Project Worldview Report

- AIESEC and Poornima Foundation -

15th June 30th July 2017

Jaipur, India

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Introduction:

AIESEC is a global platform for young people to employ and further develop their leadership skills. It is focused on achieving peace and fulfilment of humankinds potential through engaging and empowering worlds youth. Believing that young people should be central to the global development process, AIESEC is partnered with the Office of the United Nations Secretary Generals Envoy on Youth. This enables AIESEC to promote wider inclusion of youths opinions in discussions, through initiatives like the global YouthSpeak Survey. Similarly, AIESEC Projects, such as Worldview are focused on United Nations Sustainable Development Goals, set for the period of 15 years, from 2015 to 2030. The mission of AIESEC and UNs partnership is to further Sustainable Development agenda worldwide through the employment of youths perspectives, experiences and expertise. The Worldview Project is conducted in association with the AIESEC and Poornima Foundation in Jaipur, India. Poornima University is a private research university in Jaipur, India established in 2012 with more than 2700 students from all over the country. Poornima is particularly unique because of its mission for becoming English proficient institute (PMEPI) which is very forward-thinking incentive for an Indian Institution. Therefore, the Project Worldview aims to give the exchange participants a platform to learn about the Sustainable Development Goals, primarily through the self-conducted research. Then, the knowledge gained and personal expertise will be employed through interns-planned sessions with different audience, with the aim of raising awareness about global perspectives and cross-cultural understanding.

The main two aims and expected outcomes of the project are to:

1. Aid PMEPI through interns interaction with students and faculty members exclusively in English within global-village setting.
2. Rise the awareness about SDGs on a local level and motivate Poornimas students and staff members to get involved and employ their knowledge and experience on daily basis to contribute to the eventual achievement of the 17 SDGs.

Therefore, the purpose of this report is to outline and reflect upon the work, progress, achievements and personal learning of the intern Jovana Milosevic at the Worldview Project Internship. This report will be divided into weekly-based

sub-sections, each of which will focus on particular accomplishments and outcomes of that week.

First Week Report

-Presentation and Introduction of the 17 Sustainable Development Goals-

(19th Jun 25th Jun)



Sustainable development is development that improves living conditions in the present without compromising the resources of future generations. Sustainable development is growing together, improving the thinking of others and respecting the environment. To ensure sustainable development, humankind needs to work together to make sure major changes are made to make societies more just and equitable. The Sustainable Development Goals (SDGs), officially known as *Transforming our world: the 2030 Agenda for Sustainable Development* have set 17 "Global Goals" with 169 targets. They are spearheaded by the United Nations through a deliberative process involving its 193 Member States, as well as global civil society and the goals are contained in paragraph 54 United Nations Resolution A/RES/70/1 of 25 September 2015. To briefly summarise them respectively, they can be defined as follows:

1. **No Poverty** Eradicate poverty everywhere, in all its forms.
2. **Zero Hunger** Achieve food security, improve nutrition and promote sustainable agriculture.
3. **Good Health and Well-being** - Ensure healthy lifestyle and promote well-being for all, at all age.

4. **Quality Education** Ensure inclusive and equitable quality education and promote life-long learning opportunities.
5. **Gender equality** Achieve social, political and economic equality of the genders
6. **Clean Water and Sanitation** Ensure availability and sustainable management of water and sanitation for all.
7. **Affordable and clean energy** Ensure access to affordable, reliable, sustainable and modern energy for all.
8. **Decent work and economic growth** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. **Industry, Innovation and Infrastructure** - Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. **Reduced Inequalities** - Reduce income inequality within and among countries.
11. **Sustainable Cities and Communities** - Make cities and human settlements inclusive, safe, resilient and sustainable.
12. **Responsible Consumption and Production** - Ensure sustainable consumption and production patterns.
13. **Climate Action** - Take urgent action to combat climate change and its impacts by regulating emissions and promoting developments in renewable energy.
14. **Life Below Water** - Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
15. **Life on Land** - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. **Peace, Justice and Strong Institutions** - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. **Partnerships for the Goals** - Strengthen the means of implementation and revitalize the global partnership for sustainable development.

However, the goal for this week was not just to understand the 17 Sustainable Development Goals (SDGs), but also to understand how to apply and present them effectively. Once I researched, studied and understood the Resolution adopted by the General Assembly on 25 September 2015, my goal was to firstly explore and understand how the theory relates to the practice. Working with my team members, we decided to divide up the research, so that we can gather the data in relation to SDGs in our motherland countries of Montenegro, Portugal, Egypt and the UK as compared to India. This data was gathered for comparative purposes, in order to empirically demonstrate the variety of implications that each SDG can have for different countries worldwide, not solely for India. However, the main obstacle during this stage was the type of data available for different countries. In some cases, such as the SDG 2 Zero Hunger for instance, it was challenging to find comparable data between India and Montenegro or the UK, since research methods and statistical analysis used for India were different compared to European ones. During our team-discussions, we decided to overcome this problem by using qualitative, as well as quantitative data for our comparison. At this stage of research, I mainly focused on the data obtained and published by the UN offices in Montenegro, UK and India while my teammates explored qualitative sources. This actually helped to broaden our perspective and understanding of SDGs as a team as we were now able to consider what different countries have done or have started doing in order to meet those goals by 2030. Hereby, our research went beyond just understanding the SDGs and how their application varies internationally, but we also started to see different solutions and ways to approach those issues, as employed by different countries. To exemplify, we found that in Portugal, local restaurants collaborate with local food banks to donate all the excess food left at the end of the day. This way, not only does Portugal tackle the SDG 2 by redistributing food to those in need, but simultaneously SDGs 7 and 13 are also being indirectly tackled as energy invested in producing the food in the first place is not lost. However, in India where hunger is much greater issue due to overpopulation and wealth concentration at the top, similar incentives do not exist even though they would likely be very beneficial. Moreover, researching about the agricultural land usage in Montenegro as compared to India for SDG 15, I came to realise that Indian agriculture is quite well developed and resourced. Statistically, India should be able to produce enough food for all of its citizens, yet 194.9 million people are undernourished in India. This lead me to the conclusion that the usage of agricultural products in India is ineffective and therefore we were as a team able to provide some ideas about what India can do to achieve necessary reforms.

Getting to this stage was crucial grounding for starting to plan our presentation of 17 SDG for Poornima College of Engineering Faculty members. Two main challenges at this stage were how to present SDGs to a non-specialist audience and also how to ensure mutual understanding as English language proficiency and accents of the audience and team-members were

varied. After identifying these two challenges during the group discussion, it was decided that first of all, we should opt for a more interactive approach to our presentation of SDGs in order to engage the audience and thus ensure their understanding. We wanted to share our knowledge of the 17 SDGs but we also wanted to convey the message that their achievement requires collective action of all people on the planet. However, for all of this, communicating in English with the audience whose native language is not English presented a problem, in case they could not understand our manner of speech or accent. Different accents and levels of proficiency amongst the audience required us to find a common ground which would enable everyone to participate. I can personally say that this task was a challenge that forced me to think long and hard about the best way to structure my presentation. Considering that I was talking to the highly-educated, but non-specialist audience whose English language levels were varied I thought that providing a hand-out with brief definition of each SDG could be a good way to set up the domain of the discussion and bring everyone in the audience to the same level of understanding quickly and effectively. Therefore, I created a list with brief definitions and handed them out to all individual members of the audience. As a result, they were more informed and ready to participate interactively with us by offering their perspective on some of the SDGs presented. Additionally, I learned that making the Power Point Presentation clear and concise while presenting side-by-side data of our countries as compared to India on each of the 17 SDGs helped stimulate discussion. Reflecting back on this organisational approach now, it was a good strategy as it enabled our audience to get the general idea about discussed goals, in simplistic language and with international perspective within time-effective frame. We aimed to make the audience aware and relatively familiar with all 17 goals so we briefly presented all of them, offering a single comparison between India and at least one of our countries. However, due to time constrains we chose to specifically focus on 4 of them:

- Zero hunger (goal 2)
- Gender equality (goal 4)
- Decent work and economic growth (goal 8)
- Climate Action (goal 13)

These goals were chosen because they appeared to be particularly relevant to India and its society, while also being comparable with our own countries. Therefore, we made sure to offer a full comparative spectre for those goals by offering data on all of our countries in relation to these SDGs. Once again, this strategy worked since many professors from the audience were interested to read and hear about our own countries and perspectives, simultaneously offering their views of how similar principles apply or potentially could be adopted to benefit Indian society. I was very much intrigued by the effectiveness of such “Global village” approach. Many interesting issues and

ways to think about them were offered during the discussion with faculty members. By encouraging them to discuss their viewpoint, experience and to employ their academic knowledge and expertise to think of some potential solutions to problems presented I had almost as much to learn from the audience and their expertise as they did from me and my expertise.



Apart from becoming aware of some particular points that I will further explore in coming weeks, I learned a lot from the preparation process of the presentation. I certainly developed my communication and team working skills as I communicated with non-native English speakers and I also needed to think innovatively about the ways to overcome cultural, linguistic and academic differences between me and the audience, in order to convey the message effectively. Planning in advance, considering external variables and learning from my team-mates all proved as useful strategies to deal with obstacles.

Our main message was that SDGs are a collective project of humankind regardless of national, cultural, economic, religious or ethnic belonging of any particular individual. Through international comparative perspective and interactive discussion we have managed to convey the message successfully, while also learnings about Indian culture and mind-set underpinning many current issues. Hereby, the most important thing I came to understand as a result of this weeks work, research, study and discussion during the seminar is

that cultural understanding really is the optimal way to approach International Development and Relations. As a student of Politics and International Relations studying in another country in a foreign language, I had always believed in the power and potential of global cooperation. As a part of my university education, I had learned about UNs agenda and SDGs before, but this week has developed my understanding further, particularly in practical terms. By considering and discussing culture-specific obstacles to SDGs in India as opposed to Western countries that I was more familiar with, I have come to understand that Western Imperialism and supremacy in leading and dictating Sustainable Development are not optimal without cultural awareness and inclusion of local population. This week, I have faced the difficulties of dealing with different culture, language and customs and I have learned that it is easy to judge and condemn something or someone different as strange or wrong, but that does not help to solve issues. In order to really have an impact and improve things for the better in a given country, like India in this case, it is crucial to firstly understand the dynamics, history, context and common understanding shared by the people within a country or community. Only then one can understand the deeper meaning behind socio-cultural practices and only then can any suggestions for improvements and permanent changes be made in informed and effective manner.

To summarise, this week has been a journey of learning and reflection for me as much as it was an opportunity to really immerse myself in Indian way of life and cultural practices. I can certainly say that I have grown as a person and diplomat as a result of this weeks activities. I have come to better-understand not just India, but also my own country which I can now analyse from a different comparative perspective too. Finally, I feel better equipped to further explore individual SDGs in coming weeks now that I have gained more theoretical, but also culture and context-specific knowledge about them.

Second Week Report

- SDG 3: Quality Education -

(26th Jun 2nd July)

This week our main goal was to take our initiative further by appealing to the students as audience. Overall, we had 6 sessions with different classes. In terms of the topical focus, we remained concentrated on the general introduction of the 17 Sustainable development goals with the aim of making as many students as possible aware of this UN incentive.

First two sessions we had went relatively well. We familiarised students with SDGs and we presented them with comparative data from both India and our own countries. However, we noticed that our interaction in terms of student involvement and participation in the sessions needed improvement. We wanted students to actively discuss issues at stake with us. Primarily, we wanted to hear students experience and point of view as native people but we also wanted to stimulate them to speak in English with more confidence, as this skill is crucial for being a Global Citizen whose voice is heard. In order to achieve this, we consulted some online materials in order to improve our presentation skills. After that, we practiced with each other as a team and we decided to alter our power-point slides to suite our new methods. Instead of us presenting the data and then asking students on their opinion about them we decided to only explain briefly what a particular goal means and implies, then we ask students about their viewpoint: how they thought the goal was relevant to India, what are the contributing factors to the problems etc.

This new strategy proved extremely useful over the following 4 sessions as students started interacting and debating with us and amongst themselves. This approach made them personally ally with the issues we raised and that made sessions far more effective. Moreover, I as an intern got to learn far more about the nature of societal issues and their causes in India by hearing students first hand experiences of gender inequality, poverty, health issues, urbanisation problems and many more. Over all, the most prominently reoccurring issues that students highlighted as the most relevant SDGs to Indian society were poverty, gender equality and education. Hearing from over 200 students over the course of this week I got to understand how poverty and lack of quality education for instance make children from the lower social strata trapped in a cycle of poverty, manual work and low-paid labour.



The most fascinating outcome of this week for me certainly was the completely new level of understanding I achieved as a result of the interaction with students. Having done the research and familiarity the facts before sessions made me know what the main issues are, but I only got to actually truly understand them after the sessions. I got to fit the puzzle pieces together and consequently form a more accurate picture of how SDGs apply to Indian context. For me as a Political Science student this was particularly valuable as it got me thinking about how much cultural misunderstanding and conflict there is on the international political scene just because leaders are not sensitive enough about the contexts and particularities of other countries . Similarly, the perspective I got to underhand from students got me thinking about Western Foreign Policy, International Aid and alternative ways that it could be used more effectively by, for instance, financially supporting local people with ideas and entrepreneurs instead of giving money to bureaucratic organisations whose legitimacy seems to be commonly questioned by the locals .



Apart from my personal learning, this week was a crucial point of progress in terms of our mission. Many students stayed after the sessions to talk to us about our ideas and SDGs. It was really motivating to see that and it proved that our presentation style worked as it got people interested and engaged. Some of them even asked if they could get involved in our programme and we finally agreed that they should send us some ideas and proposals by next week so that we can think of the most effective way to get them involved.



Third Week Report

- SDG 3: Quality Education -

(3rd July 9th July)

Second week was dedicated to the activities related to the SDG 4: Quality Education. Our primary plan was to focus on the introduction of the goal in planned seminars with various classes at the Poornima College of engineering.

Following from the last week, we were already relatively well aware of the situation in our own countries and on a global, macro scale. However, further research needed to be done in relation to Indian quality of education. For example, according to the UN 57 million children remain out of school, in the developing countries. In India alone around 47 million children drop out by the 10th grade, according to the last official reports from 2015. . 46% of the population is not educated at all and there is a huge gender gap in literacy rate in Rajasthan, the state with the lowest female literacy rate in India. Average female literacy rate is 52.66% and average male literacy rate is 80.51%, making a gender gap of 27.85%. This situation in India and Rajasthan in particular reflect the situation on the global level whereby 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women .

Our first concern was to raise the awareness about this situation, therefore we worked on designing posters highlighting key figures regarding problems and challenges to the quality education. Our aim was to send a clear and precise message of why our mission matters and why students should take interest for our work.



In terms of the student sessions structuring, our team decided to use a group-debate style since we had a right type of data available as a template for local and national reality analysis. Moreover, we wanted to move beyond just rising the awareness though presentation and actually try to stimulate students critical, creative and analytical skills in sessions. Therefore, after introducing some basic figures on a global level, we directed students to think of the concrete problems and solutions in relation to Quality Education in India. This part of the session was really interesting for me as a Political Science student as I had the opportunity not just to employ my knowledge and expertise during the discussion, but I also had a chance to learn first-hand how India youth approach and consider societal issues. For example, I sometimes noticed a stronger belief in structure than in the agency amongst students. They tended to see the state and

government as the highest authorities responsible for bringing the necessary institutional, legal and structural changes. Hereby, I tried to make them more aware of the agency side in the debate the idea that within democratic social order demos and electorate has the power to hold government accountable therefore the will of the people matters. I liked seeing the consideration and occasional ascription to my arguments, but I also learned a lot from students. I was made aware of the overpopulation and corruption problems for instance, which therefore limit the benefits of democratic process.

All in all, having done the research beforehand and knowing the main officially documented problems as listed by the UN and UNICEF, I was amazed by the accuracy of the answers students came up with.



During our discussion and interaction, students mentioned all 7 major challenges to quality education at some point. This was really impressive as it signalised to us that at least some of the students were aware of the problems in their society and that is very important. However, we had significantly fewer responses when it came to the solutions. This thought us that while students were aware, they were not used to think practically about how to improve or solve problems in their societies as individuals. We consequently familiarised them with some NGOs and social movements that work on problems we had previously discussed, offering this as one way of going about solving the Quality Education issues.



Furthermore, we wanted to lead by example and spend a day in an NGO working on providing education for children. Employing the networking skills we got to connect with Om Prakash, winner of the 2006 International Childrens Peace Prize Award and the founder of the Poornima Paathshala Fundation. His NGO works on providing primary education for children from the underprivileged backgrounds who live in rural conditions in nearby villages. Spending a day in his NGO, we got to sit in some of the classes that children attend and we had an opportunity to teach them about our countries, cultures, life outside of India and why having international perspective matters. Having those kids as an audience was different from our usual student one, as we needed to adopt and simplify our approach so that they could understand us. That worked well and children were very inquisitive and curious. At the end of the day, we interacted with children in an informal environment and we had a chance to play with them. It was fascinating to see how much they actually remembered from everything we told them and hearing how their lives and experiences of live are definitely provided further motivation for me to fight for their rights and work on this cause even harder. Moreover, from the promotional point of view, this visit was really beneficial as I documented it on social media and many more students contacted us afterwards wanting to get involved in the village visit that we are preparing for the next week. Simultaneously, some students were so inspired by our experience at the Poornima Paathshala that they asked me for Sir. Om Prakashs details so that they could start volunteering there and contributing as well.



Another particularly crucial outcome of this week was definitely the connection and proximity with students we achieved. We delivered 5 sessions in total at different engineering departments for 2nd and 3rd year students over the course of this week. After each single one of this sessions, we would have a few students coming to us asking if and how they could get involved and work with us as they felt motivated to actually do something and make some impact in their society. Our team found this absolutely motivating and great. Therefore, during our team discussion and reflection upon sessions delivered, we came up with an idea of creating a student club at Poornima College of Engineering for those interested in Sustainable Development and improvement of Indian Society. We wanted this club to follow the model of University student-run societies, alike those we interns have at our universities in Europe. After obtaining necessary permissions from the Poornimas administration and stuff, we were ready to proceed and work on building this society. We named this initiative: Poornima Global Village Student Club and we started informing students about it in our sessions and general interaction at the campus.

In order to get more people involved and interested, we had to think about different promotional strategies. Each team member choose to specialise in one particular domain regarding the task of club promotion and my focus became social media. Talking to the students, I came to know that Instagram and WhatsApp are their preferred mean of communication. Therefore, I created accounts on both for the Poornima Global Village Club. Instagram page

poornima_gllobal_village proved very useful for recruiting members for the club as we got new followers after each session we delivered and loads of students started messaging me to ask about the work that we are doing.

A particular highlight was a meeting we scheduled with 3 girls from the university. They were interested in working with us to create a social action in the local community. Telling us about the geographical divide between villages and cities in India and how it creates social, economic and educational divide, they suggested we should go to the villages to talk to children and parents about the importance of education. Students particularly emphasised the problem of the gender inequality when it comes to education as local villagers were less likely to send their daughters to school, seeing them as bound to the household, marriage and housework. Our team immediately got on board with the idea and we mediated between the university officials and students in order start the paperwork and obtain all the necessary permissions for going to the local village. By the end of the week, student and us worked together to finalise planning of the visit, so we agreed that we wanted to have an interaction session with the children to get to know and play with them, then we would talk with them and their parents with the help of the students for translation to Hindi and finally we wanted to prepare a student-performed play in Hindi illustrating why educating girls matters.

In conclusion, this week was very productive, motivating and inspiring. I personally felt like I have learned a lot about India and I got a very unique perspective on societal problems related to the Quality Education. I also learned a lot about team building dynamics and leadership skills. Furthermore, this week provided me with some very unique insights regarding my own field of Political Science as I got to see the difference between theory and practice. I learned how difficult but yet rewarding it is to create social impact and change. In particular, I learned that the best approach to the general Indian population in regards to the necessary changes and improvements needed in their society is by firstly acknowledging and respecting their culture. Young Indians appeared very open to hear alternative points of view and ways of doing things, but they are really proud and respectful of their own culture. Therefore, finding the right medium and adapting some ideas from the Western word to Indian context and circumstance was the most distinct skill I have developed this week and I certainly look forward to developing it further next week, particularly in regards to the village visit that we are planning.



Fourth Week Report

-SDG 4: Quality Gender Equality-

10th July 16th July

Building up on the work and experience from previous 3 weeks, this week we decided to finally go beyond rising awareness and actually conduct a social action in order to make a real-life impact.



During the first 2 days of the week we had 3 sessions of a standard format where we focused on the gender equality and subsequent discussion of the issues and solutions for the SDG 4, as applicable to the Indian society. Our mission was particularly to empower girls, to get them talking in classes and to start cracking stereotypes in relations to male and female roles. Considering that the role of women and motherhood is a sensitive topic in India considering socio-cultural and traditional background discussing some of these issues caused some controversy and heated debates during our sessions. At some points, as an intern and leader of the session I was challenged by some of the arguments made in opposition to the female liberation and independence, but hereby I was put in a situation where I could improve my diplomatic skills and find a common ground. Eventually, after many discussions and debates we agreed that fighting gender inequality is necessary and it requires every single person to commit to that issue as much in daily, personal encounters as in the official socio-political and institutionalised structure of India.



Another important outcome of these sessions was that they were an excellent way to promote our Instagram page and Global Village Club. We got 38 people more to join our mission for sustainable international development. Some of them also expressed the wish to join us for our trip to the local village to raise the awareness about the importance of female education. This boost in numbers of students involved in addition to 3 girls from previous week enabled us to expand our program and add more content and activities to the village visit.

Eventually our plan was scheduled as follows:

PROPOSAL FOR THE VILLAGE VISIT

Participants: Students (10); Faculty Members (2); AIESEC members (4 + 4 if available)

Aim: Within the scope of the PMEPI and the Worldview Project (in association with AIESEC), this weeks theme focuses on Gender Equality. Hence, the group working at PCE wishes to have a hands on approach on this topic. Thus, together with some students that showed a strong interest on joining the group tackling these issue, it was thought that a visit to a small local village in order to spread awareness amongst the villagers about the importance of higher education is a good starting point to build something larger. Our visit will particularly focus on the education of girls, since this is the biggest issue in the village area. Similarly, we believe that the education of girls would provide a strong boost for the development of the Indian society. The challenges that girls are facing on education and that the group would like to cover are the following: (1) Poverty; (2) Child Marriage; (3) Gender based violence; (4) Lack of female teachers; (5) Sanitary facilities.

Planning: After arriving to the village, the group wants to interact with the locals, in order for them to get to know us and feel comfortable with our presence. Afterwards, we are planning an interaction with the kids, playing traditional Indian games with them. Only then we believe we will be ready to initiate our awareness campaign. In order to attain our

purpose, the group is performing a small theatrical play that will cover the above mentioned points, highlighting the importance of education for all, especially for girls (due to the existent discrimination against them).

Schedule

07:30 - Departure from PCE

08:30 - Arrival at the village

08:45 - Introduction (15 minutes)

09:00 - Interaction with villagers (45 minutes)

09:45 - Play with kids (45 minutes)

10:30 - Perform a short play (30 minutes)

11:00 Refreshment with the kids and local villagers

12:30 Arrival at Poornima



Two other days prior to the village we spent working with students on preparation for the Chaksu visit. This time was really valuable not only because it enabled us to prepare for the village but it also gave us and students the opportunity to work closer together in smaller teams to achieve a common goal. Teamwork and leadership in such a diverse environment was challenging as we needed to overcome both cultural and linguistic barriers, but eventually we grew a lot in the process and we managed to prepare and deliver a great program for children on the day.



Moreover, through this experience I learned how beneficial cooperation between culturally different people can be. Students as native Hindi speakers who translated our words into Hindi thereby enabled us to send our message of gender equality to those who needed it the most rural villagers. Without such cooperation, our reach would stay limited to educated, English-proficient audience which is not as representative of the Indian population on the national level. This experience certainly thought me that teamwork amongst people with different opinion, background and experience really is crucial, essential and effective method of working towards SDGs.



Fifth Week Report

-SDG 3: Good Health and Well-Being-

17th July-23rd July

This week we wanted to really put in practice everything we have learned so far in order to maximise our productivity. Our goal was to keep up having sessions with students in order to raise awareness about this particular goal and also promote our Global Village Club and acquire more members. However thought by last week experience in Chaksu, we wanted to have more real-life action and to actually be a change-makers in our immediate environment.

Following that, on Monday we spent a day at Poornima Paarshala NGO talking to the children about some basics of self-hygiene and why it matters for a good health. Simultaneously, we wanted to rise the awareness about the fact that good health does not only entail physical absence of sickness, but also mental wellbeing and happiness. Talking to children about that and playing with them to contribute to that happiness and well-being got me to compare Indian and British society that I live in. My observation was that in spite of significantly better living conditions and lower poverty rate, British society faces far more severe

problems when it comes to mental health and happiness. Hereby, I got to understand that the Indian way of life, yoga, meditation and Indian values in general bring people closer together and provide them with a happier lifestyle as opposed to Western world where such things are lacking. In that way, I felt like there is a lot that developed countries could learn from Indian culture and tradition in order for them to achieve better mental health for their population and meet SDG 3 as relevant to their context.



On Tuesday, we again organised a day visit to the local NGO acting as an orphanage for children rescued from labour slavery. Considering that their physical health is monitored by the NGO, we again decided to focus more on working towards contributing to their better mental health. We got to hear some of the life stories of the children and I personally found them devastating. Most of those children were less than one decade old yet they all went through so much in life. Hereby, we as international interns visiting for only one day saw our role as role-models who could boost those childrens hope for better tomorrow. We wanted to focus on this as World Health Organisation points out that happiness and optimism towards life and future are important prerequisites for good mental health. Therefore, we shared some of our hardships and problems in our countries to highlight to these children that life can be tough sometimes but that does not mean that you should ever stop trying and hoping for a better tomorrow. The way children took this message and agreed with optimism was absolutely touching and their smiles really made me feel like I did something

valuable to improve their life and mental health a little, even if only for that one day.



On Wednesday we had two sessions with students following the usual format and again we got many unique perspectives on why India faces certain problems and how they should be approached. Particularly interesting was how students highlighted the inter-linkage between goals and how they relate to each other. For example, poverty and the lack of education of mothers was often mentioned as a cause of many health issues in India that are in the way of achieving SDG 3. Hearing such responses made us interns really pleased as it signalises awareness of the importance of global village approach to solving issues that all influence one another. Following the session, 8 new students joined the club.



Finally, the end of the week was dedicated to the cultural exchange and administrative work. We had a session where each one of us interns presented their national dance and we got to see some of the traditional Rajasthani dances performed by the student who we worked with before. This event provided a different, more relaxed and informal environment for students interaction with us and that was a valuable personal experience for each one of us.







Conclusion:

Project World-view was a unique experience through which I have grown so much as a person and as a young academic. I have been placed in an environment that is completely different from my own home-country and entire European continent. Moreover, the fact that I needed to work with people from all over the world on the Global issues added extra value to my experience. It has certainly been a challenging, busy and intense 5 weeks but I definitely feel that I have gained many transferable skills as I am now far more confident with public speaking and presentation, my communication skills, even with non-English proficient audience is far better. All in all, I feel that I am far more knowledgeable and enriched as a result of this project and I can proudly call myself a Global Citizen.

References