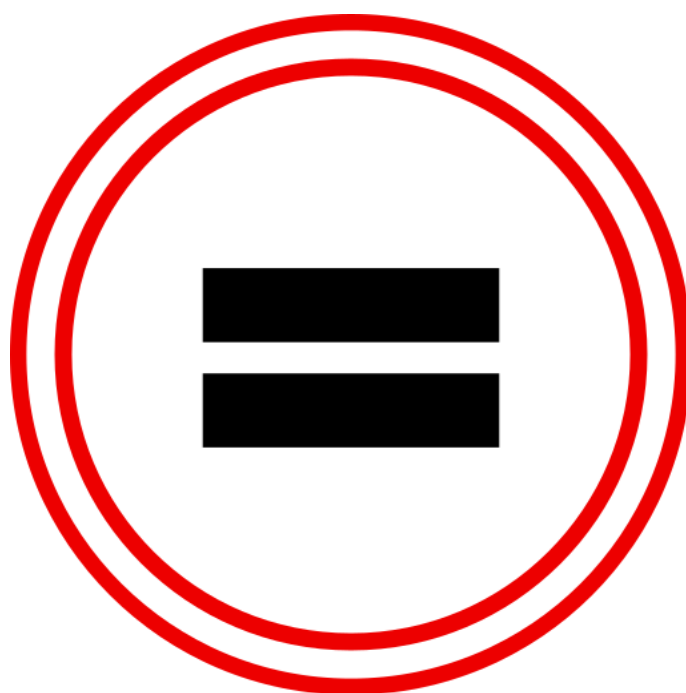


EDLIV SAMANTA FOUNDATION

ANNUAL REPORT 2021-22



EDLIV SAMANTA FOUNDATION

VATIKA HILLS ENCLAVE, KIDDUVALA, RAIPUR, DEHRADUN - 248008 UTTARAKHAND

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1.0 INTRODUCTION

Samanta foundation stands for equal - access, availability and affordability - of opportunities for all communities and strives for the enablement of communities in the areas of education, health and livelihood. We aim to achieve this through community participation, ownership and indigenous ideation.

We started working as Samanta Foundation in the year 2018. We are registered as EDLIV SAMANTA FOUNDATION as a not for profit under the Companies Act (2013) since 2019.

We are 12AA, 80G and CSR-1 accredited as per Government of India rule.

(*do refer to Samanta Foundation and Edliv Samanta Foundation interchangeably in the document)

2.0 VISION, MISSION, GOALS, VALUES

2.1 VISION

Education access for all, Leading to holistic development of Communities

2.2 MISSION

By 2025, enable access of education to 2000 children for literacy and numeracy and get 50% enrolled in schools (K-12)

2.3 GOALS

- ❖ Enable education for children through Whole School Transformation
- ❖ Work on youth engagement to build livelihoods by ownership
- ❖ Work on adolescent and maternal health issues by building capacities of youth

2.4 VALUES

- ❖ RESPECT : All humans are equal
- ❖ INTEGRITY : Honesty in all our actions
- ❖ SERVICE : By the people for the people
- ❖ COMMUNITY : Call to action

2.5 OBJECTIVES

- ❖ Work in improving the existing state government and forest schools in areas with low resources and reach -
 - School Leadership
 - Foundational Literacy and numeracy
 - Library development program

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- ❖ To improve existing learning resources, outcomes and pedagogical practices for school using a contextual approach by engaging stakeholders
- ❖ Work on youth development by engagement, participation and involvement with community issues as a collective with shared ownership and leadership
- ❖ Work on local and contextual health solutions by community ownership and participation

3.0 WHERE WE WORK

We work with the forest dwelling, tribals, rural, pastoral nomadic communities inhabiting areas in and around forest ecosystems. We work across districts of Uttarakhand and Uttar Pradesh part of the lower Shivaliks range, near the Rajaji National Park and Tiger Reserve.



Current Location of Projects - Bahadrabad, Muzaffarabad blocks in Lower Shivalik range adjacent to Rajaji National Park and Tiger Reserve.

4.0 WHO WE WORK FOR

Uttarakhand has more than 65% of its areas covered with Forest ecosystems which comprise of National Parks, Tiger Reserves, UNESCO World heritage etc. Tribals, Forest Dwellers, Pastoral nomads, Other Traditional Forest Dwellers and rural populations have been inhabiting these regions for centuries. These communities have formed a unique relationship with the local ecosystems traditionally which is being altered since the last couple of decades. These people face challenges around access, availability, affordability of systemic services, resources, impacts of climate change etc.

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We started our work in 2018 with - Van Gujjars and Taungyas who have lived for centuries as per the community/forest department records in the forests of the Shivalik and the Himalayan ranges in Uttarakhand, Uttar Pradesh and Himachal Pradesh. Over the last few decades, Van Gujjars like many other transhumance (pastoralist) communities have had to deal with rapid changes – political, economic and social – in the world around; the prolonged systemic inequities and injustices have deprived these communities of their fundamental human rights such as the – Right to access education. Taungyas are classified as a scheduled caste community as per the government records and were settled by the colonial rulers on the periphery of the forest. This was done to enable labour for the forest department in order to implement various activities of the department as per Nusrat (2012).

The focus communities for us is on -

1. Rural
2. Tribal
3. Remote
4. Pastoral Nomadic

In addition to this we intend to create a mandate for Youth from these communities in particular especially girls.

4.1 LANGUAGE

The prominent languages/dialects in the region are Hindi, Punjabi, Urdu, Arabic, Garhwali, Gojru/Gojri. There are tribal populations - Jaunsari and Buksa, Tharu (variants of Awadhi, Hindi and Urdu, Van Rawat/Raji (Raji). Over the years these languages have developed deeper connections with prominent regional languages like Hindi, Urdu Punjabi.

- The Van Gujjar speak ‘Gojri’ which is a mix of Dogri, Punjabi primarily with vocab support from Arbi and Urdu as well. There is no script to write the language and therefore can be recorded in the Devanagari script.
- The Taungyas speak Hindi (which is a local dialect) among themselves.
- Tribal dialects are spoken by communities as well - Jaunsari etc

4.2 REGIONAL - LIFESTYLE & LIVELIHOOD

Uttarakhand primarily relies on

- Tourism
- Agriculture
- Horticulture, Animal husbandry
- Industrial enterprises in lower districts

Rural, Tribal, Forest dwelling people survive on agriculture, horticulture, forest produce, animal husbandry.

Taungyas inhabit the forest peripheries and engage with daily wage labour, allied activities of the forest department and create products (ropes) out of forest produce (grass). Bhoksa, Tharu, Van Raji and Jaunsari populations occupy different districts of Uttarakhand, Uttar Pradesh and Nepal as well. Van Gujjar are pastoralists who traverse the Shivaliks from - Rajaji National Park in the lower shivaliks - to - Bugyals in the

upper reaches of middle himalayas in Uttarkashi, Almora, Sirmaur, Kinnaur in Uttarakhand and Himachal. The general timelines for travel are from April-May to August-September each year.

4.3 COMMUNITY STATISTICS

(Direct Engagement - Full Time)

Schools

- Public Schools - 5
- Forest Schools - 3
- Student engaged - 500+
- Youth - 5

4.4 CHALLENGES

4.4.1 Education

- Education among the children from the community varies as per location though a substantial set of children from the community have no to poor access, availability and affordability of education. The access is determined by the
 - ◆ Distance to school
 - ◆ Illiteracy in community
 - ◆ Parental engagement
 - ◆ Children engaged in household chores
 - ◆ Relative economic well being,
 - ◆ Sedentarization of the community over the years,
 - ◆ Other factors - context, culture etc.
- The women from the community have had a history of minimalistic participation in the livelihood engagements of the household. This has had an impact on the –
 - ◆ Relative status of adult literacy (ability to write one's name etc),
 - ◆ Awareness about health,
 - ◆ Opportunities to generate incomes by use of traditional skills – among men and women from the community.

The women from the community are well versed in a host of skills learned orally across generations – traditional art, natural resource management, livestock etc. We have formed groups of women and introduced practices to use the traditional skills to acquire economic empowerment as a group. We intend to use this in order to introduce interventions in the areas of health of women and children in particular.

5.0 AREAS OF WORK

5.1 EDUCATION

Activities of Samanta Foundation (2021-22)

1. Increase enrolment of children

2. Improve attendance in school
3. Regular functioning of school (COVID shutdown)
4. At home learning kits & learning spaces
5. COVID relief
6. COVID resilience interventions for health
7. COVID related health monitoring
8. Behavioural Change towards COVID, COVID testing and Vaccination
9. Women Education Groups
10. Focus on engagement of Girl Child (enrolment, attendance and participation)
11. Develop contextual literature

Project QUEST ([LINK](#))

6.1 YOUTH DEVELOPMENT

Areas of Intervention: Preventive practices and Behaviour Change Communication - Health

Activities in Progress

1. Work with youth to discuss health issues (menstrual health, maternal health, child health) of the community.
2. Develop a set of individuals interested to work on community health issues.
3. Develop a community - teachers, messengers, icons - to work on education.

Impact

1. Community Pictionary (contextual literature) in the making.
2. Engagement among youth towards doing something.
3. Community participating and sharing inputs on issues of education, health.

Pilot project for youth fellowship

Pilot project for Youth Teacher Leader

6.2 LARGE SCALE IMPACT

- Mindset change of Community towards education
- Supporting children education by community
- Support from stakeholders - 1. Eco Vikas Samiti 2. Forest Department 3. District Administration 4. Education Department 5. Community

7.0 CASE STUDY

Ms. Aamna Khatun

Tata Steel Foundation Samvaad fellow 2021

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Aamna

Works as a skilled stitching and sewing expert and is keen to support empowering women. She teaches children as well.

TATA STEEL SAMVAAD FELLOW 2021

Mr Saddam Hussein
 Goonj grassroots fellow



Saddam

He uses art as a medium to engage with children to improve learning outcomes

Interest in storytelling

GOONJ GRASSROOTS FELLOW 2022

8.0 GOVERNANCE

The organisation follows a collaborative governance model.

8.1 DIRECTORS/FOUNDERS

We have two Co Founders (Directors) of the organisation -

PRASHANT
ANAND



Education, Youth & Community engagement

Prashant is a keen social mind with a sense of interdisciplinary approach to problem solving on challenges of people in the current social-economic milieu. He looks at the challenges of - access, availability, affordability - of schools, education, and Youth development as the root for addressing social issues.

Bachelor in Engineering (IT), Masters in Social Work

Experience : IBM, SunLife, Fellow@American India Foundation

**TANYA
KHERA**



Education, Intersectionality (Health & Gender)

Tanya is a creative mind that intends to engage with the strength of ownership, leadership and empathy in girls, women, children to create an alliance of communities to fuel empowerment. She looks at education as a tool of engagement to work on the intersectionality of gender, health, learning.

B A in Political Science, Master in Social Work

Experience : NRLM (Rajasthan), Himmatan Society

8.2 MENTORS

The mentors for the organisation are on a year on year basis with a rotating model at times relying on the work at hand, partnership and expertise.

Dr Malathi Adusumalli

Associate Professor, University of Delhi

Expertise - Tribal and Rural Development, Gender Development

Mr K L Mukesh

Venture Partner

Unitus Seed Fund

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Ms Ruchi Ghose

Director, Viridus Social Impact Solutions

Expertise - Transformation of School Leadership

8.3 CONTRIBUTORS

These are individuals who have been with the organisation since its inception and have been contributing in innumerable ways to further the work of the organisation.

Mr Mandeep Attri

MBA (IIM-C), B.E. (PEC, Chandigarh)

Digital Architect and Technology Consultant (15+ years of experience)

Author - **Storytelling with Doodles**

Mr Sandeep Malhotra

B Tech (IT)

IT Consultant (15+ years of experience)

Avid Traveller

9.0 PARTNERSHIPS

We worked in partnership with :

1. Edumentum - Shikshalokam - CoLab - Mantra4Change
2. Disha Parivartan - Sahaj Foundation
3. Varitra Foundation
4. Remote Collective - EAA - MFE
5. Apna Samuh Apni Baat - AI
6. 5th Space - Pravah
7. Youth Teacher Leader - Pilot project with LIFI

10.0 FINANCIALS

EDLIV SAMANTA FOUNDATION has been accepting donations and in kind from people. The details are shared in the Audit Report on our website.

Digital Links

Website: www.samanta.org.in

Facebook: www.facebook.com/samantauttarakhand

Twitter: ww.twitter.com/samantafound2

Instagram: www.instagram.com/samantafoundation

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