



SAFL India Foundation
Sustainable Action for Future Leadership



Hope & Happiness Program
(In the Flood Affected Areas)

2022-23

SAFL India Foundation

www.saflindia.org

‘Happiness is when what you think, what you say and what you do are in harmony.’ - Mahatma Gandhi

Hope & Happiness Initiative



About SAFL India Foundation

Hope & Happiness Program

Outline of Project

Team Structure

Implementation Plan

About : SAFL India Foundation

About Us

SAFL India Foundation is a youth leadership organization working with young minds to create an Entrepreneurial, Innovative, and Skill-based ecosystem to transform the nation. **SAFL India is working to strengthen the youth with the social innovation skills and developing a new educational approach that will strengthen the capacity, skills and entrepreneurial mindset of young minds from all backgrounds.** Our aim is to create a conducive environment for institutional and individual resumption. This, in turn, will enable students to deal with the real challenges of the 21st century and will give them the possibility to become social change makers.



Vision

To empower the youth with 21st Century skills and developing a new educational approach that will strengthen the capacity, skills and entrepreneurial mind-sets of young minds.



Mission

We are driven by our mission to transform 10,000 lives of young minds within the next 5 years through entrepreneurial leadership program.



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About Hope & Happiness Program

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About: Hope & Happiness Classes



Context & Background

We all know that People in Assam are face unimaginable difficulties because of the floods but this year flood came at a time of the corona virus crisis, Over 45 lakh people has been affected in 28 districts of Assam. Due to the floods and Covid-19 almost schools are closed, students are unable to continue the teaching-learning process in the critical situation through virtual mode. These kind of situation are making students hopeless and many children grow up in difficult circumstances with little nourishment for the body and the mind, some not even having seen a book or a toy until they go to school. In these cases, there is either an over stimulation or a deficit in these areas with our students leading to a psychological crisis that is spinning out of control.



About the Initiative

All children are born and raised in different situations. The environment in which children grow up today is inconsistent, unstable and constantly changing. We created a 7 months Hope and Happiness curriculum that is based on real-time activities, games, role-play, research work and various components that help children develop their understanding towards hope and happiness. In 24 Days initiative, we are trying to fear free environment for children, where they can get opportunity to explore the concept of self-awareness, empathy, dream life through various activities. Further, mindfulness improves decision making, leads to greater emotional stability, abstract planning and less reactivity.



Objective



**Develop self-awareness
and mindfulness**



**Enable students to
express themselves freely
and creatively**



**Apply life skills to deal
with stressful &
conflicting situations**



**Develop holistic approach
of Hope & Happiness**



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Visualizing the HHC-Initiative



Preparatory Phase

25 Days

Planning & Needs Analysis

- **Planning & Needs Analysis** : Understand Process Needs, estimate possible challenges , find solutions, set goals & prepare action plans for next phase , setup connect with Stakeholders, identify volunteers & teachers.
- **Preparations** : design Assessments , lesson plan , develop activities, orient volunteers etc.



Demonstrate Phase

4 Months

Implementation Process

- **Implementation** : Conduct classes with students , develop day plan, report about the process, share needs and challenges
- **Weekly Update**: Volunteers update to coordinator & coordinator update to team.

Consolidation Phase

1 Day

Consolidation



1 Day

Assessment

- **Consolidation**: Review & sum-up Learning ,understand & measure change in outcome.
- **Assessment**: Reflect on progression , quality of interventions and assess Performance of students.



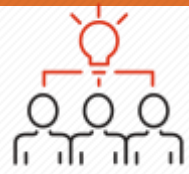
About SAFL India Foundation

About Hope & Happiness Classes

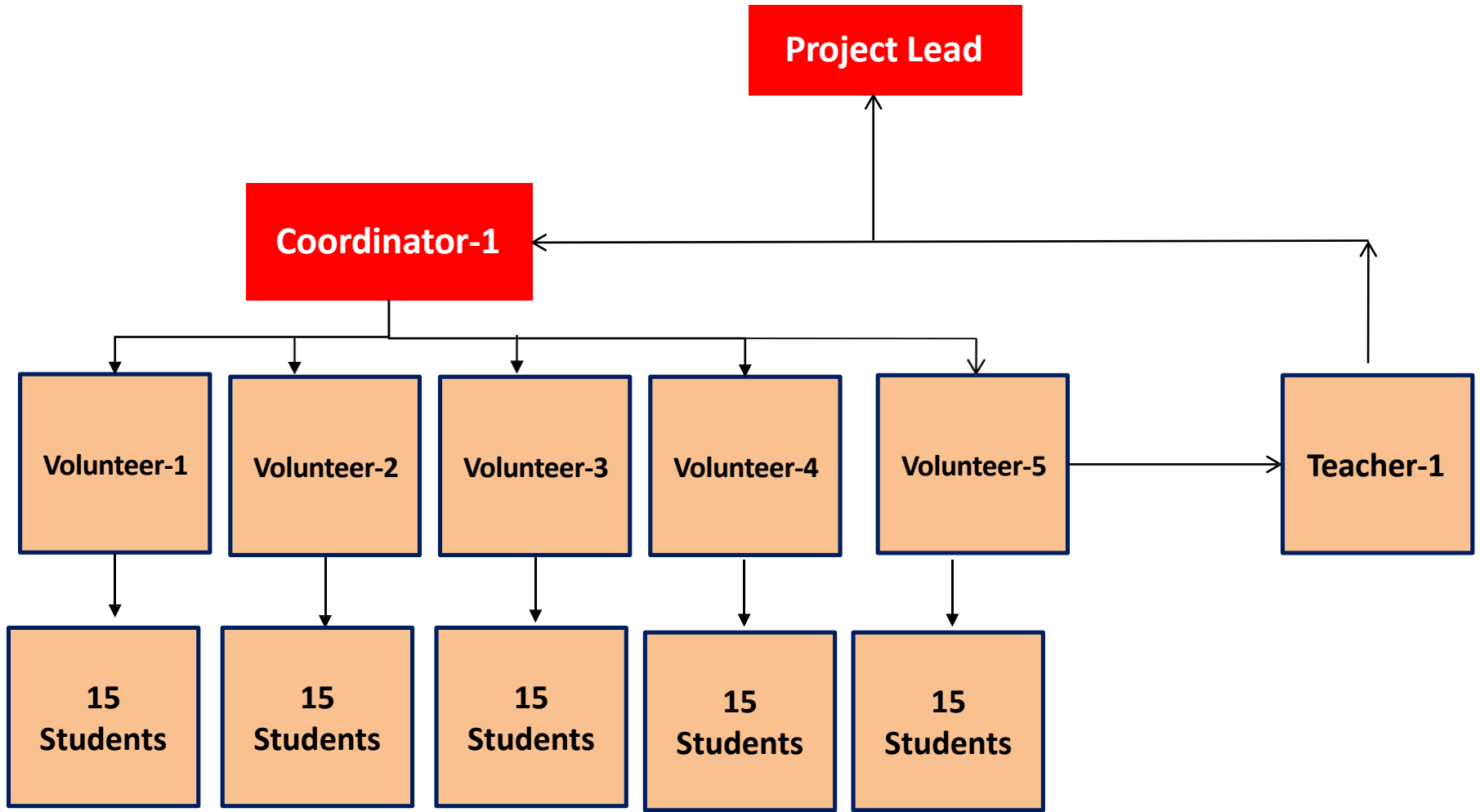
Roadmap of HHC

Team Structure

Implementation Plan



People Deployment Structure



Project Lead

5 Coordinator

5 Teachers

25 Volunteers

375 Students

Coordinator will directly work with volunteers & Teachers*



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Hope & Happiness Classes

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Implimentation Plan



Timeline

16 Days-4 Days in a week



Place

Barpeta



Volunteers

25 Volunteers & 5 Government School teachers



Target students

375+ students in 4 villages of Bapeta District, Assam



Project Team

S./No.	Position	Number
1	Design team	2
2	Assessment Team	2
3	Volunteers Management	5
4	Project Lead	1
5	Field Support Team	2

Note : Volunteers Management team will translate the design in Assamese language and support to volunteers*



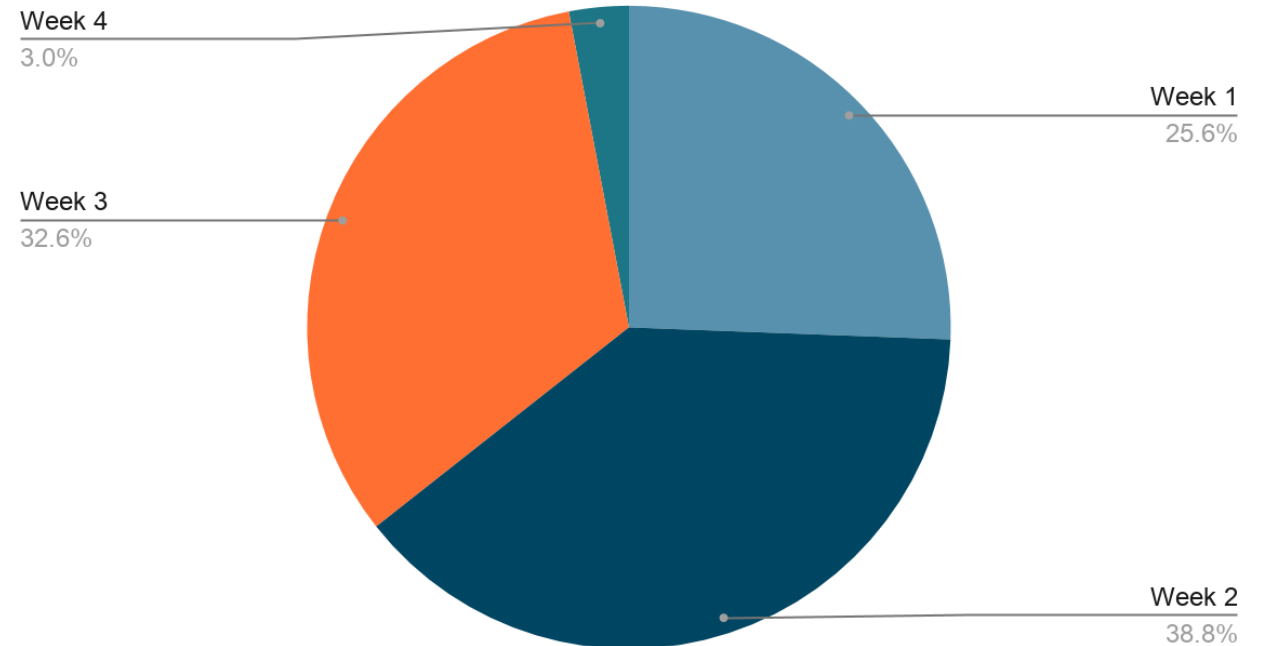
ANNEXURES

Progress: Let's Talk Numbers!



Number of Students	Number of Volunteers
424	27

Assessment Report



Media Report



The Sentinel
of this land, for its people



Hope and Happiness initiative in education

Flood is one of such natural disasters which affect human-kind annually or sometimes more than once in a year and affects the mankind adversely both economically and mentally. Assam is hit by flood every now and then and the worst part is that the children of such areas are deprived of the opportunities of getting good education due to the catastrophic effect of floods. Floods or any catastrophic events upset life and property, besides pulverizing the chances, hopes, and dreams of education among affected children.

The Hope & Happiness Programme was initially introduced for children of age-group (5-12) facing obstructions in their learning process along with a grave pandemic in a severely flood-hit region. The virtual mode of education is far from their reach as they are already financially downtrodden.

Amidst such hopelessness and despair, children go through massive psychological crisis. To address this, the 24 days (8 weeks) Hope and Happiness curriculum that is based on real-time activities, games, role-play, story-telling, and various components is prepared to help children develop their understanding of 'hope' and 'happiness'. In the 24 days initiative, it is a move to create a free environment for children, where they can get the opportunity to explore the concept of self-awareness, empathy, and imagine life through various fun and creative activities. Further, mindfulness improves decision-making capabilities, results in greater emotional stability, abstract planning and fewer reactivities.

Nazmul Hoque: A keen observer of the socio-emotional learning activities and a part-time educator at a private school shares his story of how he followed an intrinsic passion to read science or choose

science in his higher secondary education yet required to step out on account of family's monetary shortcomings. He wished these exercises if was imparted way back at their times than the communication and understanding gap that exists between the guardians and their children about life decision-making could have never exist!

It is common knowledge that in the Indian Education framework, merit and credibility consistently revolves around best grades and percentages and this assessment has been painfully stagnant since decades. Children's mental and emotional understanding, what they need to do in life at the later stages has never been a subject of signifi-



cant concern. "I too was overwhelmed by these conventional criteria of teaching, giving notes, dictating, asking them to attain great marks. If they are failing in gaining high marks I used to tell them to study more, take more reference or other aides to anyhow improve their scores!," remarks Nazmul Hoque.

"But this initiative has changed my viewpoint or one can call it as it has changed my prescriptive towards the teaching learning process."



Rajashree Das

(The writer is from Gauhati University. She can be reached at ruchadas98@gmail.com)

"It's been more than one-and-a-half months of my wife, Miss Halida Parbin being working in as a volunteer with the Hope and Happiness programme attempted in joint effort of SAFL India Foundation and Emotions Matter Foundation. I have been a keen observer of the exercises being directed by my significant other. From the outset we used to examine on how it will be the conventional education related exercises which will be conveyed to

difficulties are many. The guardians felt their kids are simply having a great time and gaining nothing educative. We didn't want the joy that we saw reflecting on the faces of the children to cease in anyway. So we began trying to convince the guardians about how the programme was proving beneficial to their kid's emotional development, along with begin a proper utilization of their time during the lockdown, and assured positive changes in the children's behaviour would be visible to them too, as they were to us.

"I personally, began seeing the shift in my point of view of teaching, as I am an educator as well. The exercises, which are uniquely built for the youngsters, made them happy, improved their confidence, and urged them to manage uncertain change. We were becoming acquainted with their more profound contemplations," Nazmul Hoque added. For example, exercises like "Anticipating changes" would cause them to comprehend the grave truths of life and how it is precarious and continuously moving. The main departure is to manage it and accept the changes with determination and trying to make it better.

Guardians and educators in general offer concern and advice to the children when they are at the crux of a specific level in school, for example, when they are preparing to appear for their state or central board exams. They nonetheless, fail to understand that kids should be moulded from childhood itself both intellectually and emotionally.

Our subject shares a very



significant moment he encountered during his interaction with one of his student:

"How and why will you respond when you're unexpectedly hit by an earthquake while coming to class?" "I will remain calm and move far away from high buildings, big tress and arrive at a clearer area to ensure I'm safe," answered the student to Nazmul Hoque's question.

Such similar conversations or moments of awareness in between the parents and their children barely exist, and this prevents awareness to spread among the masses.

Nazmul Hoque remarks how by activities on mindfulness have inculcated such understanding in children and will continue to do so.

Such mindfulness should be granted from youth, so they can build up their thought process, learn new things and along these lines spread the mindfulness. Nazmul Hoque wants to continue being a part of such programmes which are out of the box and unconventional. He wishes these activities could be imparted in school curriculum, where children could be moulded with self-esteem, psychological understanding, and self-awareness from preschool level itself. Nazmul Hoque belongs to Village Kalgachia from District Barpeta. He is a part-time private school teacher by profession and is also part of NABARD E Shakti Project or BPC (Block Project Coordinator)

Ground Zero



Initiative





Thank You