EDLIV SAMANTA FOUNDATION ANNUAL REPORT 2022-23

EDLIV SAMANTA FOUNDATION, VATIKA HILLS ENCLAVE, KIDDUVALA, RAIPUR, DEHRADUN - 248008

INDEX

1. INTRODUCTION

2. VISION, MISSION, GOALS, VALUES, OBJECTIVES

3. WHERE WE WORK

4. WHO WE WORK FOR

5. AREAS OF WORK

   Whole School Transformation
   Health
   Education

6. IMPACT

7. CASE STUDY

8. GOVERNANCE

9. PARTNERSHIPS

10. FINANCIALS

11. ANNEXURE

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

- Quality education for children through Whole School Transformation
- Youth development leading to ownership
- Girl Youth empowerment

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 tribal, rural, forest, remote geographies with low resources and reach -
    - School Leadership
    - Foundational Literacy and numeracy
    - Library development program
- 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 with Girl-Youth on local and contextual - education, livelihood and 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 tribal, rural, remote geographies and 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.

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 - 6
- Forest Schools - 3
- Student engaged - 1000+
- Youth - 15

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 as well as in the decision making . This has had an impact on the –
    - Relative status of adult literacy (ability to write one's name etc),
    - Awareness about health, education etc
    - 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 (2022-23)

1. Enrolment drive
2. Attendance of students in the school
3. Setting up the libraries
4. Contextual learning kits
5. Regular library sessions
6. Regular Parents's Teachers Meet (PTMs)

7. Focus on engagement of Girl Child (enrolment, attendance and participation)
8. Create library mapping documents
9. Develop subject matter expertise within the team

Project QUEST (LINK)

Project QuEST (Quality education through school transformation) focuses on school transformation and has the following pillars for reimagining education design and delivery:

- School Leadership
- Library Development
- Community engagement

Education design -

- Library development in schools with workshops/trainings for teachers
- Enabling school staff (Headmasters and Teachers) to improve foundational literacy and numeracy (FLN)
- Local youth role models

Education delivery -

- ➢ Workshops and trainings with school staff
- ➢ Library development in schools as a learning space
- ➢ Enabling local youth

5.2 YOUTH DEVELOPMENT

Education is a source of growth and development to shape the lives of all individuals and achieve a better society. The lack of access to opportunity has led to the sustained migration of youth from the State leaving it without youth to address its challenges.

When it comes to Youth, we believed there was a lack of space in the community for them to foster self-development and personal agency or any community-level platforms to structure their participation. There was a growing need to engage the youth through meaningful spaces to structure their dreams and garner a sense of personal agency towards action.

The Fellowship for Local Youth- Girls is a program that offers the ecosystem and structure for the youth to take up dreams they believe in to take one step at a time to make them a

reality. The processes, support and mentorship offered as part of the program offers the requisite spaces for the Youth.

Areas of Intervention: Education, Health and Livelihood

Activities in the program:

1. Youth Mobilisation
2. Getting maximum participation
3. Pre Fellowship workshop
4. Develop individual proposals
5. Create a cohort of 10 enthusiastic young girls
6. Organise Skill based workshops
7. Conduct exposure visit
8. Weekly cohort calls
9. Weekly individual mentor mentee calls

Impact

1. Engagement among youth towards doing something.
2. Improved visibility and mobility of girls in the community
3. Community participating and sharing inputs on issues of education, health.
4. Improved participation of girls in the local elections
5. “It is for the first time that the invisible (women) became visible and managed the elections with utmost honesty and joy”, *says a fellow*
6. Financial independence for the girls has become an integral part of their lives
7. “I never imagined myself getting married into a well to do household because of my family’s condition. Today everyone in the community recognises me and appreciates me for my skills. I feel empowered and confident. FLY and Samanta gave me an identity for a lifetime”, *says a fellow.*
8. “We all lived nearby but never knew each other except for a few. But during the workshop we got to know each other’s stories, challenges and passion. Today we are like a clan of girls who stand by each other to grow together”, - *FLY-G fellow, Batch 1*

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
- Tree plantation drive was organised to spread awareness around fruit trees and improve the green cover.

7.0 CASE STUDY

1. Julekha: The woman with wings of fire

Julekha is one of the few educated girls from her community. She lived with her maternal grandparents in a rehabilitated Basti. She went to school and was always interested in studying. At the young age of 17 she got married into a grand joint family living in the buffer forest zone. The area had no access to electricity, piped water supply, schools or health services.

The early days of her marriage were difficult to adjust to a new ecosystem. Soon she was blessed with a daughter and her entire life revolved around her tiny one. She aspired for her daughter to be well educated and become financially independent. But her aspirations made her think of her reality where there are no schools or any other means to access education. She voluntarily started teaching the kids around her dera to spread awareness for educating children. . She then came across SAMANTA'S FLY FELLOWSHIP.

She applied for the fellowship to set up a learning centre. The USP of her idea was to set up a library within the learning centre for the kids to enjoy learning through story books. Almost 30 students come to her learning centre and along with kids she started basic literacy for the women as well.

During local panchayat elections, Julekha contested for the ward member and she won with flying colours. She is a role model for many kids, young boys and girls. She rose like a phoenix from her grief of losing her infant son who was just 20 days old. She inspires, she fights, and is a courageous person,who created opportunity from within the challenges.

2. Aamna: The woman with zeal and vision.

Aamna is among few individuals with a positive, logical and practical approach to life. Some say leaders are born and many say leaders are created but a few believe in any of these. Aamna is an example of a leader who not only represents women from the rural and tribal communities but also every individual who lives away from the mainstream. She is a jack of all trades and also a master in every trade. She completed her Bachelors and now is working as a teacher in a Madrassa. She always wanted to work and earn for herself. During her college days, she learnt stitching and riding the

bike. After her marriage also, she was always focused to do something. She tried her hand in stitching centre, learning centre and a daily needs shop. But somehow, things were not giving her the results she was expecting. She then applied for SAMANTA'S FLY fellowship and got selected. During the course of her time, she envisioned working towards girl child education. Today she teaches almost 60-70 girls from her community and plans to get them enrolled in the government primary school.

Aamna also contested for the position of ward member during the panchayat elections. She presented her manifesto demanding education, livelihood and improved health opportunities in her area. Currently she is getting quality of water tested in her area as water contamination is resulting in multiple health issues among children and women. She successfully runs a local needs shop with items such as stationary, bangles, candies, rice, sugar etc.

Aamna is an inspiration for everyone because of her positive attitude and hardworking approach. She is a believer and doer.

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), Himmotthan 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

Mr Chetan Kapoor

CEO

Tech Mahindra Foundation

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 (22+ years of experience)
Author - Storytelling with Doodles

Mr Sandeep Malhotra
B Tech (IT)
IT Consultant (18+ years of experience)
Avid Traveller

9.0 PARTNERSHIPS

We worked in partnership with :

1. Edumentum - Shikshalokam - CoLab - Mantra4Change
2. Remote Collective - EAA - MFE
3. Plustrust
4. RZamba

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