

Crafting Alternative Futures



Annual Report 2023-24



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INTRODUCTION

This report summarises the work done by Headstreams through 2023-24 in contributing to a world where young people are empowered to learn and work joyfully, with dignity, and realising one's full potential. The focus of the year has been consolidating the Aalamba Youth Internship Program, a livelihood program for young women. Supporting programs of Anu Akka Tackle Program and HOLA Tarang were also ongoing. The activities of this year are built on the learnings of last year.

THE AALAMBA YOUTH INTERNSHIP PROGRAM

The program focus of the Aalamba Internship Program is to address poor employability and life skills among NEET (not in education, employment or training) women who are poorly skilled and low access to financial resources and social support systems prohibits them from pursuing sustainable livelihoods.

In the first half of 2023-24, we sought to focus on two groups who comprise the two of the most vulnerable sections of the NEET population:

- Young women between 18-25 years of age, who have emerged or will emerge as Care Leavers from Child Care Institutions in Karnataka
- Young women between 18-25 years who reside in Malur taluk of Kolar district, and are from vulnerable households – landless/low income/single, etc.

From this group, we created a new cohort of program participants (primary interns) who came from these vulnerable sections. This cohort of 15 young women were to:

- learn at least one employable skill,
- gain employment experience for nine months,
- become digital and financially literate, and
- be introduced to entrepreneurial skills through experiential entrepreneurship workshops.

Over the year, 100% of the interns acquired handcrafting skills to make a wide variety of terracotta products and 2/3rds also learned how to make ceramic and mosaic products. All of them earned a stipend and were able to learn how to utilise their income, and in most cases, save money for future goals. One of them has actively begun to invest her savings by purchasing gold. Over 75% of them learned how to not only use email services effectively, but also to craft resumes, prepare presentations and flyers, and store numerical data usefully, using tools like MS Office. All of them acquired experience in importance of production targets, setting up exhibition stalls and meeting customers to make sales. 100% of them are confident in being able to plan and execute group sessions in teaching handcrafting skills for children and adults.

Apart from this, we designed and executed an awareness building workshop in options for the future and in introducing entrepreneurship, to young adolescent girls in need of care and protection, who are at present sheltered in government-run Child Care Institutions in

the various districts of Karnataka, and are on verge of leaving care in the couple of years. 827 adolescent girls participated in the awareness building workshop.

The Aalamba SHG Creative Skills Outlet showcasing the work of all the women participants in the skill building programs of Headstreams, was inaugurated on March 9, 2024, in commemoration of International Women's Day. This was part of the annual Aalamba Mela organised by Headstreams.

In addition, members of Headstreams-initiated Aalamba SHGs, totally 34 women, now senior interns, underwent training in creating saleable products using techniques of Lippan Art and Dot Mandala painting. 10 more women joined them from their various villages. 3 women from Aalamba Makarhalli SHG along with 3 others from the same village underwent training in bag-making and produced saleable bags.

The bag-making group also got their first order of 500 bags.

1. Activities of Internship for Care Leavers

Care Leavers who are bound to leave Child Care Institutions when they turn 18 often have poor life outcomes. This is more so for those who either have no access or do not want to pursue academic training. To provide more opportunities for this section of population, it was decided to plan and implement a long-term internship that would equip Care Leavers with the technical and life skills to better cope with the future.

The year began with compiling once again a list of CCIs that we could contact help us reach young care leavers who were in need of a program like our internship. By July 1, 2023, six new interns had joined the program and by August 2023, two more had joined, taking the total number of new interns to 8. Along with 4 senior interns, the total number of interns was 12. By August 2024, 1 senior intern dropped out to pursue further studies and one junior dropped out because of personal circumstances. In February 2024, one more junior intern dropped out due to personal reasons. Thus, by end of this year, there were 10 Care Leaver interns in the program.

The following were activities undertaken as part of this program:

Facilitating short-term workshops

In May 2023, the senior interns were trained in conducting short-term workshops that were to be conducted in other CCIs in Karnataka. They first observed Headstreams staff facilitating the workshops in the first couple of CCIs and gradually moved from assisting in the activities to leading the activities of the workshop.

The effort is to continue to boost their confidence and hone their facilitation skills so that they can themselves plan and execute workshops in the future. Besides which, they are emerging as role models for the young workshop participants. They are able to talk of their experiences being a CCI inmate and how they are making their transition into care leaver lives, giving the young ones a more realistic picture of what is possible.

In May the senior interns assisted in 6 short-term workshops. When the junior interns joined, the senior interns trained them in the short-term workshops. Today every time there is a short-term workshop, the headstreams facilitating team includes one senior and two junior interns. The senior interns continue to take greater responsibility for the workshop activities while the junior interns are assisting in all the activities.

Through the year, the interns facilitated 28 workshops at 28 CCIs for girls in various districts of Karnataka. In addition, they facilitated a pilot session focussed on Career Guidance in the Government Home for Girls and the Government Home for Boys, both located in the Bal Mandira complex at Marigowda Road, Bengaluru.

Training Junior Interns

From April to June 2023, the senior interns continued honing their terracotta skills, that they had been certified in the previous year. When the junior interns joined in July 2023, the senior interns became the trainers, showing the junior interns the ropes. They have trained the junior interns in mixing clay, wedging clay, making terracotta jewellery and terracotta slab and tile making. Each senior intern was given charge of at least two junior interns.

The junior interns were introduced to clay and terracotta as a medium of making eco-friendly saleable products. They began the very first day by having targets set for them that they had to achieve by the end of the day. This mode of setting daily targets has proved useful in getting the interns to be focussed and is helping to instil a discipline of streamlined production. The junior interns are learning how to mix clay, wedge clay, make terracotta jewellery, terracotta slab and tile making, loading the kiln and importance of quality checks.



Introduction to Woodwork

On June 6, 2023, Mr Jonathan Chavan, a carpenter and trainer in woodwork, conducted a two-day workshop for the interns. He introduced them to making saleable products out of sawdust and waste pieces of wood.





Introduction to Ceramic Work

In August 2023, Ms Pompy, owner of Clay Factor and a ceramics expert, began training the interns once a week. Under her guidance, the interns make terracotta planters using the pinch method and terracotta decoupage magnets. Ms. Pompy introduced the interns to stoneware. Using Stoneware clay the interns learned to make small figurines and t-light/dhoop holders, including how to glaze these products.



Introduction to Mosaic Work

In February 2024, the interns were introduced to ceramic mosaic work by ceramic mosaic practitioner, Ms Pavithra.





Introduction to Wheel Throwing

In March 2024, the program acquired four electric pottery wheels and the interns began training in wheel throwing. These are the first results of the ongoing training.



Prototyping And Sale of New Products

Between July 2023 and March 2024, several new terracotta and ceramic products were prototyped. These included new designs of jewellery, terracotta tiles to make a game-based installation Diwali and Christmas products, ceramic mugs, ceramic hair accessories, magnets, key chains, ceramic jewellery, ceramic and terracotta wall art, beaded curtains, garden ornaments, planters, dhoo holders, etc. Once finalised, these products were put on sale at various exhibitions through the year. Today, they are also available at the Aalamba Creative Skills Centre in K. G Halli.

(Please see annexure for all product pics)





Other life skill and employability sessions

SHG Meetings: The SHG group of Care Leavers was begun on October 2, 2023. There are 11 members in the SHG, with two representatives. An SHG account was opened in Canara Bank on December 1, 2023. So far six monthly SHG meetings have been conducted and the balance in the main account is Rs. 32,670.



Digital literacy: The interns are learning to use both their phones and laptops so that they become digitally literate and are able to harness technology both for employability as well as for business. They have had sessions on basic features of a laptop, cyber security, using google chrome, creating and using google accounts and writing reports on MS Word (saving files and sending files). They also learned how to write a resume, create excel files to reflect sales and stock by using basic excel formulae, creating presentations using powerpoint and making pamphlets/flyers using canva.



Financial Literacy: Post a pre-assessment, the interns were introduced to what a poverty cycle is and the importance of savings. They then recorded their monthly expenses to see if they have income they can convert to savings.



Spoken English: After a detailed pre-assessment, they have attended sessions on basic sentence structure, present and past tense of every day verbs and are right now practising attending an interview for a job. The effort is to help them speak confidently and become familiar with vocabulary regarding various every day and employability situations they may need to use English in. The interns had sessions on using spoken English for service in a restaurant and as a salesperson in a retail shop. They also had sessions on how to

respond to customers when they ask them queries regarding their creations and sales. They began using English in their sales reports and presentations. They were introduced to Google Translate and how they could leverage this for spoken and written communications.

Numeracy Skills: Basics of numeracy are crucial for conducting any sort of business. Even though most interns have successfully passed their Std Xth, most do not have basic numeracy skills. So, game-based interactive sessions in numeracy skills were facilitated. They completed three digit addition and subtraction with significant improvement.



Anu Akka Tackle Caravans: Tackle Caravans are pop-up playspaces for underprivileged children that come under the ambit of the Anu Akka Tackle Program. The interns are trained to facilitate these spaces for children.



Facilitating these spaces gives them a chance to hone their leadership skills and learn how to manage groups while facilitating a particular session. It boosts their confidence, encourages pro-social behaviour and enhances their social emotional learning, helping them experience taking on real life responsibility for others

One series implemented this year was scheduled weekly. The interns facilitated 14 such weekly sessions this year with over 68 children participating per session. The children were from a low income school and its surrounding community, and participated on Saturday afternoons.



On November 11th, the interns were part of a Children's Day event for 150 children from the Government Home for Girls, Government Home for Boys and the Special Needs Home for Boys. The event was held at the Government Home for Boys, Bengaluru. During the event, the interns hosted activities in three stalls, and took part in actively facilitating play for the children throughout the session.



In March 2024, the interns assisted in the facilitation of two sessions on Career Guidance and Entrepreneurship, created for children of the Government Home for Girls and Government Home for Boys, Marigowda Road, Bengaluru.

Social and Emotional Well-Being: Often, by 18, the interns have already gone through several significant life events. To be separated from family of origin, placed into institutional care, and then transitioning out of institutional care into a life of uncertainty are some common elements. Compounding these are often significant social and emotional stressors that are either in the past or may be ongoing. To address these, the interns attended a fortnightly group session that is anchored by Ms. Jean George, a counsellor with over 20 years of experience. The interns had 16 fortnightly group sessions anchored by Ms. Jean George, a counsellor with over 20 years of experience. Some important themes of the sessions were “Identifying Boundaries”, “Life Maps”, “Anger Management”, “Decision-Making”, “Goal-Setting” and “Emotional Regulation”. In addition, one session on empathy has been done by Ms. Bhavika, Counsellor.



Exhibitions-cum-Sales

The interns participated in several exhibition-cum-sales events this quarter. Some of these were corporate events while others were public events. A list is given below:

S.No.	Date	Organised By
1	September 25, 2023	Adobe Sale
2	October 18, 2023	Atkins Handicrafts Sale
3	October 23, 2023	Adarsh Palm Retreat
4	October 27-29, 2023	Flourish Exhibition
5	November 3, 2023	Lenovo Sale
6	November 3, 2023	CCI Exhibition
7	November 7, 2023	Adobe Diwali Sale
8	November 25, 2023	WowKitty Event
9	November 26, 2023	Adhvaya Shaala
10	December 2, 2023	Canadian International School Sale
11	December 2-3, 2023	Folkluru, The Leela , Bharatiya City
12	December 7, 2023	State Street Sale
13	January 19-25, 2024	Designuru, MG Road
14	February 16-17, 2024	R V College, Mallasandra
15	March 7, 2024	Kevue Sales
16	March 9, 2024	Creative Skill Centre, KG Halli
17	March 15, 2024	Utopus Sale
18	March 15, 2024	State Street Sale

Apart from this, there were a few one-off sales made to individuals or government institutions like the Panchayat Development Officer.



In February 2024, the corporate heads of Kevue visited Headstreams, along with a few of their volunteer employees. The interns guided them through an experiential workshop with clay, showing them how they could create miniature animals and make terracotta bracelets. It was a proud moment for us to see how far the interns have journeyed since their first days with us.



Other Activities

Visit to the Potter's Market: Organised at the Karnataka Chitrakala Parishat, the annual Potters' Market was a treat. The interns visited the various stalls on December 9, 2023, and got to see a wide array of terracotta and ceramic creations. Having hosted a few stalls themselves, they were able to compare their experience with what they were witnessing. As part of their visit, they were given a small exercise that encouraged them to converse with the potters about their creations and business. On returning from the Market, the interns prepared a small digital presentation, and presented their learnings to other members in Headstreams.



Visit to a Ballet Performance: On December 16, 2023, the interns got the chance to watch a Ballet performance, performed at the Chowdiah Memorial Hall by The Lewis Foundation of Classical Ballet, Bengaluru. After the performance, they received refreshments. All of them enjoyed this unique experience thoroughly.



CASE STUDY

Name: S*

Age: 20

Caste: SC

Gender: Female

Place of Origin: Chikkaballapura, Karnataka

Academic Qualification: 2nd PUC

“At home, I have an aunt and uncle, two cousins, an elder brother and an elder sister. Due to family problems, I stayed at the CCI and studied there. Life was getting up in the morning, doing yoga and having meals. There wasn't any other activities. My dream then was to be a throwball player and to study further. And even if these are not possible, what I wanted to do was to be able to stand on my own feet.

“While growing up in the CCI, what I missed most was the love and care of my parents. Even though my family would come to visit, I was not allowed to talk to them. It helped that I had friends there. I remember one of my friends celebrated my birthday. She bought a cake for me. I still feel happy when I remember that. There were not many challenges I could not handle but there was no one I really trusted.

“I came to know of this program through my teachers and care takers at the CCI. When I finished my 2nd PUC, I had no idea what to do next. That was also when Headstreams conducted an orientation session for us, telling us about the program. So I contacted Headstreams staff and joined it.

“When I joined, everyone and everything was new and I hesitated talking to others. I also had only a vague idea about the training program. But in some time, my confidence level increased. I found I was able to understand and learn what was needed. I was so happy that I was not dependent on anyone in the family.

“At first the family was not very supportive of me coming here. But I decided that this was what I wanted to do and stood my ground. Now they sometimes tease me about what I do, but I don't really bother about it. I really like coming here because every day there is something new to learn. This excitement is what inspires me to come every day.

“Among everything I have made, I really like the house I have made using white clay. What I want to learn now is how to make a clay pot using the wheel. I am looking forward to that. I never realised that I have it in me to make these products and I feel so proud of myself now.

“I even learned digital skills. I really enjoyed that. I learned to video edit, learned to modify images and use Canva and Powerpoint and make my own presentations and pamphlets.

“Working with children was new for me. Now I have already used what I have learned here. I have taught the paper craft and decorations items I have learned here to the children outside. I would like to continue doing this teaching. I feel confident in this too – that I can handle a group of children and, if needed, even plan a session for them.

“When I look back, I think I was quite silly and given to taking things lightly. After joining the internship, I learned to be more serious, I learned how to talk to people. I learned how to set up stalls in exhibitions and how to talk to customers, or others who are interested in what I have created. I also learned how to price the products. It’s true that they have taught us many more things regarding running a business and I don’t remember many things. But I am confident of making saleable products and finding customers for them.

“Before joining the internship, I would rarely save any money and would spend randomly whatever I had. But here I learned how to save money and how to decide what to spend it on. And of course, receiving the stipend helps. Even though I would join even without stipend, because I really like doing this work, but getting it helped me become independent and helped me get my own mobile phone.

“Setting goals is important. We need to set a goal and achieve it no matter how difficult. Today I know the importance of this. Today if I have to use the skills to raise my own income, I am confident I can. For the future, I would like to become a designer and painter, and focus on learning more drawing and painting. I would like to join a digital class and use these learnings to earn my income. Before I came here I wasn’t sure how I would manage to live my life. Now I don’t feel worried at all. I have the confidence I will be able to live life by doing what I know and learned here. I would want to encourage others also to do whatever they are interested in. There is so much joy in doing this.”

2. Activities of Internship for Rural Women

The activities of this year are built on the learnings of two years, when through the Aalamba Internship Program, we introduced entrepreneurship first to 30 young women and then to over 90 young women in the rural district of Kolar, Karnataka.

various villages in Malur taluk of Kolar district, to identify eligible participants for the program. Several young women, though eligible, found themselves unable to participate in the program. The main reasons for this were inability to travel to the training centre, inability to get family’s permission to do the program, no interest in clay work and unwillingness to take the risk of letting go for sporadic agricultural labour work for a whole year.

In all the Headstreams team visited more than 35 villages. A shortlist of participants were invited for the orientation program on June 30, 2023. Out of 23 invitees, 19 were present. The details of the Internship Program were explained to the participants.



Inception of the program

The Aalamba Internship Program formally began on July 1, 2023. 19 of the participants who has attended the orientation registered themselves for the program. At the orientation, our senior interns introduced the skill of working with clay to the aspiring participants.



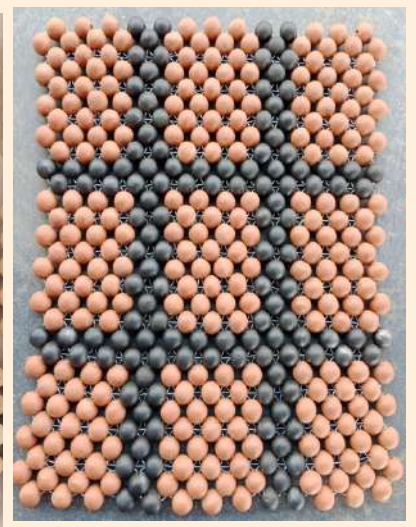
By December 2024, however, 12 participants had dropped out of the internship, bringing the number of interns to 7. By March 2025, two became irregular, bringing the number of regular interns to 5.

The reasons for dropping out were:

- Health issues
- Family members withdrew permissions
- Care burdens (taking care of children and other family members)

Introduction to Terracotta

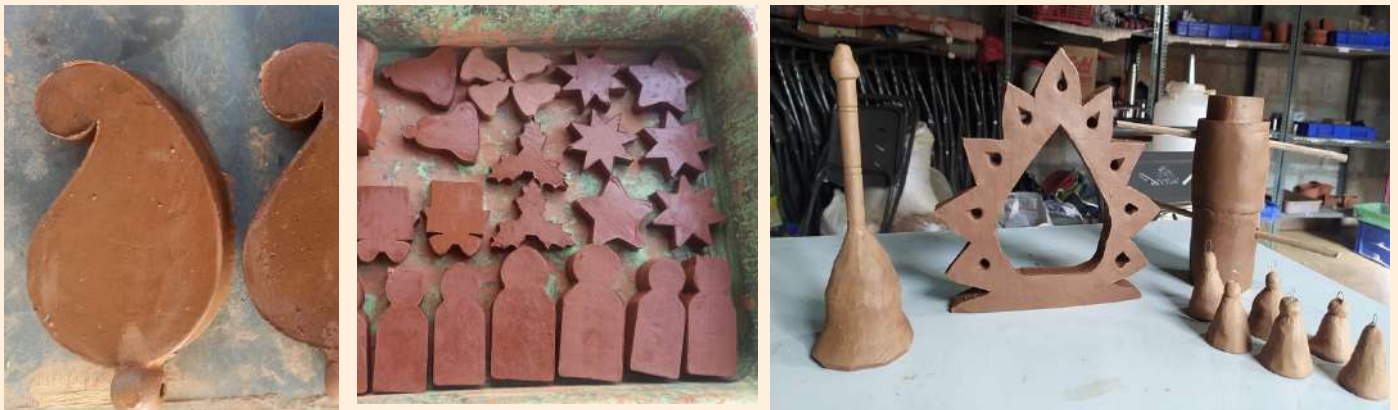
The first three months of the internship has been spent in acquiring and honing terracotta skills. They began with learning to mix and then wedge the clay. Then they were introduced to various hand building techniques like pinching and coiling. Using this they made their first cups and mugs. Post this they learned how to make slabs and then small containers with lids using the slabs. All of the training was done in-house and the women tried their hand at a variety of general shapes and products. They also learned how the wood kiln worked and how clay creations are baked to transform into terracotta products.



Right from the get go, the trainees were introduced to a rigorous daily schedule. Every day a clear goal was set for achieving by the end of the day. This could be the wedging of certain amount of clay, or making a certain number of beads or creating a certain number of products. All the achievements were marked against strict quality indicators with each intern receiving immediate feedback for improvement.

Prototyping new products

Towards end of August 2024, while the interns were producing the coasters and trivets, the trainers began prototyping of possible Diwali and Christmas products.



After trying out several designs, it was decided to produce five kinds of diyas, a set of three coasters and two types of thoranas as Diwali products. The interns were then trained on the techniques of making these and production of these products began in earnest in September.





Subsequently, various Christmas products were also designed and produced.



Introduction to Terracotta Wall Plates

On December 12, 2023, Manjiri of Ubuntu Arts, who is an established terracotta and porcelain artist and has her own brand, conducted a training that was held in K.G Halli Creative Skills Center. 6 members participated in that training. Manjiri introduced 2 types of terracotta products: one is using slabs and the other one coil method. First, she explained how to make slabs. Then using both the methods, she showed how to make wind chimes. However the participants took time to finish the products. Manjiri



advised us to soak the clay for at least six months to achieve the plasticity required to make delicate terracotta products.

As a continuation of the learning, post-lunch in the second half she divided into teams and gave each team the freedom to prepare plates based of themes of their choice. One team did

butterflies and the other team did leaf impressions and we did slab and botanic impressions along with words on it.

Introduction to Terracotta Graffito

On February 17, 2024, Manjiri of Ubuntu Arts conducted a training in terracotta graffito technique. Using this technique, we created wall plates for home décor.



Introduction to Dot Mandala Painting

A senior internship training, Ms. Neethu of Artyzen Creations, trained Aalamba SHG members and 4 interns in the technique of dot mandala painting. A two day training, the members first learned how to create a Dot Mandala Painting Mirror and in the second various products using the technique of Dot Mandala Painting. The members are very enthusiastic and keen to learn the Dot Madala art. Everyone participated with great concentration and felt proud of themselves that they could turn out products of such beauty.



Introduction to Lippan Art

A senior internship training, Ms. Neethu of Artyzen Creations, trained Aalamba SHG members and 4 interns in the technique of Lippan Art. The one-day training, the members first learned how to create a Lippan Art Wall Décor.



Introduction to Bag and Cushion Cover Making

A senior internship training, Ms. Mohsina, trained 3 Aalamba SHG members of the Aalamba Makarhalli SHG, as well as 3 other women from the same village, in making bags and cushion covers. The training included learning how to make tamboola bag, clutch, shoulder bag and cushion covers. In addition to learning how to stitch these, the women also learned how to block print to make their products more appealing.



Throughout the last couple of months, the Panchayat Development Officer (PDO) has been taking interest in our program. She visited the training venue, while the training was going

on, and said she was very pleased to see this effort at learning handcrafting skills. She appreciated the women for their art work and also was one of their first customers!

Other life skill and employability sessions

The other life skill sessions continued:

Digital literacy: 11 sessions of digital literacy covering topics of introduction to laptop, changing background, setting up a google account, files and folders, internet safety and an introduction to MS Word and MS Excel (simple computations) were conducted. Of the seven who were regular, five completed more than 70% of the learnings.



Financial Literacy: This year 12 sessions of Financial Literacy were conducted. The topics covered included importance of savings, income and expenses, essentials and non-essential expenses, other options to get more money and debt trap. Of seven interns, 5 completed more than 50% of the sessions.

Anu Akka's Tackle Caravans: As mentioned, Tackle Caravans are pop-up playspaces for underprivileged children which is scheduled once a week under the ambit of the Anu Akka Tackle Program. The interns are trained to facilitate these spaces for children. Facilitating these spaces gives them a chance to hone their leadership skills and learn how to manage groups while facilitating a particular session. It boosts their confidence, encourages pro-social behaviour and enhances their social emotional learning, helping them experience taking on real life responsibility for others. This year, ten groups have emerged covering 6 villages (some villages have two groups) covering 181 children weekly. 8 such sessions were conducted by the interns.



Exhibition-cum-sales

Rural interns hosted a sales-cum-exhibition at the Atkins Handicrafts Mela on October 18, 2023. 10 interns (young rural women) took part in the event that was split between two locations. The interns learned how to talk to customers and how to manage an exhibition stall. The interns facilitated 3 mini-workshops in clay building .



On January 28, 2024, there was a Santhe organised at KG Halli. The interns set up a stall with products created by them at the Santhe. Many people visited the stall and got a sense of products. From the Zilla Parishad, Mr. Jilala, the president, visited the stall. He then visited the KG Halli Centre and on understanding our work, suggested a few schemes that may help. He referred us to the NRLM president and to the MBK for help with the schemes.

The TP taluk Panchayat office staff also visited the Centre and were very impressed by the products. They requested that a nice picture of each product be sent to them, saying they can upload them on their website, which will help the women to receive orders.

Ms. Triveni, TP BRP, said that in general women are sent by them for training to the Zilla Parishad. She suggested that women could be sent here to the Headstreams Centre instead. Around 100 to 150 people visited the Santhe. Many could not believe that the products were made of clay because of the finish. The most popular product was the diya.



CASE STUDY

Name: A*

Age: 30

Gender: female

Caste: ST

Place of Origin: Karadagurki, Kolar

Monthly Income: Rs. 20000

Educational Qualification: 2nd PUC

No of family members: 4

“ I first came to know of this opportunity through Rajeshwari. She had come to my village and told me about it.

“When I first attended the orientation and first sessions, I thought this was a waste of time. Only after a few days, I realised that clay is so versatile and that we can make jewellery and so many things out of it. Today I have learned to make so many products. I have begun to produce some things like beads on my own at home and am also training my sisters to do it.

“Today I am confident I will be able to make saleable products. My favourite products to make are diya, dot mandala painting and lippan art. When we make something, we need to consider where it can be locally sold and, if not, whether there is a market for it on Meesho, Amazon, etc. We need lot of patience, money and knowledge to do good sales.

“My husband also thought this was a waste of time. Now he has completely changed his tune. He has asked me where we can buy the raw materials and has been saying we should do this as a business from home. Even my relatives and neighbours have been asking me to teach them what I learn here.

“Today, I would continue in the program, even if I don't get a stipend. Though the stipend has helped us clear some loans we have had. Through this program, I learned not to spend on unnecessary things. Before I would buy whatever came to my village. But now I am investing in gold and home.

“Today I am confident that I can make saleable products and find customers for them. I have learned how to talk to others by giving respect and to talk when necessary. Today, because of this program, if someone scolds me, I just keep quiet. The next day I will apologise thinking maybe I made a mistake, and we can continue talking to each other.

“I have also learned the importance of being patient while making products (don't be in a hurry to finish) if we want good quality product.

“Other things I have learned is how to use the computer. I have learned to subtract, multiply and divide on an excel sheet, and to do the computation so that profit distribution can happen among family members.

“Another thing I have really enjoyed is the AATP program of playing with children. When I play with them, I become a child myself! It reminds me of my childhood days.

“What I have enjoyed the most though has been playing games together and joining with each other and helping each other.

“We all need to set goals. Now I learned how to make decisions, to weight if something is good or bad for us.

“Today I know how to set up an exhibition stall, and also how to set the price. I know that if I want to be self-employed, I have to invest a small amount, search for raw materials at lower cost and price the created product by including the profit margin. This also I learned from here.

“I don’t want to work in a job any more. I want to continue using these skills and hopefully do a business of my own. I want to try doing all this at home.

“What I have learned and am learning, I am already sharing with others , and teaching them to learn these skills. I want to do more of this.

“During the Mela, I was called onto the stage to speak. I never thought that would happen to me. I would like for this to become a norm, for me to become a successful woman!”

3. Aalamba Mela

The Aalamba Mela was conducted on March 9, 2024, in commemoration of International Women’s Day. The highlight of the event was the inauguration of the Aalamba Creative Skills Exhibition Centre, K.G. Halli. Around 200 SHG members of 7 Aalamba SHG groups participated from different villages.

As the guests arrived, they were welcomed with a bag of goodies that also has a terracotta magnets and were given either a terracotta leaf or a lantana stick to glue onto the banner. By the end the logo was resplendent in terracotta and lantana, symbolic of the natural materials the women interns work with to create products at the Aalamba Creative Skill Exhibition Centre.

The program began with an inauguration and lighting of the lamp. This was followed by a short speech by our chief guest, a government official from the Panchayat Development Department. Then we had the young interns sharing their experiences of the program. This experience was very encouraging for interns, who had never expected to speak to such a large audience. They overcame their fears and spoke confidently about how the program had helped them this past year to learn many new things.

This was followed by an invitation to witness the inauguration of the Aalamba Creative Skills Exhibition Centre. The Aalamba Creative Skills Exhibition Centre showcased the work of all the program participants, and has been set up to host anyone desiring to experience handcrafting using clay. In the days forward, it will be developed as a experiential learning

centre, where diverse guests may come and spend their time, discovering remote village life and trying their hand at various handicrafts of India.

Once that was done, everyone was invited to visit the experience stalls. There were about 10 experience stalls, of various handcrafting skills. These included block printing, sawdust creations, rangoli, paper quilling earrings and decorative envelopes, diya painting, bracelet making, wheel throwing, construction with miniature terracotta bricks and terracotta bead making. In addition to this, there were a plethora of food stalls that had cuisine ranging from all over Karnataka. Two games stalls and two demo stalls (lippan and dot mandala) were also present.

The interns and our SHG women participated in different stalls. They showed their handmade products to other community members, the PDO and other Panchayat members. The visitors seemed very happy and gave positive feedback about our work. The family members of the interns also participated and said they could not believe that the handcrafted products are done by the women. It was beautiful to see their work and they appreciated them for their efforts and work.





4. Workshops Introducing Entrepreneurship

Youth from Child Care Institutions (CCIs) are especially vulnerable, usually unemployable, poorly skilled and have close-to-nil financial resources and social support systems when they turn 18. Aftercare programs are largely absent and insufficient. A particularly vulnerable population within this group are those unable or not desiring to pursue formal education.

While we have begun an internship program for such vulnerable care leavers, as mentioned above, it was clear that workshops for preparedness for care leaving life and awareness of viable options like entrepreneurship, was a need that was not being addressed within the Child Care Institutional ecosystem. Accordingly, this year, we created a short workshop-based intervention that focusses on preparing adolescents in CCIs for life as a Care Leaver.

The objective of conducting the short-term workshop in the CCIs of Karnataka were two-fold:

1. To conduct a session on future-readiness for the children (since in our experience this is rarely talked about in a CCI) . Our aim is that through these workshops the children in the CCIs will have an opportunity to experience creative learning opportunities and help them begin preparing for a positive transition as care-leavers.
2. To understand what the needs are of the CCIs and build rapport with the stakeholders. Identification of the need could help the CCI to reach out to non-profits to aid and support the efforts of the CCI staff in the welfare of the children they serve. This would also help the non-profits to tailor their initiatives to contribute to the CCIs in Karnataka with relevant support and services.

28 workshops were conducted in 2023-24. These are the locations and number of participants who attended the session at each location:

S.No.	Date	Name of CCI	No. of Participants
1	03/05/2023	Government Home, Channapattna	19
2	06/05/2023	Government Home, Mysore	42
3	09/05/2023	Government Home, KGF	24
4	16/05/2023	Government Home, Mandya	29
5	18/05/2023	Government Home, Tumkur	20
6	31/05/2023	Government Home, Chikkabalapur	33
7	11/8/2023	Government Home, Bellary	20
8	12/8/2023	Government Home, Bagalkot	32
9	13/8/2023	Government Home, Vijayapura	33
10	14/8/2023	Government Home, Savadatti	43
11	24/8/2023	Government Home, Raichur	22
12	25/8/2023	Government Home, Yadgir	23
13	30/8/2023	Government Home, Hassan	45
14	31/8/2023	Government Home, Chikkamangalur	19
15	8/9/2023	Government Home, Hubli	54
16	9/9/2023	Government Home, Haveri	34
17	15/9/2023	Government Home, Davangere	51
18	16/9/2023	Government Home, Shivamogga	41
19	29/9/2023	Government Home, Gadag	28
20	30/8/2023	Government Home, Koppal	19
21	08/10/2023	Government Home, Gulbarga	26
22	09/10/2023	Government Home, Bidar	30
23	20/10/2023	Government Home, Udupi	16
24	21/10/2023	Government Home, Mudabidare	36
25	27/10/2023	Government Home, Chamarajanagara	13
26	28/10/2023	Government Home, Kodagu	26
27	4/11/2023	Government Home, Chitradurga	22

28	18/11/2023	Government Home, Karwar	27
Total Number of Participants			827

Workshop Details

Each workshop was about 4.5 hours long. The following themes were covered in the workshops:

- Raising Awareness of the need to be future-ready
- Introduction to the option of Entrepreneurship
- Creating a handcrafted product for sale
- Pricing and Packaging
- Introduction to Marketing
- Life Skills

At all the Homes, most children had never created handmade products for sale. The concept of making a product and selling it to earn money was a novel idea, and not one that had been talked about much. Most the children who had made handmade products for sale earlier had worked as daily wage workers. They had made cloth mats, wire bags, beaded products and flower garlands.

In many CCIs the session was conducted in the late afternoon or evening after the children returned from school. In spite of this, most children were seen to actively take part in the session. The content of the session was especially engaging for older adolescent children. When introduced to the need to make life choices that would benefit them in the long term, many said that this was something they would like to learn more about and aspire towards doing.



Here is a sample of children's responses regarding the session:

"I really like the story and learnt so much from it. The importance of education is stressed upon , and how it is vital to be independent. I will teach others what I learnt from here." – S, 16

"Education is important. I really like the story and the worksheet . It taught me that the importance of standing on one's own self without having to depend on anyone is very crucial." – M, 17

“If I master the skill of making this (handmade product), when I go outside I can buy the raw material and make it on my own, just like the ones I buy it at store. I also learnt the importance of packing , pricing and many things through this session.” - C

“I didn’t know anything about handmade products before and, on my first try, I was able to make it. I am very happy. I am also happy about learning how to pack and learn about pricing.” – M

“In future if I want to take it as a business, this gives me confidence. I also learnt how to utilise opportunities . We always think that someone will come and change our life, but we are supposed to change our own life. Each one’s contribution is so important and I learnt during the group discussion. In future, I look forward to more such sessions.” – U.D.

“Through the session, I learned the importance of focusing on education, to look after the family. Even if one doesn’t pursue academics, I want to learn the skills to start my own business. During my spare time I can earn a side income. I also like that I learnt how to fix the price of a product. That is useful information.” – H

“We learnt a lot during the session. We learned not only making the product but we learnt about the importance of the pricing , packaging and how we can start our own business.” – Participant (Haveri)

Here is what some staff of the CCIs said about the session:

“Personally visited and interacted with the children and really liked the concept and exercise. The story was also something that is the right content that the children should be listening to now.” - Ms. Jaykiran, DCPO, Hasan

“It is a very useful session. Besides having all the fun through the ice breaking activity, children are exposed in such a beautiful manner through worksheet, story and activity, which helped them to understand the importance of being independent, the importance of education and how marriage and other things can come on later in life but one needs to be first able to earn on her own and be able to stand on her own feet.” - Vinod & Anita (staff), Haveri

“For such kind of trainings we require a continuous visit. If it can happen in Bangalore, why can’t it happen in the smaller districts of Karnataka? We require life skill training for adolescent girls in a continuous course for 3 months or at least 2 weeks. It is not effective when it is a one day workshop or training; there is no follow up or continuity. If the children are being trained in certain skill set, they could master it in couple of months time and they can train the others as well. ” – Superintendent, Gadag

“We require a short-term program (3 months /6 months) for girls specially under the POCSO cases or child marriage and other cases, where the parents are not willing to receive their children or where the children don’t want to go back to their homes.... We require a bridge course as such for the grown up boys and girls.” - CWC, Gadag

“Such skills can be useful. Even if they are not interested in studies or education, they can learn such skills and learn to be independent once they are out of the system.” – Superintendent, Koppal

Needs Assessment

In each Home, the Headstreams team spent time with the superintendent and staff. They spoke of the Home, when it began, what was its present occupancy, what challenges were faced in each home and took down suggestions as to how these could be faced. Specifically we discussed reasons why children gain admission into a CCI, what aftercare measures or plans the children have access to when they turn 18, what were the main challenges adolescent girls were facing, and what support existed for the girls to follow their dreams. We also spoke to the children about their dreams and aspirations, gauging also how much accurate information they had to pursue this. Here are some key findings:

Reasons why children gain admission into Child Care Institutions:

Most the homes house children in need of care and protection. The reasons reported for need of such care are cases of child marriage, POCSO, children unable to find their way back home, child trafficking, child labour, disturbed family, single parent households where parent is unable to care for child, orphans, rape cases, begging, where families do not have financial means to take care of child and parent is in prison.

Common Challenges of Adolescent Girls in CCIs:

Children land up in CCIs for various reasons stated above. Apart from challenges that adolescents anyway face, being separated from families of origin and being part of the JJ system, can present unique challenges that the children and their care-givers face. Some of these that were reported during our visits were depression, maturity beyond their age because of their history and family conditions (needing constant counselling) required, addictions, mood swings, anxiety, menstruation related issues, love/care from parents/siblings missing, pregnancies, rejection from parents, learning difficulties, memory problems, restlessness, deliberate self-harm, lying, refusing to go to school, not interested in studies, and lack of motivation.

The CCIs also reported the ways they try to address this. Many of the CCIs had a counsellor employed on contract basis who provided weekly or monthly counselling to the children. However, the counsellors reported being challenged by the workload as well as times when the children refused to give accurate information and resorted to lying. One CCI reported the existence of a 5-year project which was a collaboration between UNICEF and the Government of Karnataka under which “sisters” would visit CCIs every 2-3 months and provide sessions in counselling and family-based care.

Common problems children face or will face as Care Leavers:

The Juvenile Justice Act provides for care and protection of children/persons upto the age of 18. On gaining adulthood at 18, young adults are not eligible to stay in Child Care Institutions. Having lived in a protected and safe environment for so long, Care Leavers face some unique challenges on leaving the Homes. Some of these were reported to be lack of family support, lack of awareness of colleges and programs and procedures for higher

education, being forced to marry, communication in English, dependence on what parents desire which may lead to not allowing young women to pursue studies and fulfil aspirations, lack of financial resources, eve teasing and not having employable skills.

Existing Aftercare Measures and Options:

Once they are 18, children from the CCIs follow one of three routes. In most cases, CCI staff reported that the young adults were released back to parents or concerned relatives. In a few cases, where this is not possible for various reasons, the young adults have been sent to the government-run State Homes, preferably located in the same district. If there is no State Home in the same district, the young adults are sent to the State Home of the district closest to the CCI. In rare cases, young adults are sent into foster care. In some CCIs, the practice is to send the young adults to NGOs who run hostels for young adults.

Once released, follow-up is not routine as the young adults do not fall under the purview of the CCI any more. But across the CCIs we visited, there were reports of keeping in touch with a limited few of the young adults, who also sometimes came to visit the CCI they were brought up in.

From these non-formal follow-ups, it is reported that most young adults are either married, studying or working. We were told that by law, children who were brought up in CCI are to be given priority when a vacant government post is being filled. Through using this provision, some young adults work as Anganwadi Workers today. In one CCI, a couple of children who completed their 10th, have been sponsored by SpiceJet for further education and then employment with SpiceJet. CCI staff also direct the young adults, especially those not desirous of pursuing academics, to various government or NGO schemes for vocational training and employment.

Aspirations of Adolescents in CCIs:

The children were largely positive with healthy aspirations. Many said that they dreamed of becoming doctors, nurses, police, lawyers, social workers and teachers. There were also those who aspired to be singers, graphic designers, fashion designers and dancers. One of them wanted to be a detective.

It was clear, however, that most lacked the pragmatic knowledge required pursue these dreams.

Staff suggestions for support required:

The pressing need for the children in CCIs to help them improve in their educational, co-curricular skill-building, sports and livelihood training was highly stressed by members of the staff in all the CCIs. There was desire to see the children excel in all fields so that they are future-ready once they leave the Homes. A need for instilling an awareness of how to navigate the education system and what future options are was expressed. Need for courses in Spoken English, Basic Computers, Soft Skills, Etiquette as well as avenues for career guidance and counselling was recommended. Access to vocational skills like tailoring, baking, jewellery making, and other crafting skills as being absent and a crucial catalyst was emphasized repeatedly.

Many suggestions were given by the incumbent CCI staff on how children in CCIs can be better supported. The suggestions can broadly be divided into the following categories:

1. *Academic support:* Customise course & study materials, create and implement bridge course for slow learners and others in CCIs so they can catch up, have more creative and engaging study materials and workbooks so children enjoy learning, competitive exam preparation, tuition teachers. Bagalkot is the only CCI to have a proper functioning school with vibrant classroom activities within its premises. Children in most other CCIs attend school outside and sometimes have to walk a long distance to get there and back. One CCI reported that while other children who come from home have access to digital and technological access for additional notes and other study materials, the girls in CCI do not have that liberty or access. Hence if Headstreams can come up with a guidebook or a resource material from which children in all CCIs can learn about their subjects, specially the older girls who are aged between 15 - 17 who are studying in 9th 10th 11th or 12th grade, It would be useful. High school students are also given project work and they struggle with English and Social Studies. Access to the materials and study resources customised or arranged for the CCI children would help them feel on par with other non-CCI children in their schools.
2. *Other trainings* for children who do not go to school or are not interested in pursuing academics: Basic computer training, Basic Spoken English Training, lifeskill and soft skill trainings, vocational trainings (tailoring, fashion designing, anchoring, (workshops and trainings should be 3 or more days long to be effective), basic etiquette, Personality development , Personal hygiene, Communication, hotel management, business skills, shop and other management skills, goal setting, values and morals, diverse cultural perspectives
3. *Career Guidance and Counselling*
4. *Increase Sports Activities* and, if possible, create a sports hostel
5. *Emotional support* so that children are supported when they are put into school without the experience of school or children who seem uninterested in everything offered
6. *Infrastructural support:* More computers, smart classrooms, etc

NGO Collaborations or Support present at the moment:

Most CCIs were found to have few continuous collaborations with NGOs. Some reported visits where NGOs sent teams that held activities or played games with the children. The CCI in Shivamogga however did have partnerships with local NGOs that provided vocational skills like tailoring and beautician, and an NGO called SNEHA that provides limited shelter services. Makkala Jagriti has been present in Koppal since 2021 and has been ably assisting the CCI there. A Care Leaver Conference had been organised in Koppal in August 2023.

Other Experiences:

Everywhere our team went, the staff and management of the respective CCI were cooperative and did their utmost to make our stay with them comfortable. They were approachable and friendly. Across all the CCIs, the superintendent or staff in charge addressed the gathering of the session, introducing Headstreams and telling the children what the session was about. They took great care to make the session as a significant event of learning for the children.

The staff was also very co-operative and forthcoming while answering our queries. It was heartening to see that they insisted that the names of the children be changes and not revealed to maintain respect and confidentiality of the children. In some cases, the DCPO or superintendent or counsellor were on leave or away attending meetings. So we were unable to meet them. But the other staff pitched in and responded well

CASE STUDIES:

We collected a few brief case studies to comprehend the background and the challenges faced by the children in need of care and protection. Names and identifiers have been made anonymous.

L, 15 years

Her father has two wives and she is the daughter of the second. When her mother died, her step-mother arranged to marry her off without her consent. Today, she realizes she had been sold. She was moved to a different place, where she didn't know the language or customs. Today she realizes that it was a place in Maharashtra. She ran away and got help from the driver of an autorickshaw. She was taken to the police station, and after the long process, she just recently came to this CCI. She is not being sent to school as yet. She says she is interested to joining a skilling program as she needs to become financially independent, having no one to look out for her after she turns 18.

P, 17 years

Penny is an orphan who lived with her uncle and younger sister. She had run away from home several times as she was not comfortable with her uncle and each time she ran away, her uncle would get find her and bring her back. Then from people in her neighbourhood, she heard about the CCI where girls can go for protection and care. With the help of her neighbours and following due procedure of the CWC orders, she got herself admitted into the CCI. She is interested in pursuing her education so she can become self-reliant and get a good job and take care of her sister. She says she feels safe here in the CCI. By the time she is 18 years and has to leave the CCI, she wants to be skilled enough to start her own work and earn her own money so she can protect and care for her sister.

S, 17 years

She has been in the CCI for 7 years now. She was put in the CCI so that she could access schooling, which her family was unable to provide for her. Her aim in life is to become an IAS officer. After completion of IInd PUC, she plans to attend coaching classes for the UPSC competitive exam. Having financial support will be a big challenge. She is hoping that she can make some money by singing so that she can pay for her classes and living. Everyone at home speaks highly of her but deep down she is struggling with lots of things and is trying to figure out what next.

R, 15 years

She is an orphan and has been living in the CCI for a decade. She is currently studying in 10th grade and her aim in life is to become a doctor and serve the poor. She says it was also her father's dream for her when he was alive. Once she turn 18 ,she is aware that she will be

transferred to a state home. She wishes to continue her studies there and do her MBBS. She is still unsure of what type of doctor does she wants to become. If becoming a doctor proves impossible, she plans to do her M.Ed and become an educator in the future.

R, 16 years

She came to the CCI at age 5. She struggled with school and academics throughout. Only later did a visiting psychiatrist diagnose her with learning disability. She is currently in 7th grade at her age. She is taking medication. No special arrangements have been made within the CCI for her to be able to get the right treatment. The staffs at the CCI are hoping to sending her to a special needs school in the neighbouring district. However the process of making this happen is taking a long time - frequent visits and pleas have been submitted to the CWC to hasten the case so she can be shifted to the school where her special needs can be taken care of.

HOLA TARANG

Headstreams see itself as an enabler and collaborator for Child Care Institutions (CCIs)/Homes under the JJ system. In continuation of our work at the CCIs in Bengaluru, Headstreams set out to enable children in state-run Child Care Institutions (CCIs) exposure to multiple handcrafting and academic skills, in a manner that increases competence in these areas.

HOLA Tarang was implemented among the children in three Child Care Institutions (CCIs) in Bengaluru:

- Observation Home, Madiwala
- Government Home for Girls, Marigowda Raste
- Government Home for Boys, Marigowda Raste

Over 1043 children have participated in our program in 2023-24. 75 HOLA Skill Development sessions, 29 guided play sessions, 35 Free Play sessions , 11 Psycho-education sessions and 2 Art & Craft sessions were conducted.

Program Activities

The crux of our intervention is to facilitate safe empathetic spaces where the children from government-run CCIs can practice autonomy, relatedness and competence towards increasing their agency. Agency is the capacity or ability of individuals to transform their situations. 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. In each Home, for two hours a day, Headstreams set up pop-up Play-n-Learn Spaces for four days every week. Three consistent kinds of sessions occurred every week:

1. Self-directed HOLA Skill sessions (twice a week)
2. Guided Play-Based Thematic Sessions (once a week)
3. Free Play Sessions including digital media (once a week)

Self-directed HOLA Activity sessions:

HOLA is Headstreams Open Learning Academy. Just like the previous year, children were given manuals for each skill or academic learning content. They could choose which ones they wanted to engage with, and for however long they wanted to. The purpose of this is to help a child explore a variety of skills, so they became self-aware of what interests them and can be given opportunity to grow within it. HOLA Courses offered were:

- Drawing & Colouring
- Mathematics & Logical Thinking
- CrossFit
- Kannada Reading
- Mehendi Designs
- Crafts and Makerspace
- Body percussion
- Drumming
- Innovative STEM Projects
- Acrylic Painting
- Block Printing
- Macrame

Guided Play-based Learning sessions:

These are sessions conducted once a week, that are directive and facilitated by Headstreams or a visiting resource person. They included multi-art creative activities, movie screenings, psycho-education or therapeutic sessions, dance & movement, problem-solving and habits of mind games and other activities. The themes of the sessions conducted were chosen after understanding the need the children have had. When daily sessions are conducted the children would share with the facilitators about being bullied, feeling low and losing hope about going back home. This year the following theme-based sessions were conducted:

- Habits of Mind (Persistence)
- Habits of Mind (Listening and Understanding with Empathy)
- Effective Communication
- Coping with Uncertainty & Worry
- Team Building & Friendship
- Bullying
- Self-Care
- Gratitude
- Confidence
- Health & Hygiene
- Menstruation

Free Play sessions:

Free Play Space exposed the children to indoor games (puzzles, board games, building blocks, etc.), outdoor game materials (basketballs, Hula hoops, cricket bats, badminton etc.) and digital media (laptops, tabs with pre-loaded content). In these sessions the children gained exposure to a variety of creative play and learning resources they do not otherwise have access to.

Other Events:

1. Exposure Visit To Museum of Art & Photography (MAP): Museum of Art and Photography (MAP) is a major new cultural institution in the heart of Bangalore City. It is a five storey private building that focuses on the pre-modern, modern and contemporary art as well as photography. Children from Government Home for Boys and Government Home for Girls, Bengaluru, were taken to MAP on June 27 and 28, 2023 by bus. They were accompanied by the staff & interns of Headstreams, along with the Boys Home staff and Girls home staff. After an explanation of the Photos in the first gallery, the children were taken to the next one. Both galleries showcased black and white photos and portraits taken by Jyoti Bhatt. After the tour to both the galleries, the children were brought down to the Learning Centre where they had their snacks. After their snack break, the MAP staff did a workshop on Portraits with the children.

2. Sessions with Snehadhara Foundation: Sessions with Snehadhara Foundation have been instituted to see if we can help the Special Needs children more specifically. Snehadhara Foundation is dedicated to serving this population, has several years of experience and has the reputation of being able to positively impact children with special needs. During these sessions, Headstreams' staffs facilitate a small craft activity and a few games, after which Snehadhara takes over. We have gained several insights and learnings through this association with Snehadhara Foundation and are grateful for it.

3. Children's Day Program by Headstreams (November 11, 2023): Children's Day is a momentous occasion celebrated in India on November 14 (Birthday of the First Prime Minister of the Independent India, Pt.Jawaharlal Nehru), to honour the unique essence of childhood and acknowledge the invaluable role children play in shaping the future of society. From November 3 to November 14, 2023, various NGOs conducted the programs for the children at the Bal Mandira Complex. Headstreams had their turn on November 11, 2023.

Children from four Government-run Homes (Government Home for Girls, Government Home for Special Needs, Shishu Mandir and Government Home for Boys) along with the CCI staff were present. The program commenced with the Boys Home Superintendent lighting the lamp. Ms. Gowri of Headstreams anchored the program and introduced to the children all that was in store for them to explore. There were 16 stalls set up. Children were divided into smaller groups along with the CCI staff to explore the stalls. All the children visited nearly all the stalls; some even went a second time to get the balloons and chocolates that were distributed at certain stalls. The children were asked to get back to the main area after two hours of exploring and experiencing the stalls. Many girls queued up at the Tattoo stall.

When the children re-assembled after two hours, the Volunteers and Youth Internship Programs interns put up some entertainment programs. Children too wanted to showcase their talents and few came up on the stage to perform. The children got to perform a few action songs and played games. A few children also spontaneously performed to songs played at their request and they danced to the music and had a lot of fun. A vote of thanks was said to all the participants. The Superintendent of Boys Home appreciated the stalls and the programs conducted by Headstreams and thanked Headstreams for the same.

4. Workshop on Career Guidance: A two-day Career guidance program was conducted at the Government Home for Girls and the Government Home for Boys. The focus was to raise awareness regarding career choices available and the steps the children could follow, when they choose a career of their choice, after leaving institutionalisation. The activities of the first day focussed on various career pathways and academic and other requirements needed to achieve these goals. The activities of the second day introduced entrepreneurship and self-employment as a career options.

ANNEXURE 1

GLIMPSE OF PRODUCTS CREATED UNDER THIS PROGRAM IN 2023-24

TERRACOTTA PAINTED THORANA



TERRACOTTA NATURAL THORANA



TERRACOTTA COASTERS



TERRACOTTA BEADED T-LIGHT HOLDER



TERRACOTTA T-LIGHT HOLDER



TERRACOTTA LOTUS DIYA



TERRACOTTA SQUARE DIYA



TERRACOTTA FLOWER DIYA



TERRACOTTA PIPAL LEAF DIYA



TERRACOTTA EARRINGS



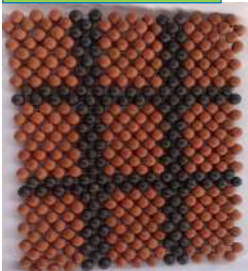
TERRACOTTA PENDANTS



TERRACOTTA BRACELETS



TERRACOTTA BEADED TRIVETS



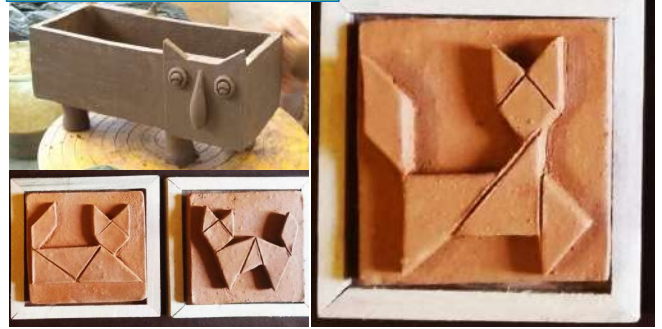
TERRACOTTA BEADED COASTERS



TERRACOTTA BEADED COASTERS/PATTERNS



TERRACOTTA CATS (PLANTER & WALL ART)



TERRACOTTA DÉCOR ITEMS



TERRACOTTA PLANTERS



TERRACOTTA GARDEN ORNAMENTS & PENCIL HOLDER



TERRACOTTA TILES



TERRACOTTA PLATES (WALL ART)



PLAY INSTALLATION USING LANTANA & TERRACOTTA TILES



TERRACOTTA GRAFITTO WALL PLATES

CERAMIC DIYA



LANTANA
TILES



CERAMIC DHOOP HOLDER



CERAMIC CHRISTMAS DECORATIONS



CERAMIC CHRISTMAS DECORATIONS



CERAMIC CHRISTMAS DECORATIONS



CERAMIC PLANTERS



CERAMIC MUG



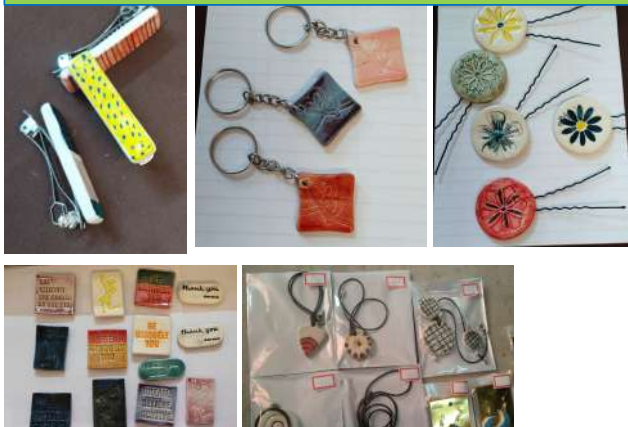
CERAMIC T-LIGHT HOLDER



CERAMIC MINIATURE ANIMALS



CERAMIC HAIR ACCESSORIES, KEY CHAINS, MAGNETS, JEWELLERY, WALL HANGING



CERAMIC DHOOP HOLDER





*Working to realise
a world where every person lives
a positive, confident
and purposeful life
since 2008*

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