

# Women & Children Empowerment

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## New Delhi, India

- ✓ Population: 1.2 Billion
- ✓ Government: Democracy
- ✓ Major Language: Hindi
- ✓ Major Religions: Hinduism, Jainism, Buddhism, Sikhism, Islam

## Cross-Cultural Solutions

Cross-Cultural Solutions (CCS) is a non-profit organization that enables volunteers to make a meaningful contribution to the community by working side-by-side with local people, while gaining a new perspective and insight into the culture and themselves.

## Purpose

- ✧ Women are threatened, ridiculed, challenged, mocked and even killed for their beliefs, looks, attitudes, ideas and opinions. The threat of rape and murder are a daily reminder for some women and children to stay in their place and not challenge authority or better themselves.
- ✧ This special studies project created will take a look at the various resources available for women and children in New Delhi, India throughout the community, schools, churches, etc. in order to empower and strengthen women and children in the Indian community.
- ✧ This project will look at community centers, after school programs, and women leaders that currently exist within India.
- ✧ Children are available assets to any community. Western culture emphasizes the importance of education for youth, therefore we wanted to experience how education is structured and valued within a different culture. Our purpose was to also share our experiences with the children and staff around us.

## Placement: Vidya Creches (Pappankalan)

- VIDYA'S mission is to educate and empower the underprivileged through integrated methods to initiate and implement progressive social change.
- Vidya is a voluntary organization dedicated to the education and empowerment of socially handicapped people, particularly handicapped individuals, children and illiterate women.

## Placement I [Rhonda]:

- **Children, ages 3-7 years old**
- **Socioeconomic Status: Lower Class**
- **Volunteer Activities:**
  - ✧ Taught English games, songs and arts & crafts.
  - ✧ Taught Mathematics; numbers 1-10, addition
  - ✧ Assisted staff with daily routines
  - ✧ Taught English vocabulary [fruits, vegetables, animals, greetings]
  - ✧ Provided individual attention to the children
  - ✧ Served as a role model; encouraged and praised the children.



## Placement II [Whitney]:

- **Children - Boys, ages 7-14 years old**
- **Socioeconomic Status: Lower Class**
- **Volunteer Activities:**
  - ✧ Taught children English usage of adjectives, pronouns, and verbs
  - ✧ Practiced reading aloud and reading comprehension
  - ✧ Taught children how to tell time and about the months of the year



## Skills Utilized/Developed

- ✓ Cultural Humility
- ✓ Global Awareness
- ✓ Empathy
- ✓ Understanding of the effects of poverty
- ✓ Poverty vs. Poverty of Hope
- ✓ Appreciation of an Individual's Experiences
- ✓ Insight into International Power & Privilege Issues

## Classroom Connections

- ✓ SW 521 – Interpersonal Practice provided skills to foster communication beyond verbal usage. Recognize the importance of building relationships with others
- ✓ SW 601 – Children and Youth Development provided understanding of how to approach children and youth. Provided background information about the developmental process of children and youth
- ✓ SW 790 – Global Studies helped us culturally prepare for our travel. Recognizing what is culturally appropriate, how to handle difficult situations, and foster relationships of others travelling abroad

## Career Connections

- ✓ Cultural sensitivity, humility and awareness
- ✓ Recognizing the difference and impact of poverty versus poverty of hope
- ✓ The ability to communicate through language barriers
- ✓ Deeper understanding of Hinduism, Buddhism, Sikhism, and Islam



## Global Placement Recommendations

- Travel with an open mind
- Travel with someone you know (if possible)
- Be open to new experiences, people, tastes, sounds, etc.
- Create a customized weekend itinerary specific to your interests
- Challenge yourself
- Take time to yourself, traveling to a new country can be overwhelming

## Cultural Learning Activities

- Visited the Taj Mahal, Red Fort and Lotus Temple
- Learned about the Indian Bride Prep Process
- Created Bhati, an Indian dish
- Learned Hindi
- History lesson on India's Economical & Political advancements and struggles
- Learned about different religions practiced in India

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