



# ANNUAL REPORT 2021-2022

# TABLE OF CONTENTS

I. BRIEF INTRODUCTION

II. HOLA FELLOWSHIP PROGRAM

OTHER EDUCATION PRODUCTS FOR CHILDREN

YOUTH EMPLOYABILITY COURSES

III. AALAMBA INTERNSHIP PROGRAM

IV. HSR ARIVU-DISHA PROGRAM

V. PLAY & LEARN (PAL) PROGRAM

VI. ACADEMIC PROGRAMS

VII. PIPAL LEAF LIVELIHOOD INITIATIVE

VIII. PLANS FOR 2022-23

ANNEXURES

# I. BRIEF INTRODUCTION

Headstreams, a 13-year-old non-profit has been working in the districts of Bengaluru (Urban), Kolar and Bengaluru (Rural) for more than a decade. Founded in 2008, the primary focus of Headstreams has been meaningful learning and sustainable livelihoods for marginalized children, youth and women in under-resourced areas.

This annual report is divided into six sections, each of which pertains to a program run by Headstreams this year.

1. **HOLA Fellowship Program:** an initiative to explore how play-and-learn spaces could be made more easily available to children and adolescents in under-resourced areas through entrepreneurial ventures by local youth.
2. **Aalamba Internship Program:** which comprises two parts – the Youth Employability Program and the Young Women’s Internship Program. The objective of the Youth Employability Program was to help youth build basic job-readiness skills needed to succeed in a workplace, while the objective of the Young Women’s Internship Program was to increase employment experience and connect disadvantaged individuals with employment and entrepreneurship opportunities.
3. **The HSR Arivu Disha Program:** a small intervention for children from a local community to provide play-and-learn resources that are otherwise inaccessible to them.
4. **The Play & Learn (PAL) Program:** which is now a three year old intervention at Government Child Care Institutions here in Bengaluru
5. **Academic Courses:** Certificate and PG Diploma courses and workshops created and run by Headstreams for college students
6. **Pipal Leaf Livelihood Initiative:** that showcases the brand Kattoos, conceived and marketed by Headstreams

## II. HOLA FELLOWSHIP PROGRAM

### PROGRAM RATIONALE

Since 2016, there has been a steady and chronic decrease not only in the number of employed youth but, more alarmingly, in the number of youth who are willing to be employed (UEWL). A “30 percent decline in employment for young workers over five years shows economic weakness and portends social pain.”<sup>1</sup> Further, one in three youth between the ages of 15-29 are classified as ‘Not in Employment, Education or Training’ (NEET), of which most (88.55%) are young women.

A large part of this decline is a paucity of adequate employment opportunities: there are not enough decent and productive jobs to go around. In specific, the decline in employment in the manufacturing sector stands out (declined by 46% over last five years<sup>2</sup>), which is substantial considering that more than half of the non-agricultural

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<sup>1</sup> <https://ceda.ashoka.edu.in/ceda-cmie-young-workers-struggle-the-most/>

<sup>2</sup> <https://ceda.ashoka.edu.in/ceda-cmie-bulletin-manufacturing-employment-halves-in-5-years/>



working population has traditionally been absorbed into the informal economy and employment growth has remained concentrated in low-productivity sectors, such as construction.<sup>3</sup>

Another possible reason for this decline is the withdrawing of large number of women from the labour force, consequent to the pandemic and unequal care-burden they carry.

However equally significant is the lack of sustained investments in skill development. 2 out of 3 youth interested in skills development training in India are unable to do so because of financial and time-related issues. This cycle is perpetuated with over 1 in 5 children in India being born into poverty, and facing the same cycle of lack of access to opportunities, deprivation and poverty. Children and adolescents from marginalised and impoverished backgrounds and under-resourced communities lack opportunities to thrive due to an acute lack of resources from birth, well into youth.

It is in such a scenario that entrepreneurship emerges as a possible avenue for job creation, skill development and gender empowerment. There are umpteen studies and examples of how entrepreneurship has not just contributed to the growth of just the entrepreneur but those they employ, and to a greater extent, to the nation itself. However, development of entrepreneurial spirit and activity requires adequate skilling in itself, as well as wide sustained financial and social support.

Parallely, it had been a year since COVID had first surfaced. Schools had been closed and online academic learning had exposed the vast digital divide between various socio-economic groups. The work that Headstreams had been doing in schools had been paused, and the learnings and experience we had gathered in our work with children was gathering dust.

In an endeavour to address these issues, the idea of creating a new way for learning to reach children and youth on the other side of the digital divide, through entrepreneurship by rural youth, emerged. With your help, Headstreams planned and executed a pilot program - the HOLA Fellowship Program - from March 2021-February 2022.

## PILOT PROGRAM FOCUS

The primary objective of the pilot was to explore how play-and-learn spaces could be made more easily available to children and adolescents in under-resourced areas through entrepreneurial ventures by local youth. So the focus was on:

- Upskilling of marginalised rural youth to set up rural enterprises
- Widening access to Play-and-Learn resources for adolescents and children in under-resourced contexts

## PROGRAM PIVOTS

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<sup>3</sup> <https://in.one.un.org/job-creation-skilling-and-entrepreneurship/> In addition, more than 8 in every 10 Indian workers are informally employed or work in informal sectors, excluded from employment rights, benefits and social protection.<sup>3</sup>

The HOLA Fellowship Program proved quite challenging to implement, especially given covid lockdowns and related socio-economic uncertainties. The program design had to be changed three times over the course of a year.

## INITIAL IDEA

The initial idea was to train select rural youth to become education entrepreneurs, who would bridge the digital learning divide and bring relevant learning opportunities in digital and offline formats to rural areas. Headstreams was to offer a fellowship and train 10 such entrepreneurs during the pilot and help them set up enterprises. These ten were in turn to impart relevant skills to the children and youth in their local communities.

The plan was to facilitate a 9-month long fellowship, where the 10 chosen fellows from various parts of Karnataka, would undergo a 6-month intensive residential training program on entrepreneurship, followed by 3-months of field mentoring to set up an enterprise of their own, creating and providing education products that the entrepreneurs could offer their clients. The training program would cover entrepreneurial skills, digital literacy and presentation skills, financial literacy skills and play-and-learn facilitation skills. The fellows would reside at Malur, and complete this part of the training program in the Headstreams rural campus.

The mentoring would continue into the second year to see that the enterprises are well-established. Headstreams would provide backend support in terms of

However, just as we had prepared timelines and called for applications in March-April 2022, the second wave of the pandemic ensued and a lockdown was declared. As a result, conducting a residential program where youth from various parts of Karnataka would reside together in their hostels, seemed untenable.

## FIRST ITERATION: NON-RESIDENTIAL FULL-TIME FELLOWSHIP

**ONE-YEAR LEARNING PROGRAM IN EDUCATION ENTREPRENEURSHIP**

Headstreams Open Learning Academy (HOLA)  
Offering relevant experiential learning courses

**HURRY! LIMITED SEATS ONLY!**

- Are you looking for a job?
- Do you want to start your own venture?
- Ready to learn something challenging and fun?
- Want to help enhance skills in your community?

Headstreams offers a hands-on experiential course that will enable you to set up your very own educational venture. It is an opportunity to learn entrepreneurial & business skills while plugging learning gaps in the community.

**COURSE DETAILS:**

- Duration: 6 months training + 6 months mentoring and support
- Mode: Online classes + in-person sessions at Malur (near Bengaluru)

**TO APPLY - FILL THE APPLICATION FORM BY JULY 21, 2021**

Form link - <https://bit.ly/holacourse>  
OR scan QR Code to access form  
OR send a WhatsApp to +91-8095962200

**APPLICATION FORM TO BE SUBMITTED BY JULY 21, 2021**

**WHO CAN APPLY**

- Age 18 - 30 years (open to all. Women are encouraged to apply)
- Access to internet (Good connectivity and high speed data)
- Fluency in speaking, reading and writing Kannada
- Basic knowledge of English
- Dedicate 8 hrs a day over one year to complete course requirements
- Go out into the community and complete the tasks assigned
- Able to travel to Malur for contact classes

**BENEFITS OF THE PROGRAM**

- Learn business development skills
- Learn digital skills
- Set up your own education venture
- Offer low-cost learning kits & courses to children, adolescents and youth
- Scholarship available on fulfillment of conditions

**ABOUT HEADSTREAMS**

Headstreams is a non-profit organisation (NGO) working on youth development since 2008.

Our vision is that every person everywhere reaches their full potential and leads happy, positive, purposeful and socially productive life.

We achieve this through promoting opportunities for everyone to explore, experiment, experience and enhance their capabilities in an environment that fosters security, empathy and freedom through creative means and healthy social interactions.

**TO APPLY - FILL THE APPLICATION FORM BY JULY 21, 2021**

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Accordingly, we changed the program design, to conduct a non-residential 9-month fellowship offered to youth from villages in and around Malur, who could attend. There were inherent problems in this program design of course. A flyer was printed in both English and Kannada and distributed throughout our work areas in Kolar. Advertisements calling for applicants were

placed in Deccan Herald and Prajavani with the coordination of Vijayavani News Paper agency.

From the applications received, 14 applicants were chosen, of which only three were women. Though enthusiastic, most expressed inability to commit to the course full-time. Almost all eligible candidates were already working part-time either to support their families or to pay off loans that they had incurred.



## SECOND ITERATION: WORKSHOP-BASED TRAININGS

After subsequent field visits, it was decided to provide modular monthly trainings. At these trainings, various education products created by headstreams would be introduced one by one. These trainings would also include sessions on entrepreneurial skills needed to create a successful education venture. So the 6-month long extensive training schedule was being replaced by more intense short bite-size

trainings. The following are possible products that the Headstreams Resource Centre could generate for distribution, and the edupreneurs will make them accessible to the marginalized at extremely low costs.

1. HOLA Library
2. Spoken English Course
3. School Readiness Kits for preschoolers
4. School Readiness Kits for older children
5. Job Readiness Skills for Youth
6. Basic Computer skills

The vision was that over a couple of years, these modules would culminate into the setting up of a Play & Learn Centre, run by the edupreneur. We envisioned many such Play & Learn Centres sprouting in the poorly resourced areas of Karnataka.

Each product release would be accompanied by orientation trainings for as many youth as possible to be able to extend the reach of the program. The trainings would include getting familiar with the objectives of the product and the actual content, while also learning how to price it and market it. Post-training, a willing participant was to deposit Rs. 500 as a token of accountability, and register with the program..

### The first product (HOLA Library)

We created and launched the first education product: the HOLA (Headstreams Open Learning Academy) Library. The goal of the HOLA Library was to kindle the joy of reading while becoming familiar with English and learning basic English words and sentences.

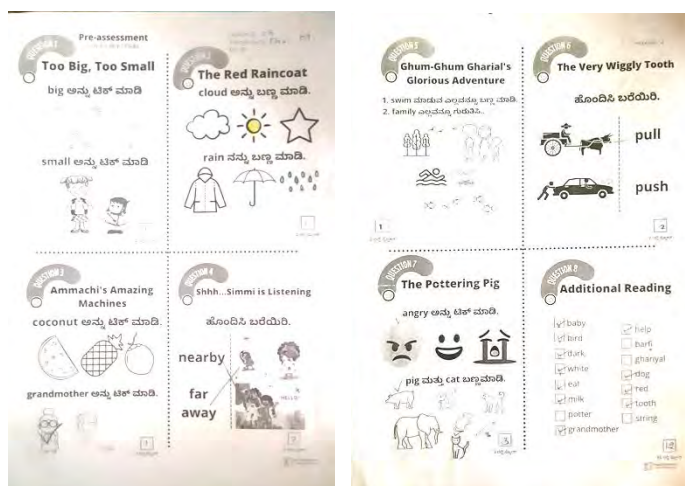
The HOLA Library is envisaged as a 6-month program to inculcate the habit of reading in English for the Kannada reader. The expected learning outcomes were:

- Familiarisation of and growing interest in using books
- Sensory exposure to English language (auditory, visual, tactile)
- The learning of at least two specific English words or phrases per book, meaningfully

If a subscriber uses all the resources provided, including the worksheets, it is expected that each would use over 40 books and learn over 100 words in 6 months.

## HOLA Library Trainings

8 trainings covering 162 participants were conducted. The trainings were conducted in collaboration with local organisations who work with youth. These were FOCUS, TREE, Desahalli Bethel Mission Church, Milana Group, Mahila Samaj, GFGDC BSW and Yadah Mission Trust.



Post-training, 18 participants attempted entrepreneurship for Module 1 and took the first book set. Of all the subscribers, 12 finished Module 1 successfully. The others paused the program midway. For most part, the edupreneurs said that there was poor response from the community towards the HOLA Library subscription plan. Most wanted to avail of the offer free of cost. Or they preferred the edupreneurs take tuitions for their children.

No edupreneur took the second set of books, when the second month rolled around. They reported being discouraged by the response they had received from



subscribers of the first set. A few caregivers had paid the subscription but did not return the books. Some defaulted the subscription too.

### Trainee Experience

A few common learnings expressed by the participants about the HOLA Library training were:

1. By attending this workshop, I got an idea of how to conduct a business, what are the important elements to keep in mind before I start and how to become a successful edupreneur. - Kruthi, KGF Training
2. I learned how to do business and how I can build my career. I learned how I can develop my skills. - Pavan Kalyan, Bangarpet
3. I learned how to sell a product. - Thulasi, Bangarpet Training

### Edupreneur Experience

1. "I learned how to treat customers in any business set up, and convince them to take benefits of our business." - Keshava Murthy
2. "It's a big opportunity to serve rural area children to learn good English." – Chethan N
3. "Learnt how to communicate with people so that they get convinced for our program." – Gangothri

### Subscriber Experience

1. "I learned new words and, at school, I explained the meaning of words to teachers."
2. "The phrases are simple and I am able to learn English language fast. Just by looking at the pictures, I can understand the story."
3. "The books are designed so well. Together with the video, they helped me learn new words."

### Organisational Learning

For people in the villages, education products do not seem a lucrative option. So there was little enthusiasm towards becoming an edupreneur. Even those who desired to start a business said they would rather do it in textiles, sports, tailoring, small shops, beauty parlour, etc.

## THE PIVOT: ANU AKKA'S TACKLE PROGRAM

As we went back to the drawing board, we evaluated our learnings over the last three quarters of the program. We were struck by the contrast between rural youth not showing enthusiasm for being trained as entrepreneurs, and the OLCs that had willingly volunteered in April-June 2020.<sup>4</sup> If Play-and-Learn spaces were to be built in rural communities, is it possible that that model would work better?

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<sup>4</sup> OLCs were youth who had volunteered with us during the first lockdown in 2020. When the schools shut down abruptly, so did all school-related programs of Headstreams. So we had created a series of workbooks for the children to have access to while at home. We had identified village youth



We decided to try it out and so began the Anu Akka Tackle Program. We decided to revive our network of Open Learning Champions (OLC). Under this program, a set of Play-and-Learn resources that is given to each OLC in the form of a kit, who then provide weekly access to it for the children and adolescents in their communities.

### Anu Akka's Tackle Kit

Named so after a dear colleague of ours who passed away last year. Anu Akka's Tackle Kit is the latest buzz among children in our work areas. Anu first volunteered with Headstreams as a student volunteer in early 2009. What was a one-off volunteering activity turned into a life-giving, fulfilling journey as she joined Headstreams full-time on March 8, 2011. When she



started off, she would conduct women's self-help group meetings in slums. Very soon, Anu gravitated to children living there and had a deep burden for the acute lack of resources she saw among the children in the areas we worked in. To the children in the slums and villages we worked, Anu was Anu akka. Tackle is the name that Anu coined for a programme in Headstreams where we would take art supplies, and play and learning materials and go every weekend with trained volunteers and spend time with the children. The children who would eagerly wait for Anu's red car to roll in with the resources. They were free to use any of the materials, and had a fun time playing together, learning and growing. In honour



of Anu's life and the spirit of positivity, empathy and play she exuded, we have developed the Anu Akka's Tackle Kit. This kit is designed keeping the multiple intelligence framework in mind where learning occurs through many types of intelligences, and people have various levels of each. It contains library books and other literacy aids in Kannada and English, art supplies, musical instruments, indoor games like Snakes and Ladders and Jenga, badminton racquets, a couple of balls, a carrom board and many other play and learning material. This is so that children in Kolar's villages who do not have access to such resources. too can play, learn and

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volunteers who had been willing to anchor these learning spaces in their communities. We called them our Open Learning Champions. They volunteered till academic sessions resumed in an online format at school and colleges

grow. Part of the funding for this part of the program was possible through donations that poured in to support this endeavour.

Right now the program has been launched in 35 villages. In each village a youth (largely women, aged 18-25), who we call Open Learning Champions (OLC), have volunteered to host the Play-and-Learn space in her community. Once a week the OLC invites the children to the designated Play-and-Learn space, where she opens the kit and allows the children to have access to all the material within it. Often it is



not just the children; other youth and elders are also drawn to the hustle and bustle of joyous playing and learning, and join in. Thus it becomes a time of community fellowship and self-directed time of play and learning. The materials in the kit will get replenished every month, based on the needs of each community.



## OTHER EDUCATION PRODUCTS FOR CHILDREN



### School Readiness Kits (4-6 yrs)

During the course of this year, the first school readiness kits were also created, translated and finalized. The kits for younger children has four modules. Each module has themed hands-on activities. Drawing from the NCERT syllabus for pre-school, the younger children's kit has learning outcomes for arithmetics, art & craft (fine motor skills), Kannada reading, cognitive thinking



and free play. Each kit is packed in a box along with basic raw material (crayons, marker pens, etc) that would aid in completion of the activities in the kit.

Given their age and abilities, these kits are designed such that kids will need help to do some of the activities. So each kit comes with a facilitation guide for the adult or caregiver who is available for the child at the time. The School Readiness kits are going to be introduced to the children in the coming year.

Originally the kits were to be sold to caregivers who would like to purchase them for their children.



### School Readiness Kits (9-12 yrs)

The kits for the older children also have four modules. Each module of the older children's kits have learning outcomes in maths, EVS, art & craft, spoken English and free activities that include science. The learning outcomes were mapped in accordance with that laid down by NCERT for classes III to V. Here too the worksheets along with materials needed to complete the activities are included in the box. Unlike the younger children's kits, these kits are full of self-directed activities, and

children do not require the help of an adult to do them. Basic literacy in Kannada would be an advantage. These kits are also slated to be released in 2022-23.

### Spoken English Course

A series of 12 lessons of Spoken English has been created for children and adolescents. The lessons follow three friends through their various adventures: Balu, Chinnu and Pikru (the magical parrot). The learner receives a comic illustrating the stories. Each story of the comic has the relevant QR code or link, using which the learner can access the audio format of the lesson. In the audio format, the learner can listen to a bilingual story and then opt for practising the English phrases that are to be learned in that lesson. Each lesson also has a related worksheet to increase modality of practice.

## YOUTH EMPLOYABILITY COURSES

(See "Youth Employability Program")

## III. AALAMBA INTERNSHIP PROGRAM

### PROGRAM RATIONALE

In India widespread unemployment and underemployment are in large part due to constraints on skilling and access to livelihood opportunities.

- 2 out of 3 youth interested in skills development training in India are unable to do so because of financial and time-related issues. The cycle is perpetuated with over 1 in



5 children in India being born into poverty, and facing the same cycle of lack of access to opportunities, deprivation and poverty.

- One in three youth between the ages of 15-29 are classified as 'Not in Employment, Education or Training' (NEET), of which most (88.55%) are young women.
- Many young women (in the age group of 18-35 years) out of work due to the economic impact of COVID-19.

There is need to tackle the financial and time-related constraints against skilling as well as improve physical access to livelihood opportunities for youth, especially young women in India. In an endeavour to address these issues, Headstreams planned and executed the Aalamba Internship Program from March 2021-February 2022.

## **STRATEGY**

Headstreams devised a two-pronged strategy as part of the Aalamba Internship Program. It created two mini-programs: The Youth Employability Program and The Young Women's Internship Program. Both these programs were implemented simultaneously through the program period.

The objective of the Youth Employability Program was to help youth build basic job-readiness skills needed to succeed in a workplace. Headstreams aimed to reach 1200 participants with Headstreams Open Learning Academy courses, to develop basic employability skills in the first year, towards reaching 6000 youth in three years.

The objective of the Young Women's Internship Program was to increase employment experience and connect disadvantaged individuals with employment and entrepreneurship opportunities. The aim was to reach 150 young women participants (15 primary interns and 135 secondary interns) and have them participate in a 9-month internship program, which would provide hands-on employment experience and entrepreneurship training. Specialised training and mentoring were to be provided to the 15 primary interns so that at the end of the engagement they are themselves equipped to pursue employment/ entrepreneurship opportunities. The goal was to extend these opportunities to 600 participants in 3 years.

## **ACHIEVEMENTS**

3040 youth enrolled for the introductory course "Identify Your Job Interests".

More than 2/3rds, 2400+ were doing an online course for the first time.

4 Courses are available for free to any rural youth who wants to register. 2 more are ready to be launched.

163 youth from other states also took enrolled for the courses.

3 SHGs were set up along with mandated bank linkages; participants have been trained in microfinance transactions

3 Skill Development Centres have been set up, with 42 women finishing the Miniature Terracotta Brick Making (Level 1) training as primary interns.

Post-training, the primary interns have earned a cumulative of Rs. 2,17,345 over the last 5 months (October 2021 – February 2022). A bulk of this was earned by the SHG that began first, the Doddamalle SHG, where the average earnings through stipend was Rs. 2000 per

month. This means that the monthly household income contribution (sustained as opposed to seasonal) of most women in the Doddamalle SHG went from Rs. 0 to Rs. 2000.

11 women are halfway through the Experiential Entrepreneurship Course developed by Headstreams.

311 women participated in a one-day asset assessment workshop as secondary interns.

## YOUTH EMPLOYABILITY PROGRAM

### Need for Pivot

The initial program design was to create groups of youth who needed employability skills, and conduct a series of short face-to-face sessions to enable these. These groups could be of drop-out youth in communities or youth in colleges (in co-ordination with the concerned job placement officers). Course content preparation had begun and initial flyers calling for interested youth had been designed when the second wave of COVID hit our work areas. Colleges closed down and meeting youth in communities was also uncertain. Headstreams then realised that, in view of pandemic related uncertainties, an offline mode of working may be untenable. So, it was decided to create an online mode of delivery of content. This would ensure that the youth would have access to the content even if there were lockdowns etc. This began with a needs assessment to understand what platforms would work best.

The broad activities under this program can be categorised into:

1. Needs Assessment
2. Content Design and Preparation
3. Technological Networking
4. Field Outreach

### Needs Assessment

A needs assessment was needed to find the gaps in the existing employability skill services, youth's aspirations for upskilling and, given the current pandemic situation, the feasibility of having online delivery modes for softs skills courses. Accordingly a survey of a small sample of youth, parents/primary caregivers and placement officers/principals and industry HR persons was conducted.

Post the survey, it was decided that:

1. To help reach the most needy, the best case scenario is for the courses to be offered for free.
2. Online delivery of content is possible if it is tailored to meet smartphone parameters.
3. Online mode of delivery would perhaps be more cost-effective and help in wider reach, especially to girls/women with restricted mobility and youth in more remote parts of the district.
4. All content must be tested for smartphone compatibility before being launched.
5. Necessary backend systems need to be put into place to help track the progress of program participants.

## Content Design and Distribution

Keeping the findings of the survey and our experiential knowledge of the rural youth of the district in mind, it was decided to offer the following courses:

1. Identifying Job Interest Areas
2. How To Find Your Dream Job
3. Effective Resume Writing and Interview Skills
4. Use English Confidently in A Workspace
5. Personal Development Skills
6. Communication Skills at Work
7. Everyday Computer Skills
8. Entrepreneurship

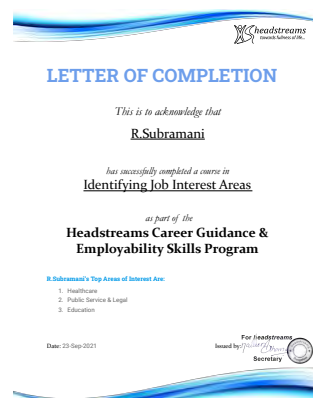
Both the delivery mode and the self-directed nature of the course mandated that the courses consist of short, bite-sized topics and sub-sections so as to hold attention and have focussed learning goals. The content was sourced through careful thought and research, and kept simple in language and visually attractive and communicative. All courses:

- are at a basic introductory level.
- have built-in pre-assessments and post-assessments to easily track progress.
- are available in English and Kannada.

**How the learner used the courses:** Any youth was invited to register for the employability courses created as part of Headstreams Open Learning Academy (HOLA). All they needed was the google form link. All courses have a pre-assessment that is mandatory for the learner to take before they can attempt to course. Both Moodle and the Whatsapp automated platform are built such that one section of the course is sent to the learner only on reception for the assignment for the previous section. On completion of this, the learner is free to use the links sent to their email address to take on another course. A learner can also do two courses simultaneously; the courses are independent of each other.

To enable learning, detailed tutorials explaining the working and navigation within each platform have been prepared to assist those who may not be familiar with the platforms. Both Moodle and Glific clearly show what has been attempted by the learner, and what is still to be done.

Once the learner attempts the whole course, they receive the post-assessment. Only on completion of this, is the Headstreams Letter of Completion for the course mailed to the learner. All assessments are recorded and tracked.



## Technological Networking

Headstreams has been working with rural children and youth in schools and colleges for more than five years. It has also been running an undergraduate course in Software Development. However this was the first time that Headstreams ventured into taking teaching content online. The challenge was to preserve Headstreams' quintessential



approach to learning (constructive, self-directed, experiential, reflective) as much as possible in content design. Moreover, courses like Spoken English, which would have been so easy to deliver face-to-face, posed the challenge of creating a mode where we could ensure that the learner speaks the language to learn it. Other challenges we faced regarding an online mode were: how do we ensure we get the results of the assessments when they are done? How do we ensure that a learner goes through all aspects and attempts all activities of the course undertaken? How do we easily record over 1000+ responses as they begin to come in? These questions spurred us to explore various possible platforms to deliver the employability courses.

We settled for Google Forms for initial registration and the first course. For other courses, Moodle became our choice of platform. Since Headstreams had already experimented with Moodle for another course offered in 2020 called Play & Human Development, this was a familiar platform to work with. In addition, we learned that several organisations the world over use Moodle as a platform for youth in rural areas to take free short online courses to help them get employed. The assessment, course content, assignment submission and grading is all done on the platform. Once a participant completes the course, they are automatically given an e-certificate of course completion.

The courses currently on Moodle are:

1. Communications Skills
2. Personal Development Skills
3. Effective Resume Writing and Interview Skills

Courses yet to be uploaded are:

1. How to get a dream job
2. Presentation Skills

Moodle was not useful for the Spoken English course though. A platform that allowed for audio messages to be received and sent was needed. Whatsapp was the obvious choice. Accordingly we explored and piloted the course via whatsapp bots in collaboration with Glific and Coloured Cow. Each session of the course is a story, sent as an audio message through whatsapp to the students. The students in turn are able to practice what has been learnt and type in a code word to receive the next session. The code for the next session is revealed only towards the end of the previous session. Now that learners have begun signing up and using the platform, the process is being observed to continue working out the chinks.

## Field Outreach

The target set for this year was to reach 1200 youth with employability training this year. Given the uncertain nature of the pandemic, this seemed insurmountable at program inception. Colleges remained closed; industries remained closed to visitors and trainings. So work began by approaching youth in village communities. Fortunately, after the second wave, colleges re-opened. The connect with various Placement Officers in colleges in Kolar was re-established, and the opportunity of doing the employability skills training for free to many more youth was possible.

As of February 2022, 3040 had enrolled for Headstreams' HOLA employability courses. A website was first created as a point of access for the courses. It was created both in English and in Kannada (<https://headstreams.org/holayouthcourseskan/> for the kannada version).

Following are the villages that were covered.

**In Malur Taluk of Kolar District:**

1. Chakarasanahalli
2. Lakshmisagara
3. Manjali
4. Chowdadenahalli
5. Urgurki
6. Parshwaganahalli
7. Vadagere
8. Vakkaleri
9. Nernahalli
10. Mailandahalli
11. Alahalli
12. Guttahalli
13. Nakkanahalli
14. Dandiganahalli
15. Doddamalle
16. Purahalli
17. Yashawanthapura
18. Narasapura
19. Bellur
20. Basapura

**In Mulabagilu Taluk of Kolar District:**

21. Mallasandra
22. Bestharahalli
23. Mudiyunur
24. Nachahalli

25. Vannikere

26. Bynahalli

27. Ballupalli

28. Lingapura

**In Hosakote Taluk of Bengaluru (Rural)**

**District:**

28. M.Sathyavara

29. Muthukudahalli

30. Bagalur

31. Sonnebaichanahalli

32. Kambalipura

33. Gundrahalli

34. Hedakanahalli

35. Dinnekorati

36. Siddanahalli

37. Nelavagilu

38. Muddanahalli

39. N Hosahalli

40. Bylanarsapura

41. Chikkanahalli

42. Hulavanahalli

43. Hobalahalli

44. Mothakadahalli

45. Nandagudi

**In Bangalore Urban District**

46. Hirandahalli

Following are the colleges that were covered:

**In Kolar District:**

1. Headstreams B.Voc College, Malur
2. GFGC College, Malur
3. BGS College, Malur
4. Rakshitha ITI College, Malur
5. Taranga ITI College, Malur
6. JSS College, Malur
7. Maruthi PU College, Malur
8. Government ITI College, Malur
9. Bapuji B.Ed College, Malur
10. Manasa Nursing College, Malur
11. Manasa PU and Degree College, Malur

12. Government Girls Junior College, Malur
13. Government Junior College, Malur
14. Jnana Jyothi PU College, Malur
15. V.S.R ITI College, Malur
16. Vidhyapana PU College, Maasthi, Malur
17. Government Junior College, Maasthi, Malur
18. Government Junior College, Lakkur, Malur
19. Sri Gokul College, Chikkathirupathi, Malur
20. Government PU college, Tekal, Malur
21. Narayana PU College, Malur
22. GFGC College, Kolar
23. GFGC Women's College, Kolar

24. Mother Teresa PU and Degree College, Kolar
  25. Aadarsha PU & Degree College, Kolar
  26. Sahyadri PU & Degree College, Kolar
  27. R.V Degree College, Kolar
  28. Vijaya Chaithanya PU & Degree College, Kolar
  29. MNG PU College, Kolar
  30. Methodist Women's College, Kolar
  31. New Government PU College, Kolar
  32. Governament Women's ITI College, Kolar
  33. SDC Degree College, Kolar
  34. Mahila Samaja PU and Degree College, Kolar
  35. Governament Junior College, Kolar
  36. Pavan/ Prakriti PU & Degree College, Kolar
  37. Sri Gokul PU & Degree College, Kolar
  38. Shahin Independent PU College, Kolar
  39. Governament PU College, Vemagal, Kolar
  40. GFGC College, Vemagal, Kolar
  41. SRSI PU and Degree College, Bellur, Kolar
  42. Government PU College, Narasapura, Kolar
  43. Eshwrammaji Nursing and ITI College, Kolar
  44. Subhashini B.Ed College, Bangarpet
  45. GFGC College, Bangarpet
  46. Government Girls Junior College, Bangarpet
  47. Governament Boys Junior College, Bangarpet
  48. Bharath Polytechnic College, Bangarpet
  49. SDC Degree College, Bangarpet
  50. Sri Vishnu B.Ed College, Bangarpet
  51. Sri Siddartha Polytechnic College, Bangarpet
  52. Navachethana Institutions, Bangarpet
  53. Governament PU College, Bhudikote, Bangarpet
  54. St. Teressa PU & Degree College, KGF
  55. Govt. PU Boys College, KGF
  56. GFGC College, KGF
  57. Subhashini Women's PU College, KGF
  58. Jain College of Institutions, KGF
  59. FGC Aided College, KGF
  60. GFGC College, Mulabagilu
  61. Govt. PU College, Mulabagilu
  62. Govt. PU College, Mudiyanur, Mulabagilu
  63. Amar Jyothi Vidya Samsthe, Mulabagilu
  64. Sharada Peeta Samsthe for Women, Mulabagilu
  65. SDC College, Mulabagilu
- In Chikkaballapura:**
66. GFGC Women's College, Chinthamani
  67. GFGC Boys College, Chinthamani
  68. Pragathi Degree College, Chinthamani
  69. Royal Degree College, Chinthamani
  70. Sri Vivekananda Degree, College, Chinthamani
  71. Sri Vidhya Nidhi College, H.Cross, Shidlagatta
  72. Maruthi College, H.Cross, Shidlagatta
  73. Sri Bhuvaneshwari PU & Degree College, H.Cross
- In Bangalore (Rural) District:**
74. GFGC College, Sulibele, Hosakote
  75. Govt. PU College, Sulibele, Hosakote
  76. Sri Arunodaya PU & Degree College, Nandagudi, Hosakote
  77. Govt. PU College, Nandagudi, Hosakote
  78. GFGC College, Hosakote
  79. Sri Aadithya Degree College, Hosakote
  80. Rajalakshmi ITI College, Hosakote
  81. Mahadeva Degree College, Hosakote
  82. Maruthi Degree College, Hosakote
  83. KITE College, Hosakote
  84. MVM ITI College, Hosakote
  85. Govt. Boys Independent PU College, Hosakote
  86. Kyathi Degree College, Hosakote
  87. Kroot Memorial PU College, Hosakote

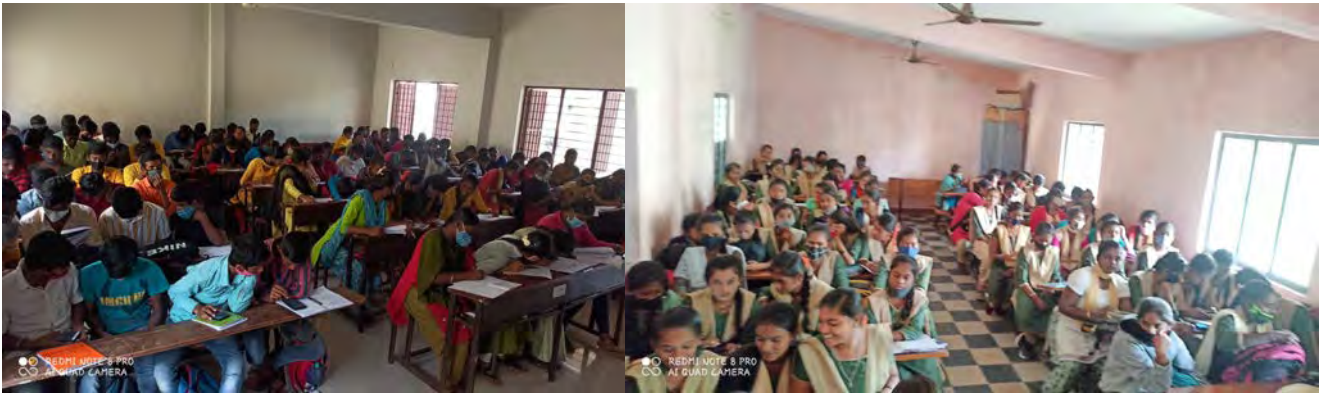
Three colleges were visited in Krishnagiri District of Tamil Nadu as well:

1. Advaita College, Hosur
2. Govt. Arts & Science College, Hosur
3. M.G. R Institutions, Hosur

A few youth from other states participated in the program: Hosur, Tamil Nadu (140); Surat, Gujarat (3), Chandapur & Nagpur, Maharashtra (5); Ananthapur & Dharmavaram Andhra Pradesh (3); Uttar Pradesh (2); Kerala (10); Mangalore & Udupi, Karnataka (20).



Below are some images of students trying out our courses, many of them attempting an online course for the first time:



## AALAMBA YOUNG WOMEN'S INTERNSHIP

### Need for Pivot

The initial plan was to form a group of 30 women (primary interns) from various parts of Kolar. They would undergo employment and entrepreneurship training at the Headstreams Malur Campus for 4 days a week, while doing community work with a group of 10 women each (secondary interns) for the remaining two days of the week, thus empowering these secondary interns as well.

After visiting several villages, 20 women showed interest in this program. Two recruiting orientations were held. Only 10 women turned up, out of which 6 were shortlisted. However, on the day they were to start their internship, only 2 persons showed up. It was found that though several women were deeply interested, they found it difficult to travel to the campus for the program trainings. Poor infrastructure, safety concerns and familial issues were found to be common and significant constraints. In face of this limited mobility, there was an obvious need for opportunities to be available close to their homes.

So it was decided to pivot the program design, to one where the employment opportunities would be provided closer to the homes of the women. This meant a more decentralised program structure with multiple centres at various panchayats. It also indicated significant additional expenditure and a time lag as far as project deadlines were concerned. Nevertheless, this seemed the only feasible way to serve the interests of the beneficiaries. And so the following program design was adopted.

Headstreams would identify three panchayats to work with. At each of these panchayats, a Headstreams women's SHG would be established, of at least 10 members each. This would create a cohort of 30 primary interns.

During the course of setting up the first SHG at Doddamalle (Chikkakunturu panchayat), it was learned that limited mobility meant that most SHG members would be from one or two villages, and reaching out to secondary interns on their own was not feasible. Going back to the drawing board, Headstreams decided to condense the secondary internship into a series of asset assessment workshops, which would reach more than 300 non-SHG women, to enable an awareness of community strength and possible way forwards.

The broad activities under this program can be categorised into:

1. Formation of SHGs
2. Setting up of Skill Development Centres
3. Training for Employment Experience
4. Internship Plan and Sessions
5. Secondary Intern Workshops

## Formation of SHGs

**Preparation of documents and SHG training sessions:** The first step was to get all the SHG related documents ready and put necessary systems in place. This included preparing the SHG Membership Form, the Memorandum of Association, the Loan Form, the Bank Passbook, the Cash Book, the Minute Book and the Attendance Form. In addition, detailed session plans to introduce Headstreams as an organization, the concept of SHG, and the working of SHGs were also prepared.

**Identifying panchayats:** In keeping with the new program strategy, we shortlisted and visited 8 panchayats: Chikkakunturu, Masthi, Thrunasi, Dinnahalli, Hasandalli, Huladenahalli, K G Halli and Tekal. We held community meetings and then meetings with women in these panchayats. A small series of activities and discussions to get to know them, their needs and their aspirations was facilitated. After these meetings, we shortlisted 3 panchayats – Chikkunturu, KG Halli and Tekal – as the program areas.

**Setting up SHGs:** The first panchayat Headstreams initiated work in was the Chikkakunturu panchayat in Doddamalle village. At the formation, SHG processes like signing an MoU with Headstreams, creating bank linkages and setting the Memorandum of Association was done. The aspiring members were also vetted by Headstreams to ascertain eligibility (the SHG is for marginalized young women with limited mobility



preventing them from accessing sustainable livelihood opportunities.) Initially the SHG met once a week, with the Headstreams staff facilitating the meetings with workshops on team building, roles and responsibilities, leadership, social

responsibility, etc. During this time SHG representatives were elected, SHG processes of maintaining the savings and minutes books etc. were learned by the women. After this, the SHG began meeting twice a month.

The same process was followed subsequently with the Tekal and K G Halli SHG aspirants. Formalities for Tekal SHG formation began in October and ended in December. Today these two Headstreams SHGs are linked to banks and function largely independently, with Headstreams visiting them once a month for a SHG meeting, to maintain systems, troubleshoot and support. Formalities for K G Halli SHG establishing have begun and it is in process.

In all, 19 meetings have occurred in Doddamale, 17 in Tekal and 9 meetings in K G Halli.

#### Composition of SHGs:

Sl.no	Village name	Taluks	No. of women	Caste
1	Doddamale	Malur	11	SC
2	Tekal	Malur	18	SC/ST
3	KG Halli	Malur	18	SC/ST/OBC
<b>Total Number of Primary Interns</b>			<b>47</b>	

Each SHG boasts of an average of 10-20 SHG members so far. All members are in the age group of 18-35 years and most belong to marginalized and impoverished castes and classes and are located in Kolar district. A total of 54 women are part of Headstreams SHGs today. Doddamale saw a beginning with 16 SHG members. Subsequent attrition rendered the number to 9. Reasons for attrition were health issues, pursuing further studies, familial caregiving responsibilities and dissatisfaction with earnings. This March, 4 new members have been added. The same pattern of attrition and increase is expected in the other SHGs as well, in the coming year. Realistically, Headstreams expects that a minimum of 10 active members will be active in the program from each SHG .

#### Setting up Skill Development Centres



According to the new project plan, each SHG would be anchored in a Skill Development Centre. At Doddamalle, once the SHG was formed, Mr. Chellapathi (who had supported Headstreams in all their activities thus far) offered that Headstreams could use a part of land owned by him to construct the Centre. He allotted a 20ft x 60ft land to us for construction, for free. After a land survey, the architect drafted a sketch of what is possible. After a series of internal backs and forth, a pragmatic and yet aesthetically pleasing nature-friendly Skill Development Centre is now in place. The women of



the Doddamale SHG lent a hand in the construction. They built the lantana windows, the lantana fence and planted the medicinal garden. After the building was constructed, the tables, the trays and other paraphernalia required for production of miniature terracotta bricks was procured. In the months that followed, the women of Doddamale also learned to process lantana sticks. The tools required for this was procured for the Doddamale Skill Development Centre.



At Tekal and K G Halli, the request for place to construct a Skill Development Centre has been submitted to the PDO and president of the Panchayat in February 2022. At Tekal, the women took the initiative and met with the MLA of Malur to make this request. Both panchayats have since scrutinized the agreement and okayed the draft agreement between the panchayat and the SHG. Meanwhile, the SHGs and Headstreams teamed up to find a rented space for hire as the Skill Development Centre. Accordingly, all tools and necessities to begin production of miniature terracotta bricks have been procured for both these Centres as well.



Thus 3 Skill Development Centres have been set up this year: 1 permanent and two temporaries. The SHGs and Headstreams continue to follow up with the PDOs regarding land allotment and construction of the permanent Skill Development Centre in Tekal and K G Halli.



## Training for Employment Experience

After the SHG has been constituted and the Skill Development Centre has been set up, the interested SHG members undergo training of their first employable skill: the making of miniature terracotta bricks. The Doddamale SHG was the first SHG to be trained in this in August 2021. The SHG members first visited the pilot village of Sonapanahatti. They interacted with the women there who produce these bricks and were shown around the production facility. Following this they visited the Headstreams Malur Campus. Here they underwent experiential



training in making of miniature terracotta bricks, and got to see the whole production process of baking, cleaning and segregation for quality control. Many tried their hand at making the bricks and returned confident that this was something they could do. Subsequently, production of miniature terracotta bricks commenced in the Doddamale Skill Development Centre.



In December 2021, the members of the Tekal SHG visited the Doddamale Skill Development Centre for training in making miniature terracotta bricks. The Doddamale SHG members demonstrated this to their peers from Tekal, and many of

Tekal SHG members tried their hand at it. Following this production has begun at the Tekal Skill Development Centre in January 2022. The K G Halli SHG has just undergone the training of making miniature terracotta bricks in March 2022. The training was done by Lalithamma, who is now emerging as the miniature terracotta bricks trainer and a role model for the SHG women.

In December 2021, all the SHGs underwent training in making pen stand-cum-mobile holder made of miniature terracotta bricks and lantana sticks. The SHGs had received their first big order for 2700 of these. Headstreams supported the process by creating the prototypes, getting the order, procuring the raw materials, training the SHG members and supervising the packing and shipping.





In February 2022, the Doddamale SHG was trained in processing of lantana sticks. Lantana is a local fast-growing hardy weed that is abundant in the forests and fields of Kolar district. The processed sticks are used to create various home décor products, furniture and other utility items.

**Outcome:** Through the production of the miniature terracotta bricks, the pen stand-cum-mobile holder and processing of lantana sticks, the participating SHG women have earned an average of Rs. 2000 per month. Many of them had no steady access to employment before; now they are able to contribute to their household incomes in a sustained manner.

At the Doddamale SHG for example, out of 11 trained members, 5 have never been able to earn before. The other 6 have worked intermittently as daily wage workers. However, work is seasonal, often back-breaking work in the hot sun and for much longer hours (which with commute times takes up the whole day). Often, because of this and other social reasons, families here do not permit women to take on daily wage unless there is no option.

Thus the Aalamba Internship Program comes as a huge relief. It enables the woman to work within the village without compromising on family care, in a safe, healthy environment with basic amenities and nil commute time., and with peers who have grown to be irreplaceable social support. Again and again, we hear through all our workshops, that women of a village, even though they stay next to each other, live very isolated lives. Coming together for the workshop or the internship has catalysed a building of social bridges that they are thriving in. In addition, the women are learning new things (skills and exposure), becoming increasingly confident of their place and purpose. All these advantages draws the women to the Aalamba Internship Program.

## Internship Plan and Sessions

Though employment experience was the lynchpin of the program, the internship provided for it only for 9 months. To sustain it in the long-term, the idea was to provide training in entrepreneurial skills so that the women pursue and set up their own income generating businesses. However, our pilot showed us that this is a steep curve for the women to climb in the first year.

It was decided that the sessions on entrepreneurship will be available to the women via WhatsApp. They will receive one session a week. The audio-visual nature of the content





design and delivery would ensure that even women with no literacy or poor literacy skills can access and use the content. As needed, there will be facilitated workshops led by Headstreams staff.

Improvising from the experience with the pilot, a very basic experiential entrepreneurship course was designed

and executed. The following were the elements of the course:

1. **Weekly Sessions:** The very first video session was a small tutorial in how to use WhatsApp. By the end of the course, all women were proficient in it. There were 10 entrepreneurial video sessions in all.

Each of these videos were scripted, filmed and edited by the Headstreams Open Learning Academy (HOLA) team. These were sent as whatsapp videos, along with worksheets. In addition, there was constant support available for any clarifications needed a phone call away. Apart from this, for the more technical sessions like goal setting and pricing, Headstreams staff visited the SHGs and spent time working on these with them.

2. **Exposure trips:** One exposure trip was organized early in the course, to a local potter's workspace and shop in Maderahalli. Here the women got to see the various ways in which the potter creates his products and conducts his business. The potter demonstrated hand building techniques and wheel throwing. At first many of the members were hesitant to try the wheel. However, after a bit, there was an eagerness to try it. All the women landed up trying their hand at it.



3. **Workshops:** There were two workshops that were conducted as part of the experiential entrepreneurship course. The first was an introductory workshop where they learned how to make a handcrafted product. In this case, it was a paper craft rose. This was conducted by Headstreams and introduced the women to the feeling of achievement in handcrafting something by themselves.





imagination as well, immersing themselves in the medium.

The second workshop introduced the women to basic hand building techniques. This workshop had a local artisan (Parvathamma) who has years of experience as a potter, demonstrating and guiding the learning of various hand building techniques. The women learned how to make a basic diya, a fashionable diya, a duck and a plate. The women went on to make many other things out of their

### Outcome of the Experiential Entrepreneurship course:



The women had decided in their goal setting session that they wanted to earn Rs. 1000 to buy three mats for the Skill Development Centre. As they went through the sessions and workshops, especially after learning the hand building techniques, they decided they wanted to do this by making and selling diyas. They prototyped these, got customer feedback and prototyped again based on this feedback. They then decided how they should be priced, packed and branded. At the end of the course, they have created 30 handmade diyas, packed and branded under the name "Navajyothi". The members will now try their hand at marketing these to meet their goal.

### Primary Intern Case Studies

Name: Bharathi

Place: Doddamale



**What Bharathi says:** " Before I used to stay at home. I didn't know anything about money transactions. My husband used to buy everything and I used to cook. But now after joining the Aalamba Internship Programme, I have also started earning. Now I understand the value of money. Before, I had to ask my husband for money to buy the smallest of thing - and I would get scolded for asking! It was very difficult for me to ask for money every time. Now I feel happy because I can buy things without asking my husband for money. I use the money I earn to buy things for my children and pay off another SHG debt. Whatever I earn, I give it to my husband



and my earnings are kept separately. Whenever I need it, I can take it and, when my husband needs it, he will take it. The entrepreneurship session also helped me. Before it, I had no knowledge of business. Now I have friends and I share things with them; we talk freely and learn about the business together. We have also planned to do business together. Before there was no goal I had set for myself,. But after joining here I have learned to set goals and my confidence has also increased. Now I can work and earn, take care of my husband and children. So I can manage both work and home and am so grateful to have got this opportunity to work in my village.

Name: Shivaranjani

Place: Doddamale



**What Shivaranjani says:** Aalamba Internship Programme has helped me a lot. Before I attended, I would just stay at home, without any learning or earning. Now I am very happy to work here and I enjoy spending time with friends. Working here makes my mind fresh and whatever I earn that is helping me a lot. I spend the money I earn on constructing a house for my family. I am so happy that I can contribute to my dream home. My husband is also happy about my work and growth. He is also helping me with the work. I am also helping my husband with small things and sharing responsibilities with him. Apart from working, my knowledge of business has also increased. Before I didn't have an idea about the business. Now I can think of running my own business; know how to run a business. It's only because of the Aalamba Internship Program.

Name: Indra

Place: Doddamale



**What Indra says:** Before I joined this program, my life was very difficult as my husband was the only one earning. I was not able to go and work because my husband would not give me permission to work outside the village. Besides I have small children to take of. After joining the Aalamba Internship Programme, I am able to share the burdens my husband was carrying. I now have confidence that I can balance both my family and work. Whatever I earn, I use it for my household expenses. I am also saving Rs. 500 for my children's education. I had no idea about business before; now I think I could even start my own.

Name: Samina

Place: Tekal

**What Samina is saying:** I am happy to be part of the Aalamba Internship Programme. I participated only for 2 days so far, in making the Lantana pen stand and I earned Rs. 500. I used that amount to buy a cake for my sister's son's birthday. I am hoping that I can help my family by working here.

Name: Brunda shree (Bindhu)

Place: Tekal

**What Bindhu is saying:** After joining this programme, I learnt a lot. I learnt to mingle with people and communicate with them without any fear. I understood how people's think. I also earned a small amount by making pen stands, and I used that amount to help my husband. I wish to continue working here and earn some amount to help my family.

Name: Sharadha

Place: K G Halli

**What Sharadha is saying:** Before joining this programme, I was idle and without opportunities. But after joining the Skill Development Centre, I was able to earn some money and help my husband. Whatever I earned from making pen stands, I used for household expenses.

Name: Janaki

Place: K G Halli

**What Janaki is saying:** During covid, my husband lost his job. After joining here, I am able to mingle with people and learn about savings. What I earned, I kept it safe because that was my first earnings after I got married. I want to use it for a good purpose.

## Secondary Internship Workshops

We visited 17 villages in Malur taluk and conducted a Sustainable Livelihoods (Asset Assessment) workshop in each village. In all 311 women took part in these workshops. The purpose of this workshop was to enable women to:

1. Become aware of the assets they already have
2. Weigh which assets they are using and which can be leveraged so they can create a better life outcome for themselves
3. Decide on one small change they would like to focus on as a beginning towards that better outcome

These are the names of the villages that were included in the workshops this year.

S.No.	Name of Village	No. of participants
1	Tekal	25
2	Doddamalle	17
3	K.G.Halli	11
4	Banahalli	19
5	Pudisheetyhalli	13
6	Sonapanahatti	10
7	Obbati	12
8	Orgurki	15
9	Balleri	16
10	Janaganahalli	16
11	Haliepalya	19
12	Huligutte	16
13	Katerisonahalli	22
14	Maralahalli	29
15	Mittiganahalli	25

16	Rajanahalli	18
17	Bandahati	12
18	Yalavagulli	14
19	Others	2
<b>Total</b>		<b>311</b>

### Outcome of the workshops:

The women were able to identify their strengths and areas for improvement to have a better life. Most of them said, "I wanted to be financially independent and to support my family and provide my children with a better education." Arathi from Janiganahalli said that through Savitha's story (one of the activities in the workshop), she understood that "When we are facing a problem, we always become preoccupied with the problem itself. We do not think of how to solve it or what is the way to overcome the problem."

### A glimpse of the workshops:



Tekal

In the self-awareness exercise, they said that "After a long time we got some time to spend with friends. We stay in the same place but we won't spend much time together. Here we got this chance to know about us and a little about our neighbours/ friends."

Some of them are very shy and not opening up but few of them were very active. The response was good and the activities went well except the power walk activity because they were not able to connect that character and they didn't know when to take a step forward. Savitha's story was easily understood.



Doddamalle



K G



Each one was able to identify their strengths and weaknesses. Most said that “we don’t have patience and we get angry about everything. So we need to change that character in order to have a better life.” They were able to understand that everyone has their struggles and the need is to overcome by finding the solution together.

In self sculpting activity most of them were able to identify their strengths. Through the Power Walk activity, they understood various socio-political reasons that hold them back. will be back. If they also get support, opportunity and financial help they also can come forward and have a better life.

Banahalli



Pudishettyhalli



In the self-sculpting activity, most of them associated with themselves to nature: “Just like trees give shade and food, I have a nature of helping others without expecting anything in return” etc. Through the Power Walk and Savita's story, they said, everyone has one or the other problem in their life, but if everyone helped each other we could face the problems with strength.

This workshop helped them to realize their strengths and identify the changes they have to do so their life becomes better. The Power Walk activity helped them understand the importance of social support and knowing various problems in everyone’s life.

Sonapanahatti





Obbati



The activities went well. They were able to understand how it's important to utilize the opportunity and social support. And also how to increase money and what are the ways to increase it. They said, "In our families, they won't allow us to go outside the village to work. So we need more work opportunities in the village itself."

We received poor response from this group, with some participants leaving mid-activity. Mala, one of the few who understood the purpose of the workshop, said "Here the women are not educated. There are no bus facilities, so parents do not send their children to school after std 6<sup>th</sup>. Instead they are put to work."

Orgurki



Balleri



Through the Power Walk, the participants understood the importance of social support. They said, "In our families itself, we won't get support for many things, like going out for a job. If we get that support we also can live independently, without depending on a husband." The women connected to Savitha's story and understood the problems and opportunities they have.

By this workshop they were able to understand what knowledge and skills they already have to empower themselves. Here some may have skills like tailoring or weaving. The Power Walk and Savitha's story activities helped understand that social and financial support/assets are important to have a better lives.

Janaganahalli



Halepaly



The women said that this workshop helped them to spend some time with their neighbours and friends and also to know about their strengths and weaknesses. Some of them are educated but their husbands are not allowing them to go out for work. Through Savitha's story, they understood that for every problem has a solution and there are more ways to earn money.

The participants asked a lot of questions regarding our program. During the activities however, everyone started leaving the place for various reasons. They didn't show much interest and we weren't able to complete the activities.

Hulligutte



Katerisonahalli



The workshop went well. Everyone was actively involved. Everyone wanted to be financially independent and through this workshop they understood their strengths and weaknesses. The Power Walk activity helped them understand the need and importance of social support. They said that they understand how important it is to help one another. They understood the struggles in Savitha's story and were able to identify the opportunity.

Here, everyone except for two members spoke Marathi at home. The self-sculpting activity went well and most of the associated their characteristics with objects, animals and birds. Through Power Walk and Savitha's story, they understood the need for social support. They identified what they wanted to change to have a better life.

Maralahalli





Mittiganahalli



In the self-awareness activity, one person drew a mountain and said, “Like a mountain I won't say anything even if the others talk about me negatively.” Through the Power Walk activity, they understood the need for social support. In Savitha's story, they said if Savitha used those opportunities and skills, she would overcome the financial problems. “In our life also we miss opportunities. We need to identify these.”

Here, the women are not aware of business and have no idea about entrepreneurship. Savitha's story went well and they were able to connect it to their lives, saying we also have faced problems like this. They are able to understand the connection between various assets and their well-being. Because of lack of time, we couldn't complete reflection.

Rajanahalli



Bandahatti



Each woman was actively involved in all the activities. The resonated with Savitha's Story and it helped them to think of the necessity of identifying opportunities in their lives, they said. This workshop taught them how to handle situations in their lives, they said.

## Secondary Interns: Case Studies

Name : Shyamala M

Village : Tekal

**Shyamala** was born in KR Puram. She studied till 10<sup>th</sup> standard. “By attending the workshop I am inspired to be financially independent. In Savitha's story I understood how much difficulties she faced in her life. I understand that we should not miss any opportunity in our life.”

Name: Malashree

Village name : Bandahatti.

**Malashree** was born in Bandahatti village. In her family there are 7 members. She studied till 10<sup>th</sup> standard. "During covid we were stuck in a problem; all earnings were stopped. Children's education also stopped during the covid time." She took a loan from Dharmasthala SHG to manage household expenses. "Because of this workshop, I learned how to use the time for earning money and how to start my own business," she said.

Name : Girija S

Village : Bandahatti

**Girija** studied till 10<sup>th</sup> class after that she got married. In covid time, her family members lost their jobs and they faced a very difficult time. Now she is looking for a job. She is not getting any work. After this training, she understood about her strength and weakness and also about the importance of taking help from her neighbours. She says she now feels confident that she could work and earn something.

## IV. HSR ARIVU-DISHA PROGRAM

At the beginning of 2021, we had initiated a program in HSR area of Bengaluru Urban District. A kind supporter has lent us the use of their vacant home, which now doubles up as a Arivu Play-And-Learn Centre. The Centre caters to children from families of a nearby low-income community, a large percentage of who are migrants, mostly from other States or North Karnataka. A variety of languages are spoken here and the children usually attend the local government school.

When pandemic restrictions were imposed in April 2021, the Centre could not continue as it was. Rising to the challenge however, our facilitating team began going out into the community area and continuing with the Play-and-Learn activities. Now that the pandemic restrictions have been lifted, meetings at the Centre have resumed. The children meet the facilitators twice a week, usually on Thursdays and Fridays.

### OBJECTIVES

The endeavour at the HSR Play-and-Learn Centre was to create a learning and play space for children of local community so that they have opportunities to:

- Explore their various interests and become self-aware
- Have access to play-and-learn resources and skills that they otherwise may not have access to

### ACTIVITIES

In February 2021 we started a community learning centre in HSR Bangalore. Here we offer children from nearby slums an open learning space to explore different kinds of activities like art, craft, playing, reading etc. The sessions are held every Thursday and Friday from 2.30 to 5.00 pm. So far we have conducted 64 sessions at the Centre. We have about 30-40 regulars who attend the sessions every week.

Month	Sessions/Activities	No of children
February	Drawing and coloring	40
March	Drawing and coloring	35



April	Craft and Maker space	45
July	Craft and Maker space	42
August	Community mapping and Psychoeducation	35
September	Psycho education session	40
October	Psycho education session	45
November	Let's play and English learning activities	30
December	Hola Library	35
January	English learning activities	40
February	Learning about Numbers	35
March	Introducing Computers	40

The sessions are of different kinds.

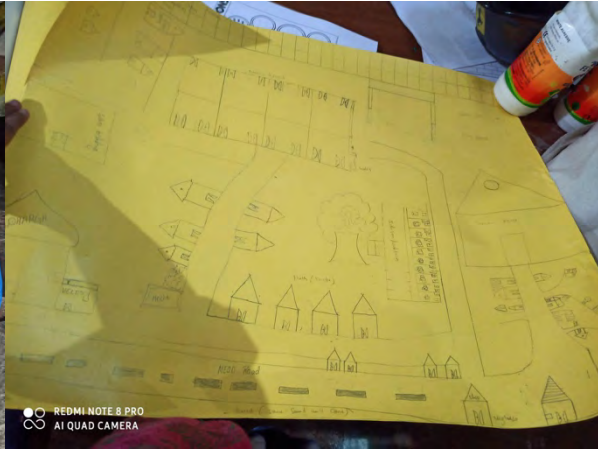
**Drawing and coloring:** This activity is done using the self-directed learning HOLA Drawing and Colouring manual, which has different modules and levels. Children have to complete all modules to get into the next level. Totally 40 children explored this skill and completed their first level.



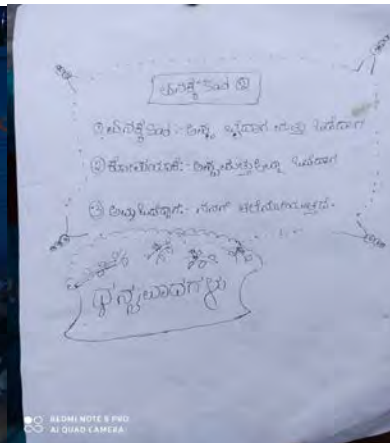
**Craft and Makerspace:** Also a self-directed HOLA manual, all materials are provided for this. The children have all the freedom to do whatever they want with given materials. If they complete the activities in the manual, they are eligible for the next level. 45 children completed the first module in this manual.



**Community Mapping:** This activity was done in the children's community. In this activity we divided children into 5 groups and told them to map their community, such that they have include their surroundings like school, shops, hospital, water body, temples, bank, Anganwadi etc. This helps increase self-awareness and contributes towards EVS.



**Psycho-Education session:** These sessions were conducted in the community due to pandemic related anxieties. The sessions were thematic: Being brave, Emotions (Happy, sad, scared, angry) and Bullying. Here we went to each lane in the community, gathered 5-8 children and conducted the sessions.



**English learning activities:** For this, worksheets on the English alphabet and small English words with coloring, reading, writing and craft activities were used. By the end of the short term sessions, the children were able to identify simple English words and increase marginally their proficiency in writing and reading.



**Hola Library:** Here we distributed easy English learning story books to the children, accompanied by audios of the stories and bi-lingual videos of important words. The children had to finish one book within a week to get another book.

**Introducing Computers:** We arranged for 7 computers at our activity centre. First, we introduced them to the parts of the computer and basics of using a computer. Then we showed them how to use the program “Paint”. This was a big hit. All the children at the Centre get turns at the computers during every session and are slowly becoming familiar with using it.



## CHALLENGES

**Lockdown:** During the lockdown, it was difficult for us to call children to the centre. So when restrictions eased up after three weeks, we started going into the community, door to door. We gave activity sheets and materials to the children, though the distribution was challenging. Going into the community gave us a chance to build relationships with the children and their families; their parents got more interested and involved.







**School Reopening:** After schools reopened, the children could not come at the usual times any more. So we began interacting with them in the evenings. Today the Centre is open again. However since the children go to school, they come to the Centre only after 4 pm.

## OTHER ACTIVITIES

- We conducted a training of producing miniature terracotta bricks as part of our livelihood initiative.



- We prepared case studies of 10 families in that community, which helped us understand their lifestyle, their earning capacity, why they came here and other things about their living conditions.
- We conducted a Let's Play event for the children, as part of the annual Let's Play campaign conducted by Headstreams.
- We gave two Anu Akka's Tackle Kits to 2 volunteers from the community.

## V. PLAY & LEARN (PAL) PROGRAM

### INTRODUCTION

This last year continued to be uncertain because of the COVID pandemic. Face-to-face interactions were restricted. There was a lockdown period (April 27 to June 15, 2021) when meeting the children and conducting daily sessions was not possible and the children did not have access to visits from parents, NGO facilitators or visitors for the time. We believe the psycho-social unpredictability that was widely prevalent through the year, deeply affected the

children, which was evident in multiple egregious incidents that occurred in the latter half of the year.

While all this has affected some of our key outputs, we were able to:

- Draft a resource book (a toolkit that details our learning and recommendations for CCI staff)
- Pilot an Experiential Entrepreneurship course
- Pilot a Learn English Library.

We were also able to organize Art & Craft activities for the children in the Government Home for Girls during the lockdown and showcase this in an exhibition held to acknowledge the support that the children received from the staff during the lockdown.

**Larger purpose of our sessions:** The crux of our intervention is to facilitate safe empathetic spaces where the children can practice autonomy, relatedness and competence towards increasing their agency. Agency is the capacity or ability of individuals to transform their situations.

**Method in our sessions:** We do this through play-based interactive sessions that have the elements of play (free choice, intrinsic motivation, self-direction, fun and imagination) as the matrix of the session design.

## SYNOPSIS OF OUR WORK

### 1. NUMBER OF UNIQUE CHILDREN PARTICIPANTS

Name of Child Care Institution	No. of children
Government Home for Girls	222
Government Home for Boys	135
Observation Home for Boys	150
<b>Total</b>	<b>507</b>

Unlike the last lockdown when the effort was to empty out the Homes as much as possible, this time around, the effort was to keep safe whatever children happened to be at the Homes at the time of lockdown. The only stricture was that barring the official government staff, no one was allowed face-to-face contact with the children for those two months. In spite of this, the number of children who participated in our sessions remained relatively high. Whereas we expected to impact 300 unique children, 507 children participated in our sessions over this year. Given below is the break-up of the number of participants in each Home.

### 2. CONTENT FOCUS

This year we focused on three main areas in our work with the children of the three Homes: Headstreams Open Learning Academy (HOLA) skill development courses through HOLA manuals, Psycho-education and Lifeskill Sessions and Free Play. Apart from these, we had several External Resource Persons who facilitated sessions on gardening, gender sensitisation, expressive arts therapy and yoga.

In all 388 sessions were conducted, as opposed to the 400 that was the target laid down at the beginning of the year. Given below is the break-up of the various sessions conducted in each of the Homes this year.

Kind of session/Home	Government Home for Girls	Government Home for Boys	Observation Home for Boys	Total
HOLA Courses	62	67	64	193
Psychoeducation/LifeSkills	24	26	27	77
Free Play	26	32	14	72
Gardening	7	9	-	16
External Resource Persons	15	-	15	30
<b>Total No. of sessions held</b>				<b>388</b>

**HOLA Sessions using HOLA Manuals:** The HOLA manuals are a new addition in the programme. These are skill-based manuals being developed in various areas that engage multiple intelligences. They are designed to have modules with hands-on activities in each skill area and executed through scaffolding in a goal-oriented manner. The manuals provide opportunities for a learner to start each topic from a very basic level and more up to a more advanced level gradually. Each topic has multiple levels. Each level has around 15 activities divided across 3 modules (5 activities per module).

The eligibility to join the course is interest to learn and develop themselves in different fields based on their interest. These manuals have pre-assessment and post-assessment components built into them along with periodic review and reflection of learnings. The learner receives a letter of completion after they complete a course level.

In a HOLA session, children can choose the manuals they want to engage with according to area of interest and learn the skill from scratch. The manuals were constantly refined through this year to create models that can work effectively at CCIs. The number of manuals increased from 4 to 10 through the year. (Note: HOLA stands for Headstreams Open Learning Academy)

The courses we are offering currently are:

- Drawing & Colouring
- Mathematics & Logical Thinking
- Kannada Reading
- CrossFit
- Craft & Makerspace
- *Mehendi* Designs
- Innovative Projects



- Body Percussion
- Drumming
- Dance & Movement
- Macramé.

By far the most popular HOLA courses were Drawing & Colouring and Mehendi Designs, followed by Craft & Makerspace and Dance. Drumming was popular as a facilitated activity. However, the noise factor made it unpopular in the buildings with the staff. A few have tried the Body Percussion, Innovative Projects and Macrame manuals but these are yet to be completed.

Almost all children attempt the HOLA courses. Quite a few leave the Homes midway before they are able to complete the course they have taken up. Many are at various stages of completion. A Letter of Completion is only awarded once they finish all modules of a level. A separate portfolio is maintained of the work of each child, which is handed over to them when they leave the Home.

The following table shows the number of children who have completed various HOLA courses and received relevant Letters of Completion:

<b>HOLA Course</b>	<b>No. of children who completed courses</b>
Maths & Logical Thinking	6
Mehendi Designs	50
Craft & Makerspace	27
Drawing & Colouring	57
Crossfit	12
Kannada Reading	15
<b>Total Completions</b>	<b>167</b>

### **Gardening Sessions:**



**Psycho-education and Lifeskill Sessions:** The psycho-education component focussed on providing information and tools for physical and emotional self-care, social and emotional learning and learning pro-social behaviours. These were facilitated face-to-face sessions, planned keeping emerging needs of the children in mind. These sessions aim at equipping the children with awareness of themselves and in understanding how to deal with situations

that they face in their day-to-day life. The sessions revolve around creating opportunities to build a healthy mind.

We have covered 11 topics in the past year. These were:

- Hygiene
- Emotion Regulation
- Practising Gratitude
- Identifying Personal Strengths
- Being Brave
- Bullying
- Identifying and Managing Internal Dialogue
- Gaining Perspective
- Teamwork
- Understanding the Importance of Rules
- Self Esteem

**Other Sessions:** Apart from this, we also had external resource persons who conducted Art Therapy sessions, Gender Sensitisation sessions and Yoga and Movement sessions.



**Free Play:** Among the most sought-after sessions facilitated by Headstreams is Free Play. It is an exploratory and experiential space which promotes choice to further a sense of autonomy. The children would be able to explore their interests and practice the multiple intelligences that they possess. The space includes a variety of play resources for outdoor



games, indoor games, life size version of select board games, puzzles, stationery and audio-visual activities. Lately the children have been interested in playing electronic games which are found on the tabs, which are mostly educational and developed by Headstreams. They also enjoy listening to music and watching videos on the tabs. Some of the children take up HOLA on these days while others play board games, fix puzzles, take up skipping, etc.

## TWO NEW KINDS OF SESSIONS

This year two new kind of sessions were to be introduced in the three Homes. These were the visitor sessions and staff workshops.

**Visitor sessions:** Our understanding is that being confined to the Home, the children face a constant sense of disconnection from the outside larger world, which is detrimental to their

well-being. We also perceive that meeting successful adults with different experiences would help the broaden the vision the children can have for their own lives.

6 visitor sessions were conducted during the year, as against 18 - one in the Observation Home, 2 in the Boys Home and 3 in the Girls Home. By far the visit that most interested the children was the visit by DCP Nisha James. The other visitors included a lecturer, expressive art therapists, yoga instructors, a mehendi design entrepreneur and a jewellery maker.

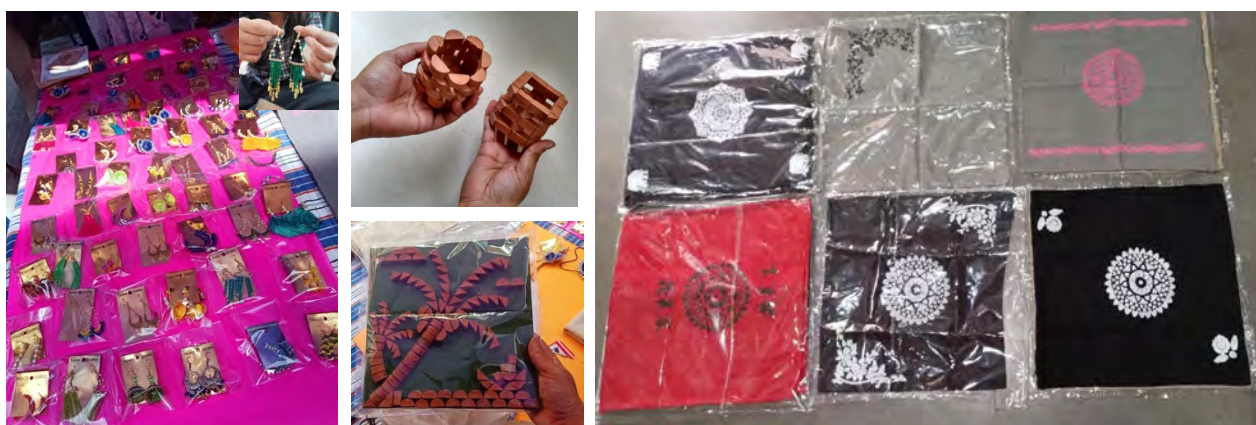
**Staff Workshops:** We held our first ever staff session this month, for the staff at the Government Home for Boys. The theme was “Caregiving”. Our purpose for the session was to explore the main values of caregiving by reflecting on our own personal experiences of being at its receiving end. Studies show that we cannot give what we have not received and revisiting our own experiences spurs compassion. It was also a way for us to get to know the staff a little better.

The theme for the session was caregiving. Discussions around experiences of care from childhood were explored and short games to break the ice were played.

It was so refreshing to see another side of the staff. They expressed their care for the children and were also open to talking about themselves. This gave confidence to conduct more sessions. Manjunath was so expressive. He enacted just how children are when they are hurt. He also was open about sometimes losing control with children, even when he doesn't like it. Vinayak was so thoughtful regarding thinking of important actions/love languages to care for children. He mentioned that the session helped him in understanding his colleagues and their nature of care that they have for the children. Yashodhama was a bit hesitant to voice her opinions. Maybe she needs more time to get comfortable. It was a wake-up call to know that Jamal didn't have any memories of care from his childhood. He had grown up at the Home and works there now too. He also was sad and teared up a bit.

## NEW THINGS WE INTRODUCED

**Experiential Entrepreneurship Course:** The course encouraged the children to set entrepreneurial goals and achieve them through a 10 session long entrepreneurial exercise. The children learnt to budget their goal, create saleable handcrafted products, learn the importance of customer value and quality control and finally did the pricing for saleable products. This year they made jewellery, cushion covers, t-light holders and wall art for sale.



### Here are some things that the girls said about their experience:

*“At first when I did not know anything about this and really I did not have interest also. But then one day I tried making jewellery and it came out well I thought. So I got very interested. After that I felt like doing more and now I think once I return I will try this and use my own designs and I will sell this. I feel very interested now. I want to say thank you because I didn't*



*know any of this but now you have taught us how to plan, how to create, how to sell, I feel like it has made my life more bigger.” - Preethi*

*“When I came here I was very tense and very sad. But over these many days I have learned so much. I really did not know anything before. I had never made an earring before but now I understand and know how to make. I have learned that if we want to sell something then the finish and quality and style should all look good. Only then it will sell.” - Barsha*



*“When we come first we are all tense and we want to come home. But now we know that there is a purpose for us all, and we also know now that we have the capacity to continue practicing the skills we learn here. We are capable and this was a good example that showed us this.”*

At the end of the course, the children showcased their products to the Superintendent of the Government Home for Girls. Mrs. Mumtaz appreciated the hard work and diligence of the children and distributed the Letters of Completion to the concerned girls.

**Toolkit:** Much as this has been a difficult year for the children, it was also a particularly harrowing year for the staff of the CCIs we work at in Bengaluru. Handling children who are anxious, depressed and feeling rejected is no easy task, especially through lockdowns when the children are missing their families and are also ill with COVID etc.

We had planned to conduct regular staff workshops for the staff in a bid to support them and inform them. However this was not possible because of the pandemic and its associated precautions. So we decided to put together our years of experience working with the children in the form of a toolkit – a handbook for staff at the CCIs. Accordingly we spent much of the lockdown period preparing this. Today we have a ready draft that is to be edited and translated before dissemination. We hope to complete this task this coming year.

**Crafts during lockdown:** During the two-month lockdown, even though we were not able to interact with the children, we prepared craft activity sets with you tube instructions. These were delivered to the Home for Girls and the Home for Boys, along with a laptop that had all the audio-visuals on it. The staff at both Homes we briefed about how to use it to facilitate the activities for the children.

The staff at the Home for Boys were unable to make use of the kits. They reported that they were too short-staffed to be able to spare time to facilitate the activities for the children. The staff at the Home for Girls were able to facilitate the activities for the girls. They did one activity a day, and at the end of the session would send related pictures to our facilitators. When the activity kits were over but lockdown was extended, we created more kits. This way the children always had something to look forward to each day.

When we resumed sessions after the lockdown, we found that the children and staff had carefully preserved what they had made during the lockdown. Accordingly, to acknowledge our appreciation for the diligent staff, we organized an exhibition of the craft items that the children had made. The Superintendents of the Home for Girls, Home for Boys and Shishu Mandir were present at the exhibition, where concerned staff from the Home for Girls were felicitated. The girls also came forward to speak about their experiences during the

lockdown, of isolation when they fell ill, of sadness that their parents were not allowed to meet them and how the craft activities provided them some respite.



**Planetarium Trip:** The children from the Government Home for Girls were taken for a trip to the Planetarium for a Sky Theatre Show on December 18, 2020. They also visited the Science Park, to understand concepts more practically. The children watched the Sky Theatre show. They also listened to the science behind the play materials found in the science park and played in the children's park. We returned after lunch and a short time of play at the park. We also passed by the Vidhana Soudha, High Court, Reserve Bank and slowed down to show these to the children.

**Children's Day Celebrations:** Children's Day was celebrated in all the three Homes. The children put up dances and songs, and there was a drumming session as part of the celebration in each Home. It was also the first time HOLA Letters of Completion were distributed to the children who had completed HOLA courses. The DCPO and the superintendents were chief guests for the occasions.

**Special Sessions on Coping with Fear and Trust Building with Free Play:** On 5th and 6th of February, we conducted special facilitated sessions in the mornings in the Observation Home for Boys, Madiwala. These were on coping with fear and trust building. When the boys at the Homes were going through a tough time with bullying and abuse on each other, they needed a safe space to talk and be themselves. Hence, trust building activities and group cohesion was focused on. To continue supporting the staff at the Home and the boys as well, we provided free play for both batches in the afternoon. Since there was tension between the batches, we realized that being available at this critical time and providing space for focused activity helped the boys in coping with what was going on.

#### **Special Thanks to:**

1. **Share a Blanket campaign** for donating bedsheets and towels to the following Homes on 19-Feb-2021, where a total of 258 bedsheets and 251 towels were distributed.

	Govt. Home for Girls	Govt. Home for Boys	Govt. Observation Home for Boys	Govt. Shishu Mandir	Reception Centre	State Home for Women
Bedsheets	45	59	32	15	25	82
Towels	45	59	32	8	25	82
Total	90	118	64	26	50	164

2. **Sara** for donating clothes for children under 10 years of age, along with bouncy balls pencils and fancy bags to the following Homes on 18-Mar-2021 and a total of distributed.

Details	Govt. Home for Girls	Govt. Home for Boys	Govt. Shishu Mandir	Reception Centre	State Home for Women
Top, bottom & knickers	5	7	40	6	2
Fancy carry bag			40		2
Bouncy ball & pencil set		7	40	6	2
Skipping ropes			6		
Tennis balls		10	12		
Pencil, scale & rubber set	5				
<b>Total no. of items</b>	<b>10</b>	<b>24</b>	<b>120</b>	<b>12</b>	<b>6</b>

## VI. ACADEMIC PROGRAMS

Headstreams has been running a certificate course called "*Play and Human Development*" for undergraduates and a PG Diploma by the same name for graduates. Over the years, students from five colleges have taken part in these course. This year, students of two colleges (Mount Carmel and St. Joseph's) enrolled for the certificate course and students from Christ College enrolled for the PG Diploma Course. The courses aim to equip students to identify and address psycho-social needs through multi-arts and play. The specific objectives are as follows:

- To understand the value of play in human life and its role in human development
- To comprehend the theory and practice of play and various forms of art in diverse settings



- To create a self-directed learning that helps to bring about intrinsic change and holistic well-being
- To be able to facilitate play spaces in the future and get a hands on opportunity to do so

Since 2020, these courses have been conducted online. This past year we had a total of 60 students take part in the courses. The online course is broken up into different levels. Each level will be equal to 30 hours. Learners need to complete 3 levels of the course for the certificate course and four levels for the PG Diploma course. The latter includes a research paper. The theory for these course have been uploaded on Moodle and any student, after registration, gains access to the content. This includes a practical component and assignments, all of which are done in a self-directed learning format. The students can pace themselves, as long as they meet the final deadlines of level completion.

Apart from this, the sessions orienting the students to multi-arts was conducted live and online. There were 9 such sessions. These were facilitated by our partner organisation, Snehadhara Foundation. 16 Saturday workshops were conducted to help experience and practice play facilitation. All of these were conducted on Zoom.



Apart from these courses, a short workshop on “Play and Human Development” was also conducted for Alva College. The objective was to understand what is play and its importance in human well-being and to learn the basics of play facilitation. About 20 students participated in the workshop.

## BACHELOR’S IN VOCATIONAL TRAINING (B.VOC.)

Headstreams began running a three-year undergraduate degree program called B.Voc. in collaboration with Tata Institute of Social Sciences three years ago. The rural students who enrol for this course, specialise in Software Development. This year 11 students successfully graduated after completing the three year course. Of these, 8 have been placed through campus placements, 2 will be pursuing higher studies.



## VII. PIPAL LEAF LIVELIHOOD INITIATIVE

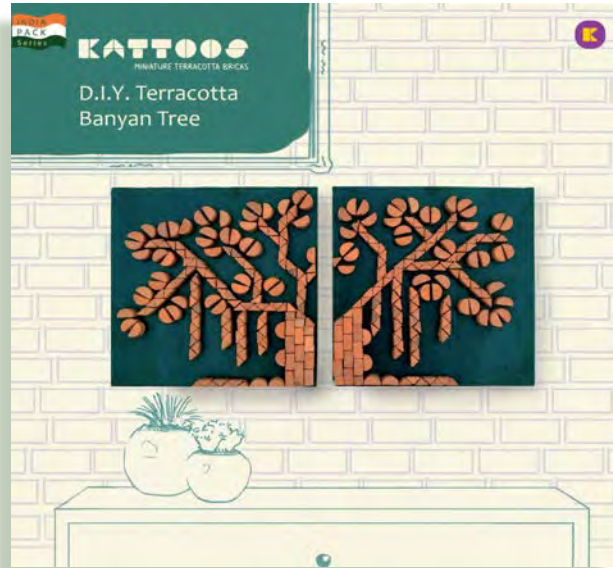
In 2019, Headstreams began exploring possible sustainable livelihood options that can be offered to rural communities of Kolar District. Out of this emerged the brand Kattoos (from *kattu*, which means “to build” in Kannada). The first marketable product of Kattoos was miniature terracotta bricks.

Kattoos applied for and was shortlisted as part of the IIM B incubator at NSRCEL called Women’s Start Up (WSP 3.0). A highly competitive incubator, being part of it helped us to understand the basics of business, as mentors handheld Kattoos through workshops, seminars and a series of sprints with grant rewards. Kattoos was also part of another incubation process, called Regen Earth. This was organised by IndusTree Foundation in collaboration with Shrishti School of Design and focussed on learning the basics of social impact enterprises. Being part of both of these incubators was hugely rewarding, and helped mould our understanding of business for social impact, and shaped our strategies through the year.

We had four big launches this year. In all of them, the core values of Kattoos to promote a Do-It-Yourself ethos using natural materials was preserved. Each time it was an opportunity to explore something new, to learn more about our brand and how it is faring with our customers.

**The India Series:** The India series showcased two Trees of India: the coconut tree and the banyan tree, in a wall art format.





**The Diwali Packs:** The Diwali pack included an open-ended Mandala wall art and a T-light holder in the shape of an elephant.



**The Christmas Pack:** This was pack that used a mix of lantana sticks and terracotta bricks to create the backdrop, as well as the animals and people, for a Christmas manger scene.



**The re-launch of the gift pack:** The gift pack, the fastest moving product of the brand, was re-launched with new packing and design to enable efficiency in the supply chain.



**Corporate Gifting:** Last year we also began prototyping with Lantana, a wild and fast growing weed that is emerging as a menace to forests and local flora. Like clay, lantana is also found abundantly in Kolar district. This year, we created our first saleable lantana-cum-terracotta product, a pen and mobile stand, that can be customised for corporate gifting. It was encouraging that this led to our biggest order yet, of 2700 pen-and-mobile stands by a corporate partner. The order provided impetus to over 60 marginalised rural women, who created these in a record 20 days.

**Online Corporate Workshops:** Apart from these, an online corporate workshop was prototyped, using Kattoos products, which was very well-received by our clients.



For more information on Kattoos, do visit <https://headstreams.org/kattoos/>

## VIII. PLANS FOR 2022-23

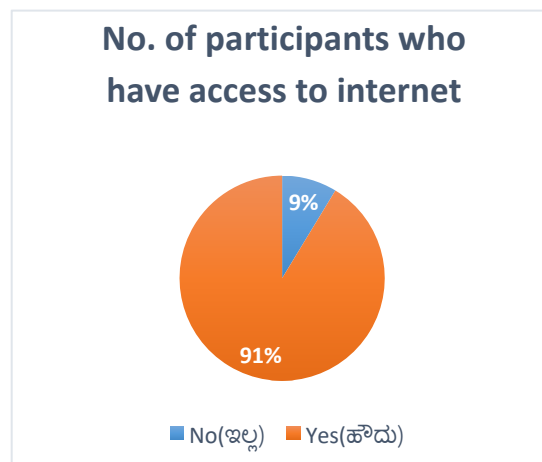
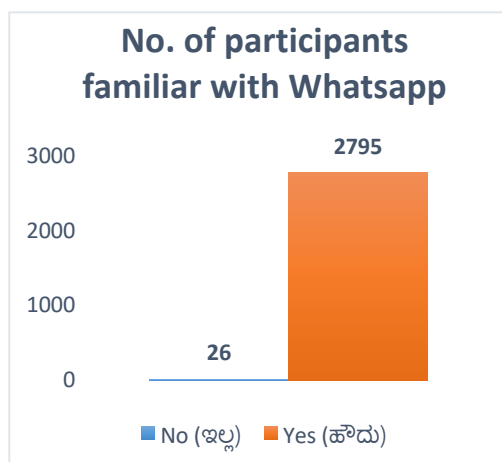
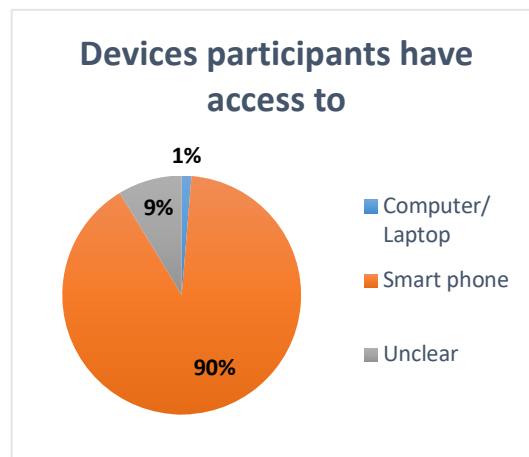
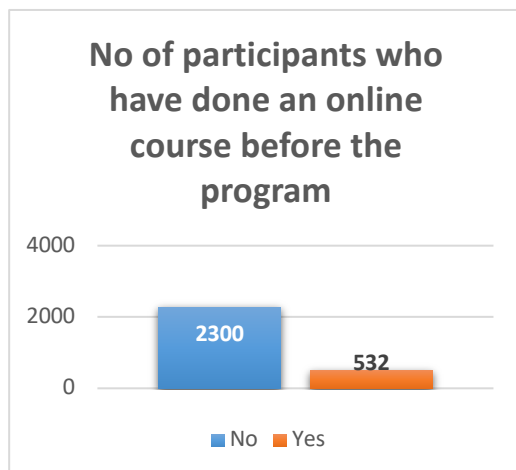
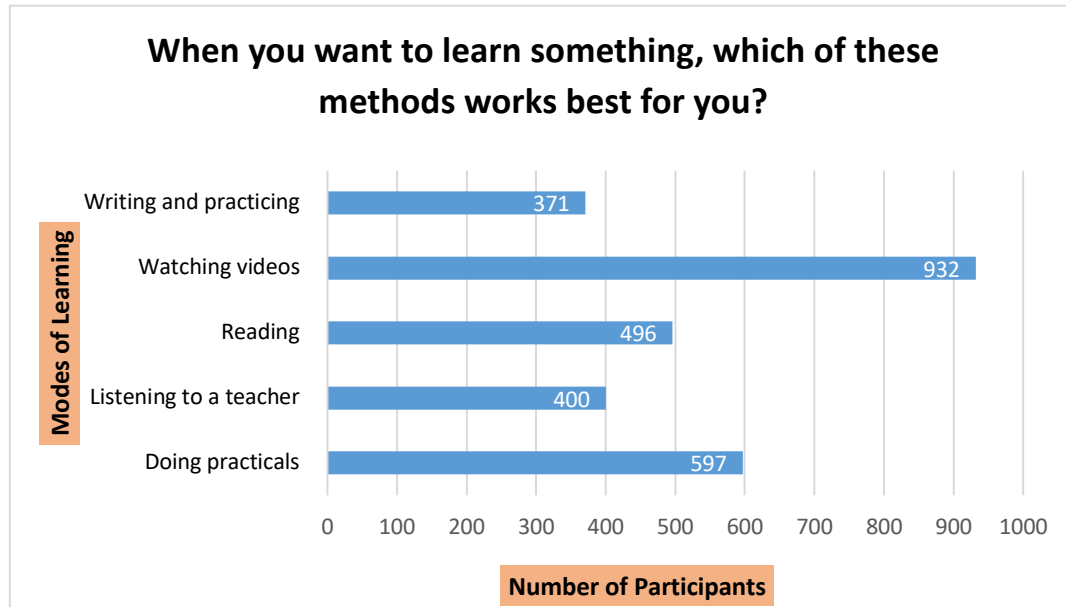
Programs that will continue are:

- Aalamba Young Women's Internship Program (now to be called the Aalamba Internship Program)
- The Play & Learn (PAL) Program
- Anu Akka's Tackle Program (the HSR Arivu Program will now be incorporated under this)
- The Academic Programs
- Pipal Leaf Livelihood Initiative

A new program called Youth Internship Program (YIP) will begin that will explore the feasibility of supporting livelihood skill development of youth who have been part of Child Care Institutions.

## **ANNEXURES**

## ANNEXURE 1: Profile of Youth registered for Youth Employability Program (Of a sample of 2,832 participants)



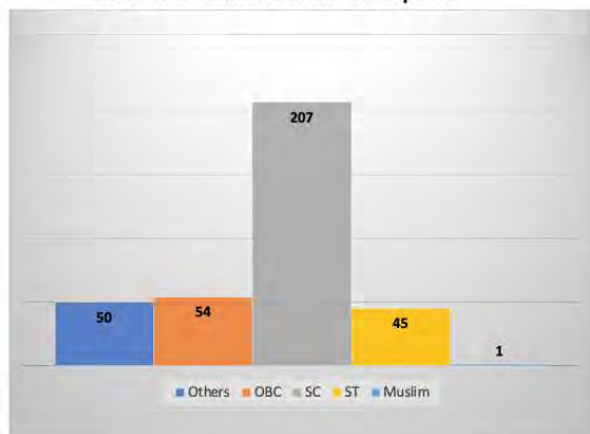


## ANNEXURE 2: Village and Caste-wise Distribution of Participants of Young Women's Internship Program

### HEADSTREAMS AALAMBA YOUNG WOMEN'S INTERNSHIP PROGRAM: PRIMARY AND SECONDARY INTERNS

Total Number of participants.: 358

**Caste-wise Distribution of Participants**



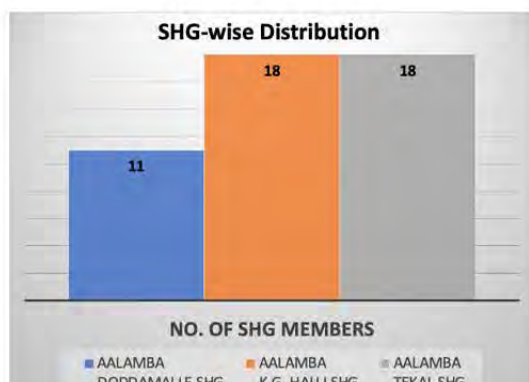
CASTE	NUMBER OF PARTICIPANTS
Others	50
OBC	54
SC	207
ST	45
Muslim	1
<b>TOTAL</b>	<b>357*</b>

\*Data for one person unknown

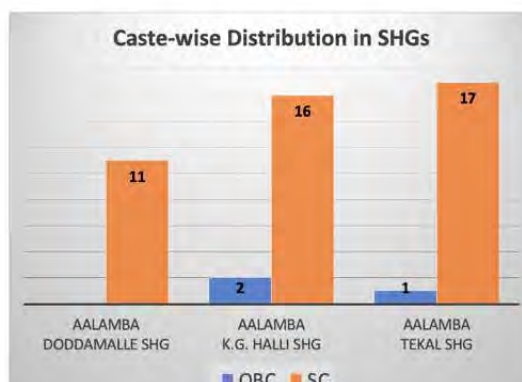
### PRIMARY INTERNS

Total No.: 47

**SHG-wise Distribution**



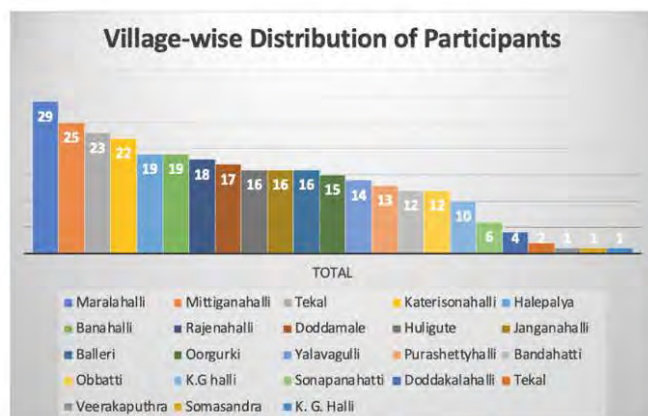
**Caste-wise Distribution in SHGs**



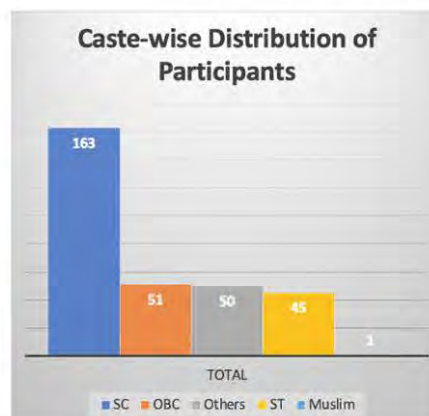
### SECONDARY INTERNS

Total No.: 311

**Village-wise Distribution of Participants**



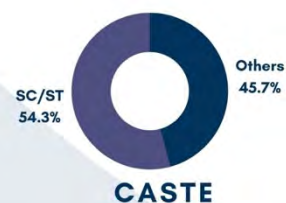
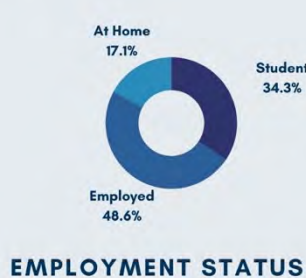
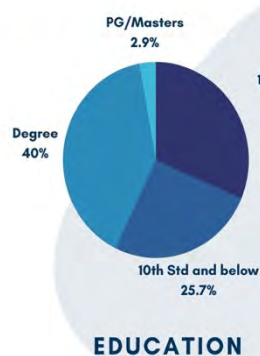
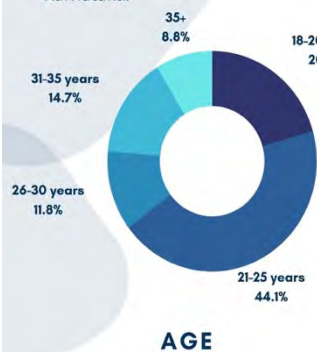
**Caste-wise Distribution of Participants**



## ANNEXURE 3: A GLIMPSE OF ANU AKKA's TACKLE PROGRAM

### WHO ARE OUR OPEN LEARNING CHAMPIONS (OLCS)?

OLCs are our budding play facilitators who anchor the Anu Akka's Tackle Program. Here is the demographic break-up of our OLCs across 35 villages in Karnataka.



### FEEDBACK FROM OUR CHILDREN



**KAVYA**  
(Tekal)

"I come to play every week without fail."



**CHARAN**  
(Yeluvaguli)

"I love playing badminton. I would not have got a chance to learn this game if not for Anu Akka's Tackle Kit."



**CHETHANA AND NADITHA**  
(Kateri)

"We got to learn new games that we have never played before!"



**NITHYASHREE**  
(Shyamalabande)

"Thanks to all who bring us toys. WE ENJOY EVERYTHING!"



**ARCHANA**  
(Basapura)

"My dream is to become a badminton player. Now I am able to practice. This will help me achieve my dream."



**TEJAS**  
(Gollahalli)

"We used to watch videos on our mobile phone for fun. Now, we enjoy ourselves playing with all the materials in the kit."