Based on the feedback of the interviewees, why was the affiliated organization helpful (or not) in supporting their process of gaining a better equality of opportunities in their circular migration experience?

C3: Based on the feedback of the interviewees, to what extent can organizations such as the MMMF and/or Atlas Corps contribute to global justice?

While the information to respond to research question A is mainly based on the review of current relating literature, sources to respond to research questions B and C will also include data specifically gathered in the course of this research.

3.2 Terminology

The decision to use the terms in the context as presented below is the result of further research references of the paper at hand, such as the practical framework of the MMMF and Atlas Corps, the presented theoretical underpinnings and the introduced concept of the Capability Approach. Therefore, unless otherwise and specifically indicated, the following list summarizes the definition of terms considered in the following chapters of the study:

Inequality of opportunity as unequal access to life chances and freedom in achieving well-being (see chapter 2.1.1; cf. Bornschieer, 2008; Nussbaum, 2010; Sen, 1992; UN, 2012). The multi-dimensional characteristic of the term inequality is not neglected, and recognizing the duality of inequality of outcomes as well as inequality of opportunities is considered very important. However, for the research at hand the latter will be in the focus.

Circular Migration as voluntarily movement of leaving one's home country with the intention to return to the same country or region after a set time period. Voluntary movement means that an individual did not leave the country to flee for war or conflict reasons, but the process was primarily initiated by self-motivated reasons.

Global Justice as a global structure, providing equal access to opportunities for everyone and applying a multi-layered approach of shared responsibility among nations, multinational corporations, international bodies as well as non-governmental organizations (i.e. Human Rights; see chapter 2.3; cf. Nussbaum, 2010, p. 235f).

4. Methodology

The research questions developed above are geared towards enhancing the existing knowledge about inequality of opportunities and improving the understanding of its linkages with global justice and circular migration. The focus is clearly set on understanding the motives as well as the needs of affected clients: criteria that match the qualitative research methodology (cf. Flick, von Kardorff and Steineke, 2007, p. 17ff). Additionally, the results of the analysis shall allow for conclusions and insights that will help to develop and apply an appropriate practical Social Work approach. This element of shaping practical approaches is also described by Thaler and Birgmeier when outlining the applicable context of qualitative research (cf. Thaler & Birgmeier, 2011, p. 190).

Pursuing the already applied process of comparing theory and empirical insights, the Grounded Theory approach was considered the most appropriate underlying research concept. Influences of its underlying ideas particularly affected the sampling method and data analysis.

4.1 Data Access and Sampling

Following the practical framework given by the MMMF and the Atlas Corps, current and former program participants of these organizations were considered as the target population for potential interview partner. All MMMF grantees as well as the Atlas Corps fellows have completed or are undergoing a circular migration experience and their insights and opinions were considered valuable inputs to address the research questions at hand.

Representing a very crucial step in the research process, an appropriate sampling has significant influence on the collected data (cf. Strauss & Corbin, 1996, p. 148ff). While Strauss and Corbin mention the relevance regarding the theoretical concepts of a sampling (cf. *ibid.*, p. 152), Przyborski and Wohlrab-Sahr refer to diversity in experiences to gain a broad spectrum of insights, as well as the representativeness of the sample (cf. Przyborski & Wohlrab-Sahr, 2010, p. 172ff). Complying with these requirements, and keeping in mind that the effects of the circular migration experience are within the focus of the research questions, the following criteria for an ideal sample group were defined:

- Balanced distribution of interview partners among the organizations
- Diverse countries of origin and variety in used program offerings
- Representation variety in terms of gender and age
- Program alumni as well as current program participants
- Alumni who returned to their country of origin as well as alumni who did not return

However, the access to the target population was restricted and represented a very sensitive process. Both organizations follow a very strict albeit reasonable policy with regards to data privacy protection. This meant that no program participant information, other than available on the organizations' websites, was accessible, including the crucial contact data. Alternative ways of contact had to be found and two different sampling methods were used for the two institutions. For the target population of the MMMF an open sampling approach was pursued. For the Atlas Corps target population a rather purposive approach was taken (cf. Strauss & Corbin, 1996, p. 155f). What was originally based on particular circumstances, in the end proved to be very beneficial, as the combination of different sampling techniques is seen as advantage to overcome the shortcomings of a single sampling method (cf. *ibid.*, p. 155).

Social media, namely Facebook¹³, was used to establish contact with MMMF grant recipients. The research author is a member of a MMMF Facebook group, as are 31 MMMF grant recipients. A message was sent to all these 31 group members, explaining the research interest and asking for their willingness to participate in a personal interview. While after the first attempt at reaching out resulted in no response at all, five former MMMF grant recipients responded after a second contact attempt.

To get in contact with the fellows of Atlas Corps, a personal contact kindly acted as "door opener" for the connections and facilitated those interactions. This personal contact was also an Atlas Corps fellow and could establish a connection with her program colleagues. Based on the result of the open sampling of the MMMF group, the researcher did communicate preferred criteria such as gender, geographical areas of interest as well as program status (alumnae or active fellow) to enable a balanced as well as diverse overall sample. While the contact person identified program fellows matching the criteria and, after consulting with them, shared their contact details, the researcher then contacted these individuals via e-mail, again explaining the research interest and asking for their willingness to participate in a personal interview.

With regards to the information shared with the potential interview partners at the initial contact state, neither the subject of inequality of opportunities nor the topic of global justice was mentioned (see Appendix, chapter 9.1). The information provided by the author of this study revealed that an interview would be revolving around

¹³ www.facebook.com

their migration experience. Further information was provided upon request. However, none of the interviewees asked for additional details at this point. The purpose of conscious use of vocabulary was to ensure that any responses given during the actual interviews were exposed to as little preparation or interviewer bias as possible, but reflected the interviewees' spontaneous and pristine ideas.

In total, ten potential interview partners were identified, of which eight were interviewed for the research at hand. For the first couple of interviews the sample focus was put on diversity and representativeness (see above). The sampling focus for the later interviews then shifted to relevance, meaning to choose those individuals, whom additional and/or new information regarding the research topic was expected. The final group presented itself as follows:

Table 1: Overview interview partner

Affiliation:	5 x MMMF, 5 x Atlas Corps (w/o 2 not interviewed)
Gender:	7 x female, 3 x male (w/o 2 not interviewed)
Age Range:	24 – 51
Educational Degree:	all tertiary degree, 1 x Bachelor's, 4 x Master's, 3 x PhD (2 not available)
Field of Education:	Public Administration, Journalism, Engineering, Social Work, Hydro-Geology, Social Development, Political Science, Social Policy and Management
Profession:	Human Rights Activist, Project Facilitator, Assistant Professor, Lecturer (university level), Journalist, Director International Investment Center, Head of International NGO
Country of Origin:	Sierra Leone, South Sudan, Mauritius, Palestine, Russia, India, Tibet
Country of Migration:	USA, South Africa, India, Kenya
Status:	5 x returned to home country, 2 x not yet returned (still in program), 1 x no intention to return (2 not available)

Source: Author's own

Anonymity was promised and assured to all interviewees, in order to protect the privacy and to support an open interview setting. Further details with regards to the interview setting and instruments of the data collection will be presented in the next chapter.

4.2 Data Collection

The aim of the data collection was for gathering information regarding to personal experiences and opinions of the interview partner, and to meet the particular requirement of being able to contact individuals based around the globe. The following subchapters will outline the chosen instruments and setting.

4.2.1 Interview Questionnaire

While the interviews shall allow for an open and individual point of view of the interviewees as well as provide information on specific open questions, the instrument of the **open guideline-based interview** was used (cf. Przyborski & Wohlrab-Sahr, 2010, p. 138ff). The research questions (see chapter 3.1) embraced several very particular topics that the researcher was seeking inputs on, such as inequality of opportunities, global justice and the migration experience and their potential interrelations. Hence, it was considered important having a

rather open question at the beginning, which would enable an open space for the interviewee to freely tell his or her story. However, the interview guideline should also prepare for additional questions, covering the particular areas and inputs that might not have been covered in the response to the first opening question (cf. *ibid.*, p. 140).

The actual **interview questions** arose from the theoretical discussion and the concrete research questions derived. For each research question the background, the objective of the data collection and the actual underlying interview questions were defined. The below table provides the respective overview:

Table 2: Synopsis Interview Questions, Example

A1: How can Social Work organizations live up to the challenge of addressing global justice?	
BACKGROUND: As indicated before, the discussion about global justice is very ambiguous. However, authors/researchers such as Bornschieer (Bornschieer, 2008), Bürgermeier (Bürgermeier, 2006), Beck (Beck, 2008), Rawls (Rawls, 1972, 2002) and Nussbaum (2010) highlight the importance of a global point of view and approach.	
OBJECTIVE: Although this first research question's response will mainly be based on theoretical and literature inputs, it will be interesting to find out what the interviewees understand and think about global justice. Objectives: <ul style="list-style-type: none"> – How is global justice defined by interviewee? – Is inequality of opportunity linked to it? – What vocabulary is used when talking about global justice? – Is there a responsibility of someone (i.e. international organizations, nations, social workers, others) linked to it? DATA SOURCE: interviewees	INTERVIEW QUESTIONS <ul style="list-style-type: none"> – In your very own words, how would you define global justice? – <i>Do you feel your perception of global justice has changed over time? Why and how?</i> – Who do you think is responsible to ensure global justice?
B1: Based on latest academic findings, how do inequality and circular migration relate?	
BACKGROUND: Milanovic (Milanovic, 2011), Bastia (Bastia, 2013), Koser (Koser, 2011), Black et al. (Black et al., 2006), Alt (Alt, 2009) and others describe and show a dependency between inequality and migration. However, the specific linkage of inequality of opportunities and migration has, as of now, rarely been investigated.	
OBJECTIVE: Initiated by Bastia's findings (Bastia, 2013) it will be assessed, whether a correlation between inequality of opportunities and migration can be confirmed/verified by currently available data sources on migration/inequality of opportunities. Objective: <ul style="list-style-type: none"> – What do current studies say about linkage of inequality of opportunities and circular migration? DATA SOURCE: <ul style="list-style-type: none"> – Further DRC studies – WBG data on migration – WBG data on Human Opportunity Index (HOI); for Latin America only! – WBG data on GINI-Index 	No related question for interviewees.
B2: Did the interviewees initially migrate in the hope of enhancing their equality of opportunities?	
BACKGROUND: (same as for question B1)	
OBJECTIVE: Initiated by Bastia's findings (Bastia, 2013) shall be investigated, how inequality of opportunities and migration relate in the interviewee's perspective. Objective: <ul style="list-style-type: none"> – What were the reasons for the program participants to leave their countries? What were the expectations? – Was access to equal/further opportunities one of the reasons? 	INTERVIEW QUESTIONS: <ul style="list-style-type: none"> – What was/were the reasons for you to study abroad/to conduct this internship abroad? What were your expectations and hopes?

<ul style="list-style-type: none"> - Will the interviewees actually mention unequal access to opportunities? <p>DATA SOURCE: interviewees</p>	
<p>B3: Based on their own perception, did the interviewees experience an improvement in their opportunities after their circular migration experience?</p>	
<p>BACKGROUND: (same as for question B1)</p>	
<p>OBJECTIVE:</p> <ul style="list-style-type: none"> - Were the expectations of the interviewees actually met and did they perceive an increased access to equal opportunities? - If not yet mentioned by interviewees themselves, what is their take on inequality of opportunities? <p>DATA SOURCE: interviewees</p>	<p>INTERVIEW QUESTIONS:</p> <ul style="list-style-type: none"> - After returning to your home country (another developing country), did you feel your expectations were met? Please explain how/why? - As I explained, my research is on inequalities of opportunities. How would you define inequality of opportunities? (to be able to define understanding and vocabulary) - Based on your own experience, is migration helpful to increase access to equal opportunities? Please explain. - <i>On a scale of 1 to 6 (1 being low access, 6 being high access), how would you rate your access to equal opportunities</i> <ul style="list-style-type: none"> a) <i>BEFORE</i> your circular migration experience? b) <i>DURING</i> your circular migration experience? c) <i>AFTER</i> your circular migration experience?
<p>C1: Based on the theoretical background of the Capability Approach what should Social Work organizations such as the MMMF and/or Atlas Corps consider, supporting the enhancement of equality of opportunities for their clients?</p>	
<p>BACKGROUND: Based on Rawls' "Theory of Justice", Sen (Sen, 1992) and Nussbaum (2011) developed the Capability Approach, a theoretical framework to address and evaluate social justice. Besides providing a definition of inequality of opportunities, Sen and Nussbaum indicate possible theoretical and practical approaches to face social (global) injustice. Ziegler (Ziegler, 2011a, 2011b) specifically applies the Capability Approach on Social Work practice and highlights the matching and adequate underlying framework.</p>	
<p>OBJECTIVE: Based on Sen's, Nussbaum's and Ziegler's (and others, i.e. Robeyns, 2006) ideas specifically, an overview of suggested and reasonable practical approaches shall be presented. Objective:</p> <ul style="list-style-type: none"> - Based on the theoretical inputs, what should organizations do to enhance equal access of opportunities for their clients? <p>DATA SOURCE: literature about the Capability Approach as indicated</p>	<p>No related question for interviewees.</p>
<p>C2: Based on the feedback of the interviewees, why was the affiliated organization helpful (or not) in supporting their process of gaining a better equality of opportunities in their circular migration experience?</p>	
<p>BACKGROUND: (same as for question C1)</p>	
<p>OBJECTIVE: Given the theoretical background of Sen, Nussbaum, Ziegler about the Capability Approach, how do the interviewees' experiences and responses relate to the theory? Objective:</p> <ul style="list-style-type: none"> - In their very own words, what exactly was helpful in the process of gaining better access to equal opportunities (if at all)? - Do the responses correlate with the theoretical framework of the Capability Approach? <p>DATA SOURCE: interviewees; literature about the Capability Approach as indicated</p>	<p>INTERVIEW QUESTIONS:</p> <ul style="list-style-type: none"> - What exactly related to the migration process was helpful/did support the process of gaining an increased access to equal opportunities (if at all)? - In what way was the supporting organization helpful (or not) to support this process?

C3: Based on the feedback of the interviewees, to what extent can organizations such as the MMMF and/or Atlas Corps contribute to global justice?

BACKGROUND: The theoretical and empirical inputs about global justice, inequality of opportunities and migration suggest, that these topics are indeed linked (cf. Nussbaum, 2010, 2011; Alt, 2009; Bastia, 2014; Ziegler2011a/2011b; Koser, 2011; Milanovic, 2011).

OBJECTIVE: Closing the circle of global justice, inequality of opportunities and migration and given the complexity of the topic, it shall be investigated, whether affected clients feel that support organizations/Social Work practice can and shall actually contribute to global justice.

DATA SOURCE: interviewees

INTERVIEW QUESTIONS:

– Do you feel that support organization such as the one offering your program, are contributing to increasing global justice? Please explain.

Source: Author's own

Following the mentioned strategy of starting with an open question and then proceeding with more specific questions as needed and appropriate, the order of the above defined interview questions was adjusted. Additional flexibility was applied with regards to actually posing all the above questions. Questions marked in black indicate questions that were posed to all of the interviewees. Questions marked in grey were only used, when in the course of the interview demonstrated they were suitable and necessary. Given the individual interview situation, additional and different questions, still fulfilling the same final purpose of responding to the research questions, were applied during the interviews. Towards the latter interviews, in particular, questions that referred to so far uncovered areas of interest were added. This flexible and evolving approach towards the interview questions complies with the nature and goals of open guideline-based interviews (cf. Przyborski & Wohlrab-Sahr, 2010, p. 139ff), as well as the basic concept of the Grounded Theory (cf. Strübing, 2008, p. 47f). A predefined introduction was also part of the interview questionnaire. The goal of this introduction was to explain to the interviewee the general framework and scope of the interview as well as to provide some background information about the study. It was at his point that the extended research subject of inequality of opportunities was introduced to the interviewees. Within the introduction, anonymity and independency was also mentioned and assured to the interviewees. There was also room for open questions presented to the participants at this point of time (as well as during the entire interview). In order to not omit any important information and also to make sure to start the interview situation equally for all conversations, these introductory remarks were written down and applied every time. A summary of the interview guideline including the introductory note and the research questions can be found in the appendix (see chapter 9.1).

4.2.2 Interview Setting

The content variety of responses to the interview questions could not have been anticipated. In addition, it was important to the researcher to be able to react to responses given, to further inquire in case of uncertainty and or to investigate into new and unexpected response content. Therefore it was decided, that a personal interview was the appropriate means of data collection (cf. Diekmann, 2007, p. 437). However, due to the geographical diversity, face-to-face interviews were not possible. Hence, the interviews were conducted on the phone or via Skype¹⁴, depending on the most convenient and available option of the interviewees. Diekmann mentions several factors that can influence a successful interview situation, such as the voluntary willingness of the interviewees, a basis of trust allowing for honest answers and a common language (cf. *ibid.*, p. 440f). The

¹⁴ See www.skype.com.

voluntariness was preexisting the method the interviewees' cooperation was requested. However, confidence and language were two further criteria not be underestimated. English was the set interview language, as everybody spoke it. However, it was not the native language of neither any of the participants nor the interviewer herself. With regards to the challenge of building a trustful interview environment, special focus was put on being transparent about the intentions and background of the research, providing additional information as requested as well as assuring the opportunity to rescind the participation at any given moment. Having a contact person facilitating the connections proved to be helpful, as the interviewer was considered less of a stranger, because of the introduction through someone well known.

The success of a personal interview is also highly dependent on the interviewer her or himself. Besides factors such as gender, age and nationality, also the manner questions are posed, reactions to responses and the general attitude towards the interviewee and the interview situation in general can influence the wellbeing of the interviewee and their willingness to provide open and honest answers (cf. Diekmann, 2007, p. 466ff). As the phone setting only allows for the interpretation of verbal inputs, other possible valuable information is lost, such as non-verbal inputs that might have been helpful to react to a potentially tense or insecure interview situation. While many of these factors cannot be fully controlled nor prevented to their full extent, the consciousness and awareness of these effects was considered a first and very crucial component to mitigate these risks.

In order to be able to test the planned setting of the phone-/Skype-interviews with the foreseen guideline-based questionnaire, a pre-test was conducted (cf. Diekmann, p. 195). The test interview was supposed to enable an evaluation of the understandability of the questions, the clarity of the vocabulary used, the adequacy of the estimated duration of the interview and the possible range of responses to be expected. In addition the pre-run should tested whether the equipment was working and particularly also provided the interviewer with a training opportunity for the actual data collection. For the test-run a person outside the defined sample volunteered, who was also not affiliated with either of the organizations. However, it was an individual who also has migration experience and initially left his or her country of origin in order to be able to access other opportunities. Fortunately, most parts of the interview proved to be ready for the actual interviews, such as time, language and introductory notes. However, it became very clear, that flexibility was needed not only regarding the sequence of the questions, but also with regards to the actual questions posed. The individual story and background of each interviewee was being expected to significantly influence the interview process.

After the successful pre-test, the interviews were conducted during the months of October and November 2014. Although all interviews followed the same underlying interview guidelines, the amount of questions slightly varied and also the duration of the interview, depending on the inputs of the individuals. While the shortest interview took twenty six minutes, the longest lasted most of an hour.

Calling people in geographically remote places such as Sierra Leone or Mauritius, affected the quality of reception, leading to delays in speech or sometimes even interrupting existing connections. Nevertheless, the connections were in general very stable and the interview situations were perceived by the researcher as surprisingly open and trustworthy.

Unfortunately one available research participant was very busy during the survey period and hard to reach on the phone because of several travel arrangements. In order to not lose this opportunity for data collection, a questionnaire was sent to this person via E-mail, including the questions as outlined in the interview guideline.

This of course presents a very different method of data collection. Nevertheless, as the input was considered valuable, it was added to the research materials.

4.2.3 Interview Footage

To allow for a later analysis of the interview contents, the interviews were recorded using the MP3 Skype recorder. This tool proved to be very reliable and delivered quality playback.

With regards to the transcription of the interviews, the f4-tool suite was used. Based on the research focus, as well as the resources and time available an exact but pragmatic attitude was applied towards transcription, emphasizing the actual content of the inputs (cf. Dresing & Pehl, 2013, p. 20). The transcription followed the principles of feasibility, flexibility, learnability and readability (cf. Przyborski & Wohlrab-Sahr, 2010, p. 164). It was determined to be appropriate to the TiQ (Talk in Qualitative Social Research) system (cf. *ibid.*, p. 164ff). However, based on the particular circumstances of the research at hand, the following adjustments were made to the suggested TiQ:

- The interviews were held on Skype (phone only) and the connections to the various continents were sometimes affected. Therefore, variations in volume, intonations and further peculiarities were not noted, unless very clearly noticeable. Comma (,) and full stop (.) were used to indicate the natural flow of speech.
- Affirmative or negative phrases during speech were whenever possible avoided during the interviews, to elude further conflicting effects on sometimes already impaired connections. In the transcriptions they were only noted, when resulting in an actual break in the flow of speech.
- English is not the mother tongue of neither the people interviewed, nor of the person interviewing and transcribing. Grammar and vocabulary might have been affected. However, great attention was paid to make sure that questions as well as contents were well understood and transcribed as recorded.

Further transcription rules that were followed, as well as two example interview transcriptions can be found in the appendix (see chapters 9.3 and 9.4).

The applied rules proved to be adequate for the data material collected. However, the transcription in a foreign language turned out to be more challenging and more time consuming than expected, which was particularly true for interview material of participants with very strong accents. Unfortunately, contents that seemed to be well understood during the actual phone interview, were sometimes unclear when transcribing. A reason might be that the replay quality of the transcription tool (f4) might have been impaired through recording and not be the same as the replay quality of the connection tool (Skype) anymore. Or, this circumstance might also be a possible revelation that what is heard is not always the same as what has actually been said. Nonetheless, the transcription followed exactly the playback of the transcription tool and was analysed accordingly.

As described, one research participant provided written input. This data was also part of the analysis and was used as it was provided by the individual, without any alterations or adjustments by the researcher.

4.3 Data Analysis

With regards to the analysis of the interview material, the approach of the Grounded Theory (GT) according to Glaser and Strauss was applied (cf. Glaser & Strauss, 2010). While Grounded Theory usually aims to establish new theories based on data material, the goal for the research at hand was not in defining new theories, but in

better understanding the motives and conditions behind the circular migration experience of the interviewees and in increasing the knowledge of inequalities of opportunities, global justice and the potential interrelations of the different topics.

Even though the analysis of data reflects a major part of the Grounded Theory, that is not where this concepts starts and ends. On the contrary, Grounded Theory is known as being an approach bridging theory and empirical research tool. This is also visible in the reciprocal process of data gathering, analysis and sampling (cf. Przyborski & Wohlrab-Sahr, 2010, p. 184ff; Strübing, 2008, p. 14f). The underlying characteristic of constant comparison of theory, results and empirical data was found to not only being in line with but also adequately reflecting the previous research processes. As Przyborski & Wohlrab-Sahr describe, Grounded Theory does not ask for one particular method of data collection. However, it was aimed at aligning the presented research steps of field access, sampling and collection instruments with the concepts of Grounded Theory. In particular, the theoretical sampling, as one crucial pillar of Grounded Theory (cf. Przyborski & Wohlrab-Sahr, 2010, p. 189).

According to Strauss & Corbin Grounded Theory does not usually start with a clear theoretical standpoint (cf. Strauss & Corbin, 1996, p. 8). This does not fully coincide with the circumstances in the research at hand. On the contrary, following an explorative approach (see chapter 1.4), previous theoretical knowledge was sought-after and highly influenced the research questions. According to Strübing, Glaser defines this as more open and does not exclude the reference and comparison with already existing theoretical concepts (cf. Glaser, 1978, cited by Strübing, 2008, p. 71). Strauss & Corbin also do not disregard further, external theoretical findings, but advise caution and provide explicit recommendations on how to integrate it into the research process (cf. Strauss & Corbin, 1996, p. 33ff). Without neglecting earlier theoretical insights, this advice was adapted for the research at hand and special attention was applied during the coding process.

To analyze the available interview data, the coding process started with the practice of open coding by examining, comparing and conceptualizing the data and identifying concepts and categories (cf. Strauss & Corbin, 1996, p. 43ff). During the coding process, each data set was analyzed separately. To allow for the generation of an aggregated overview of all analyzed data, the concepts of all interviews were compared. Concepts that were labeled differently, but actually referred to the same content/meaning were aligned¹⁵. Along with the open coding, memos were noted and assigned to certain paragraphs, recording thoughts and first interpretations or already discovered connections (cf. *ibid.*, p. 54). These memos proved to be very helpful for the further analysis and interpretation of the data material. This first step of open coding was followed by the axial coding process, where categories were set in relation with each other, identifying the underlying *Phenomenon* and its related *Causal Conditions*, *Context*, *Strategies and Actions*, *Intervening Conditions* and *Consequences*. These findings were summarized and outlined in the Coding Paradigm (cf. *ibid.*, p. 75ff). Given the particular research setting, analyses were continued to also reveal the conditions and interrelation of actions and interactions on several levels. For this final step of the analysis the Conditional Matrix was applied (cf. *ibid.* p. 132ff). As the research topic and the underlying research questions, the models represent several levels and points of view. The use of these two instruments therefore signified a very helpful addition to better

¹⁵ I.e. there was one concept called "educational support" and another "support for education". These were then combined in a common concept called "education" under the category of "support".

understanding the background and conditions of the research topic as well as the interrelations and dependencies among them.

The process of the reciprocal activities of collecting data, analyzing data and defining the samples for additional data collection ended after analyzing seven phone-interviews and the one written input. At this moment the inputs were considered diverse and comprehensive enough to allow for an established interpretation of results. Therefore, two other potential interview candidates were not asked for their input.

Przyborski and Wohlrab-Sahr highlight the challenges of Grounded Theory for inexperienced researchers (cf. Przyborski & Wohlrab-Sahr, 2010, p. 185). To mitigate this risk and also to increase reliability of data, the codes, concepts, categories and findings with regards to the data analyses were shared and discussed with fellow students, the research mentor as well as other external parties. All these external inputs were helpful in questioning generated findings and drawing final conclusions.

The results of the analyses as well as the aggregated Coding Paradigm and Conditional Matrix will be presented in chapter 5, Presentation of Results. An overview of all concepts and categories generated during the analysis process can be found in the appendix (see appendix no. 9.5).

4.4 Criteria of Research Quality

The primary criteria of quality usually mentioned for empirical research list objectivity, validity and reliability of data (cf. Diekmann, 2007, p. 247ff; Przyborski & Wohlrab-Sahr, 2010, p. 35ff; Flick, 2005, p. 317ff). A full control of the criteria of quality can hardly be achieved, nor can all risks be entirely avoided. However, there are ways to maximize the quality by addressing the criteria, and to mitigate risks by raising awareness and disclosing limitations that apply.

To achieve reliability several, diverse sources of input allowed for a stringent conclusion. The findings of this research will be based on theoretical as well as empirical data, and the empirical data itself is based on inputs of a number of independent interview samples.

In order to meet the very difficult task of ensuring validity, the research at hand followed a structured and transparent research design. In addition, the research design has been shared and discussed beforehand with the research mentor and peers, in order to collect further reflective inputs.

With regards to objectivity the role, motives and perspective of the researcher was continuously reflected and relevant findings were outlined in the respective methodology chapters.

Triangulation, meaning the combination of different research methods, is a further instrument to increase research quality (cf. Flick, 2005, p. 330ff). Given the scope and resources of the research at hand, triangulation was not feasible. However, a continuation of the study considering quantitative methods will be presented in the outlook section of this paper (see chapter 7.2).

4.5 Reflection and Limitations

While most of the research methodology and its underlying instruments nicely fit into the general research approach, there are also some observations, learning opportunities and limitations to be reflected:

Definition research topic: From the beginning, the research topic chosen was a very broad one. Even though the practical framework as well as the particular research questions narrowed the scope, the focus remained

very broad. To find the balance between width and depth realistic for the purpose and resources available at hand, was challenging. Often, depth had to be limited in support of the variety of topics covered. This was particularly true when selecting adequate studies and literature for the theoretical underpinnings and when deciding on an adequate amount of initial theoretical review. The expert feedback and consultancy of the research mentor provided helpful guidance. However, other sources outside of the applied ones might provide further relevant information regarding the discussed and analyzed topics of research.

Access to the field: The access and the selection of interview partners proved to be particularly crucial in the research process. The originally planned access and sampling process had to be adjusted due to unexpected external and internal research incidents. These new circumstances required alterations to the process that presented a big challenge, given the resources and timeline of the research project. To be aware of this critical aspect in the process is a key factor for a smooth research process, planning for potential alternatives beforehand is a lesson learned.

Sample: Based on the mentioned modifications in the accessibility of the field, also the sampling process was affected. The result of such a balanced, diverse and interesting research group is based on careful application of the sampling process, the very crucial support of the personal contact who acted as “door opener” in facilitating the introduction with the interview participants and to some extent also to fortunate coincidences that cannot be underappreciated.

Interview setting: With regards to the interview setting, three aspects are considered essential – flexibility, finding the balance of narration and need for interruption and the interviewees’ confidence. Even though the interview pre-test proved to be valid and very helpful, every interview itself presented new insights and challenges influencing the interviews. In line with the Grounded Theory approach, this was part of the sought-after diversity of interviewee backgrounds. However, it stresses the importance of the needed flexibility required for the given research context. The initial acquisition of in depth knowledge about the research topic and the preparation for each interview proved to be helpful to face these situations. Unknown and spontaneous elements further called for very close attention to the different interview situations and the individual storylines. Finding the balance between engaging with the individuals’ stories and the actual research interest, proved to be a further challenge. Sometimes very interesting narratives were interrupted, because they were considered too far off of topic. This circumstance raised the question of having less interviewees and providing more space to the fewer as opposed to having a broader sample bringing more diversity. Reflecting on the research interest, reducing the sample number was not considered adequate because diversity seemed to be an important factor to comply with the reliability criteria of the research.

Last but not least, confidence of the interviewees was vital. In the course of the interview, some delicate topics were touched on, such as residence status, emotional personal experiences and critical political opinions. At points in the exchange between interviewer and interviewee the confidence level was tested. For example, the interviewees sometimes would ask the questions to the interviewer, before actually answering them themselves. While a lot of emphasis was put on the interviewer providing as little wording and input as possible so as not to influence the responses of the interviewees, personal statements of the interviewer proved to positively influence the basis of trust which caused a shift in the balance of sharing and receiving of information in favor of the interviewee, more confidence and openness was perceived.

Data analysis: There was a tendency to adjust the wording of codes and concepts, based on the theoretical concepts and knowledge that were fresh in mind. Realizing that this was happening, the research critically revised those affected codes and categories to confirm the original allocation and ensure that it was not a simple imposition of already known concepts. Also, every interview was analyzed independently from the others, to avoid blind spots and the blunt recycling of codes. Even though a certain amount of shadow memory cannot be completely avoided, this procedure provided some autonomy to the coding for each interview. However, once all interviews had been fully analyzed, the code lists were then integrated to one aggregated and combined overview.

Role researcher: Being particularly noticeable during the interviews, the researcher's background, interest and situation at the time of research were understandably influencing the study. To face the effects this might have had on the research, personal intentions and opinions were transparently presented accordingly and also challenged in the discussions with the research mentor.

In line with these reflective observations, some limitations have to be respected when drawing conclusions:

Language: Even though everybody participating in this research mastered the English language to an extent to which a fluent conversation and exchange of complex ideas was possible, English was not the native language of any of these individuals. Language barriers as well as translational losses were factors that could not have been neglected and did, albeit to the least possible degree of human endeavor influence interpretation and results. Interviews given and analyses conducted might have been affected by this circumstance and minimally influenced the results.

Definitions and terms: As described earlier, justice, inequality and migration are terms and concepts that allow for vast and almost endless interpretation and understanding. Even though strong emphasis was placed on clarifying the definitions, different opinions are very likely if not inevitable. Therefore, it must be kept in mind that all results presented and discussion points raised in the paper at hand are based on the specific and herein mentioned definitions.

Range: The data collected is true on an individual level (interviewees). In the particular process of comparing data and generating results following the Grounded Theory approach, more general phenomenon, patterns and conditions were revealed and presented. However, comparing the presented results outside of the given area of research, with different individuals and different contexts, the application of conclusions has to be critically verified and possibly explored in further research.

Time and place: The research was conducted from April 2014 to January 2015, the researcher was based in Berne, Switzerland and Washington, D.C., U.S.A.

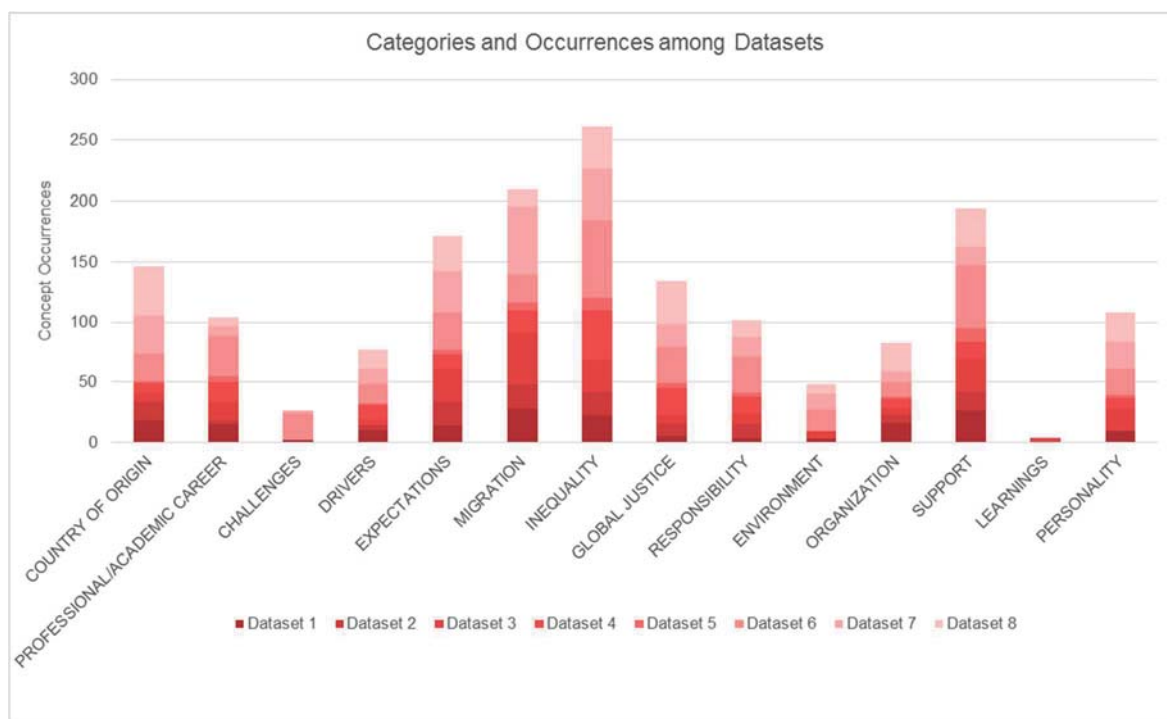
5. Presentation of Results

The following paragraphs will present the results as generated from the data collected. The chapter will first summarize some general remarks and findings about the data and present the aggregated Coding Paradigm and Conditional Matrix as result of the analysis along the Grounded Theory methodology. Secondly, on this basis, the research questions will be answered in the following sub-chapter. The chapter closes with some general remarks about the presented results.

5.1 Summary of Data Analysis

In the course of the coding process a total of 280 concepts were generated among the eight datasets available, which were allocated and applied to statements 1'667 times. These concepts were then assigned and grouped in a total of fourteen superordinate categories (see Figure 1), some of which included several subcategories (see overview of all concepts and categories in chapter 9.5). Concepts were sometimes identical to actual words used by the interviewees, other times they reflected observations and interpretations by the researcher or they represented generic terms defined by the researcher. The latter two statements are also true for the defined categories that combine several concepts. While some concepts vary widely across the eight datasets, others show high alignment and were present in all interviews. Expectedly, the interview questions of the guideline-based questionnaire influenced the categories generated. However, there were also some additional categories resulting from the coding process.

Figure 1: Categories and Occurrences among Data Sets¹⁶



Source: Author's own

The categories "Country of Origin" and "Professional/Academic Career" refer to observations about the backgrounds of the interviewees. These include descriptions about the initial situation in their countries of origins, challenges faced when returning and the professional and academic careers of each individual.

The categories "Challenges", "Drivers" and "Expectations" include concepts that consider obstacles interviewees wanted to overcome, their intentions and motivation about their (temporary) migration experience and their expectations towards this endeavor. Under "Migration" several sub-categories and concepts exploring the actual migration experience including the country of migration, the period of migration and challenges during this undertaking, were summarized. Moreover, evaluations of the interviewee's view about migration as a

¹⁶ A more detailed display of the graph can be found in appendix, chapter 9.5.

strategy to overcome inequality of opportunities are included. Finally, concepts related to defining inequality and global justice, and assessments of those terms, are the basis for the so named categories. "Responsibility" lists concepts that identify bodies and challenges related to ensuring global justice. An additional category was labeled "Environment" analyzing related influencing data elements. Under "Organization" and "Support" concepts are outlined that examine the organization and program offerings the interviewees could benefit from and the mentioned available or potential supporting factors and systems. Finally, "Learnings" reviews data providing insight to perceived learning opportunities, and "Personality" lists concepts that were generated when assessing characteristics of the interview partners.

As figure 1 shows, "Inequality" is the category that incorporates most concept occurrences, followed by "Migration" and "Support". These categories also represented the main areas of interest during the interviews. The categories with by far the least concept occurrences are "Learnings", "Challenges" and "Environment", which also represent the only categories in which not all datasets are represented. Although these categories only have a less weighted representation, their underlying data and concepts were considered important and therefore can justifiably stand alone as individual categories. Based on the individual interview situation as well as the focus of the conversation, diversity is shown in the share that each dataset represents in the different categories.

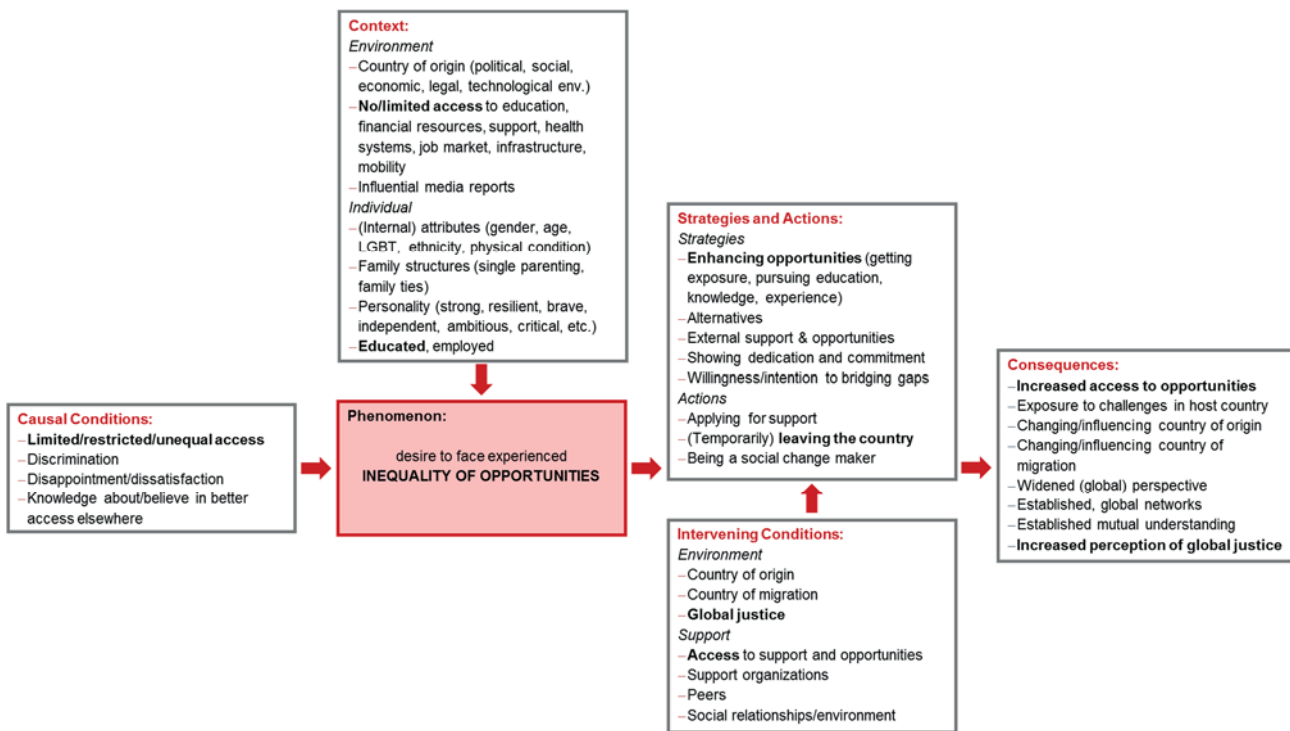
Even though the categories demonstrated high alignment with the topics of the interview questions and the representation among the datasets, the underlying concepts revealed a more diverse picture. Out of the 280 different concepts, 45% (127) were mentioned in single datasets, while 24% (66) were mentioned in 4 or more datasets. The concept that has by far most occurrences is "limitations in home country" (49), followed by "bringing change home" (33) and "global perspective" (31), all of which were mentioned in seven or eight datasets. The wordings of these concepts were not part of the interview guidelines: the fact that they represent a relevant part in the analysis of all datasets therefore reflects their importance regarding the analysis.

While these numerical statistics about the coding results are interesting and support the reliability of the analysis, they provide little substance on the actual contents and interpretation of the data. These will be outlined in the next paragraphs, introducing the Coding Paradigm and Conditional Matrix.

5.1.1 Coding Paradigm

Even though the individual circumstances and concrete backgrounds of the interviewees present themselves as very diverse and also affected the concepts accordingly, further analysis also revealed substantial commonalities among the interviewees. Analyzing the results of the open coding process (cf. Strauss & Corbin, 1996, p. 43ff) by applying the Coding Paradigm as described by Strauss and Corbin (cf. *ibid.*, p. 75ff), conditions and connections among the categories and concepts allowed coherent conclusions to be drawn. As expected, the found *Phenomenon* was linked to inequalities of opportunities. This could be expected since the chosen theoretical sample and the interview focus which was based on the defined interest in inequality. However, much less expected was the strong resemblance of it across all datasets. Also further parallels throughout the categories of the Coding Paradigm, were somewhat astounding. The *Causal Conditions*, *Strategies and Actions*, *Intervening Conditions* and *Consequences* revealed a lot of similarities. This also mirrors the initially revealed alignments of concepts as found in the process of the open coding (see above). Figure 2 illustrates the aggregated Coding Paradigm, concluded on the basis of the gathered data.

Figure 2: Aggregated Coding Paradigm



Source: Author's own, framework based on Strauss & Corbin (1996, p. 78ff)

The following paragraphs will explain the individual sections of the above Coding Paradigm in more detail, complemented by exemplary quotes of the datasets.

Causal Conditions: On the basis of diverse backgrounds mainly triggered by the different countries of origins, but still with the same effect, all research participants reported limited, restricted and unequal access to resources and opportunities. These limitations understandably resulted in a general feeling of disappointment and dissatisfaction. A mutuality found when analyzing respective inputs, was the fact that all interviewees were unwilling to accept the faced restrictions, but strongly believed that there existed other, better opportunities elsewhere. "Limitations home country" and "resentment about situation home" are concepts found in the category of "country of origin" that referred to underlying statements. Again, "limitations home country" was at the same time the concept with the most occurrences in the datasets overall. A very strong indication of the substantial influence the country of origin and its situation represents/ed in the lives of the research participants.

„[...] in my country, in Palestine, because it's occupied ähm, it's limited opportunities for career development.“ (Dataset 6, paragraph 36)

„Like for personal reasons, or for (...) issues of the ähm opportunity that were available or not available to them in their respective country.“ (Dataset 4, paragraph 33)

„So there is less opportunity for us as a Tibetan, back in India.“ (Dataset 1, paragraph 70)

„Because if I go back, I will [???] I have all these men ähm suppressing my, my cause there. So women are not given opportunity [interviewer name].“ (Dataset 8, paragraph 30)

„But then I discovered that, you know like there are, there are universities which are so much better equipped than, than the university we have here. And I saw that there is indeed ähm like, unequal opportunity for, for like African students because African students in South Africa are better off ähm, have better books, have better computers, have better ähm, better educated lecturers than the, than the students in Mauritius. So, yeah, there, there is unequal opportunity.“ (Dataset 4, paragraph 39)

„Inequality is not having equal opportunities.“ (Dataset 6, paragraph 32)

Phenomenon: The analysis of the data revealed a consistent *Phenomenon* among the research participants, namely a very strong “desire to tackle the experienced inequality of opportunities”. Even though the experienced inequality of opportunity illustrated different scopes and sources, the data collected verifies this common *Phenomenon*. As briefly explained before, it was to be expected that inequality of opportunity would be part of the found *Phenomenon*, given the interview setting with the theory based guideline-questionnaire and the underlying theoretical sample. However, the distinctiveness of this result among all datasets was affirming. Still, the focus of the research and data collection lay in assessing and better understanding the influencing and causal factors to the *Phenomenon*. Data evidence supporting this central *Phenomenon* was found throughout almost all concepts and categories, where statements referring to limitations and restrictions, motivations to change the encountered situation and examples of plans or already executed projects were presented. A fact that characterizes the *Phenomenon* within the Coding Paradigm (cf. Strauss & Corbin, 1990, p. 100).

„You could be a genius person, at the same time, there are very, very limited opportunities for, for your career development and for, for promotion.“ (Dataset 6, paragraph 36)

„Ähm, so you, you know, I mean, I was working with an issue like ähm, gender. In India. And ähm, gender especially in recent times is such a sensitive issue in India. There's a lot of violence against women that has been, you know, talked about in the media. Ähm, and I was really curious to know, what, what a more gender eq-, equal society really looks like. Because, you know, it's so unthinkable in India that a woman would be walking home alone after work in the dark. You know, what must, what must a world be like, where it's ok to do that. (...) You know, and ähm, I was really, like gender especially is, I fell I-, I mean India was categorized as a sec-, as the second most dangerous place for women in the world, after Saudi Arabia.“ (Dataset 3, paragraph 28)

„The only reason why I made that decision to go to another country was because I wasn't getting the support. I wasn't getting the support from the, the colleagues, I wasn't getting the support even though I did a proposal which did, had, I had very bright ideas. My head of department was so happy, we went to the Ministry, we had opportunity. It, that was when I decided that I was just wasting my time here, I might be useful in Gambia. And even I got a call on the phone from my former supervisor that they have a, when I was there they had a protest in Liberia. So, now they called me and said they have a project in the Gambia. So it was like, like, like you see, there are possible things. So that's what I was thinking. I only made that decision because I couldn't, I wasn't getting what I was expecting here, you see, like, like recognition. So that why I made that decision to the Gambia.“ (Dataset 8, paragraph 36)

„I was thrilled and thought it is the greatest opportunity in my life to receive education in the US.“ (Dataset 5, paragraph 8)

Context: Factors related to the *Context* were mainly grouped in the categories of “country of origin”, “professional/academic career”, “challenges”, “inequality” and “personality”. When analyzing the *Context* of the conditions, it was found that there was a set of particular factors leading to the uniform *Phenomenon*. Even though the continents and countries of origin were diverse, the mentioned *Causal Conditions* showed very similar origins: an external environment, that resulted in no or very limited access to education, financial resources, health system or labor market. A rather unexpected external factor found that seems to play an important role in this section as well as for the *Intervening Conditions*, is the media. Not only is it crucial in terms of access to information, but interviewees reported how the information broadcasted through its various means (i.e. TV, radio, newspapers) coined their perception of other foreign countries (i.e. the U.S.A., South Africa), reciprocally influenced their awareness of their own situation, and fuelled their desire to tackle the experienced inequality of opportunity. The situation portrayed in the media did not always match the actual reality as it was found by the interviewees in the country of migration, which sometimes led to confusion and new disappointments.

However, external factors were not alone shaping the *Context*. It was also found that many internal factors, directly linked to the individuals were affecting the *Phenomenon*. As an example, discrimination was experienced by all of the interviewees and was reported at several occasions during the interviews. The reported discriminating motives included factors such as gender, age, ethnicity and sexual orientation. Also,

family structures (i.e. single parenting) and societal beliefs and values (i.e. women have to get married and stay at their husbands'/families' side) reportedly reinforced existing obstacles. Based on the data analysis, also some striking personality features became apparent among the research participants. Observed characteristics such as independence, ambition, resilience, commitment, pragmatism and self-motivation matched the majority of interviewees. The perceived strong and critical personalities are considered as being highly influential on the *Phenomenon* of desiring to change the current situation. Last but not least, the fact that all interview participants were exposed to at least the basic layer of tertiary education is considered a further essential condition with regards to its effect on the *Phenomenon* and the overall data analysis. This entails that all research participants already had some access to information and were trained in reflective thinking, even though often under restrictive conditions in their countries of origin. A circumstance that in the researcher's opinion is a unique factor affecting the perceived *Context* an individual faces. Education was not only one of the most often mentioned concepts in various combinations (i.e. quality of education, access to education, consequences of education), but given the countries of origin the interviewees are coming from, in most of whose the existence and access to (tertiary) education is not implicit, the group of interviewees itself is considered educated above the regional average.

„And then there is a [???] and then ähm, we've been grappling with a lot of challenges, the education system is not working, the health system is not working. Nothing is actually working. [...] You know, back in my country, there is no (...) ähm, the freedom of press and the freedom of media, all these, we don't have the freedom of expression, it's all in paper, but it is not existent. So, even for people to speak out it is very difficult.“ (Dataset 7, paragraph 42)

„[...] if you are back in Tibet there's so much ähm, obstruction of a lot of things, you know. You don't have any fr-, a free moment the-, a free movement there. You cannot do much in Tibet ähm, there is so much restriction, so much ähm rules and regulations that you have to follow, it has not fre-, not much freedom in Tibet itself.“ (Dataset 1, paragraph 72)

„Ähm, it just sums up my life, and life of very many other people who growing up in South Sudan during the war. Because, as growing up, we were suffering, I mean we were refugees, we were IDPs [internally displaced persons; definition UNHCR] ähm, we didn't have the opportunities to go to school, we didn't have the opportunities to, to, to, to have decent home, decent meals, and all this kind of things. We were barely trying to survive, you know.“ (Dataset 7, paragraph 62)

„The reasons in the time of perestroika were probably the same for all people - international career development.“ (Dataset 5, paragraph 8)

Strategies and Actions: The mentioned *Strategies and Actions* to react to the defined *Phenomenon* again revealed strong alignment. In general, all research participants mentioned their goal of trying to enhance their opportunities. A word that was found among the most mentioned ones in seven out of the eight datasets with this regards, was “exposure”. It was one of the interviewees' most often formulated *Strategies* to get more and different opportunities to follow their goals. Other planned instruments mentioned and again mirroring the particular educational grantees and professional fellows, were education/learning, personal development and professional experience. When describing the door openers to these, the main *Strategy* involved external support and opportunities. All interviewees also highlighted not only their objective of creating better opportunities for themselves, but also of being able to bridge the experienced gaps and work towards a better situation (see *Causal Conditions, Context*) in their original community and/or country or region. This intention was again found in seven datasets, being repeated several times. With regards to actual *Actions* taken, a first step was to actually reach out, investigate and ask for help that might be available. This included showing dedication, commitment and persistence and also accepting rejections. This again highlighted particular personality features. As a further sign of the intended and chosen sample, leaving their country of origin was also popular in this section. With one exception, all interviewees did return to their country or regional area of origin after a while, to actually bring back their experience and become a (social) change maker in their countries and or community. It was very interesting to observe this very strong

willingness to change the status quo, against all odds. This section input was mainly nurtured by concepts of the categories of “expectations”, “drivers”, “migration” and “support”.

„So to m-, when you migrate you are open to so many opportunity, you are open to a better life. You are open to so many things that you can bring back and try to make your own career, your own, your own community, much more better, much more ähm, ähm, (...) infallible or, or completed [??].“ (Dataset 8, paragraph 38)

„[...] exposing and getting ähm, knowledge and going back“ (Dataset 6, paragraph 42)

„[...] how do I (...) make the world better. I mean, make, make South Sudan a better place than it is right now.“ (Dataset 7, paragraph 44)

„Ähm, and I was really curious to know, what, what a more gender eq-, equal society really looks like.“ (Dataset 3, paragraph 28)

„So I've known that to, you know come back to ähm, to do what I felt like I could do after my studies. See, because ähm I want to improve the ähm the situation here in Mauritius“ (Dataset 4, paragraph 22)

„But no, I wanted something that people would admire me for. Being a woman I wanted to do, to go the extra mile, so everyone would say ah, this one, she is from America, she did a Master's from, in the United States. It gives me more pride, it gives me more respect in the community.“ (Dataset 8, paragraph 18)

Intervening Conditions: Many of the factors named under *Context* can also be considered in this section of *Intervening Conditions*. This is because the actual living circumstances of the interviewees, for example their family situation or access to information, was also highly influencing their *Strategies and Actions*. A further external dimension, whose effect was found to be substantial, is the global perspective. Research participants were mentioning opportunities and accesses that were available outside of their own environment and that is also, where they were mostly and mainly looking for support and help offerings. And again, the perception of this outside world was largely coined by the media. It was the strong belief or actual knowledge about better and different opportunities elsewhere that triggered the observed *Phenomenon* and lead to the *Strategies and Actions* of leaving their country to bridge the apparent gaps. If there was a choice, the interviewees had a clear idea of where their preferred destination would be (i.e. Europe, U.S.A., South Africa). Hence, the environment and actual experiences in the country of migration were also observed to be strongly *Intervening Conditions* regarding the chosen *Strategies* and following *Actions*. Because of the fact that the environment of the country of migration and its provided opportunities were considered substantially better and more equal than in the country of origin, one interviewee did not plan to return home at the time of the interview. This was despite the list of challenges in the country of migration proved to be long, including financial limitations, missing family and friends from home and limitations related to an unclear residency status that were mentioned. Most of the times the actual destination was a given, depending on the support available and offered, and a choice of country of migration was not really provided. In terms of categories and concepts describing this section, besides statements about the environment in their country of origin as well as country of migration, the interviewees often mentioned opportunities offered to them by the affiliated organizations, the Margaret McNamara Memorial Fund and the Atlas Corps (see chapter 1.2, p. 2ff) and the most supporting elements to their *Strategies and Actions*, aiming for the enhancement of opportunities and supporting the migration endeavor. It was interesting to learn about the many levels of a helpful support system that usually reached far beyond the actual program offerings. With that respect, the importance of emotional support and peer recognition was often observed. It was also at this point, when statements about global justice usually came up or could be connected to this section, as global justice was seen as one required factor to allow for global access to opportunities. However, it must also be noted, that inputs about and around global justice were diverse and its either supporting or hindering influence on the available and sensible *Strategies and Actions* strongly depended on the actual definition and perception of global justice. Additionally, particularly the discussion about global justice highlighted the fact, that factors

mentioned in this section can positively as well as negatively affect the *Strategies and Actions* chosen. Hence, the evaluation of the inputs associated to this section revealed, that the *Intervening Conditions* play a major role for the access to opportunities and a possible empowerment or restriction of affected individuals. Therefore, it is also considered by the researcher, to be an important area with regards to the professional field of operation of Social Work. A more detailed analysis about the organizational support and support system in general, as well as a more substantial discussion about global justice will follow in chapter 5.2, when responding to the actual research questions.

„So, basically going back to your question of why did I really wanna come to the United States, it's because I feel I had a, I had an impression that they were socially a more just and fair society. But I don't know, if I agree with that anymore.“ (Dataset 3, paragraph 32)

„So global equality for me it means ähm, we are all equal, regardless of our origin, like where we born, regardless of our color, regardless of our religion, we all should just hold one, one, one identity, we are human beings, we have, we are equal, we born equally and we should have access to everything, like our access to health services, to education ähm, should be equal among ähm, between us.“ (Dataset 6, paragraph 46)

„[...] even for society, in the society. So make us stronger [??], so make us equal, so give us the same opportunities, and the, the wonderful thing is, they are doing it in a much better, for me, they are doing in a much better sense [??]“ (Dataset 8, paragraph 67)

„I think, like ähm, what, because the [Organization 2] program was only in the US, so I didn't think too much of it. But if there was, let's say an option from different countries, I don't think I would have minded to go and learn in a different country. However, I would say that, like you know, if it was, let's say the UK or Australia or the US, or other first world countries, which had already established LBGT-rights ähm, work happening, I think that would have been ähm, of course much more favorable to my experience.“ (Dataset 2, paragraph 18)

„Countries they should offer opportunities, they should offer programs for their people.“ (Dataset 6, paragraph 40)

„And then when they actually get to that one place when they've actually migrated, it might depend if they actually have equal opportunity or not. And ähm, usually I feel like, it's not equal. Because, more and more as migration laws around the world change, it ähm, immigrants face harder and harder challenges in accessing opportunities that is available to the actual citizens of that country. So ähm, yes there is a [??] in that. People migrate for equal opportunities, but immigrants and citizens don't have the same kinds of opportunities. They, I feel that they must mostly being supported, once they have migrated.“ (Dataset 3, paragraph 74)

„So that, you know what I got in the US, I could bring that kind of space for me in India also. It's not difficult ähm, to (...) think about it, but it is really difficult to actually implement it, because it's going to take forever for people might to think of ähm, let you know (...), find that kind of space for people to work in. Ähm, let's see, I mean I don't know how long it will take.“ (Dataset 2, paragraph 26)

Consequences: As it was true for the last couple of sections, the outcomes and results of the *Actions* initiated also demonstrated a lot of resemblance among the interviewees. First of course, is the actual migration endeavor and the linked experiences of leaving family, being exposed to a totally new environment, facing challenges in the country of migration as well as in the countries of origin after returning. With one exception, all interviewees either were already back in their country of origin or were planning to return after the completion of the program they currently attended. The research showed, that besides the cultural differences in values and habits, it was often mistaken expectations from either the individuals or the environment that lead to challenging situations. However, as reported, it was also exactly these reciprocal inputs that left lasting impressions on both sides, the one of the individual as well as their environment. While these sometimes resulted positively in inspiring exchanges, sometimes the interviewees also experienced difficulties that were unexpected and once more tested their resilience. Not a primarily mentioned intention, but one that seemed to be substantial and in the researcher's opinion probably an at least equally important consequence, was the effects experienced by the peer exchange abroad. The inspiration, recognition and knowledge shared among the interviewees and their respective program, work or study peers, was found to highly increase the knowledge and understanding for each other's situation and background. As observed, this circumstance fostered not only the global perspectives of the research interviewees, but also their global networks. The often mentioned goal of “bridging gaps” was becoming true on several levels. Also, the sought after exposure, was confirmed and resulted in reassurance of the interviewees in their projects as well as

their personalities. Additionally, an increase in the perceived global justice could be generally observed. With regards to the independent but mutual objective of gaining a better access to more equal opportunities, it was found that all interviewees evaluated their situation positively alike. Although one individual reported difficult challenges in the new environment and was exposed to a new scope of restricted opportunities in the country of migration, the overall situation of opportunities was still assessed better than in the country of origin. Concepts associated with this section were mainly found in the categories of “migration”, “global justice”, “environment” and “support”.

„Yes, so this is not the most annoying and difficult thing, but I, I don't think (...) For me there is another challenge. Like, when we come back here, people have that kind of, of attitude. That jealousy, like, they don't want to push you, like you are from the US ähm, you want to succeed, those kinds of things.“ (Dataset 8, paragraph 22)

„But, I mean, coming here and learning all these things and best practices in the different ähm, industries that we are in, only helps ähm, helps create like a global, global community. Because if we're all, we are all talking about the same thing and it's happening all across, we are indeed creating a global community. And in that way, we will feel like we export some extend and, and, and that's, I, I feel that's, that's justice there. Yeah.“ (Dataset 7, paragraph 150)

„Like the ähm, like I saw so many things that, that probably I would never had experienced had I not left Mauritius, no.“ (Dataset 4, paragraph 20)

„Some people would want to go back home, but they are ashamed tough. How do I go back home empty handed? Because all the, all the years they stayed here (...), they, they don't have anything to show for it. And it is a very saddening thing.“ (Dataset 7, paragraph 66)

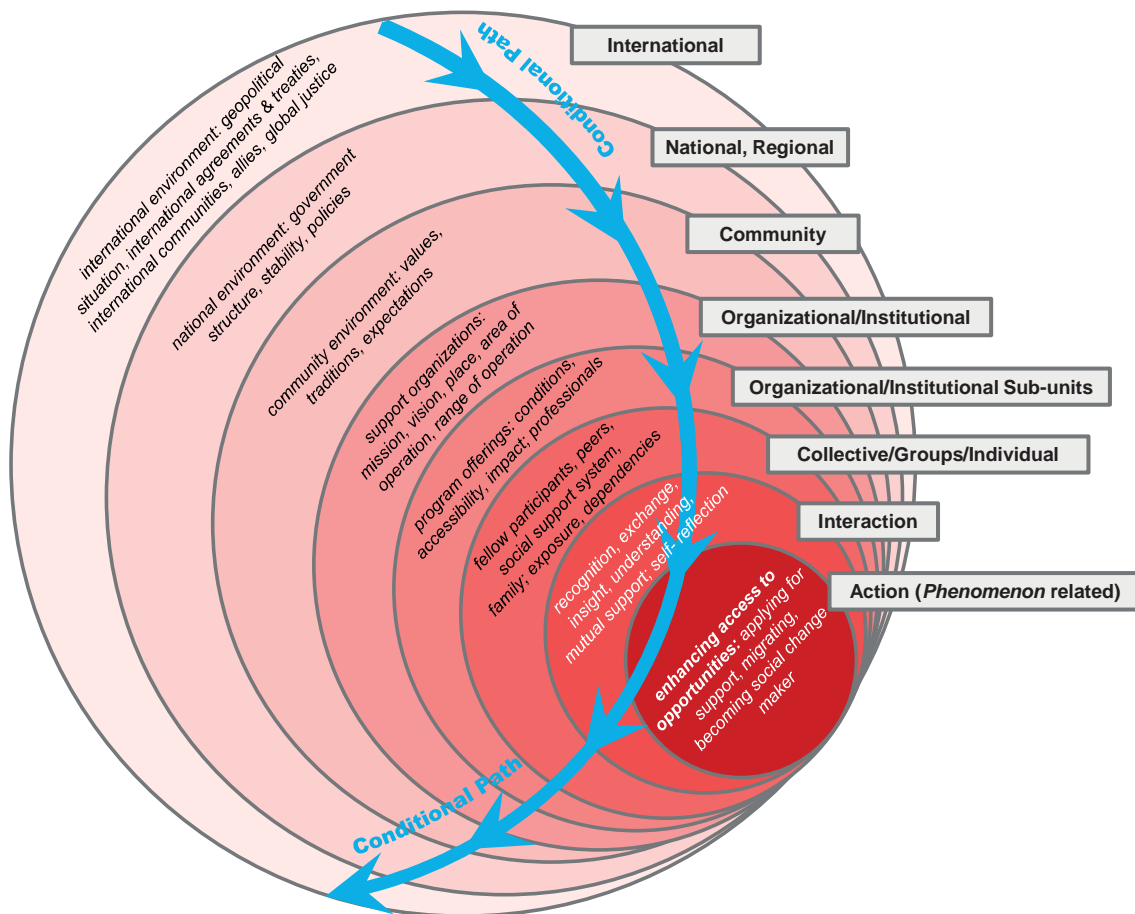
The Coding Paradigm facilitated the process of better understanding the conditions, triggers and consequences of the discussed *Phenomenon* of inequality of opportunities. It is the researcher's strong opinion that before being able to assess a situation like the mentioned *Phenomenon*, it is crucial to fully understand its influencing patterns. The same is true when, as a professional of Social Work practice, offerings and support programs for such *Phenomenon* and affected people shall be defined. Therefore, learning and assessing the *Strategies, Actions, Intervening Conditions* and *Consequences* is the basis for further analysis and professional program development. Based on the situation as summarized in the Coding Paradigm, it was determined that access to opportunities represents a major part in the support system. Also, the not intended, but sustainable increase in recognition from peers and the increased global perspective provoked by the international exposure and exchange is found to play a crucial role in facing the challenges of unequal access to opportunities and its linkages with the perceived global justice. As indicated above, the section of *Intervening Conditions* seems particularly interesting for the profession of Social Work to identify and assess possible support structures. However, to be able to better outline this section and its underlying connections and interrelations, it was found that the Coding Paradigm reached its analytical limits. The Conditional Matrix as presented by Strauss and Corbin (cf. Strauss & Corbin, 1990, p. 158ff) allowed closing this gap and allowed for additional analyzes.

5.1.2 Conditional Matrix

As mentioned, assigning categories and concepts to the Coding Paradigm sometimes proved difficult, because the underlying input was highly interconnected in several sections. This seemed to be particularly true in analyzing the influences and scope of the *Intervening Conditions*. To overcome this challenge, the Conditional Matrix offered a tool to study the wider scope of these interrelations of the underlying *Phenomenon* (cf. Strauss & Corbin, 1990, p. 158) and allowed for further generalization. The Conditional Matrix illustrates the examined levels of interrelations and dependencies of the actions and interactions regarding the underlying *Phenomenon*. Even though the transitions are not always clearly distinct but sometimes fluid, it is a helpful tool to further investigate observed patterns. The three outer dimension (international, national/regional and community layer)

stand for the environment the *Phenomenon* related actions take place in and are influenced by. These external levels are then followed by two different organizational levels, the level of the collective/group/individual layer and finally the actual interaction and action dimensions in the core. The *Conditional Path* (see blue line in Figure 3) is linking all of these levels and what is crucial, and what was also revealed as a result of this data analysis, is the fact that this *Conditional Path* links the levels from outside to the inside as well as vice versa (cf. Strauss & Corbin, 1990, p. 162ff). For the research at hand, this theoretical framework was completed with actual inputs from the data analysis. Figure 3 summarizes the aggregated analysis of the data in the Conditional Matrix.

Figure 3: Aggregated Conditional Matrix



Source: Author's own, framework based on Strauss & Corbin (1990, p. 163)

To outline the findings, the *Conditional Path* was traced for the example action at hand a circular migration experience to enhance access to opportunities (*Phenomenon* related Action). On the one hand, the geopolitical situation can positively or negatively affect and influence the actual access to opportunities and or limitations for nations, groups and individuals. On the other hand, the same environment can positively or negatively affect a potential endeavor to seeking external support and move internationally. On the top level, the international contracts and treaties must allow for an individual to transit between countries. Visa agreements for example, may influence these actions. Both scenarios are true for the influences on a national or regional level. Policies of the country of origin and the country of migration can provoke, challenge or support a migration endeavor. Finally, at the community level, local structures and issues can also nurture or hinder an action.

„Because, more and more as migration laws around the world change, it ähm, immigrants face harder and harder challenges in accessing opportunities that is available to the actual citizens of that country.“ (Dataset 3, paragraph 74)

„Ähm (...) ähm (...) I mean, I know, I, I don't know that's an issue at all. It's just ähm (...), I mean of course it makes more difficult being an Indian to have access to this because, like our visa policies with other countries make it very difficult for us to getting visas, ähm, compared to other middle [?] countries. Ähm, so I don't think there was no support, there was always like this sense of ähm, like, what I could say, like hindrances, because of like our visa policy with other countries. Like, you know, getting a US visa it takes time and there's loads of paper work that you have to pass through. Ähm, yeah, and, and travelling outside of India to other countries is not very easy ähm, in the sense that you have to tak-, get a visa for every single place that you travel to. So, I, I don't think they made it easy to leave the country (laughs).“ (Dataset 2, paragraph 36)

„So, it is a good thing if, if it is your choice. (...) But ähm yeah, if, if you are forced to do so because of ähm, natural (?) opportunities like war or like wars, or, or conflict situations or, because of being ähm, like discriminated against in your own country then it's ähm, it's, it's not such ähm, well, it's not such ähm positive thing for, for, for people to have to like migrate when they, they are not having their, their choice otherwise.“ (Dataset 4, paragraph 35)

„So it was also another difficult thing to come to decide, because for us as Africans, I mean, it's, it's, it's, it's impossible. Nobody would allow you to, to leave, you just got married, they would want to see children, like immediately they, they would want you to (...), to have you stay there and take care of relatives and all that, because in my country, we are very dependent on each other.“ (Dataset 7, paragraph 44)

On a further level of the Conditional Matrix, the support organizations themselves affect the *Conditional Path*. For example, these four factors revealed affectation: their geographical range of action (i.e. U.S.A., South Africa), their areas of operation (i.e. educational grants, professional fellowships), the availability of their programs for international applicants (i.e. women applicants only, certain eligible countries only) and their actual program offerings (i.e. financial aid, administrative aid, etc.). All of these factors have direct impact on the accessibility of support for interested individuals.

„Ähm, absolutely, absolutely. I think it's ähm, it does. I think it does, it's kind of give you a, like kind of a boost. Because let's say, if I didn't get one year scholarship, I wouldn't have at, at least even having survived in any, in that program at all, you know what I am saying? You would have sort of stranded, or at least I'm getting ähm, some funding from this organization and have a support, you know. So if I've that support and I have little bit of ähm, at least, you know, like I at least I, even though I ähm, I don't have families and friends here, this organization is helping me. And, their grant is gonna make me survive through this year, you know what I am saying? So that'll give you much more strength, and much more boost to what you are doing. And I think it's a big ähm, ähm, ähm, in a way it's, it's really helpful for students to have that kind of a stability and, you know, stay this, to have to pursue in-, instead of like doing study at the same time and then worrying about how do you get, you pay your fees, and you know, get food on your table, you know. So, that's another thing. So I think it's really helpful, I think, in a way. And I, from my perspective, it did help me and help me, to be able to focus on my study and not worry about ähm, financials, you know. So it did take a big part of it (laughs), sure.“ (Dataset 1, paragraph 108)

„Because they are giving, they are giving power. They are giving justice, they are giving ähm, ähm, rights to women. They are, they are, so basically giving rights to, to women. [...] So I would say, organizations like those, do extremely well. They are increasing our rights for society, our rights in society, not even for society, in the society. So make us stronger [?], so make us equal, so give us the same opportunities, [...]“ (Dataset 8, paragraph 67)

Coming closer to the layers surrounding the core *Phenomenon* related action, the *Conditional Path* reveals the influence of group dynamics between the individual and his or her social environment. Family structures and dependencies can limit as well as support a circular migration experience. Individuals have to live up to local value systems and related expectations that are influencing *Strategies* and *Actions*. Additionally, individuals also benefit from experiences shared by members of their social environment, they can get inspired or become an inspiration themselves.

„If I had a, a family, if I had a friend in the US, that can take care of my children, I will leave my kids and work in Africa. And even like, honest I don't like the US, they have good opportunities. But I don't like staying there, I don't like living there. I have been living in Africa for too long already (smiles), I have been living in Africa for too long, so it's like, it's so difficult for me.“ (Dataset 8, paragraph 36)

„But my husband was very supportive, he encouraged me and told me to come (...), it would give me ähm, a great experience, and it would improve my, my professional life, and I felt, yeah that is a vali-, valid reason, so.“ (Dataset 7, paragraph 44)

„Ähm, so I did that full time for four years, and then ähm, my co-founder and I had a slight different envision. Ähm, I think, ähm, I mean, my co-founder has more of a very activist background, and she was ähm, she wanted to go the activist route with our organization. I never thought activism was a good ähm, strategy, because trafficking is such a taboo issue in India, that, you know, if we are sort of out in streets protesting or whatever, talking about the issue wouldn't go well. So, I believe more that we need to quietly do work and prove the value of our work, before we could sort of use activist strategy. So anyway, I mean, we very ähm (...), very pleasantly sort of decided to split ways, so, I moved out of my non-profit. And at that point I was exploring any distant opportunities as to what should be my next steps, and what can I do next.“ (Dataset 3, paragraph 8)

„[...] being connected with the nice people like ähm, professional people, that was a huge source of support for me.“ (Dataset 6, paragraph 66)

„So, I mean the, the idea of what is ähm, like you know, civic, what is considered good in terms of public spaces, that idea changes, so you have to change yourself suddenly.“ (Dataset 2 paragraph 22)

Last but not least, the data also revealed the importance of the interaction between an individual and his or her peers, such as the fellow program participants. The mutual recognition, inspiration and reciprocal insights very much triggered the perception of the environment on several levels, as well as the awareness of one's own role. These were shown to be important factors in enabling the actions targeting the enhancement of opportunities.

„To get recognition, to get recognition for your work, I think this is the, the highest level that anyone can achieve.“ (Dataset 6, paragraph 68)

„But I think, this is, ju-, has just been a great taste to meet the most diversified kinds of people. And to really learn that I can't have any stereotypes anymore (laughs). There's, there's really nothing you can generalize.“ (Dataset 3, paragraph 48)

„I think having ähm, like people coming over together and getting to know and also, like talking about their stories to people, I think, that's a, I think that's a good platform for (...) ähm, also in the ähm, ähm the persons [?] who are there for them to learn each other, you know, and the personal ähm, and their personal lives. Like I mean, what, what they went through, like in a, in political background I'm saying, you know. People who have come through ähm, all this ähm, different ähm, challenges and get to the United States and to this program, like all come together in D.C., and you know, sharing and living together, was really, really ähm, ähm, how to say, knowledgeable. I, I'm, I did find that.“ (Dataset 1, paragraph 48)

Arriving at the core of the Conditional Matrix the *Conditional Path* of the circular migration experience ideally resulted in a successful access to more equal opportunities. But this is not, where the *Conditional Path* is supposed to stop. Particularly for the observed endeavor of circular migration, the impact and interrelations of the *Consequences* of the underlying *Phenomenon*, the desire to tackle the situation of unequal opportunities, are now again connected to all layers from the inside to the outside. Enriched by the new experiences, the individuals themselves adjust their way of interaction. Now it is these individuals who can share their knowledge with peers and support them, which in some cases is also expected by the community back home.

„Because, all of us who are in Africa, we think, oh my god these people in America, they have education, they have money, they have everything. We all expect them to send Dollars at the end of the month. We don't know how much struggle they get through.“ (Dataset 7, paragraph 66)

„But, I mean, coming here and learning all these things and best practices in the different ähm, industries that we are in, only helps ähm, helps create like a global, global community. Because if we're all, we are all talking about the same thing and it's happening all across, we are indeed creating a global community. And in that way, we will feel like we export some extend and, and, and that's, I, I feel that's, that's justice there. Yeah.“ (Dataset 7, paragraph 150)

„I think one of the biggest ways that it contributes right now is, by just bringing people together from different countries. I mean, how many times can I actually have access to (...), like talk to a Pakistani person? Because, like India and Pakistan don't talk. It's, it's, it's very weird. And it's only here, when I was part of the same program we're talking, we're talking, we are on the same level of [??] and we're talking about, like issues, that, like c-, cause trouble between India and Pakistan, and we're talking with each other, yeah I mean (...). And that's happening and, or, or people from Sudan and South Sudan, they are living in the same house.“ (Dataset 2, paragraph 54)

It is these individuals who can provide feedback to support organizations, who can possibly influence their scope and, so empowered by the support organization, promote the organization's mission to other places and recommend the program offerings. The individuals themselves can become advocates for the organizations' mission.

„Ähm, but, but we need more. We need more force toward, toward that. Ähm, because I think the more contribution they are doing they are changing the mentalities of the ähm, of people who got their scholarship and you are exposing them to the importance of helping ähm, people in developing countries. More programs are need, like such program in order to achieve ähm, part of the global equalities. (...) Yes, so I will say yes“ (Dataset 6, paragraph 74)

„[...] They, they give funds, so that women can become powerful. Women that become educated, women can stand up for their rights. Because once you have few women, who are educated, regardless of the number of men, but once you have very vibrant women, who are educated women what their rights are, then that company does not suffer. Because women are good teachers, women are modest. They can they, they, they, you know, women can fight for a mission. So, they have really great [?] in increasing just- ähm, increasing justice. And incre-, increasing rights for women, for the girls' right. [...] And the fact that when they insist the, they support one women, they say to that woman to go her community and support and, and educate and motivate more women. So, they are doing very well. And with that kind of motivation (...) it, it's we consider to go.“ (Dataset 8, paragraph 67)

Returning to their original communities, they can not only try to implement and actively influence current structures, but they can become role models themselves and advocate for their beliefs and new learnings.

„So, people look at that, people look at this and may be have a flare, you see, I think I might go and do what [interviewee] did. I think I might be going for that course.“ (Dataset 8, paragraph 22)

„I mean, we, we have one, but it lacks a lot of things, so ähm, if, if I go back, I wanna go back and I want to get into, into the, into the media-, media industry in South Sudan, and look at what is missing, where is the disconnect between us and the government, between us and the local people. Most think that what we are doing is not right, because we only have fights, we always fight with the government, people are being arrested, you know this, being arrested and detained, even killed (...) So it is a risky business in South Sudan, [...] But nobody bringing them up. And that's the work of the media. So, I want to actually, basically work with, work with female Journalists on how to tell the story of women. Even the stories that are associated with stigma and discrimination, like sexual violence that happens and nobody talks about, of rape, of domestic violence, those kind of stories, sensitive issues, how do we report them. And how do we bring it out, so that, I mean, the, the government will be aware of it, everybody has to be aware of it, and it will become ähm, you know, you know how, you, you don't change a society overnight, you know. So, you just start, start by talking about, something it becomes the talk of the day and somebody somewhere w-, will decide to do something.“ (Dataset 7, paragraph 52)

They can start to work towards more equal opportunities themselves first in their communities and eventually trying to work towards and within more regional, national and possibly even international structures. For the research at hand it was interesting to learn that all research participants who had already returned to their home country, reported that they were active in international humanitarian organizations.

„I think the more contribution they are doing they are changing the mentalities of the ähm, of people who got their scholarship and you are exposing them to the importance of helping ähm, people in developing countries“ (Dataset 6, paragraph 74)

„When I went back, there were a lot expectation from others, not from me. Like ähm, ähm one of the expectations to help the university, the one I am working on, to open ähm, a program for Health Policy. “ (Dataset 6, paragraph 26)

„Oh, well I do some independent consulting on LGBT [Lesbian, Gay, Bisexual, Transgender]-issues. Ähm, I used to work on L-, international LGBT issues here in D.C. Ähm, but right now I am focusing a little bit on LGBT and development and I am consulting with an organization which is based in D.C., but I'm based in Delhi.“ (Dataset 2, paragraph 12)

„[...] like ähm, like my goal was to work with ähm, with the poor, work with an NGO [Non-Governmental Organization] to like decrease ähm, decrease, decrease inequality, decrease poverty, decrease like injustice, that's what I am still trying to achieve.“ (Dataset 4, paragraph 63)

As a matter of fact, this process of bringing change back and becoming an actual change maker proved to be very challenging and also time intense. The interviewees who had already returned home reported such difficulties and even mentioned new challenges of unequal opportunities.

„It's not difficult ähm, to (...) think about it, but it is really difficult to actually implement it, because it's going to take forever for people might to think of ähm, let you know (...), find that kind of space for people to work in. Ähm, let's see, I mean I don't know how long it will take.“ (Dataset 2, paragraph 26)

Following the strategy of not returning because of these expected difficulties, does not necessarily mean that the new experiences are not following the outlined *Conditional Path*. The one interviewee that decided not to return, was convinced that chances to support the community in the country of origin were higher when doing so from abroad, than when actually returning to a country, where the only foreseen opportunity waiting was being active but highly restricted in an exile government.

„Yeah. So, I would just like to make sure that I got it right. So what you are saying is that you feel, that even though with regards to supporting your community or your country Tibet, it's easier for you to do it from the United States than either Tibet or India? - Yes, yes.“ (Dataset 1, paragraphs 75 - 76)

Based on the analysis, the Conditional Matrix pertinently summarizes the reciprocal effects of the environment and the individual at any level, as well as the interrelations inside-out and outside-in. At the same time, these intertwined connections also demonstrate the challenging complexity of all the factors involved.

The Coding Paradigm as well as the Conditional Matrix provided helpful instruments to analyze the data gathered, and the findings offer a valuable basis to respond to the research questions. The discussion of the research questions will be presented in the following subchapter.

5.2 Discussion Research Questions

In order to respond to the research questions, the findings of the above data analysis facilitated by the Coding Paradigm and Conditional Matrix, as well as the initial and some additional theoretical references will be applied. On this basis, the following sub-chapters will discuss the research questions as defined earlier (see chapter 3).

5.2.1 Research question A – Social Work and Global Justice

„I mean they, they, they have the power. It's the responsibility of everybody. Like it's, to have global justice it's responsibility of you, me, everybody.“ (Dataset 6, paragraph 52)

„That means it, I mean, it would be easier now to see that ähm, I mean, I don't know, but I think where there's justice, everybody has an equal opportunity to, I mean, how do I explain this?“ (Dataset 7, paragraph 106)

„And (...), and so it's also up to citizens to be ready to give something up that they have, they have, so that someone else can have access to it. And I think, that's so difficult and I think that's, that's almost so counterintuitive to how human beings are, that it makes social justice so difficult.“ (Dataset 3 paragraph 62)

„Oh, absolutely. Yes, yes. Absolutely, because not, not, not providing equal opportunity is injustice. (...) They're almost one and the same thing.“ (Dataset 3, paragraph 60)

Initiated by the introductory remarks (see chapter 1 and 2; cf. Bornschier, 2008; Bürgermeier, 2006; Nowak, 2014; Beck, 2008; Rawls, 1972, 2002; Nussbaum, 2010) about the linkage of inequality and global justice this research question aimed to identify reference points to start with for the Social Work practice.

First, it seems imperative to again stress the importance that a **global** perspective needs to be applied in this line of argumentation. Nowak summarizes that the economic and political developments of globalization not only affect the perception of global inequality, but they also have substantial influence on the global scope of Social Work. Accordingly, he points out that it has to be recognized that also the social spaces in societies have to be reconsidered and evaluated on macro-, meso- and micro-levels (cf. Nowak, 2014, p. 122ff). Similarly, Lynne Healy sees the need for global responsibilities of Social Work when she states that “[g]lobalization has created significant areas of international responsibility [...]” (Healy, 2008, p. 4). Healy emphasizes that even on a domestic level Social Work organizations and professionals might be challenged by internationally related causes (cf. Healy, 2008, p. 5). Looking at the gathered data of this research, these tendencies to open the scope and enforce a more global view of Social Work practice are supported, particularly given the practical framework of migration.

The dimension of **justice** is equally important when discussing this research question. As outlined by the theoretical inputs of Rawls and Nussbaum, global justice does affect equal opportunities and the well-being of people (see chapter 2.3; cf. Rawls, 1972; Nussbaum, 2010). Hence, if the profession of Social Work wants to be able to live up to these challenges and meet its self-defined goals of “[...] empowerment and liberation of people to enhance well-being.” (IFSW, 2012a, Ethical Principles, ¶4), the dimension of justice, or even global justice has to be integrated in its professional approach. This idea is backed by Linda Briskman who correctly indicates, that Human Rights principles are reflected in the code of ethics of the International Federation of Social Work (IFSW). Briskman highlights that the international Human Rights principles can be an important baseline to respond to challenges of global nature in Social Work practice (cf. Briskman, 2007, p. 95ff).

The data inputs of this research support these presented theoretical findings. First, as the analysis of the Coding Paradigm illustrated, there was an observed linkage of global justice and equality of opportunity was confirmed by data evidence of this research. Global justice was found to be an important *Intervening Condition* concerning the development and application of *Strategies and Actions* (see Coding Paradigm, p. 28). The same is true

when looking at the summary of the aggregated data in the Conditional Matrix. Global justice is matched to the international level, the one that is embracing all others. However, while found data concepts affiliated with global justice supported its influence and great magnitude regarding equal access to opportunities, further evaluated data concepts indicated challenges linked to this same category. Underlying data inputs of these generated categories and concepts summarized challenges such as the actual application and execution of global justice based on unclear or inexistent structures of responsibility and accountability. Some data revealed great doubt with regards to global justice, interviewees mentioned perceptions of a nonexistent global justice structures or addressed global justice as being an unreachable ideal.

In terms of concrete ideas on how to address issues of global justice in Social Work practice, Nowak and Healy provide suggestions. Nowak stresses the importance of the Social Work profession engaging in policy discussions. He suggests interventions based on activities in unions and political parties, as well as participation in discussions on societal levels (cf. Nowak, 2014, p. 223ff). In addition to those, Healy highlights the importance of professional knowledge with regards to internationally related Social Work practice. Healy stresses the need for familiarity with, awareness of and knowledge about the living circumstances and environments of clients as well as the environment of respective Social Work practice across functions, institutions and borders (cf. Healy, 2008, p. 6f). To reach this very ambitious set of knowledge, Healy describes a variety of potential measures (cf. Healy, 2008), whereas she sees in the international exchange of Social Work professionals a crucial starting point. According to Healy, this exchange should be backed by corresponding curricula in higher education facilities, the comparison and analysis of social (work) policies across borders, and the very important mutual exchange of Social Work practitioners themselves, just to name a few (cf. Healy, 2008, p. 341ff).

From the beginning it was clear that responding to this almost philosophical research question would be difficult. However, the initial theoretical reference suggested that being aware and addressing the important dependencies of inequality and justice was imperative. As the analysis of the data inputs reinforces the dependencies of global justice and overcoming inequalities (see Coding Paradigm, chapter 5.1.1), the importance of discussing global justice from a Social Work perspective appears confirmed. Hence, the response to research question A1 states the following:

A1: How can Social Work organizations live up to the challenge of addressing global justice?

A1: First and foremost by recognizing that global justice is an important influencing factor with regards to access of opportunities. To live up to the self-defined professional standards of "...empowerment and liberation of people to enhance well-being." (IFSW, 2012a, Ethical Principles, ¶4), the Social Work profession has to acknowledge that the changing environment (i.e. globalization) requires widened scopes regarding its field of operation. Secondly, it is very important to understand the challenging underlying dynamics and dependencies in the particular field of operation a Social Work organization is active in. To evaluate these and being well aware of one's own position in the actual professional framework, as well as understanding the dynamics and processes of the foregoing and successive levels in the Conditional Matrix is crucial. Both of these conclusion are supported by the data inputs of this research, analyzing the undeniable dependencies as illustrated in the Conditional Matrix. With regards to a potential professional baseline that can be followed, the IFSW as well as other authors suggest the Human Rights as the guiding principles for global justice (cf. IFSW, 2012; Briskman, 2007; Healy, 2008). Concrete suggestions to address global justice as Social Work professionals include the importance of

actively advocating for the issues at hand (i.e. inequality), and participating in knowledge exchange and public discussions as well as in the development of policies on all levels (see Conditional Matrix; cf. Nowak, 2014). Additionally, establishing networks and fostering professional exchange across Social Work functions, institutions and geographical borders are highlighted to support the process of acquiring the crucial knowledge required for the given field of action (cf. Healy, 2008).

5.2.2 Research question B – Inequality and Circular Migration

*„Ähm, it [migration] is, it is always for better opportunity. It's, it's for what people perceive, to be a better opportunity.“
(Dataset 3, paragraph 74)*

The research questions under this section aimed to inquire about the connection of inequality of opportunities and circular migration.

Research Question B1

Based on the findings of the applied initial review of existing studies and theoretical literature, several authors and sources suggest a connection between inequality and migration (cf. DRC, 2006; Milanovic, 2011; Bastia, 2013; Koser, 2011; Black et al., 2005; Alt, 2009). For the research at hand, the attempt was made to find further sources and inputs that were investigating the particular linkage of inequality of opportunities and circular migration as being addressed throughout this paper.

Following the sources of the DRC about migration being an “[...] important livelihood diversification strategy [...]” (DRC, 2006, p.1) further and particular references on inequality of opportunity and circular migration were sought. While the DRC, as well as its successor project the Migrating out of Poverty Research Programme Consortium (RPC), conducted several very interesting studies on migration linked to poverty, social protection, gender related issues, urbanization and climate change, no specific study focusing on inequality of opportunities or equal access to opportunities and circular migration could be identified in their public research library (cf. RPC, 2014, Research).

The World Bank (WBG) provides a vast amount of further data (cf. WBG, 2014b, Data) and research (cf. WBG, 2014c, Research and Outlook) on development issues. Milanovic is the author of frequently published World Bank studies on inequality, which are usually based on income inequality (see chapter 2). Apart from Milanovic, the World Bank has recently produced a series of reports investigating on inequality and inequality of opportunities. Based on a brief assessment of some of the latest WBG reports, no particular investigation on circular migration and inequality of opportunity could be identified (see appendix, chapter 9.7).

The reviewed WBG studies only reflect a portion of reports available on the topic of inequality of opportunities. However, resources for this research did unfortunately not allow for extensive in-depth or further investigation and assessment on additional studies. Nevertheless, the Coding Paradigm as generated in this research does provide evidence for the connection of the desire to face experienced inequality of opportunities (*Phenomenon*) by means of circular migration (*Action*).

Therefore, research question B1 is answered as follows:

B1: Based on latest academic findings, how do inequality of opportunities and circular migration relate?

B1: Based on latest academic findings, it is suggested that the relation of inequality and migration is highly dependent on individual as well as environmental circumstances (cf. Black et al., 2005; DRC, 2006). However, even though additional empiric studies confirm a connection between inequality and migration (cf. Milanovic, 2011; Alt, 2009; Bastia, 2013), only very little data is available that investigates the particular interrelations of inequality of opportunities and circular migration (cf. Bastia, 2013). Despite this shortage, the qualitative analysis of the collected data for this research did reveal a desire to tackle experienced inequality of opportunities as being the underlying Phenomenon for a circular migration Strategy/Action. Further investigation of qualitative and quantitative research on the particular connections of inequality of opportunity and circular migration is suggested.

Research Question B2

The second sub-question of this section is focusing on the drivers behind an initiated migration endeavor. Inputs collected from interviewed program participants of the MMMF and the Atlas Corps organizations.

As indicated in the synopsis for the interview questions (see chapter 4.2.1), the approach to respond to this research question included several levels. First, the motivation and expectations underlying the migration process were asked. Second, it was aimed to find out, whether the contents of these answers matched the interviewee's very own perception and definition of inequality of opportunities. This second step was important to investigate whether the expressed migration motives did correlate with the interviewees' actual definitions of equal opportunities.

Analyzing the data by the application of the Coding Paradigm (see chapter 5.1.1) it was concluded, that the desire to tackle experienced inequality of opportunities by means of circular migration did indeed correlate. After asking for the motivation and expectations related to their migration experience, the interviewees were invited to share their definition of inequality of opportunities. Analyzing the related interview data, concepts referring to limited access, to external factors (i.e. environments and policies) as well as to internal factors that are directly linked to the individuals themselves (i.e. gender and age) were identified (see Table 3). Some concepts were found to be determined by both, external as well as internal factors, meaning that those factors are considered highly reciprocal between the individual and its environmental settings and influences. For example, even though a citizen status is directly linked to an individual, the interpretation of the status as being limiting is linked to external factors such as legal policies.

Table 3: Concepts - Definition of Inequality of Opportunities

SUB-CATEGORIES	SUB-CATEGORIES
<p>(no) access</p> <p><i>(no) access to education</i></p> <p><i>(no) access to exposure</i></p> <p><i>(no) access to health</i></p> <p><i>(no) access to information</i></p> <p><i>(no) access to job market</i></p> <p><i>(no) access to support</i></p> <p><i>(un)equal access</i></p>	<p>external/internal factors</p> <p><i>different citizenship status/ethnicity</i></p> <p><i>lack of financial resources</i></p> <p><i>LGBT issues</i></p> <p><i>prejudices</i></p> <p><i>quality of life</i></p> <p><i>traditions</i></p>
<p>external factors</p> <p><i>discrimination</i></p> <p><i>policies (legal, political, economic, etc.)</i></p> <p><i>no freedom of speech</i></p> <p><i>limitations going elsewhere (migrating)</i></p> <p><i>wrong evaluation of strengths and weaknesses</i></p> <p><i>inequality reasons linked to environment</i></p> <p><i>missing infrastructure</i></p> <p><i>poverty</i></p> <p><i>legal system/justice</i></p> <p><i>lesser stimulation by peers</i></p>	<p>internal factors</p> <p><i>age</i></p> <p><i>disability</i></p> <p><i>gender</i></p> <p><i>inequality reasons linked to individual</i></p> <p><i>single parenting</i></p>

Source: Author's own

The inputs of the above list show a high correlation with the inputs listed in the Coding Paradigm under *Causal Conditions* and *Context*. Accordingly, these very similar dimensions were mentioned by the interviewees twice: once when spontaneously expressing their motives and expectations and again when directly asked to provide their definition of inequality of opportunity. These insights confirm that access or limited access respectively to a variety of resources are indeed prominent concepts when describing either migration motives as well as inequality of opportunity definitions.

It seems important to keep in mind, that there is an additional reference factor influencing the *Action* of migration, which is the assessment of alternatives available. Alt mentions that only if opportunities are considered higher in another country, a migration process will actually be initiated (see chapter 2.2.2; cf. Alt, 2009). This conclusion was backed by the data input at hand, when some interviewees highlighted that the perception of the opportunities in another country influenced their considered *Strategies and Actions* (see Coding Paradigm, chapter 5.1.1).

Therefore, the final response to research question B2 is:

B2: Did the interviewees initially migrate in the hope of enhancing their equality of opportunities?

B2: Yes, the analysis of the interview data permits positive confirmation of this research question. This conclusion is supported by the assessment of the Coding Paradigm, identifying an underlying Phenomenon of a desire to tackle experienced inequality of opportunities that lead to the Strategy of enhancing opportunities by the Action of temporary/circular migration. These findings were additionally verified by proving that the expressions used by the interviewees to describe the Causal Conditions as well as the Context, did correlate with their independent definition of inequality of opportunities.

Research Question B3

Not all research participants had already completed their circular migration experience. However, it seemed interesting to investigate on how the interviewees themselves evaluated their migration undertakings with regards to gaining increased access to opportunities.

As indicated before, all datasets provided evidence that access to opportunities was assessed as increased because of the migration undertakings. This conclusion is illustrated by the revealed *Consequences* in the Coding Paradigm (see chapter 5.1.1).

However, data inputs also allow for some further, more distinguished conclusions than the ones illustrated in the Coding Paradigm. The enhancement of overall access to more equal opportunities was assessed positively, particularly regarding the expressed expectations of gaining international exposure, access to quality education or job opportunities and the perceived empowerment concerning the *Strategy* of bringing social change back home. However, there were some areas that felt challenging and in some ways even led to new feelings of inequality. The Conditional Matrix and the *Conditional Path* allow for respective interpretation of the data. Statements found in the datasets when describing these observations related to differences and challenges regarding the status of being a foreigner in a new country (i.e. cultural shock, unfamiliarity with local circumstances, no/little social contacts). Also, while access to opportunities was granted through a program abroad, this gained access did not transfer equally when going back to the country of origin. Interviewees reported ongoing challenges of being recognized as a woman or young professional, or difficulties in carrying over the newly experienced opportunities into their original communities (i.e. LGBT-rights).

Hence, this research question asks for some differentiation. On the one hand, the results of the Coding Paradigm overall do allow for an affirming response, meaning the *Consequences* of the completed, initiated or even discontinued circular migration endeavor did enhance access to more equal opportunities. On the other hand, when assessing the dependencies on the basis of additional perspectives, the Conditional Matrix revealed that depending on the assessed level, the *Consequences* are rated differently. What might have felt very affirming on the levels of the *Action*, *Individual* and *Collective*, proved to be more challenging when evaluating them on the *Community* or *National* context. This finding also reinforces the conclusion with regards to research question B1, stating that the relation of inequality and migration is highly dependent on individual as well as environmental circumstances (see above).

Research question B3 can be answered as follows:

B3: Based on their own perception, did the interviewees experience an improvement in their opportunities after their circular migration experience?

B3: Yes, the analysis of the interview data allows to positively confirm this research questions. This conclusion is supported by the assessment of the Coding Paradigm, revealing the Consequence of an increased access to opportunities after migrating. This Consequence was verified by all underlying datasets, independently of the circular migration status (i.e. returned, planned return, no return). However, interpreting the same data inputs with the Conditional Matrix it shows that the extent to which this conclusion is true can vary among the different levels of assessment.

5.2.3 Research question C – Capability Approach in related Practice

„And so I think, an organization like [Organization 2] (...), it's just so critical for global justice, because it, because it helps young people like us, understand that there is always a different side to the story, it helps us understand what is really going on in these countries globally, because we hear it from people actually there.“ (Dataset 3, paragraph 86)

„But o-, again you don't have a choice to choose a school ähm, so the program itself it's, it's ähm, it's organization who calls the best one, who used to, who still does, it coordinates all the ähm, programs in going which school the students gonna go and all that stuff. And also they are ähm, also looking to different concentration ähm (.....) sending to ähm limited schools. I ended up at the [university]. Ähm, so yeah that's how, I ended up (laughs).“ (Dataset 1, paragraph 38)

„To get recognition, to get recognition for your work, I think this is the, the highest level that anyone can achieve“ (Dataset 6, paragraph 68)

„I think the more contribution they are doing they are changing the mentalities of the ähm, of people who got their scholarship and you are exposing them to the importance of helping ähm, people in developing countries“ (Dataset 6, paragraph 74)

The research questions of this section address the actual application of the Capability Approach in Social Work practice. The responses reflect insights gathered during the theoretical and empirical research at hand, and are focusing on the practical framework of international Social Work organizations such as the presented MMMF and Atlas Corps. Both organizations provide support programs to interested participants globally and foster access to opportunities.

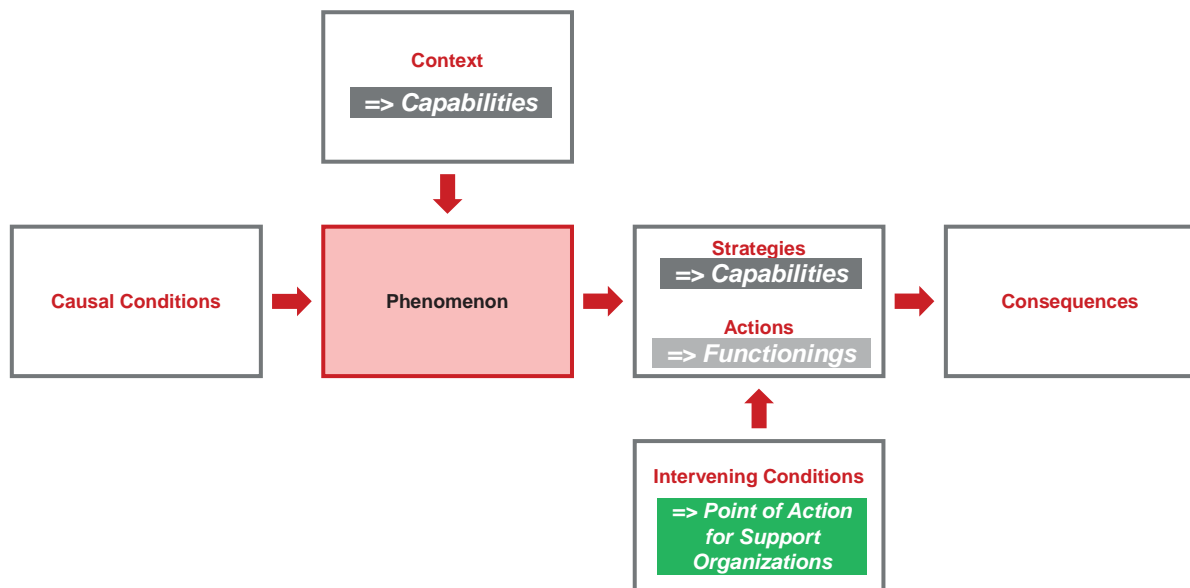
Research Question C1

This first research question of section C aimed to summarize the theoretical inputs as gathered at the beginning of the research at hand (see chapter 2.4). The response to the research question is based on the portrayed ideas and suggestions of Sen (cf. Sen, 1992), Nussbaum (cf. Nussbaum, 2011) and Ziegler (cf. Ziegler, 2011a/2011b).

The underlying core idea of the Capability Approach is to address social justice issues and to challenge unequal distribution of opportunities respectively. Promoting the ultimate goal of achieving a freedom of choice, the Capability Approach aims to set support focus on the side of *Capabilities*, rather than *Functionings* (cf. Nussbaum, 2011). Additionally, Nussbaum and Ziegler stress the importance of understanding the particularities of a client's living circumstances as well as the societal or general environmental circumstances (cf. Nussbaum, 2011; Ziegler, 2011a, 2011b). While Robyens criticized the lack of specification of the Capability Approach (cf. Robyens, 2006), the researcher believes that a diligent assessment of a client's context and its related dependencies does help to face this challenge.

On the basis of the data inputs gathered in this research, some additional recommendations seem appropriate. The interpretation of the generated Coding Paradigm does suggest some parallels with the Capability Approach. The concepts and categories found in the sections of *Context* and *Strategies* match up with the ideas of internal and external *Capabilities* as presented by Nussbaum (cf. Nussbaum, 2011). On the other hand, the developed *Actions*, in terms of the Capability Approach, can be considered *Functionings*, described as genuine actions that are based on one or several *Capabilities*. Complying with the Capability Approach's postulation to support *Capabilities* rather than *Functionings* and leave it up to an individual's discretion whether and when to apply *Capabilities*, this could translate in a point of action targeting the *Strategies*. According to the Coding Paradigm, support organizations would then be effective in the section of *Intervening Conditions*. This is in line with the data analysis, as categories and concepts in the datasets related to the underlying support organizations –the MMMF and the Atlas Corps- were allocated to the section of *Intervening Conditions*. Figure 4 represents this conclusion in a synthesis of the theoretical and empirical inputs.

Figure 4: Combination of Capability Approach and Coding Paradigm

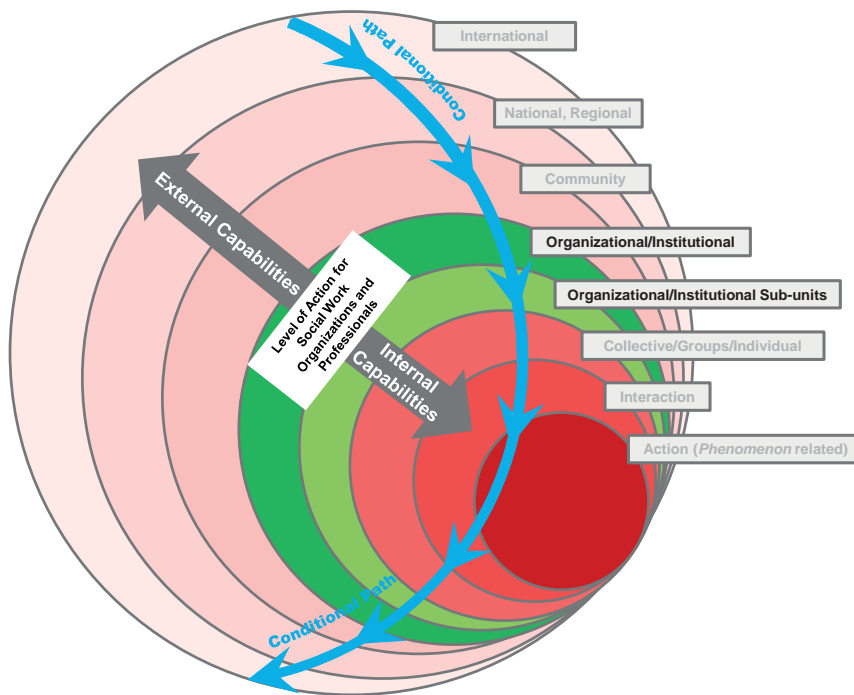


Source: Author's own

Additionally, the findings of the Conditional Matrix do too reflect the Capability Approach's demand to familiarize with the particular circumstances of an individual and its environments (see above; cf. Nussbaum, 2011; Ziegler, 2011b). Ziegler highlighted actions targeting policies (cf. Ziegler, 2011a), and the Conditional Matrix seems to provide a usable framework to do so. In the opinion of the researcher it is crucial for a support organization to reflect its position and actual dependencies with the inner and outer levels according to the Conditional Matrix. The researcher further concludes, that because of the high interdependencies of all levels, a support organization can only effectively operate, when clearly understanding the related dynamics. Additionally, the researcher sees parallels of the *Capability* concept of the Capability Approach with the scheme of the Conditional Matrix. Evaluating the features of the inner levels of the Conditional Matrix such as group dynamics and interaction, the characteristics of the *internal Capabilities* (see chapter 2.4.1, cf. Nussbaum, 2011) become relevant. On the other hand, characteristics of the *external Capabilities* (see chapter 2.4.1, cf. Nussbaum, 2011) such as environmental factors, are found in the outer levels of the Conditional Matrix. Hence, depending on the focus of action of a support organization, its offerings should rather target *internal Capabilities* related to the individual him or herself for the inner levels (i.e. *Interaction*), or *external Capabilities* related to an individual's environment respectively, represented in the Conditional Matrix by the outer levels. However, it must be kept in mind that independently of the particular focus of a support organization, the Conditional Matrix suggests that its actions will always reciprocally affect and be affected by all other levels.

Figure 5 does illustrate these thoughts. The *Organizational* levels are marked green, the arrows are indicating the proposed focus of program offerings, directing towards the outer levels for *external Capabilities* or directing towards the inner levels for *internal Capabilities* respectively.

Figure 5: Combination of Capability Approach and Conditional Matrix



Source: Author's own

Taking into account the particular practical framework underlying this research, the response to question C1 is summarized as follows:

C1: Based on the theoretical background of the Capability Approach what should Social Work organizations such as the MMMF and/or Atlas Corps consider, to support the enhancement of equality of opportunities for their clients?

C1: Applying the Capability Approach in practice, it is imperative to recognize the importance of unlimited opportunities to protect a client's freedom of choice. This should be assured by addressing social justice issues and foster equal distribution of opportunities (cf. Sen, 1992; Nussbaum, 2011). Second, Social Work organizations should commit to ensuring adequate familiarity and awareness of the particular living circumstances and environment of a client (cf. Nussbaum, 2011; Ziegler, 2011b). The following pillars should be considered when developing support offerings:

1. the individual perspective in the core
2. the focus on unconditional choice and freedom
3. the diversity and appreciation of values and life-styles that cannot and shall not be unified in one numerical measure
4. the worry about social injustice and inequality of discriminated and marginalized people/groups and
5. the important role of government and policy in facilitating a good quality of life for everybody (cf. Nussbaum, 2011, p. 18f).

The synthesis of theoretical and empirical inputs does further suggest for support organizations such as the MMMF and Atlas Corps, to recognize their ideal point of action in the section of Intervening Conditions according to the Coding Paradigm, targeting the Strategies or Capabilities (see Capability Approach)

respectively. Additionally, on the basis of the Conditional Matrix, support organizations should assess their position within the Conditional Matrix and consider the effects of its program offerings towards the other levels as well as on the Conditional Path. Depending on the focus point of a support organization's field of action, it is suggested to rather cater to internal Capabilities or external Capabilities respectively. However, it is crucial to always keeping in mind the interdependencies of the various levels in the Conditional Matrix, and to consider all of those levels when assessing, evaluating and or developing a support organization's program offering.

Research Question C2

On the basis of the interviewees' feedbacks, this research question targeted to investigate the actual program offering, aiming to gather a better understanding of the needs expressed.

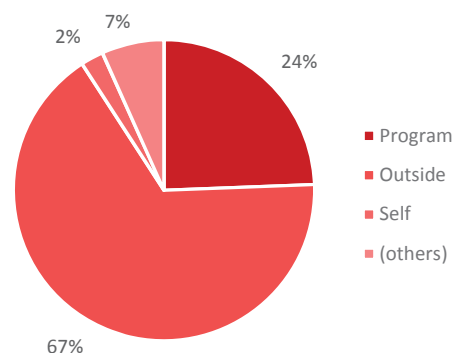
Looking at the overview of sub-categories grouped under "Support", the sub-category with by far most occurrences observed was peers. This sub-category embraced 3.5 times the occurrences of the next main sub-sub-categories such as financials and access (see below, Figure 6 on the left). By peers, the interviewees referred to either their fellow program participants, work or student colleagues. Statements related to it described mutual inspiration, peer exchange and mainly the already before mentioned peer recognition. The category financial referred to financial contributions to the interviewees by a support organization and access included concepts such as access to education, access to infrastructure or enabling access to opportunities in general.

It was interesting to observe, that the main sub-category of "Support" was not linked to the actual program offering (i.e. educational grant or professional fellowship respectively), but rather a side effect of it, namely the peer recognition and exchange. Additionally, when newly grouping these sub-categories into sources of program-, outside- or self-generated support, the program support was only the second largest source (see below, Figure 6 on the right). Outside support, including peer and further social and emotional support factors, almost tripled the occurrences of the program related sub-categories.

Figure 6: Occurrences Sub-Categories „Support“

Sub-Categories "Support"	# occurrences
Outside	109
peers	70
emotional/social	18
understanding	14
recognition	7
Program	49
financial	21
access	18
administration	10
Self	15
success	4
(others)	11

Occurrences Sub-Categories "Support" - Source of Support



Source: Author's own

In the analysis of data with the Coding Paradigm and Conditional Matrix the category of “Support” was affiliated to several sections of the Coding Paradigm, as well as several levels of the Conditional Matrix. First, for the Coding Paradigm it was mentioned in the section of *Strategies and Actions*, as support was sought after in the process of facing inequality of opportunities. Additionally, support was the second sub-category linked to the *Intervening Conditions*. For the Conditional Matrix, the actual program offering of financial contribution, administrative support or enabling access to opportunities such as education or a professional fellowship, was affiliated to the *Organizational* level. Support features outside the program offerings did mainly match the levels of *Collective/Group/Individual* and *Interaction (i.e. recognition)*.

Interpreting these findings the conclusion is drawn that the affiliated support organizations of the MMMF and the Atlas Corps were crucial with regards of enabling access to opportunities (i.e. by financial, or administrative means). Yet, once this access is granted, other support factors such as the emotional support or peer recognition become much more important. Interestingly, recognition was by far the biggest sub-category. While most of the recognition was related to peer recognition (integrated in this category), some interviewees also mentioned recognition by the support organizations themselves. According to the underlying statements, recognition was helpful because the interviewees felt empowered by it. Even though the support organizations did not necessarily actively offer recognition to interviewees at the same level as it was perceived by peers, the datasets indicate that the support organizations did enable and foster peer exchange by offering platforms for those, such as networking events, ambassador systems (pairing program recipients to support each other) and conferences in the fields of interest/profession of the program participants.

Although all datasets provide positive evidence for the organizational support, there were also statements that described limitations of support encountered. These limitations were not necessarily linked to the support organizations of the MMMF or Atlas Corps, but also included earlier experiences with other organizations. Most limitations experienced were related to age limits of programs, or further criteria excluding certain groups (i.e. gender criteria). Also, conditions linked to support offerings such as financial contributions for a very particular expense category only (i.e. tuition only, no living expenses such as food) or institution only (i.e. linked to a particular University at a particular place for a particular field of study only) were mentioned.

An additional dimension that was mentioned several times were issues that were connected to the core support service. One interviewee mentioned a challenging situation, when after completing one year at university, supported and financed by an organization (not MMMF nor Atlas Corps), resources were lacking for the second year of the course and the degree could in the end not be completed. Additionally, with regards to returning home after completing a certain program, the need for additional support was expressed. In order to being able to in the country of origin actually implement the learnings from the circular migration experience and being an ambassador for social change, succeeding program offerings would have been helpful.

On the other hand, particularly datasets related to the Atlas Corps organization did provide evidence that it was highly appreciated that the organization was supporting preceding and succeeding processes, such as administrative help when preparing the trip, supporting the actual emigration and immigration formalities and also providing additional services in the first couple of weeks in the country of migration (i.e. courses about cultural awareness and teambuilding events) to smoothen the arrival process. All reflecting services that were evaluated as being important, but were only indirectly linked to the core program offering of the professional fellowship.

These points are outlining potential areas of improvement and illustrate the importance of a holistic support approach, considering the whole range of the *Conditional Path* in the Conditional Matrix. Even though it might not be possible for a support organization to actively engage on all levels of the Conditional Matrix, the findings of the data analysis does suggest to at least consider the whole *Conditional Path* and make sure that the own program offering is sensibly embedded in it. These observations do also correlate with the findings of research question C1, suggesting that a support organization has to consider all dimensions of its offerings.

The program of the MMMF as well as the one of the Atlas Corps, are based on the agreement according to which the grantees or fellows respectively have to return to their countries of origins after completion of the program. Even though evidence was found in three data sets that this condition was perceived as limiting, it was not generally criticized by the interviewees. This finding is partially surprising, as it is limiting the unconditional choice and freedom (see above, question C1; cf. Nussbaum, 2011, p. 18f) of the individuals. However, keeping in mind that there was great alignment among the datasets regarding the expressed *Strategy* of wanting to become a social change maker, returning to the home country was part of the initial goal. Additionally, both organizations clearly state this condition in their underlying eligibility list (see chapter 1.2) and presumably also make it an important selection criteria.

The conclusion that support organizations are particularly important to provide access and enable a platform to apply or execute *Capabilities* respectively, is also shared by Nussbaum, who emphasizes that while it is important to provide equal opportunities, it should be an individual's free choice, whether or not to utilize offered support services (see above question C1; cf. Nussbaum, 2011).

C2: Based on the feedback of the interviewees, why was the affiliated organization helpful (or not) in supporting their process of gaining a better equality of opportunities in their circular migration experience?

C2: *The affiliated support organizations were helpful in terms of offering access to the sought after opportunities and in providing a platform to the individuals, empowering their Capabilities needed to execute (or not) a Functioning of their choice. Providing supportive resources (i.e. financials, administrative advice) or enabling the process of empowerment through peer exchange and recognition was particularly appreciated. Restrictions based on internal Capabilities such as age limits were perceived hindering and should be avoided by support organizations. Additionally, holistic approaches to support services that either integrate the whole scope of the Conditional Path according to the underlying Conditional Matrix, or that are sensibly embedded in the Conditional Path, were considered most helpful.*

Research Question C3

The last research question should allow for insights regarding the perceived contribution of the support organization towards global justice.

Once more, the gathered data basis concerning this question showed high alignment across all datasets. While the definition of global justice was challenging and not all interviewees agreed that it even existed (see above, research question A1), all research participants confirmed positive effects of the support organization on global justice. Investigating on the underlying concepts of this conclusion, the Coding Paradigm illustrates the most important one in the section of *Consequences*: with their program offerings, the organizations did support an increased access to opportunities. This finding is backed by the ideas of Rawls, Sen, Nussbaum and Ziegler

who see justice a precondition for equal opportunities (cf. Rawls, 1972; Sen, 1992; Nussbaum, 2011; Ziegler, 2011a, 2011b). Both organizations did not only by empirical evidence affect global justice, but also by linked theoretical reference, that also is suggesting a contribution to global justice.

Following the *Conditional Path* in the generated Conditional Matrix for this research, the organizations do represent one of the factors influencing the overall system. Based on the outlined reciprocal effects of all dimensions and bodies within the Conditional Matrix, Social Work organization hence are affected as well as do themselves affect the most outer layer too, to which global justice was aligned.

The data gathered by the interview inputs revealed another dimension, which was perceived as contributing to global justice. By bringing people together from various parts of the world, the organizations provided a platform to gain a mutual understanding and to establish a sustainable global network. Statements describing this fact referred to enabling dialogs and peer exchanged that resulted in a feeling of a global community, of positively changing mentalities towards each other and the reassessment of stereotypes. All of which were perceived by the interviewees as a huge positive influence on global justice.

These findings allow for the following brief response to research question C3:

C3: Based on the feedback of the interviewees, to what extend can organizations such as the MMMF and/or Atlas Corps contribute to global justice?

C3: *First and foremost, the organizations did enable an increased access to opportunities for individuals who suffered from restrictions and limitations in their countries of origin. This was mentioned by the interviewees as being a great contribution to global justice. Based on the linkages of justice and access to equal opportunities as outlined by several authors, this conclusion of contributing to global justice by enabling access to opportunities, is also backed from a theoretical point of view (cf. Rawls, 1972; Sen, 1992; Nussbaum, 2011; Ziegler, 2011a, 2011b). Additionally, the interviewees mentioned another very important factor with regards to global justice: the organizations provided a platform to increase the mutual understanding and hence fostered the feeling of a global community. By bringing people together from all around the world, the organizations enabled the establishment of sustainable global networks.*

5.3 General Reflections of the Research Results

„My god, that's such a difficult question.“ (Dataset 3, paragraph 56)

„I think I'll never, I'll never, I've never had such a difficult interview, my goodness!“ (Dataset 7, paragraph 156)

„Ähm, I, I can't really, I don't, ähm, yeah, ähm, myself, I don't understand right now I mean global justice in a sense, in what sense, like (...) in a, I mean, if you give me a hint I will think of it. But I can't think of it myself, like as, I - (...)“ (Dataset 1, paragraph 80)

„It ähm (...) I, I wouldn't call it ähm, migration, because it ähm, it was like just going outside to study and be back. So I ähm, I don't think it's migration, it's just exposing and getting ähm, knowledge and going back. Ähm, migration ähm, I, I think of it just leaving your country and migrate to other country forever.“ (Dataset 6, paragraph 42)

Responding to the research questions turned out to be a challenging process. First, the vast amount of data inputs provided by the interviews was overwhelming at times. The datasets offered so much information that it was sometimes difficult to decide which quotes to focus on and which ones to select for example statements. When trying to find the most suitable statements, it turned out that there were always others that seemed to be at least as equally interesting and important. In order to provide insights to inputs from various datasets, selected

statements had to be shortened and again, very interesting additions had to be, therefore, left out. Additionally, the amount of data required a lot of time to analyze. Organizing and sorting the codes, concepts and categories of eight datasets proved to be a challenge in itself. The Coding Paradigm and the Conditional Matrix provided very helpful tools to support this process.

With regards to the interpretation of data, it was surprising that the data revealed such a strong correlation among all datasets as well as with theoretical references. At first this presented a very pleasing and satisfactory discovery, as it was reassuring and suggested strong findings. Shortly after the first moment of excitement however, the same discovery raised a lot of suspicion. Specifically, it caused the researcher to question if the concept of the Grounded Theory was applied correctly (see chapter 4.3). It was feared that the theoretical inputs of the beginning of the research efforts were still too dominant in the researcher's mind and were hence influencing the codes generated. While this connection cannot be negated, the awareness of this risk was given considerable thought and resulted in carefully challenging findings, and to also share drawn conclusions with peers and the research mentor to avoid possible blind spots. The same was true for some insecurity with regards to the language. Whenever the interpretation was questioned based on language issues, this was shared with a personal contact whose mother tongue was English and who therefore could provide guidance. However, this language bias could not be fully eliminated as the data inputs came from individuals whose mother tongue was not English neither (see chapter 4.5).

As the quotes at the beginning of this sub-chapter indicate, the data collection was not only intense for the researcher, but also challenged the interviewees. Several interviewees commented that the interview questions were very difficult to answer, albeit most of the time these statements were accompanied by a smile. However, these statements provide further proof of the challenging contents of the research topics at hand. The research participants did struggle most when questioned about global justice. Analysis revealed, that these answers usually produced more interruption in the flow of speech.

An additional learning was, that truly all wording of an interview has to be second guessed. While this was done for the concepts of inequality and global justice, by assuring that the definition of the terms was checked by means of interview techniques, this was not done for the word of migration. Which led to the unexpected statement of one of the interviewees who claimed that no migration was undertaken, but the country of origin was just left to go to study abroad and then to return again (see quote at the beginning of this sub-chapter). It will be an important learning for future interviews that no definition can be taken for granted.

As mentioned, the Coding Paradigm and Conditional Matrix proved to be crucial instruments for the analysis at hand. Not only did they allow for an excellent overview of the aggregated data, but they also very nicely complemented each other. The Coding Paradigm illustrated and highlighted some factors that were not visible in the Conditional Matrix and vice versa. Additionally, both models offered great starting points to respond to the research questions and aligned surprisingly well with the theoretical references, such as the Capability Approach. Combining insights from the Capability Approach with the Coding Paradigm and Conditional Matrix allowed further development of those concepts and the integration of the aspects of the Capability Approach.

Reflecting on the results and the research questions, the extent of the coherence of the results showed among all datasets and with the theoretical reference was much stronger than expected. Apart from that, no other big surprises were found. Accordingly, there was little expectation towards particular results. As indicated, the focus

lay on gaining new insights. Even the dominance of concepts related to education and professional opportunities makes sense, mirroring the particular sample of MMMF grantees and professional fellowships of the Atlas Corps organization. Being able to compare datasets of two different underlying organizations was reassuring, as the inputs of both organizations provided coherent results.

The data gathered would have allowed for additional analyses, as there was so much more information on a variety of individual backgrounds and also on additional country information of the country of origin as well as the country of migration. In addition, the more time spent with the data material, the more new concepts, categories and additional insights were found. While some were integrated along the way, the resources at hand required eventually limiting the analysis and focusing on the evidence important to respond to the research questions.

Before moving on to discussing the results regarding their relevance for Social Work practice, and before drawing final conclusions in chapter 7, the researcher wants to highlight once more the underlying sample of MMMF grantees and Atlas Corps fellows, to which conclusions are linked.

6. Relevance for Social Work Practice

Reflecting on the above presented results, this chapter will discuss the relevance of the findings for Social Work practice.

The main question is, what the results symbolize for Social Work practice. Some findings provide concrete suggestions for Social Work practice in related fields of action. To best locate support services in the section of *Intervening Conditions*, for example, or to focus the support services on empowering *Strategies* and the *Capabilities*, rather than targeting the actual *Actions* or *Functionings*. Other findings on the other hand, seem to highlight commonly known challenges in Social Work practice.

Substantial alignment of the findings was found with the theoretical approach as presented by Silvia Staub-Bernasconi. Ernst Engelke, Stefan Borrmann and Christian Spatscheck present the six core principles of Staub-Bernasconi's theoretical approach (cf. Engelke et al., 2014, p. 452ff). First, her theoretical framework puts emphasis on the individual as being one element in a society that is heavily interlinked in an underlying, constantly moving and changing processes. However, within this system, Staub-Bernasconi sees individuals as being self-aware, aiming to fulfill detected needs and capable of influencing this process. Secondly, Staub-Bernasconi supports the idea of Social Work having the mandate to address social problems. Third, according to her theoretical understanding, social problems are primarily based on inadequate exchange processes. These insufficient processes lead to inequalities in available resources, internal and external opportunities or unequal access to power. The mentioned effects of insufficient exchange mechanisms are important reference points in Staub-Bernasconi's theory, she often references to outline her ideas. A basis for more fair exchange mechanisms sees Staub-Bernasconi in a society that has clear values and is based on fair justice. The fourth principle reflects the values Staub-Bernasconi associates with Social Work practice, which according to Engelke et al. substantially correlate with Human Rights. A further essential part of her theory demonstrates Staub-Bernasconi's framework for professional action. This practical framework aims for a holistic approach when addressing social challenges or social problems. Following the detailed assessment of the actual social problem at hand, the framework seeks to identify and assess dynamics and conditions connected to the social problem.

Based on this thorough evaluation of a social issue at hand, the decision about adequate support services shall be developed. Corresponding with the first principle mentioned, her theory stresses the importance to being aware of the many levels of the societal system influencing a social problem, as well as the reciprocal influences of potential actions derived from it. Last but not least, Engelke et al. refer to Staub-Bernasconi's ambitious ideas about the specifications for Social Work professionals. The envisioned set of skills include the ability to assess complex social issues on individual, interactional and societal levels, the ability to adequately prioritize issues at hand, the ability to cooperate across functions with other partners affected by the underlying social issue, and the familiarity with professional principles, knowledge and methodologies. (cf. Engelke et al., 2014, p. 452ff). These presented principles mirror all of the identified challenges and findings in the course of this study. The interpretation of the Coding Paradigm and the Conditional Matrix support reciprocal interrelations of a *Phenomenon* (see above, social issues as defined by Staub-Bernasconi), the individual and the various environments. Also the aspects of several inequality dimensions are shared by Staub-Bernasconi, when the effects of insufficient exchange mechanisms are described. The importance of a basic value system that supports a fair and just society, is equally shared by the research findings, the Capability Approach as applied in this research as well as by the just presented principles of Staub-Bernasconi's Social Work theory. Additionally, all of these three underlying input sources stress the professional approach of clearly understanding and acknowledging particular circumstances and interrelations of an individual's living context and his or her environments, before being able to make informed decisions on potential actions plans. And last but not least, the importance of establishing professional actions on sound academic knowledge as well as sharing and exchanging gathered experiences and insights among colleagues and professions, are two more concepts found in the research results as well as in the theoretical approach by Staub-Bernasconi and the Capability Approach.

Summarizing the relevance of the research results for Social Work practice, they provide additional insights for the rather unexplored field of operation at the interface of inequality of opportunities and circular migration. Additionally, the results are in line with existing and renowned Social Work theories such as those of Staub-Bernasconi. Accordingly, the research results reinforce Staub-Bernasconi's approach and its underlying principles. On the other hand, the very well developed professional framework as introduced and provided by Staub-Bernasconi present a concrete and helpful instrument to translate the found research insights into Social Work practice.

7. Conclusion

Three sup-chapters are linked to this last section of the research paper. First, the most important findings of this research will be summarized and discussed. The second sub-chapter will present some ideas on the subsequent use of this research results and it will outline some ideas for further research. The last sup-chapter will finalize the paper with some personal remarks, reflecting the main challenges and gains of this research as well as the initially defined research objectives.

7.1 Summary and General Remarks

Because of its negative effects on individuals and societies, inequality has been recognized as a serious issue that needs to be addressed. As outlined in the first chapter of this research paper, this consensus on the need for action is shared among social, financial, academic and international institutions equally (see chapter 1.1).

Inequality however, is a term that embraces several dimensions. Among others, the UNDP differentiates inequality of outcomes and inequality of opportunity. While the first refers to factors such as income inequality, the latter is linked to aspects such as life chances and the freedom of achieving well-being (see chapter 2.1.1; cf. UNDP, 2014c; Bornschieer, 2008; Nussbaum, 2010; Sen, 1992; UN, 2012). Additionally, several authors outline the need for a global perspective of Social Work practice, as increasing globalization processes do not only result in internationalization, but the same dynamics also additionally affect inequality (cf. Bürgermeier, 2006; Nowak, 2014; Beck, 2008).

Rawls concludes in his work, that justice is one of the main triggers for the above mentioned life chances and the freedom of achieving well-being. Or, to formulate it differently, he sees fair justice as a precondition to allow equal opportunities (cf. Rawls, 1972). Rawls also backs the idea of a global approach when he outlines the shared responsibility of nations to address inequalities (cf. Rawls, 2010). This thought is also supported by Nussbaum who also calls for shared responsibility (cf. Nussbaum, 2010). While Rawls mainly sees action needed on a government level, Nussbaum evaluates the potential of nations more critically and promotes responsibility on several levels by states themselves as well as further participation of multinational corporations, international bodies and NGOs (cf. *ibid.*).

The Capability Approach embraces the combination of the concepts of justice and inequality and offers a framework for professional action. On the basis of social justice, the well-being of individuals symbolizes the core concept. The Capability Approach seeks strategies to avoid discrimination and marginalization by promoting and protecting capabilities, leading to opportunities and chances to realize individual life plans (cf. Ziegler, 2011a/2011b; Nussbaum, 2011).

Ultimately, the empowerment and well-being of individuals is also a core pillar in the definition of Social Work practice (cf. IFSW, 2012a). On the basis of a practical framework that has been provided by two international Social Work organizations –the MMMF and the Atlas Corps- this research aimed to investigate the role and possibilities of Social Work organization to live up to its principles by addressing the above mentioned topics in the international field of migration and inequality. Based on the found underrepresentation of studies related to effects of the inequality dimension of opportunities, and based on the reference organizations' actual program offerings, this research focused on investigating inequality of opportunity and circular migration.

To better understand those challenges and to find possible reference points for adequate action in practice, a set of related research questions was formulated (see chapter 3). The investigation of these followed a qualitative research approach, generally following the concept of Grounded Theory (see chapter 4).

When addressing migration, Nowak introduces the term "Homo transnationalis" (Nowak, 2014, p. 208) and claims, that the profession of Social Work has long been missing out on addressing related issues. In particular, he mentions the lack of adequate strategies and means in academia and theory to react to the challenges (cf. Nowak, 2014, p. 208ff). On the basis of this research however, Nowak's statement is only partially supported. First, transnational Social Work associations such as the International Foundation of Social Work (IFSW), the

International Association of Schools of Social Work (IASSW) or the International Council on Social Welfare (ICSW) demonstrate, that the importance of international exchange and alignment of actions and policies is indeed recognized by these groups. In particular the need to tackle inequalities has been recognized by this group. Additionally, it was found that international Social Work organizations such as the MMMF and Atlas Corps, as presented in this research, are already reacting and address related issues. On top of that, it was found that adequate practical frameworks for Social Work practice do exist. Based on the findings of this research, the Capability Approach proved to be a very appropriate framework. Following Nowak and Healy, further suggestions for action in the Social Work practice could be presented, including active participation in policy discussions and the establishment of international exchange networks (cf. Nowak, 2014; Healy, 2008). Additionally, also in the lines of Social Work theories, adequate and applicable theoretical backgrounds and concepts were found, such as the one presented by Staub-Bernasconi.

However, the theoretical baseline and empirical data analyzed for this research, did indeed highlight some challenges, such as the complexity of dynamics and the vast amount of dependencies in the field. Nonetheless, the findings of this research allow for some practical suggestion for the Social Work profession. Even though the particular source for the empirical data at hand is based on program participants of the MMMF and Atlas Corps organizations, it is believed that the diverse sampling of research participants as well as the combination of theoretical and empirical insights permit drawing some general conclusions.

As stated at the very beginning of this research and as repeated at several and appropriate points in this paper, promoting social change and enhancing the well-being of individuals is the professional mission of Social Work (cf. IFSW, 2012a). Reflecting on the title of this research paper -Inequality, Migration and Global Justice, Challenges in Social Work Practice- and the particular research focus of inequality of opportunities and circular migration, the following main conclusions are drawn with regards to Social Work practice:

- When addressing issues related to inequality, migration and global justice in Social Work practice, it is of crucial importance to acknowledge the reciprocal interrelations of these topics with each other. In addition, the particular research at hand demonstrated that inequality of opportunities and circular migration are linked. In particular, global justice as an underlying reference point proved to be critical when addressing inequality issues. The recognition of this circumstance and the definition of strategies and means to address global justice are therefore important. Active participation in policy discussions and the establishment of international exchanges and networks among Social Work professionals are found to be supportive strategies.
- With regards to positively influencing global justice, the findings of this research revealed that not only an increased access to opportunities was perceived empowering by the interviewees. Additionally, the fact of bringing people together and providing a platform to enable a mutual understanding across borders and to establish global networks was assessed equally important by the research participants. The Social Work profession should also consider promoting and fostering such dialogs.
- The research also provided evidence of the particular connection of inequality of opportunities and circular migration. It was found that circular migration is indeed a strategy to face experienced inequality of opportunities. Social Work organizations being active in this area, should consider certain factors for successful program offerings. First, a thorough assessment of the interrelations of inequality of opportunities and circular migration, as well as a profound understanding of the underlying point of

Social Work action are crucial requirements. Only when being able to understand the particular needs and living circumstances of affected clients as well as the many complex environments and dynamics related to it, a baseline is given for a sustainable and effective development of program offerings and the execution of the same. Additionally, support offerings should be evaluated with regards to the entire underlying *Conditional Path* (see Conditional Matrix, chapter 5.1.2). This holistic approach towards support offerings is important to not only empower the access to opportunities for clients, but to also ensure a successful transfer of those back to the country of origin. If a program offering cannot provide the entire scope of services needed to guarantee this (i.e. based on limited resources) it is suggested to at least consider the needs of the precedent as well as the subsequent levels to ensure sound embedding of the program offerings.

- The assessment of the Capability Approach as a methodological instrument to address issues related to inequality of opportunities and circular migration proved to be a valid framework for Social Work practice. In particular, its underlying concepts of focusing on the very unique living conditions and circumstances of individuals and his or her surroundings, empowering *Capabilities* rather than *Functionings*, demanding shared responsibility and integrating the important concept of (global) justice make it a suitable framework. Showing high alignment with the Social Work theory of Silvia Staub-Bernasconi, the Capability Approach also provides room to apply the concrete and renowned action plans offered by Staub-Bernasconi.
- Based on the research results, it is suggested that Social Work organizations with similar support program settings seek their point of action in the section of *Intervening Conditions* (see Coding Paradigm, chapter 5.1.1), by promoting and empowering *Strategies and Actions* of individuals. Depending on the actual focus of the support offering, it is suggested to Social Work organizations to either targeting *external Capabilities* for environmental levels of the Conditional Matrix or targeting *internal Capabilities* respectively, for topics related to the more direct social environments and interaction strategies of an individual.

7.2 Outlook

The data collection and analysis for this research diligently followed the rules of qualitative research by applying the approach of Grounded Theory (see chapter 4). The sampling size as well as the comparison of empirical findings with inputs from other sources, therefore suggest validity of the data and the drawn conclusions. However, it would be interesting to continue research and further test and verify the findings by interviewing individuals from organizations with other program offerings, or to test the quality of the results by questioning a wider scale of individuals. The results of this research could also be used as a starting point for further quantitative research, and test the insights and statements regarding statistical relevance of the conclusions. This might be particularly interesting, as it was found that only very little statistical data on inequality of opportunities and circular migration is available (see chapter 5.2.2). Additionally, to receive further information on the validity of the results, it is also suggested to evaluate their impact in actual Social Work practice. Translating the findings into practical action plans and assessing their impact would allow to either adjust or reinforce the findings according to the results.

With regards to the data gathered for this particular research it was found that the inputs would allow for further interesting inquiries, apart from the focus of inequality of opportunities and circular migration. Based on inputs by the interviewees, additional essential topics of the field of Social Work came up. One interviewee for example mentioned the field of social space; another highlighted the importance of equity¹⁷ of opportunities rather than equality of opportunities. Additionally, the somewhat unexpected influence of media reports on the perception of alternative opportunities, demonstrates an interesting additional field of subsequent research.

The available findings are also found to be an ideal starting point to conduct program evaluations for appropriate and interested organizations. Although the research was conducted independently from the organizations providing the practical framework for this research –the MMMF and the Atlas Corps- the findings could be shared if interest is expressed.

7.3 Personal Comments

To conclude this paper, the following paragraphs will close with some personal comments.

The process of completing this Master's thesis presented itself as a very interesting and rewarding endeavor as it was discovered that the very little understanding of inequality, migration and global justice and its dynamics was enhanced. On the other hand, the research was also very intense and challenging. Reflecting on the process, there were two main areas that heavily tested the progress and outcome of this research: first the definition of the research topic and second the access to the field that had to be reconsidered. With regards to the research topic at hand it proved too ambitious for the proposed scope of this Master's thesis to inquire into three subjects of such great magnitude as inequality, migration and global justice. Such a broad research area stretched the intended and available resources for this research to its limits. Unfortunately, this is showing in the depth of the presented theoretical discussion, which shows some uncovered potential. It would have been interesting to more controversially engage in the underlying debates, by presenting more diverse backgrounds and discussion points. Secondly, the initially planned and set up field access had to be reconsidered very late into the research process. This was based on the circumstance, that an initially agreed on project cooperation had to be cancelled due to reallocation of the underlying organization's business priorities. The subsequent re-establishment of the field access absorbed a lot of precious time. Based on the particular reciprocal research approach of empiric data collection and theory review, not only the data collection, but also the reflection of adequate theoretical input was affected.

Despite these areas of improvement, the research process also presented very assuring dimensions. Investigating along the challenging line of the threefold interface of inequality, global justice and migration allowed to highlight very interesting research areas and addressing important research questions. Additionally, it was particularly satisfactory to meet the initially defined personal research objectives (see chapter 1.3):

- ✓ Using this research opportunity to gain a better understanding of inequality and assessing a number of assumptions held about it.

¹⁷ “[...] And what that really means is like equality is like you give everyone the same opportunity. But equity means that you give everyone different opportunities based on what they really need to achieve the same goal. So for example an equal opportunity, all children in (...) Washington, D.C. would have access to the same level of education. But equity of opportunity means that children from lower income families would have greater support in education. [...]” (Dataset 3, paragraph 52)

- ✓ Study the interrelations between inequality and the two key variables of migration and global justice.
- ✓ Interviewing program participants of the MMMF and/or Atlas Corps, trying to understand their motives and learning from their circular migration experiences.
- ✓ Analyzing the theoretical and empirical insights gained as part of this research and translating them into Social Work practice proposals.
- ✓ Following a research process that meets ethical and scientific standards.

The qualitative assessment of the research process, its methodological approach and its results lies in the hands of others. However, the theoretical and empiric insights of this research definitely supported the academic, professional and personal development of the researcher. The knowledge and understanding about inequality, as well as the interrelations between inequality, migration and global justice were increased. Interviewing the program participants of the MMMF and the Atlas Corps organizations was considered a unique opportunity. Hearing from these incredible life stories and learning from their experiences was interesting, touching and fulfilling at the same time. Additionally, the insights gained from analyzing these conversations will sustainably influence the perception and understanding of the underlying research context and dependencies of similar client groups. Last but not least, the statements of the interviewees confirmed the relevance of the research topics and support the researcher's goal of engaging in this field. With that respect, the research process is considered successful on a personal level.

To support the relevance of working towards access to equal opportunities, this Master's thesis will close with a quote from one of the research interviewees. This statement was not collected during the interview, but was e-mailed to the researcher afterwards. The statement is part of a narration that the interviewee wrote about her life. In agreement with the interviewee and complying with the promised anonymity, no name will be added to the quote:

"[...] But then, I come back to reality and I know I have more obstacles to overcome. In my quest to improve myself, I have to take on even greater challenges, compete harder for opportunities, make more sacrifices. I have to deal with cultural and traditional prejudices in my own community e.g. women expected to be married young. But the greatest challenge for me, and I quote my mum here, is: how can I ensure that my children and grandchildren will have better opportunities and lead better lives than mine? How can I make sure they feel like part of this global village? [...]"

(Interviewee, South Sudan, 2014)

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9. Appendices

9.1 Contact Messages to potential Interview Partner

1st Message to MMMF Interviewees

Subject: MASTER'S THESIS: MAY I KINDLY ASK YOU FOR YOUR HELP?

Dear [potential interviewee]

It is very nice to meet you here on Facebook and to follow your latest news. Again and again the life paths of the MMMF Alumnae keep to inspire me greatly.

I am not sure whether you know/remember me. My name is Martina, I am a former Selection Committee volunteer and Coordinator with the MMMF. Two years ago I left the organization to proceed my Master's Studies in Social Work. Right now I am working on my thesis to complete my studies.

This is also the reason, why I am contacting you. My Master's thesis revolves around the topic of what motivates people to temporarily migrate to another country. With that respect I would like to conduct interviews with people who are willing to share their thoughts and own experience with me. I believe that you have important and interesting insights to share on that topic and would therefore very much appreciate the opportunity to talk to you.

Would you be available and willing in being an interview partner of mine? I would very much appreciate your valuable time and contribution! The interviews are planned to take place in October 2014 and will be conducted on the phone or via Skype. IMPORTANT: Please note, that the planned thesis relates to my very own and individual research interest in the course of my studies, and is conducted INDEPENDENTLY from the MMMF organization. Also, be assured that all information and data will be treated CONFIDENTIALLY.

Please let me know by responding to this message, whether I may contact you for a possible interview. Also, please let me know if you have any questions, I am happy to provide further information about my research.

It would be great to have the opportunity to talking to you. Thank you very much for your consideration and your soon feedback.

Warmest regards,

Martina

2nd Message (Reminder) to MMMF Interviewees

Dear MMMF Alumna,

My name is Martina, I am a former MMMF volunteer and coordinator. I am not sure, whether you know/remember me. You might have come across my name during my time with the Fund in 2010-2012? Anyway, the MMMF and its Alumnae definitely left an inspiring and motivating impression on me.

A couple of weeks ago, I sent you a message on Facebook (see below). I am not sure whether you received it, hence apologies if this one is redundant to you. I was hoping you might be available and willing to supporting my Master's thesis, by being an interview partner of mine? The thesis revolves around migration and what motivates people to temporarily migrate.

It would be truly wonderful, if I might call/skype with you and hear from your experiences and inputs. Please let me know by responding to this message or to [e-mail address] whether I may contact you for the interview.

PLEASE NOTE: The planned thesis relates to my very own and individual research interest in the course of my Master's studies in Social Work, and is conducted INDEPENDENTLY from the MMMF organization. Also, be assured that all information and data will be treated CONFIDENTIALLY. The interviews are planned to be conducted on the phone or via Skype in October 2014.

I am hoping to hearing from you soon. THANK YOU VERY MUCH!

Warm regards,

Martina

Message to Atlas Corps Interviewees

(Responding to introductory message from fellow program participant)

Dear [potential interviewee name],

THANK YOU VERY MUCH for your willingness to getting in contact with me. As [name fellow program participant] very rightly indicated, I am looking for interview partner for my Master's thesis, which revolves about what motivates people to temporarily migrate. It would be great to talk to you about your experiences and insights.

PLEASE NOTE: The interviews are planned to take place in October 2014 and will be conducted on the phone or via Skype. If fine with you, the interview will be recorded in order for me to later analyze the information provided. Please be assured, that all information and data will be treated confidentially.

Currently I am finalizing the schedule for the interviews. I will contact you again within the next two weeks to coordinate your availabilities. I hope this will be fine?

I am very thankful for your interest and look forward to getting in touch with you again.

Warm regards,

Martina

9.2 Interview Questionnaire

The following interview questionnaire summarizes the basis for the open, guideline-based interviews:

Table 4: Interview Questionnaire

RESEARCH QUESTION	COMMENTS / INTERVIEW QUESTIONS
Introduction	<p><i>Thank you very much for participating in this interview. My name is Martina, I am student, currently pursuing a Master's degree in Social Work and this interview is part of my research about global justice and inequalities of opportunities and its linkage to migration. The interview consists of ten (eleven) questions, that I kindly ask you to answer as you feel appropriate. I expect the interview to not last longer than about an hour. To allow for a later analysis, this interview will be recorded and transcribed. Please be assured, that your data will be treated confidentially and the data will only be used for the matter of the Master's thesis at hand on global justice and inequality of opportunity. Do you have any questions so far? (Make sure connection is stable and sound is good!)</i></p>
B2	<p>1. What was/were the reasons for you to study abroad/to conduct this internship abroad? What were your expectations and hopes?</p>
B3	<p>2. After returning to your home country (another developing country), did you feel your expectations were met? Please explain how/why? / After returning to your home country, what do you expect will be different? Why?</p> <p>3. As I explained, my research is on inequalities of opportunities. How would you define inequality of opportunities? (to be able to define understanding and vocabulary)</p> <p>4. Based on your own experience, is migration helpful to increase access to equal opportunities? Please explain.</p> <p>5. On a scale of 1 to 6 (1 being low access, 6 being high access), how would you rate your access to equal opportunities</p> <ol style="list-style-type: none"> BEFORE your circular migration experience? DURING your circular migration experience? AFTER your circular migration experience? / What do you expect/hope it will be AFTER returning?
A1	<p>6. In your very own words, what is your definition of global justice?</p> <p>7. <i>Do you feel your perception of global justice has changed over time? Why and how?</i></p> <p>8. Who do you think is responsible to ensure global justice?</p>
C2	<p>9. What exactly, related to the migration process, was most helpful/did support the process of gaining an increased access to equal opportunities (if at all)?</p> <p>10. In what way was the supporting organization helpful (or not) to support this process?</p>
C3	<p>11. Do you feel that support organization such as the one offering your program, are contributing to increasing global justice? Please explain.</p>

Demo- graphics	<p>12. Demographics:</p> <ul style="list-style-type: none"> a. What is your country of origin? b. In what year were you born? c. What program did you attend and in what country? What year was that? d. When did you leave your home country? e. When did you return to your home country/other developing country? f. Which country are you currently living in? g. What is your current employment/occupation?
Closure	<i>Thank you very much for your time and cooperation! Your contribution is very helpful.</i>

Source: Author's own

9.3 Transcription Rules

To allow for a later analysis of the interview contents, the interviews were recorded using the MP3 Skype recorder. This tool proved to be very reliable and delivered quality playback.

With regards to the transcription of the interviews, the f4-tool suite was used. Based on the research focus, as well as the resources and time available an exact but pragmatic attitude was applied towards transcription, emphasizing the actual content of the inputs (cf. Dresing & Pehl, 2013, p. 20). The transcription followed the principles of feasibility, flexibility, learnability and readability (cf. Przyborski & Wohlrab-Sahr, 2010, p. 164). It was determined to be appropriate to the TiQ (Talk in Qualitative Social Research) system (cf. *ibid.*, p. 164ff). However, based on the particular circumstances of the research at hand, the following adjustments were made to the suggested TiQ:

- The interviews were held on Skype (phone only) and the connections to the various continents were sometimes affected. Therefore, variations in volume, intonations and further peculiarities were not noted, unless very clearly noticeable. Comma (,) and full stop (.) were used to indicate the natural flow of speech.
- Affirmative or negative phrases during speech were whenever possible avoided during the interviews, to elude further conflicting effects on sometimes already impaired connections. In the transcriptions they were only noted, when resulting in an actual break in the flow of speech.
- English is not the mother tongue of neither the people interviewed, nor of the person interviewing and transcribing. Grammar and vocabulary might have been affected. However, great attention was paid to make sure that questions as well as contents were well understood and transcribed as recorded.

Further applied transcription rules:

Table 5: Transcription Rules:

,	Comma: Short (breath) break in natural flow of speech, with faint rising intonation.
.	Full stop: Short break in natural flow of speech, with clear lowering intonation.
-	Hyphen: Indicates an interruption of a word used.
(...)	Three points in brackets: Notable (up to 1-2 seconds) break in flow of speech (i.e. pause of reflection).
(.....)	Five points in brackets: Long (several seconds), notable break in flow of speech (i.e. pause of reflection).
(laughs)	Description in brackets: Clearly notable emotions and impulses.
Ähm, ähm	Filler word often used by interviewees to bridge reflections during flow of speech.
Mmh, mmh	Affirmative, positive pronouncement.
[???	Question mark in square brackets: Placeholder for incomprehensible words. No. of question marks indicates (likely) number of words.

[United Nations]	Descriptions in square brackets: Replacements for names of organizations, employers and universities to ensure anonymity. Also explanations such as long version (antonym) for acronyms.
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Source: based on Przyborski & Wohlrab-Sahr (2010, p. 165ff)

9.4 Example Interview Transcription

These interview transcriptions are provided as illustrative examples. The interviewees specifically allowed the disclosure. However, to ensure anonymity the name as well as several further details such as employers and universities were replaced. The abbreviations Af and Ef stand for the interviewees, Y1 for the interviewer. This information was provided in the course of the data collection for this research at hand and must not be shared, published or further used by any third party.

Based on the confidentiality agreement, a complete set of all anonymized interview transcriptions was solely provided to the research mentor and the second research assessor for their review.

Due to confidentiality reasons, the interviews have been removed for open publication.

Author, March 2015.

9.5 Overview Categories and Concepts

Country of origin

community
 corruption
 country of origin
 Ebola/health epidemic
 home
 limitations home country
 media
 resentment about situation
 home
 returning home
 agreement/contract
 jealousy
 rejection home country
 implementation of change
 as a challenge
 returning home
 war

Personality

characteristics
 politically engaged/
 interested
 educated and well informed
 (social) change maker
 ambitious, independent,
 self-motivated
 brave personality
 committed, reliable
 personality
 community thinker
 critical personality
 dedication
 diplomatic
 doer
 humor
 noble work ethics
 persistent
 power
 pragmatic
 proud personality
 realistic personality
 reflective
 resentment
 resilient
 self-assured
 strong personality
 team worker
 wants to inspire/be a role
 model
 wants to understand/
 understanding is important

age

family/married

flat hierarchy

Professional/Academic Career

career development
 career
 job
 education
 humanitarian work

Expectations

expectations towards
 community
 external
 external expectations
 (community, society)
 internal
 being inspired
 better access
 better future
 bridging gaps
 completing expectation
 exposure
 freedom
 intellectual stimulation
 internal expectaions (self)
 international career
 development
 job opportunity
 learning/education
 LGBT movement experience
 personal development
 satisfaction
 seeking admiration/
 appreciation/recognition
 seeking differentiation from
 others
 seeking innovation inputs
 seeking respect in the
 community
 success

Drivers

bringing change back home
 empower
 goal
 informing community/
 citizens/society
 personal motivation/goal
 seeking alternatives
 there are other/better
 opportunities elsewhere

Migration

limitations of migration
 supporting factors migration
 country of migration
 being different abroad
 country of migration
 cultural differences
 role of being a "migrant"
 migration
 definition
 definition migration
 migration and opportunity
 migration and opportunity
 migration and perception of
 opportunity
 migration as an instrument
 community point of view
 migration and education
 migration as instrument
 migration experience
 challenging experience
 desperation
 disappointment
 migration experience
 migration period
 not nice experience
 preparation important
 refugee experience
 uncertain situation
 migration reason
 covering personal interest
 experiment
 externally initiated migration
 individuality/Individual
 circumstances
 prospect for change
 time for change

Challenges

challenge
 independent
 limited experience
 obstacle
 overcome obstacles
 obstacle

Inequality

definition
definition inequality
dependencies
depending on particular time period
giving platform
individual/different backgrounds
migration reason
structures
tribalism
nepotism
favoritism
structures
unequal balance
key word- both (internal & external)
different citizenship
status/ethnicity
lack of financial resources
LGBT
prejudices
quality of life
traditions
key word - external
(no) access to information
(no) access to support
(no) exposure
(un)equal access
discrimination
freedom of speech
going elsewhere (migrating)
health
inequality reasons linked to environment
infrastructure
justice
lesser stimulation
poverty
wrong understanding
education
(no) access to education
lacking quality of education
health
no access to health
job/work
field of employment/ interest
job opportunities
unequal work content (quality work)
policies
economical/ money/income
governmental
restrictions (i.e. women)
legal differences
movement/mobility
political stability
key word - internal
age
disability
gender

inequality reasons linked to individual
single parenting
key word - opportunity
opportunity
definition of opportunity
external opportunity
goal oriented opportunities
limited opportunities (home)
unequal opportunity
question comment
difficult to answer

Global Justice

definition
definition global justice
dependencies
accountability
different level of development
education is important to know about justice
global community
global justice as system
knowledge/awareness
about law/justice is important
setting own priorities
evaluation
challenge with justice
difficult execution
disappointment/disillusion
great magnitude
impact
it is complicated
justice not being fair
nonexistent
poor people unequal
access to justice
unreachable ideal
key word
equal rights
foreign policy
freedom (of choice)
inequality/equality
information
information education
justice
religion
respect
standard of dignity and rights
women bring justice/change
ethnicity
ethnicity/race
segregation
war/peace
peace
war/conflict
perception
perception global justice over time
perception global justice over time
current global crisis is affecting

slow transition
question comment
difficult definition

Responsibility

how
consequences
dependencies
global justice executives to reason
global perspective
lack of leadership
who
allies
asking for action on country level
citizens
community
governments
international
organization/community
NGO's
representation of everybody
superior board

Organization

evaluation
evaluation of organizational program
impact/range of support organization
making change possible
organization and global justice
organization and global justice/global equality
program offering
accessibility of (organizational) support
conditions linked to program support
fair competition, no limitations
information about organizational support
limitations of program support
no discrimination
organizational process
organizational program support
support for whole process (before-during-after)
support system outside actual program offering

Support

external support
feeling at home
host organization
needed/wished support
seeking support
support from country of migration
support from country of origin
access
 access (to support)
 education opportunity
 exposure to opportunities
 exposure to technology
 infrastructure support
 providing opportunities
administration
 administrative support
 buddy system
 (ambassador)
 local support
 support in settling in/down
education
 importance of
 education/training
emotional/social
 emotional support
 family support
financial support
knowledge
 getting to know other
 systems
peers
 enabling alumnae network
 external (peer) recognition
 inspiration from others
 learning from others
 networks
 peer exchange
 relationships
recognition
 giving a voice
 giving justice/rights
 giving power/empowering
 supporting vulnerable
 groups (women)
success
 personal achievement
 (support)
understanding
 introduction week
 mutual understanding
 overcoming stereotypes

Environment

cultural environment
 cultural environment
 religion
environment
political environment
social environment
social policies/welfare
work environment

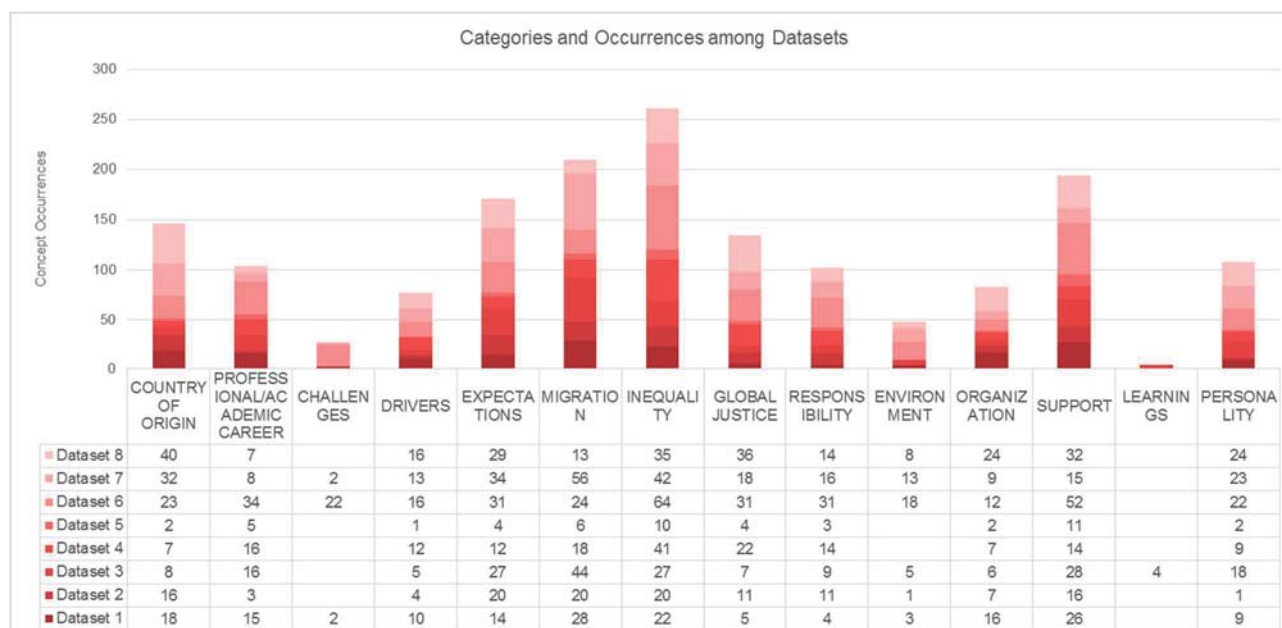
Learnings

professional learnings
social learnings

9.6 Detailed Display of Graph

Categories and Occurrences among Datasets

See Figure 1, p. 26



Source: Author's own

9.7 Overview Evaluation of Reports

In the course of this research, the World Bank Group online platform has been searched for reports on the particular connection of inequality of opportunities and circular migration. The below shows a list of reviewed reports. However, it does NOT reflect a complete list of World Bank reports on inequality of opportunities nor inequality in general. There is likely to be many more data reports available on the World Bank platform on the topic of inequality. Below is an excerpt of the brief investigation in the course of this paper.

Table 6: Notes on Evaluation of Reviewed WBG Reports on Inequality

DATA BASE	CONTENT / FINDINGS	Linkage of inequality of opportunities and circular migration particularly?
<p>Ferreira, Francisco H. G.; Lakner, Christoph; Lugo, Maria Ana; Ozler, Berk. 2014. <i>Inequality of opportunity and economic growth : a cross-country analysis</i>. Policy Research working paper: WPS 6915. Washington, DC: World Bank Group.</p> <p>Retrieved on August 7th, 2014 from http://documents.worldbank.org/curated/en/2014/06/19646107/inequality-opportunity-economic-growth-cross-country-analysis</p>	<p>Effects of inequality of opportunity on growth?</p> <p>FINDINGS: inequality of income is affecting growth, no clear results on effects of inequality of opportunity on growth</p>	No

<p>The World Bank (WBG). (2014). <i>Visualize Inequality</i>. Retrieved on August 7th 2014 from http://www1.worldbank.org/poverty/visualizeinequality/</p>	<p>Data based on “circumstances at birth” -> inherent characteristics affect access to basic services among children. FINDINGS: Various, very interesting. No direct link inequality of opportunities and circular migration.</p>	<p>No</p>
<p>Narayan, Ambar; Saavedra-Chanduvi, Jaime; Tiwari, Sailesh. 2013. <i>Shared prosperity: links to growth, inequality and inequality of opportunity</i>. Policy Research working paper: WPS 6649. Washington, DC: World Bank. Retrieved on August 7th, 2014 from http://documents.worldbank.org/curated/en/2013/10/18376904/shared-prosperity-links-growth-inequality-inequality-opportunity</p>	<p>Interrelations and importance of inequalities. Proof of correlation of poverty reduction and income growth for poorest 40% of world population. FINDINGS: Reducing inequality = reducing poverty.</p>	<p>No</p>
<p>The World Bank Group (WBG). (2008). <i>Human Opportunity Index (HOI), Latin America</i>. Retrieved on August 7th, 2014 from http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/0,,contentMDK:21915630~pagePK:146736~piPK:146830~theSitePK:258554,00.html The World Bank Group (WBG). (2013). <i>Human Opportunity Index Interactive Map</i>. Retrieved on August 7th, 2014 from http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/0,,contentMDK:21915362~pagePK:146736~piPK:146830~theSitePK:258554,00.html</p>	<p>The HOI measures the access to basic services and its distribution under an equality principle. The HOI has increased in the basic opportunities of education, water, electricity and sanitation during the last decade. FINDINGS: Particular insights of inequality and its context, backgrounds and dependencies in Latin America.</p>	<p>No.</p>
<p>van der Weide, R., Milanovic, B. (2014). <i>Inequality is bad for growth of the poor (but not for that of the rich)</i>. Retrieved on August 7th, 2014 from http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469372&piPK=64165421&menuPK=64166093&entityID=000158349_20140702092235&cid=DEC_PolicyResearchEN_D_INT</p>	<p>Assessment of overall impact of inequality and effects among poor and among rich. Based on income distribution, US in focus. FINDINGS: High inequality reduces income for poor and (positively) affect growth for rich. Differentiation of effects of bottom and top inequality.</p>	<p>No</p>
<p>Milanovic, B. (2014). <i>The return of "patrimonial capitalism" : review of Thomas Piketty's capital in the 21st century</i>. Retrieved on August 7th, 2014 from http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469372&piPK=64165421&menuPK=64166093&entityID=000158349_20140722114910&cid=DEC_PolicyResearchEN_D_INT</p>	<p>Review of statements in book by Thomas Piketty, “Capital in the 21st century.” FINDINGS: Various, focus on income inequality.</p>	<p>No</p>
<p>Wagstaff, A. (2014). <i>Inequality of opportunity: the new motherhood and apple pie?</i> Retrieved on August 7th, 2014 from https://blogs.worldbank.org/developmenttalk/inequality-opportunity-new-motherhood-and-apple-pie</p>	<p>Critical input on concept of inequality of opportunity.</p>	<p>No</p>
<p>The World Bank Group (WBG). (2006). <i>World Development Report 2006</i>. Retrieved on December 6th, 2014 from http://econ.worldbank.org/external/default/main?pagePK=64165259&piPK=64165421&theSitePK=469372&menuPK=64216926&entityID=000112742_20050920110826</p>	<p>Diverse analyses on general inequality as well as inequality of opportunities: backgrounds, context, effects. FINDINGS: Inequality important topic, affecting several dimensions of a society.</p>	<p>No</p>

<p>Kanbur, Ravi; Wagstaff, Adam (2014). <i>How useful is inequality of opportunity as a policy construct?</i></p> <p>Retrieved on December 6th, 2014 from http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469382&piPK=64165421&menuPK=64166093&entityID=000158349_20140728112400</p>	<p>Assessment of inequality of opportunities as well as its usage and application in policies.</p> <p>FINDINGS: Integrating concept of inequality of opportunities very challenging.</p>	<p>No</p>
<p>Keefer, Ph., Milanovic, B. (2014). <i>Party age and party color: new results on the political economy of redistribution and inequality.</i> Policy Research working paper: WPS 7129. Washington, DC: World Bank Group.</p> <p>Retrieved on December 6th, 2014 from http://documents.worldbank.org/curated/en/2014/12/20464333/party-age-party-color-new-results-political-economy-redistribution-inequality</p>	<p>Research on effects of (US) party activities re income distribution and (income) inequality.</p> <p>FINDINGS: Various findings on expense, re-investment and allocation of finances and effects, illustrated differences in policy endeavors of left- and right-wing parties.</p>	<p>No</p>

Source: Author's own.