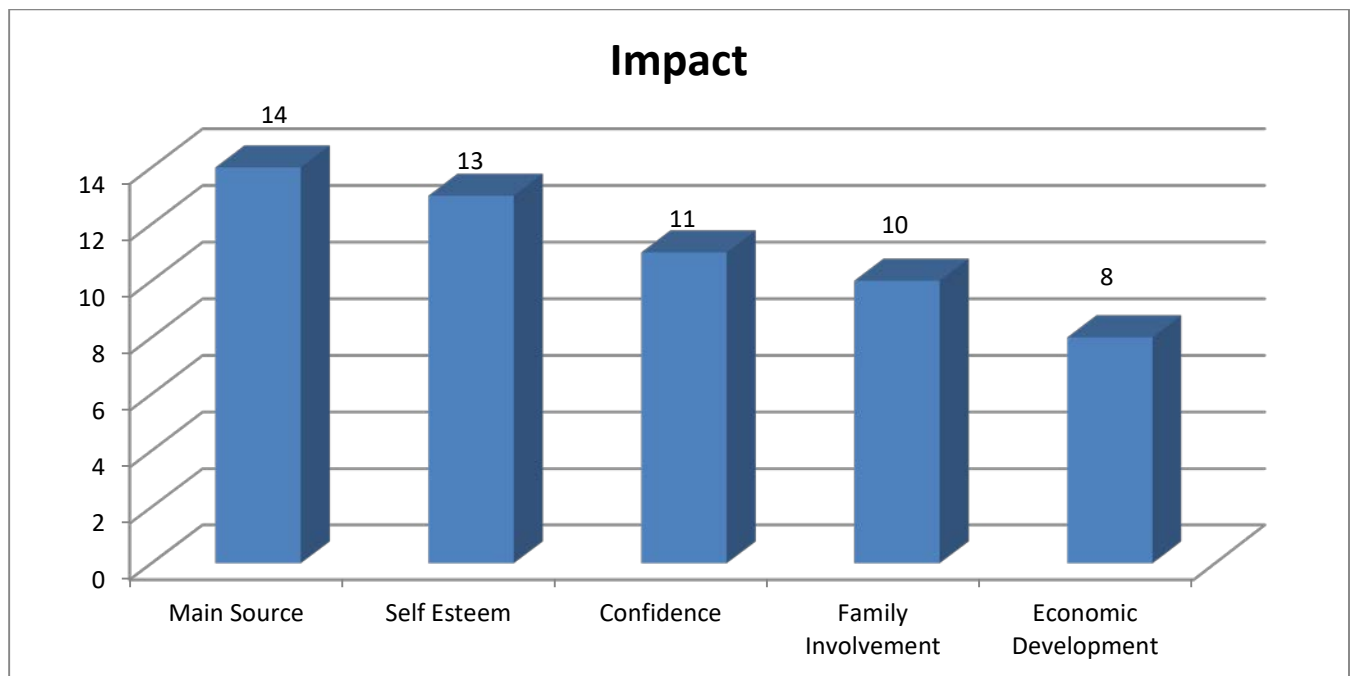


# ***HEADSTREAMS***

## ***ANNUAL REPORT 2015-16***

***headstreams*** is a non-governmental development organisation registered under the Karnataka Societies Registration Act, 1960. One of the main objectives of the organisation is to promote self-reliance and facilitate development of the economically and socially deprived people through community organisation, action and support services. The organization started out with an initiative called **aalamba** meaning ‘help and support’. The key strategy of the programme was to establish self-help groups (SHGs) in low income communities. Through these SHGs, entrepreneurs are identified, trained and helped to start their own livelihood units.

On working with women on livelihood intervention, it was gathered that besides the economic development, there is a change in the social status as well as the psychological aspects.



After working with women for seven years, we realized that most of the savings which these women did was for their children’s education. Due to the increasing dropout rates, many children are devoid of experiencing life like their peers. This led to us reimagining the space provided for the children in school where learning takes place at different levels and we chose the medium of this learning to be Play.

## ***ARIVU***

Arivu-Disha is a 4-year digital literacy and life skills programme. It aims to improve English learning outcomes and career prospects of school children in Karnataka. As the name suggests, the programme has two significant components- 'Arivu' and 'Disha'.

Arivu which means 'Knowledge' focuses on improving English reading and comprehension for children in Karnataka middle schools (Grades VI, VII & VIII). Recognizing the need of exposing students to quality English learning, Arivu's main focus is on making students of grades VI, VII and VIII proficient in English reading, listening and comprehension. The uniqueness of the programme lies in its innovative method of helping students learn English-which is through a combination of PLAY BASED LEARNING and DIGITAL LEARNING through TABLETS.

### *Objectives*

- To improve English language skills in listening, speaking and reading
- To foster the joy of learning by making English language functional, relevant and meaningful

## ***DISHA***

Disha means 'Direction' is a 2-Year Career Guidance programme for high school students (Grade IX & X) in Karnataka Government Schools. It aims at improving career prospects of high schools students by exposing them to a range of vocational and academic opportunities, thus allowing them to make informed decisions in life. Common to both- Arivu and Disha, is the focus on building life skills of students. This programme launched in 2015, has been initiated by headstreams in association with Mphasis Pvt. Ltd. and through an Memorandum of understanding with the Department of State Educational Research and Training (DSERT), Government of Karnataka.

### *Objectives*

- To develop life skills of students primarily affective, cognitive and social skills
- To provide career guidance to students and enable them to make informed decisions in life

## ***AALAMBA MALUR***

Aalamba Malur Program commenced in the year 2014 by *headstreams*. The objective of this program is to provide the youth in rural Karnataka with opportunities to identify their abilities and skills which will help them to lead a purposeful life. Looking at the socio-economic background of the community, the level of education of the members is very low because most of them discontinue school after receiving Secondary Education. The reason for this discontinuity was identified as disinterest in sitting in classrooms where they are made to study but not learn. This program follows a different approach for learning where they are equipped and prepared for real life situations and aims at holistic development of the community.

## ***TACKLE - Another step ahead***

Tackle provides opportunities, particularly for those from under privileged backgrounds, to explore and develop their capabilities through creative means and healthy social interactions. This in turn will facilitate and promote positive and healthy frames of mind for children. The programs under Tackle are:

- Tackle Caravan: Space to explore, express, experience and experiment and learn through play
- Tackle Summer Camp:
- Tackle Fest: A unique creative learning fest which sparks curiosity, high levels of engagement and the motivation to learn

### **ARIVU**

The ‘Arivu’ programme was successfully launched in 30 schools of three districts in Karnataka including Bangalore Rural, Hoskote and Kolar on September 3, 2015. The programme has got a very positive response from schools and students who have shown interest and cooperated from the very beginning.

#### *Focus Areas*

- Improve English proficiency (reading, listening and comprehension) of middle school children ( grade VI, VII & VIII) in Karnataka government schools
- Make learning fun and effective through activities and play
- Introduce digital learning through tablet computers
- Build life skills of students

<b>District</b>	<b>Schools</b>	<b>Class</b>
Bangalore	12	6
Hoskote	6	6
Kolar	12	6

<b>Sessions</b>	<b>Tablets</b>
21	165

#### **MISSED CALL SERVICE**

To stimulate curiosity and ensure continuity in learning, a missed call service has been launched for students. Through this service, students receive a call back, with options to listen to songs and stories in English. They also have the option to leave feedback for the Arivu program. Going forward, this platform will also be used to deliver key messages to the students of the Arivu program.

#### *Capacity Building of Facilitators*

Suitable and dynamic facilitators have been recruited and engaged in this programme. They have been trained and empowered with requisite skills that helped them develop their pedagogical skills. All

the facilitators have been trained in innovative methods of facilitating and techniques to create appropriate classroom environments using various learning aids and most importantly understand child psychology.

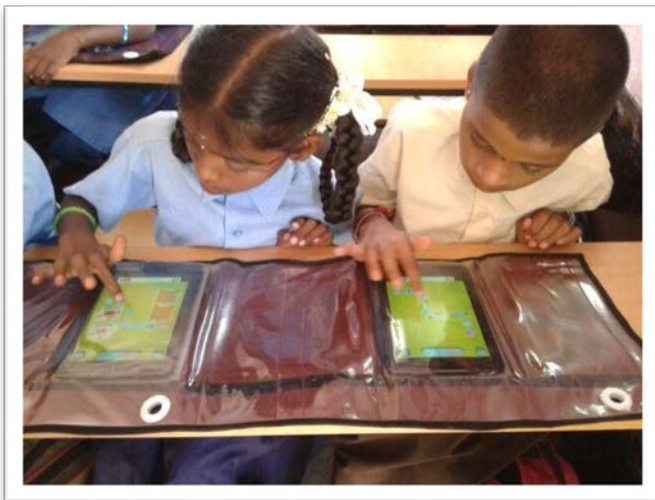
Building the capacity of facilitators is a continuous process. In order to ensure quality facilitation, facilitators are trained at the beginning of every week that prepares them for the coming week's sessions to be conducted in the schools.

### *Learning English the fun way!*

- Arivu programme is based on the belief that children learn the best when they are allowed to observe, explore and engage. Hence the Arivu English content is designed in such a way that it allows students to enjoy what they learn through play, relate learnings to their everyday situations and create things out of their imagination.
- Each session of the Arivu programme has set objectives and expected outcomes. Like, for example, sessions are designed for recognition of English alphabets and words, ability to construct simple sentences and ask questions, recognition of colours and transport in English, ability to identify smells and sounds etc.
- Learning is made meaningful through interesting activities like games, stories, songs, visuals and props.

### *Exploring the digital world*

In a typical Arivu session, an activity class is followed by a digital class where students explore and experience different applications, games, puzzles and videos on Tablet Computers. Every student has access to a Tablet. Applications that are selected for students are age appropriate and reinforce what they learn in the activity class.



## ***DISHA***

Disha was launched in November 2015. Designed for 'high-school' students, Disha started with a needs assessment session followed by a mega educational fest. Disha means 'Direction' is a 2-Year Career Guidance programme for high school students (Grade IX & X) in Karnataka Government Schools. It aims at improving career prospects of high schools students by exposing them to a range of vocational and academic opportunities, thus allowing them to make informed decisions in life. This programme launched in 2015, has been initiated by headstreams in association with Mphasis Pvt. Ltd. and supported by the Department of State Educational Research and Training (DSERT).

### ***Focus Areas***

- Improve career prospects of high schools students ( grade IX & X) in Karnataka government schools
- Open up range of vocational and academic opportunities
- Build life skills that would help students make informed decisions in life

## ***AALAMBA MALUR***

Aalamba Malur Program commenced in the year 2014 by *headstreams*. The objective of this program is to provide the youth in rural Karnataka with opportunities to identify their abilities and skills which will help them to lead a purposeful life. Looking at the socio-economic background of the community, the level of education of the members is very low because most of them discontinue school after receiving Secondary Education. The reason for this discontinuity was identified as disinterest in sitting in classrooms where they are made to study but not learn. This program follows a different approach for learning where they are equipped and prepared for real life situations and aims at holistic development of the community.

Initiatives taken up by headstreams spread out to four different programs:

- Aalamba Community Outreach - For the village members in rural communities
- Foundation Course in Digital Literacy - For dropout youth in rural areas
- Aalamba Internship - For Government degree college students in Malur
- Aalamba Caravan - For Government school children in villages of Malur

### ***Aalamba Community Outreach***

The Outreach program has been designed for the village members in rural communities. After conducting a pilot study in many Panchayats, K.G. Halli Panchayat was selected for initiating this program. K.G. Halli Panchayat consists of 21 villages, 21 Govt. Schools, 18 Anganawadi and over 100 community members who interacted amongst each other.

*Table showing the Population, Occupation and Education of the villages which were selected for the program:*

Village Name	Population		Occupation		Education	
	SC & ST	General	SC & ST	General	SC & ST	General
Janganahalli village	50%	50% (Golla & Vakklinga)	Quarry workers and daily wage labours	Agricultural labours	6 <sup>th</sup> dropout mostly	10 <sup>th</sup> and PUC dropout
Ooraguruki village	100% ST	-	Quarry workers and daily wage labours	-	8 <sup>th</sup> dropout	-
Karadaguruki village	50%	50% (Golla & Vakklinga)	Quarry workers and daily wage labours	Agricultural labours	6 <sup>th</sup> dropout mostly	10 <sup>th</sup> and PUC dropout
Obbatti village	100% ST (migrant labours)	-	Workers and daily wage labours	-	10 <sup>th</sup> dropout	-

Focus Groups were created where the members attended training on the basis of the following modules:

- Community Mapping
- Vision building
- Leadership skills
- Community visioning and planning

In a world where technology is evolving and all of us have incorporated it in our daily lives, Digital Literacy to the members exposed them to a new world. The purpose of introducing Digital Literacy was to increase the employability of the youth so that they have more options of careers to pursue and explore.

*Table showing the number of members and the Digital Literacy Outcomes*

Villages	Members	Outcomes
Janganahalli and Ooraguruki	70	<ul style="list-style-type: none"> <li>• The villagers were able to communicate their village level problem (Drinking water issue) to the PDOs</li> <li>• The villagers now are thinking about how to resolve community issues by themselves which they given up on</li> <li>• Aspiration and confidence to go back and continue education was expressed by the youth</li> <li>• Many students dropout from school because of transportation issues. The villagers from Ooraguruki, wrote a letter to KSRTC Depo Manager, Taluk level raising the issues and concerns they have regarding the transportation problems</li> </ul>

*Foundation course in Digital Literacy*

Villages	Duration	Enrolled Members	Modules	Sessions	Passed Members
Janganahalli & Ooruguruki	3 months 12 hours a week	70	16	30	60

“I want to buy a computer to start teaching my children and others the basics of computer as well, free of cost.”

- Shivanna

“There are no cyber centres in my town, so I would like to start one and help people get information, applications, etc.”

- Naveen

“I prepared my resume for the first time and have applied for a job in Honda Company in Narasapura.”

- Suma

### ***Aalamba Internship – 1 year program***

It’s a 1 year internship program which focussed on students from The Government First Grade College, Malur. The objective of this program is to provide Spoken English, Basic Digital Literacy and Life Skills.

Enrolled Students	Completed Students	Workshops	Visits
30	22	Articulation Leadership Effective Communication	Bengaluru TCS Office

### ***Outcomes***

- Confidence to write and appear for national entrance exams and interviews
- Able to communicate in English confidently
- Earlier they used to read only Kannada newspapers, but now have begun reading English newspapers, books and also watching movies in English
- Prepared their own resumes for the first time
- Able to access internet and find relevant information and download them
- The college teachers are able to notice significant difference in the positive attitude, initiative and behaviour of these students in college

- Ability and skills to organise community level trainings and programs for other youth and children in different villages
- More students from the college are interested to be part of the internship program and the college is recommending that we do it for all their students

*Aalamba Caravan*

<b>Community</b>	<b>Children</b>	<b>Government Schools</b>	<b>Youth</b>	<b>Volunteers</b>
5 villages	700	13	150	100 TCS

*Outcome*

- More schools are approaching us to conduct these sessions with the children
- Cluster Resource Person (CRP, Malur), suggested that we do this program in many more schools under his cluster.
- Earlier the headstreams team visited the BEO to collect permissions to do the various programs for children, but now the CRPs and the HMs of various schools directly approach the BEO to get permissions for their schools.
- HM from one of the schools mentioned that the children never spoke in English in the school, however now they are all singing the English songs taught during the caravan

*Tackle*

*Tackle Caravan*

The caravan as the name suggests is a traveling amalgamation of activities, which started in two areas around the city. Packed with volunteers and innovative activities, every Saturday the caravan enchants children with its colourful and engrossing stalls. Volunteers are split into various stalls based on their interests, each week volunteers prepare a medley of activities to enrich impressionable minds. Children are given the freedom to do whatever stall catches their fancy. The caravan was born out of constant requests from children and parents alike to be available for the children throughout the year. The caravan is stationed currently at three locations □ namely Nellurupuram, A. Narayanapura and Kodihalli from 2.00pm to 5.00pm. The caravan boasts the following stall

*The Music Corner:* The music stall emulates tunes from all over the world. Not only exposing the children to different cultures and languages in the process but also to bring a eureka moment of creating music with anything available around you

*The Dance Corner* – Working in close association with the music corner is the dance stall; the body develops a mind of its own when certain melodies reverberate in the caravan. Children and Volunteers alike add their unique styles and flaunt their steps.

*The Craft Corner* – Craft combines the flexibility and focus of one’s mind to create wonders out of materials seldom given a second glance.

*The Games Corner* – The corner is custom made for the energetic and the enthusiastic. Be it kabbaddi, Basketball or Football children learn more than just the rules of the game they learn the importance of team effort.



*The Story Corner-* Volunteers bring the magic of the world hidden between the pages of colourful books to patient listeners. Their audience holding their breath when the dark forest looms ahead, and shouting with joy when the dragon has been vanquished

### *Tackle Summer Camp*

The year 2014 has been a milestone for the Tackle Summer Camp program. It marks the third consecutive year for the Tackle Summer Camp in bringing two enthusiastic set of people under one scorching summer sun. The curiosity and energy of a fresh new summer was explored by the children at Government School Jeevanbheemanagar and Lowry Memorial School, A. Narayanapura with the eager participation of 21 volunteers from around the city. The children and volunteers were divided into four groups, to promote easier facilitation and higher interaction. A good number of volunteers were re-visiting the summer camp craving the irresistible concoction of fun and learning.

### *Tackle Fest*



Experiential learning has always had an impact on uptake and retention of information – be it for children, students and adults. When ‘seeing’ / ‘doing’ is clubbed with fun, it sparks curiosity, high levels of engagement and the motivation to learn – exactly what the Tackle Fest helped achieve for the Disha students.

A unique creative learning fest was organised in Bangalore in partnership with St. Joseph’s College of Arts and Science. It was a half-day outing for 9th

grade students of schools where the Disha program was launched. It exposed the students to a range of academic and career opportunities awaiting them after they finish school. As many as 400 enthusiastic students and their teachers participated in the fest. Different departments of St. Joseph’s College including Department of Chemistry, Physics, Electronics, Mathematics, Biology, Microbiology, Biotechnology, Zoology, English, Journalism and the NCC society displayed different subject streams, interesting concepts and facts in innovative ways across 46 fascinating stalls.

This event was organised by headstreams with extensive support from Mphasis Pvt. Ltd., Department of State Education Training & Research (DSERT) and over 250 corporate and college volunteers.

For most students, it was their first such experience! The educational fest combined theories with practical experiments that motivated students to understand and explore disciplines for higher studies and career opportunities of their interests.

*Engrossed in matching colours and shapes, a student said “here I am not only learning maths but doing it myself.”*

*As told by a teacher who accompanied students to the fest, “my students are very excited. They have never seen a career fair and such well-equipped laboratories before.”*



### *LET'S PLAY*

Every year, an international event called Let's Play is organised by several individuals and organisations. It is a collective platform to entitle children to their natural avenues- play spaces. Interested individuals and organisations create or organise play spaces for children in and around their homes, garage, vacant plots, parks, terraces or anywhere which is safe for children to come together and play for a few hours. The event is jointly promoted by International Play Association (IPA) - India, headstreams, National Association for Play Therapy-India, Snehadhara Foundation, ESAF and Lakshya.

This year, it was organised in November 2015. In 6 days, 65 events were conducted globally. The Arivu team of facilitators conducted 30 Let's Play events in their respective schools. It gave an opportunity to students to live their life!



## LET'S PLAY EVENTS IN ARIVU SCHOOLS



## MONITORING

Arivu programme has a well thought of tracking and monitoring system in place to ensure the maximum effectiveness of the programme in terms of its implementation and benefits. In addition to regular assessment of the students' worksheets or activity sheets, a major development in this quarter was to conduct the English Baseline Assessment.

### ENGLISH BASELINE ASSESSMENT

The purpose of the baseline assessment was to understand the comfort levels of students in reading and comprehending basic English. It was an opportunity for headstreams to carve its programme accordingly, to ensure that students would gradually develop their basic English skills and reach higher levels in future.

In November 2015, over 900 students of grade 6 from Bangalore, Hoskote and Kolar were assessed by 14 volunteers, including students from colleges and professionals from Mphasis Pvt. Ltd. All volunteers involved in the assessment underwent a thorough training session. The much recognised ASER framework was used for the assessment, and the data was captured using an online tool - KoBoTool that was installed on the assessors' tablets and smart phones.

The assessment had five levels organised in an ascending order of complexity. The five main levels were Letter Name identification (Level 1), Word Reading, (Level 2), Word Comprehension (Level 3), Sentence Reading (Level 4) and Sentence Comprehension (Level 5).

Some of the key findings from the assessment findings report are listed below:

- The difference in performance of students across the different levels is statistically significant.
- Out of the five levels, the level which maximum no. of students (89.1%) could comfortably qualify is the Letter-Name identification level (Level 1). On the contrary, the level which the least no. of students could qualify (only 25.4%) is the final level (Level 5) - Sentence Comprehension level. This indicates that with the progression of the assessment, there is diminishing success rate. Figure 1 represents this trend.

