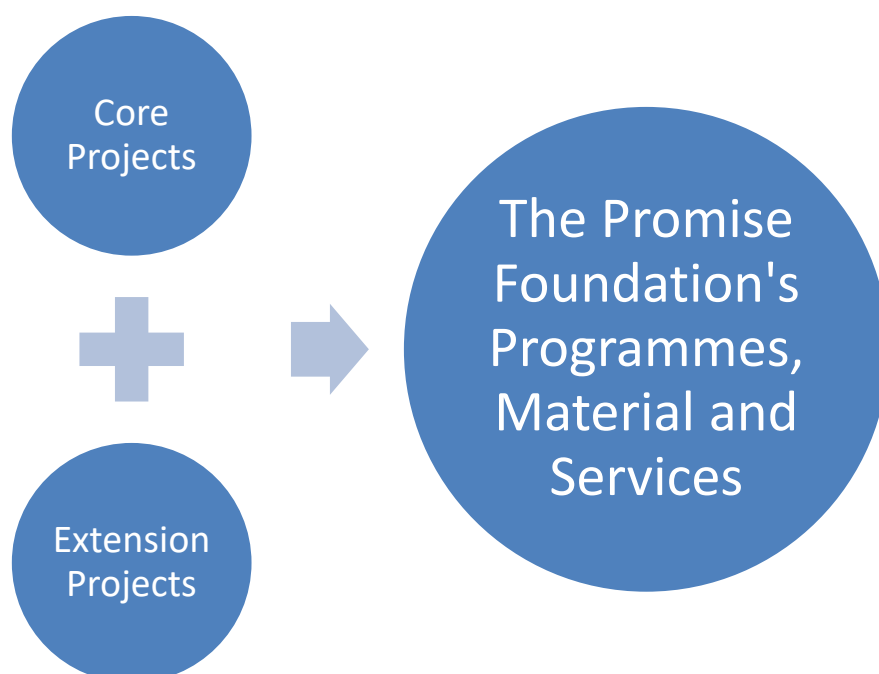# Annual Report

2010 - 2011

The Promise Foundation

346/2, 1st A Main, Koramangala 8th Block,Bangalore – 560 095, India

website: www.thepromisefoundation.org

Introduction

The Promise Foundation works with children from ages 3 to 18, with a focus on their education, mental health and potential realisation. The Foundation's priority areas are early stimulation, literacy development and livelihood planning, for children living in extreme poverty. Towards this goal, the Foundation has dedicated programmes at two levels: Direct services to children and youth known as Core projects. The Core projects have been in operation since 1991 and have grown and matured because of the multiple locations where they have been trialled and the several research projects that have closely monitored what the interventions can (and cannot!) offer children. The Foundation also has several Extension projects, where partnerships are forged with stake holders in the community to extend our core objectives. The Figure represents how the Core and Extension projects grow from each other's focus and outputs.

Core Projects **+** → The Promise Foundation's Programmes, Material and Services

Extension Projects

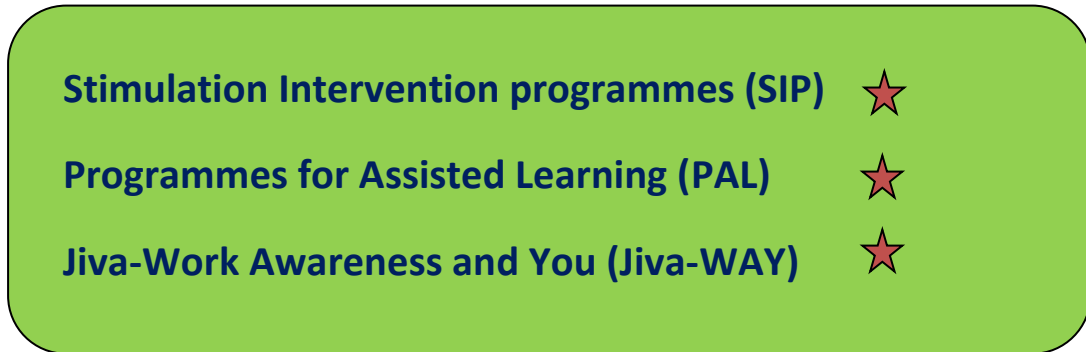The team that worked on our core and extension projects over the year 2010-2011 is as follows:

Arpana N. M, Nivita, Riona Lall, Laxmi Sutar, B. Kala, Robert D'souza, Shanthamma, Devi, Sampoornamma, Ningappa, Manjunath, Amruta Bhendre, Mallika Ganapathy, Vijayalaxmi Ganesan, sachin Kumar, Vijo Jose, Jayashree Vyasaran, Sonali Nag and Gideon Arulmani.

In addition, The Promise Foundation was supported in the various projects by a network of friends, well-wishers, visiting faculty, volunteers and partner institutions.

In the following pages we give a report of the work done over 2010-2011 in our three core projects and a brief over-view of the extension projects for the year.

Core Projects

The Promise Foundation runs three core projects. Each of these projects focuses on one age band and attempts to address one key area of psychological need within that age group. The Figure below gives the names of the three core programmes.

Stimulation Intervention programmes (SIP) ⭐

Programmes for Assisted Learning (PAL) ⭐
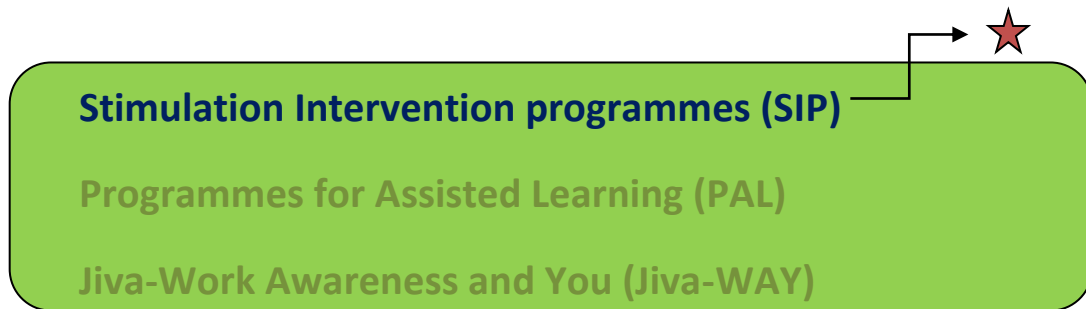
Jiva-Work Awareness and You (Jiva-WAY) ⭐

Stimulation Intervention Programmes (SIP) target young children before entry into primary school. The main beneficiaries of this programme are children in preschools and the government sponsored *anganwadis.* All children come from exceptionally poor homes.

Programmes for Assisted Learning (PAL) are for children between the age of 6 and 9 who are in primary school or out-of-school. The main focus in PAL is to promote the skill of reading, which we believe is a life skill. Our partners for this programme are typically government schools and our work is always in the local language.

The Jiva-Work Awareness and You (WAY) programme targets the school leaver. The main focus of this programme is on livelihood planning and support with career preparation. Our sessions run for a full day or in short modules through the school term.

The three core programmes for pre-schoolers, primary schoolers and school leavers are seen as interlinked. It is our belief that children in poverty encounter new disadvantages as they move though the school years, and it is therefore essential that a dynamic, multi-year programme is offered to them. While a good SIP intervention can dramatically support learning skills, many of the early gains may be lost because of the demands made in primary school. One common example of children finding primary school difficult is when their home language is different from the school language, and the school has made no provision to support transition into the school language(s). This is where PAL steps in. But even if PAL makes an impact on the child's literacy acquisition, and the child is set well on the path of academic success, there are socio-economic challenges that may leave the child unskilled and unemployable at the end of High school. It is for this reason that the Jiva-WAY programme targets the school to work transition needs of the young person in poverty.

In the following sections we will give a brief summary of key activities conducted with each of the Core programmes.

Stimulation Intervention programmes (SIP)

Programmes for Assisted Learning (PAL)

Jiva-Work Awareness and You (Jiva-WAY)

Stimulation intervention programmes for children below the age of 6 years works at increasing the presence of children's home culture and experiences in the classroom. SIP has a specific commitment to increasing the range of spoken language experiences available to the child. In addition, SIP works to ensure that teacher-led lessons have a range of themes covering 'general' knowledge about the larger world. The curriculum framework is based on the multiple potentials approach, with a focus on the personal potential, spatial potential, musical potential, analytical-logical potential, linguistic potential and physical-mechanical potential. Some of the other key features of SIP are as follows:

- an emergent literacy programme with focus on handling and enjoying 'books', and an early literacy programme in the last six months before graduation, with focus on exposure to print, sound games and a sight vocabulary.
- the multi-lingual approach, where children are encouraged to use both their home language as well as the school language and
- the recognising of multi-ability groups in the classroom and planning a differentiated programme to address appropriate lessons for all
- the use of common, low cost, local and environment-friendly materials for developing changing displays in the classroom, manipulable toys and teaching aids and books with local stories
- a focus on mentoring parents for home based, low cost toys for children.

The Promise Shishukendra

Since the mid-1990s The Promise Foundation has been running a pre-school for the poorest children living in the neighbouring Koramangala village. The pre-school is called the Promise ShishuKendra (children's center). Over 2010-2011, the ShishuKendra did not take in a new cohort of children in the Koramangala area. This was because we were moving to a new campus some 20 km away. Instead, the staff offered high quality early childhood care and education for 3 to 5 year olds in villages around the new campus in the Sarjapura area.   The programmes were offered as short activity camps because our target in the new locality was two fold: a) To introduce Promise programmes to families in the villages around our new campus abd b) To introduce ourselves and forge partnerships with key agencies in the neighbouring villages and the towns of Sarjapura and Dommasandra

Teachers Amruta and Laxmi along with team members, Arpana and Kala, worked on developing local stories and language learning materials. In the box is one of their stories! A day's session usually began with one such telling... and ended with role plays, craft activities and worksheets on such stories.

The Grateful Ant

Once upon a time, there lived a little ant next to a farm. Her name was Antara. She lived in an anthill with all the other ants. They all worked very hard all the time to collect food. They kept collecting food even when they had enough to eat. They would carry little grains of sugar and store them carefully. They knew there would be times when it would be hard to find food. They ate the stored food when they could not find anything else to eat. They never went hungry.

One day, Antara went off looking for food. Suddenly, she saw a stream flowing in front of her and she thought "Oh my God! I think I have lost my way! I have never seen a stream before in my life... But I remember, there was an old ant in our colony who used to say that we need to cross the farm to go to the stream. Oh my God! That means I am on the other side of the farm far where my anthill!" Antara started running here and there in panic. In a hurry, she slipped and fell into the stream. The stream was gentle but for the tiny little Antara it felt like a gushing waterfall. She was even more panicky now. "I do not know how to swim! How will I get home?" she shivered with fright. Just then, a Pingu pigeon was passing by the stream. He saw Antara the ant struggling on the water. She was wriggling her six legs trying to keep floating. Pingu the pigeon quickly picked up a leaf and dropped it next to Antara . The ant was grateful and grabbed the edge of the leaf. Panting and puffing it climbed onto the floating leaf. She looked up and thanked Pingu the pigeon. Pingu smiled warmly and flew away. Antara started walking back to her anthill. She knew that is she was calm, she could find her way back. She could smell the way she had taken. By evening, she found her way back to her anthill safely.

A few days later, when Antara was out in the woods looking for food, she saw a hunter with a bow and an arrow. The hunter was holding his arrow stretched across his bow. He was concentrating to aim at something. He had one eye closed to help him take good aim. Antara was curious to know what he was aiming at. She carefully looked in the direction of the hunter's arrow and what did she see? It was Pingu, the kind pigeon who had dropped a leaf in the stream when she was drowning! Antara thought "I must help Pingu! He saved my life." She quickly went up to the hunter and bit his foot hard just before he shot his arrow. Because of the bite, the hunter was in great pain and lost his concentration. Moaning *aww aaw awwww*, the hunter shot the arrow but missed his aim. The arrow flew in high into the air but did not hit Pingu. The flying arrow disturbed the leaves in the trees and this warned the pigeon of the danger. Before Pingu the pigeon rose to fly away, he looked down and saw Antara the ant at the hunter's feet. Pingu thanked Antara by flapping his wings and then gracefully lifted off the branches to fly away.

Pingu and Antara had saved each others' lives. They became great friends.

Stories like these are shared with partners of Promise for use in different locations.
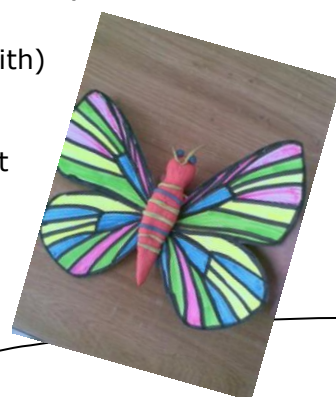
Glimpses from SIP

Hand art!

Mehendi or Henna is a leaf paste that is applied to hands and feet. The paste is known for its antiseptic properties and is a great touchy-feely activity for little children!

From the teacher's dairy:
13th April, 2010, Session Theme- Butterfly.

At the end of the day, each child was given a chance to talk about a new word they learnt today. They all had one word or the other to talk about. One child said "I learnt new word buzzzzz….that (showed horns on the head) 'antennae'!" Other new words for children were nectar, heaven and insect. There was a point in the story where we were talking about God and the angels 'missing' butterflies. Each child interpreted the meaning of the word "missing" differently. Some thought it was remember, some thought lost or forgot. Very few had got the meaning. I explained the meaning of *miss*. We had a quick round of "What I miss" with each child. The very first round (before I had explained) had things like pen and homework on the list. After the explanation, (I did not give examples here to see what they come up with) they came up with friends and brother.

A very clear learning outcome from this activity could be vocabulary but then we need to ensure they keep using it often for it to stay with them. Other learning outcomes we look forward to are speaking in English, speaking confidently, inferential thinking which we hope will be on our list here by the end of the camp.

Programme for Assisted Learning (PAL) is an endeavour of The Promise Foundation (TPF) to reduce the number of school dropouts in Government and Corporation Schools. PAL does so by providing support to children whose academic levels are significantly lower than those of the other children their age (7 to 10 years). PAL identifies these children at risk and facilitates their learning to make education more relevant to them. In the last decade PAL has had a wide reach, including forest schools and *ashramashala* in South Karnataka, village schools in Chattisgarh, Uttarkhand and Himachal in North India and government sponsored schools in the urban slums of Bangalore and Delhi.

PAL sessions are planned around multi-group teaching. The groups are made according to children's reading levels. A typical PAL class lasts for about two hours with four sections, namely *talk, hands on, text and publish*. The talk period is a time for exploring ideas in one's own words. The hands-on section has children writing out words based on some specifications as provided by the teachers. In the Text section children read the texts of the day. This session also includes summarising what the child had understood of the text in an activity called '*nanna arivu' – 'the essence as I see it'*. In the publish section, children get better acquainted with the concept of a book. Many children coming to the PAL sessions are unaware of the types of books- they have few books at home and in school, they rarely see any books other than the prescribed textbook. In PAL, children are exposed to different kinds of books, printed editions and teacher developed books. They also write out a book of their own that comprises of what they have understood of the chapter.

Another element of the PAL classes is the *Chilli-Pilli* Workbook. This book has a selection of activities with many pages left blank or ruled for children to draw or write on. There is a section, '*me and my teacher'* that has three columns, namely, *"date", "what I learnt" and "what my teacher says"*. Thus, in '*My and my teacher'* children write what they learnt and the PAL team member reports about the child's progress on a weekly basis.

Over 2010-2011 a key target was to help children develop a well-sequenced narration of what happens in a just-heard story or chapter. For this the *Shalini activity* was developed where a character, Shalini, begins a letter about a just-heard story and the child has to continue the narration using the three connectors "and then", "after that" and "in the end". These opportunities to work on the chronology of the story, we think, may help in improving children's broader written language skills. See overleaf for our findings from one of our PAL schools.

PAL in Dommasadra Government School

We continued to work in the Dommasandra School this year as well. Our partnership with the school continued with the specific permission from the office of the Director of Public Instruction (DDPI).

In the academic year 2010-2011, PAL was offered to all children in a classroom. This decision was made based on feedback from the participating schools in PAL 2009-10. PAL in the earlier years had run as a pull out programme where the lowest performing children were taken separately for an intensive remedial support. Teachers had however reported that they found it difficult to manage a class with a few children taken away for the PAL sessions.

Over the year, 48 sessions of 2 hour duration were held four times a week. The box below gives a summary of how the PAL worked at the Dommasandra school

---

Changes in children's story writing following PAL

In the beginning and at the end of the PAL year, we asked children to write a story based on a picture of a tiger wearing a scarf and clutching a handkerchief, clearly suffering from a terrible cold. These are the stories that we analysed.

Tiger story before PAL	Tiger story after PAL
7 sentences about 3 words long	11 sentences about 5 words long
one in three words had spelling errors	one in six words had spelling errors
every fourth word seemed to be a nonword (no meaning)	no nonsense words seen
few adjectives, pronouns and connecting words	many more adjectives, and words that make a narrative more cohesive
simple sentence structures	more complex sentences

The trends from the pre- and post-assessment indicate an improvement in children's knowledge of the language and its use in narratives. We are now analysing children stories to learn more about how they learn to use language, and how we can use their stories to spot those who ar at risk for long term difficulties in school.

Glimpses in PAL (1) …

Once Upon a Time

A Summer Camp with a difference

This summer gift your child the wonderful world of stories. **Once Upon a Time** is a unique story and craft programme developed by psychologists and specialist teachers to reach out to every child in a unique manner. We believe that when children explore and experiment with stories they develop their…

Spoken language skills

Reading comprehension

Listening comprehension

Logical skills

Social skills

Reading and writing skills

Advertisement for the PAL Summer Camps: 'Once Upon a Time'

Insights about the PAL methodology and what it can mean for children.

At Dommasandra, I attended a few PAL sessions … It gave me a peek into a new approach to teaching. It was fascinating to watch Ms. Laxmi conduct lessons using the multiple-group teaching method. Activities developed at three levels of complexity assigned to three groups functioning at three different levels were an insight for me into the details of a teaching-learning environment. I have always had faith in limitlessness of a child's abilities and PAL sessions have nothing but strongly reinforced my belief.

A. Bhendre, Teacher in SIP_PAL summer camps

Excerpts from Teacher Diary on the challenges of running PAL.

I found the new targets set in 2010 far more challenging than the older ones. I was used to working with Std 3 children in 2009. Working with the same group initially in 2010 created a comfort zone for me but as the level of the teaching targets increased I struggled with planning the lessons. In 2009-10, few children from every group spoke. The class was manageable then. Now that their language capacities had broadened, all had something to say. All children started expressing their ideas at the same time! It got chaotic at times and challenging to moderate these sessions. It was also hard to complete lessons on time in 2009-2010, as I planned too many activities for each session. This also prolonged the time allotted for each chapter which hampered the ultimate time-table.

The 'nanna arivu' activity was very reassuring; I think it helped the progress to reading comprehension. I had put forth two kinds of challenges to the children. In the beginning of PAL sessions, they had to write out the summary in a few sentences. Later, they were asked to write out in two or more paragraphs. Initially the children were reluctant but with more and more practice they could do it well.

At the end of the year though, I feel myself more equipped with skills to nurture reading comprehension skills in children.

Laxmi Sutar, PAL teacher

Glimpses in PAL (2) ...

PAL Classes: Dommasandra School

The pictures here show children with the PAL Chilli Pilli book, working in small groups.

The display on the wall is an old TPF publication called *'Somu Prayana'*. We ask children to write their own dialogues for the characters.

Each day a new story is born!

Summer Camp in a neighbouring village: B. Hosahalli

The Hosahalli summer camp was for children between the age of 6 and 8 who were attending neighbourhood schools.

The big trees and spacious varandahs of the village house helped to not feel the summer heat too much!

Jiva-Work Awareness and You (Jiva-WAY)

Stimulation Intervention programmes (SIP)

Programmes for Assisted Learning (PAL)

The Promise Foundation has been involved in career guidance and counselling with a specific focus on the developing world context. This work has reached over 150,000 young people and trained close to 1000 individuals. Assignments to establish national career guidance systems have also been undertaken and executed for other countries such as the Republic of Maldives and Rwanda. International training programmes have been conducted in India reaching 14 countries. All counselling material and methods have been extensively trial tested and validated.

Our research and experiences during the Jiva-WAY projects have been published widely. This includes the following:

- Career Counselling: A handbook (Tata McGraw Hill, 2004). Presently used as a text book in career counselling courses in India.
- Handbook of Career Development: International Perspectives (Springer, in press).
- Approximately 23 scholarly articles in peer reviewed journals
- Popular articles as columns in newspapers and magazines.
- Promise hosted the first international conference on guidance and counselling in India in 2010.
- Promise has been instrumental in starting the Indian Association for Career & Livelihood Planning.

Student workshops

The core programme under Jiva-WAY is to hold career counselling sessions directly with children. The table below gives a summary of sessions held over 2010-2011 in South India.

Target group	Location	Number of students
C 10 students	Bangalore	130
C 10 students	Bangalore	121
C 12 students	Connor	241
C 10 students	Hosur	50
Individual sessions for high school students	Bangalore	69
High school Students	Mysore	16

Glimpses of Jiva-WAY...

Inauguration of a Careers Resource Center

Student workshops

←→

Careers day ↓

Similar student workshops were held by trainees of the Jiva-WAY programme elsewhere in the country (details under extension Programme – Basic Skills Course).

Jiva-WAY – a transition year

October 2010 saw the end of the three year Jiva Project. We give below gives the objectives of the Jiva project and the accomplishments at the end of the project period. All of these outputs became incorporated into the Jiva-Way programme from November, 2010.

Objective 1: *Use social marketing principles to develop an 'identity' for career choice and livelihood planning.*

Through social marketing techniques we have been able to give career guidance an identity that goes beyond it being a service that is limited to career information delivery. Jiva means 'life' in Indian languages. Individuals who pass through the Jiva programme are able to link the concept of career as an 'extension of their life.'

Objective 2: *Prepare curriculum and teaching learning material for counsellor training and career counselling*

Two curricula (Certificate and M.Phil) have been developed and integrated into the syllabus of an important Indian university. Both courses are offered with university recognition and are in high demand.

Objective 3: *Create a core group of Master Career Counsellor Trainers (MCCT)*

This objective achieved a 75% success, since one of the trainees four could not achieve the expected level. Those who have completed the course have the competency to function as Master Career Counsellor Trainers. On the negative side, this benefit has not fully accrued to The Promise Foundation. The MCCTs are not available to continue the Jiva programme on a full time basis, after the project.

Objective 4: *Establish Model Career Resource Centres (CRCs)*

This objective achieved a 50% success, with 1 CRC not reaching full functionality and 1 being implemented in a diluted manner. The remaining 2 CRCs are successfully and functioning independently today.

Objective 5: *Advocacy and policy action*

The following indicators point to extent to which this objective was achieved:

- approval of the State governments of Karnataka and Delhi for training of government school teachers.
- widespread recognition amongst NGOs that career guidance is required for their workers.
- opening of negotiations with the National Academy of Psychology (India) to include Career Psychology as a recognized branch of psychology.
- invitation to write books on career guidance using the Jiva approach.

Objective 6: *Skills transfer and capacity building at national level*

- the project was designed to achieve skills transfer to 60 individuals. We were able to reach 104.
- these trainees were from 4 different Indian states.
- of these 104, 66 have been able to either establish career resource centres or are functioning as individual career counsellors. 38 have not taken the training forward.

Extension Programmes

Every year The Promise Foundation extended the reach of SIP-PAL-Jiva-WAY through Training programmes, Presentations and Publications. Given below is a summary of the work done over 2010-2009.

Training Programmes under Jiva-WAY

An important extension of the Jiva-Way programme is the short term course in Basic Skills for Career Counselling. This course defines career guidance and counselling to refer to an interpersonal relationship whereby the individual receives support to:

- understand self in the context of his or her community.
- understand and identify personal potentials.
- develop a deeper comprehension of the world of work including introductions to new careers and pathways to reach these careers. This includes information pertaining to schemes, scholarships and other supports available in one's context. It also includes developing an orientation to the ethical aspects of career such as sensitivity to the environment, green jobs, social justice, gender equality, occupational prestige, dignity of labour, decent work and traditional occupations.
- develop skills to make decisions and generate 3 to 4 career alternatives that closely match one's personal potentials.
- use the identified career alternatives to make a career plan.

This concept of career guidance rests on the premise that a healthy career is integrally connected to one's life, culture and community.

In the box below are excerpts from our in-house documents about

---

1.1. The rationale for career guidance services: Is career guidance necessary?

1.1.1.   Social and cultural factors

Career preparation is a process that occurs within a particular social and cultural environment. Socio-economic status variables (privilege or disadvantage) and attitudes toward career development (stereotypes and career beliefs) interact with each other and influence the manner in which a person prepares for a career. These factors in turn influence the manner in which choice is exercised. Some groups imbibe career beliefs that predispose them toward unplanned entry into the world of work. Others look at career development differently and move toward further education. Perceptions, beliefs and mind sets intertwine to place careers upon prestige hierarchy. Culture sensitive career guidance helps the young person integrate social and cultural values and build a career that is effective in the contemporary context.

1.1.2.   Labour market mediation

The post industrial labour market, characterised by the forces of globalisation and the free market, requires the ability to make skilful educational and occupational choices. This is an essential life skill. The relevance of career counselling becomes sharper against the background of economic changes. A corollary to economic development is a widening of the array of occupational possibilities. In the absence of suitable support for career and livelihood planning, 'development' can be a double edged sword – benefiting a few but exploiting a large number only for the 'cheap labour' they offer. To this end addressing the livelihood planning needs of young people through relevant and culturally rooted career counselling services emerges as a vital element of sound social and economic progress.

1.1.3. Boom and Bust: The nature of economic development today

The nature of economic development today has caused the emergence of new occupational opportunities in some economies. At the same time workers in other economies are haunted by the spectre of job loss and retrenchment. In this volatile economic environment, career choice is often influenced strongly by labour market cycles, pushing 'personhood' to the background. Career guidance in such contexts can be an instrument that helps the individual to both assess him / herself as well as opportunities in the world of work and approach the world of work with greater flexibility, self-awareness and self-mediation. Career guidance could be a service to empower the individual to find a happy blend between personal potentials and the labour market and for representatives of the labour market to move beyond considering the worker merely as a factor of production.

1.1.4. Manpower optimisation

Research has consistently shown that career choices are strongly influenced by beliefs and attitudes toward occupational categories. For example, choices among young people are dominated by the belief that following a career path toward a college degree is more respectable, while technical-vocational training is not so prestigious. In response to manpower imbalances governments introduce vocationally oriented courses. The objective has been to enhance individual employability, reduce mismatch between demand and supply of skilled manpower and provide alternatives for those who are pursuing higher education without a particular interest or purpose. Yet, the number of individuals opting for vocational training is few and these students largely come from lower income groups. Accurate career counselling would address career beliefs and help individuals integrate better with the courses that are on offer and move into careers that they are suited for. In this way career counselling would make a contribution to the optimisation of a country's manpower resources.

Over 2010-2011 Jiva-Way training programme were conducted in Bangalore and in Shillong, in the North-East of India. Details of the course and the places where the trainees are now located are given below

Dates	A note about the participants	Trainee locations around India
October 2010	500 participants from 35 countries. The programmes were held as part of the Jiva-IEAVG International Conference held in Bangalore. Programme Sponsor: *Jacob's Foundation*	
August 2010	2-software engineers, 4 counsellors(2 from TPF), 2 teachers and 1 social worker Programme Sponsor: *F-TPF*	
Feb 2011	Students of counselling at MLCU, teachers and counselors in schools in Shillong Programme Sponsor: *Martin Luther University*	

15

Glimpses from the Basic Skills Course:

The IAEVG-Jiva International Conference (October 2010)

This event was a milestone in Promise's extension programmes. More than 100 presentations are being made by leading scholars from 32 countries. The Jiva approach to career guidance received international recognition   The success of the Conference was, in no small measure, also because of the full support of IEAVG, the International Association who partnered with us on this event. Given below are excerpts from the minutes of the IEAVG.

Minutes of the 80th Meeting of the Board of Directors

of the International Association for Educational and Vocational Guidance - IAEVG

It was noted that the holding of this forthcoming IAEVG conference is important for India and the main aim of the conference will be to look at 'best practice' models from around the world and then apply them, as appropriate, to India. Guidance and counselling does not currently exist in any formal national structure and conference organiser Gideon Arulmani hopes that the conference will act as a catalyst for guidance across India. The Indian attendees are all concerned with youth welfare but not necessarily guidance and Gideon asked Board members to engage informally with Indian conference delegates and encourage them to learn more and to keep in touch after the conference. 'Help with the birth of the discipline of career psychologist and grow the shoots'.

Training Programmes under SIP-PAL

Over 2010-2011 SIP-PAL teams comprising Mallika Ganapathy, Vijayalaxmi Gaheshan, Riona Lall and Laxmi Autar conducted one teacher training course of 3 modules spread over 9 months. The participants were government school teachers and anganwadi workers from the Madurai region of Tamil Nadu. The potential reach of the programme is approximately 2000 children.

Most teachers in the training program are very motivated and enthusiastic. Their level of understanding and application is also quite high. I am confident that they will be able to implement this program successfully in their schools, provided they are given support ...

The three corner model does demand certain inputs from teachers but they are well aware of what is expected from them and we have not heard them complaining. They seem quite interested to try out a different method of teaching children! However, it will be beneficial if they start implementing the lesson plans and activities ... as soon as possible. There will be difficulties faced in the classroom and these can be discussed with the group in the next training program so that teachers have different options.

Officers from Madurai Corporation have been very helpful and supportive. The Madurai Corporation Officer, Supervisor of Corporation Schools, have been very appreciative of the efforts taken by TPF to conduct the training program. They even mentioned to us that this is the first time that they have seen teachers being so involved in a training program – apparently many teachers, especially the masters, are always on their cell phones or not in the training room during training programs. However, for this training program they have been very involved ...

- *Excerpts from in-house report by Riona Lall, Coordinator of this extension project*

Publication: An update on projects begun in 2010.

The Handbook of Career Development: International Perspectives.

This project is aimed at collating all the Jiva-IEAVG conference papers and developing them into an International Handbook for the developing world context. We initially approached 2 publishers. Routledge made us an offer that seemed to be too restrictive to the scope of the project. Hence we turned it down. We then went to Wiley International. They made us an offer that required us to include articles relevant to the US market. This too we found outside the purpose of the Handbook. I am very glad to say however that Springer International has accepted our proposal and we are in the process of finalising the contract. The details are as follows:

- Editors: Gideon Arulmani, Anuradha Bakshi, Tony Watts and Fred Leong.
- Number of Chapters: 40 (600 pages).
- Scholars from India, Singapore, UK, Canada, USA, South Africa, Italy, Australia, New Zealand and China are contributing chapters.
- A unique strength of this book is that it takes its perspective from the developing countries' point of view and has an indigenous focus rather than being dominated by Western epistemologies.

The publisher says: "…the themes of this book have global significance that have not been adequately addressed in the existing literature. As of now we do not have a book on this topic (career development) that is resonant with needs of developing world economies and cultures. We do believe that it makes an important contribution."

- Given this delay in finding a suitable publisher, our dates have been shifted. As per my proposal we were to have to completed the book by September 2011. However it seems we will start toward end October 2011 and the book will be published in August 2012.

Despite the delay I am pleased by the fact that we have a good publisher and that we have the freedom to carry the kind of articles that we want.

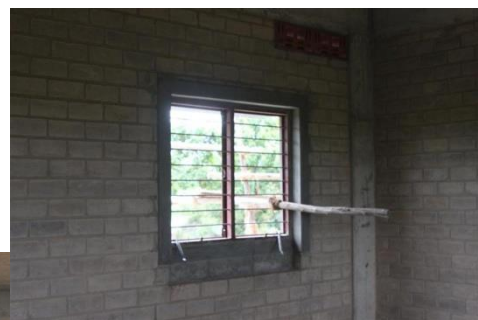Note from Gideon.

The New Campus

The Promise Foundation watched with excitement as the new campus took shape, from basement, one floor at a time! The sections of the new campus that were ready by the end of the 2010-2011 period were

- Workstations for a team of up to 16 members
- Individual office rooms for up to 4 team members
- Reception space and provision for up to 2 rooms for individual sessions
- a Youth Development center

The pictures below give the advancing of the construction till March, 2011.

The front facade

Yellow oxide low-cost floors ↓

The ground floor workstation area

← ←

The front balcony... nearly completed!

Financials

Overview

The Promise Foundation was supported by Grants and Donations for the projects executed over 2010-2011. The donations and Grants were from institutions, individuals and friends of the Foundation. The table below gives details.

Project Costs and Source of Funds: Year 2010-11

Project	In Indian Rupees	Project Status
TPF Direct Programmes: SIP, PAL and WAY	*Cost of the Project*: Rs. 13,73,400 *Source of Funds:* F-TPF	Ongoing, will continue as core to all projects.
Jiva: A Career Counselling and Livelihood Planning Project: an extension project of WAY	*Cost of the Project*: Rs. 19,27,350 *Source of Funds:* Jacobs Foundation	Career Guidance and Counselling: Building resources in India
Jiva programmes and the Jiva-IEAVG International Conference on Guidance and Counselling: an extension project of WAY	*Cost of the Project*: Rs. 206,550 *Source of Funds:* City and Guilds Center for Skills Development	The International event will be held in October, 2010.
Jiva Book Writing Project	*Cost of the Project*: Rs. 296,550 *Source of Funds:* Jacobs Foundation	The project has commissioned 40 international contributions.
The IBM KidSmart Programme: Early Learning Centers. an extension project of SIP-PAL	*Cost of Project:* Rs. 15,76,800 *Source of Funds:* IBM International Foundation.	The project focussed on four states, two each in North and South India.
The Promise Foundation Building Campus Project	*Cost of Project:* Rs. 902,790 *Source of Funds:* FTPF	The building of Youth center, training halls and library had reached 80% completion by March 2011

 *2010-2011 saw a lot of fluctuation in the Indian Rupee. This value is only a gross approximation of the currency conversion.

Concluding comments

The year 2010-2011 was a year of preparation for the shift to our own campus. We are hopeful that over 2011-2012 we will be able to find stability in our own space and from that stability will grow many new projects and partnerships!

Sonali Nag and Gideon Arulmani

21st Nov., 2011.