



ANNUAL REPORT 2007

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1. Introduction

In the year 2007 The Promise Foundation (TPF) has continued to work in the key focus areas of early childhood, the primary school years and the adolescent years. Our project for the early childhood years is called *Stimulation Intervention Programme (SIP)*. Our work for children in the 6 to 10 years age band is the *Programmes for Assisted Learning (PAL)*. For young people in the high school years our programmes carry the name *Work Awareness and You (WAY)*. SIP, PAL and WAY are The Promise Foundation's Core Programmes.

The Promise Foundation has continued to also disseminate learnings from the core programmes through a bouquet of Extension Programmes. Over 2007, we extended the reach of our work through training programmes, material development and by adapting our interventions to new local realities. The year saw the completion of one of our partnerships, the beginning of new partnerships and the continuation and strengthening of some old partnerships. In short, it was an eventful year for all at TPF!

This report will focus mainly on TPF's work in the Core Programmes. The report will sketch very briefly the partnerships and extension programmes of The Promise Foundation.



2. Stimulation Intervention Programme (SIP)

Some children experience a life of disadvantage right at the outset. They do not have access to quality pre-school education and are often left unattended because their parents are busy with earning a meagre livelihood in a workplace away from home. The Promise Foundation has specialised in developing Stimulation Interventions for children who live in such disadvantaged conditions. We particularly focus on programmes that can be sustained within resource poor communities.

2.1. *The Promise Shishukendra*

We run our own pre-school – the Promise *Shishukendra* - in the Koramangala area in Bangalore. Our admission policy over the years has focussed on finding children from the poorest families in the locality. Our admission is particularly reserved for children from the lowest castes and class and single parent homes. We conduct a home survey where the family income levels and home situation are assessed and then use a simple lottery method to select children who will join our *Shishukendra*. In June 2007, the *Shishukendra* had an admission of eighteen children after a group of ten children from the batch of 2005-2007 graduated out. All the children who had graduated out have found admissions in local English and Kannada language primary schools

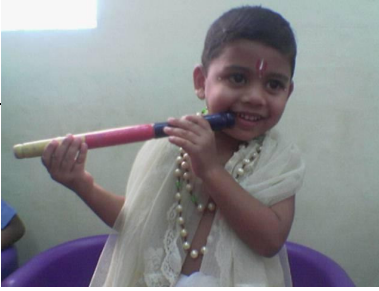
Every year we report about the activities that are done in the *Shishukendra* and the many issues that surround admissions, lesson planning and school policy. The one aspect of the *Shishukendra* that is a core to the programme, but doesn't get reported in our annual reports, is the nutrition programme. The *Shishukendra* offers a mid-day meal and snacks to all children. This is a supplementary nutrition programme that is especially crucial because many of the children are malnourished when they first join the pre-school. The meal is cooked by our oldest team member, Sampooramma and her daughter, Devi. Given below is the weekly menu card of the *Shishukendra*.

Weekly Menu at our *Shishukendra*

<i>Week Day</i>	<i>Lunch</i>	<i>Snacks</i>
Monday	Rice with seasonal vegetables	Nutrition mix - Malt
Tuesday	<i>Ragi</i> ball and Greens <i>Sambar</i>	Carrot or mint buttermilk
Wednesday	Rice with mixed vegetables <i>Sambar</i>	Nutrition mix - Malt
Thursday	<i>PuLiyogare</i> rice and plain yogurt with vegetables	Seasonal lentil sprouts
Friday	<i>Ragi</i> ball and mixed vegetables <i>Sambar</i>	Jagery <i>panaka</i>
Saturday	Vegetable with pancakes or beaten rice dish	School closed for weekend

The year 2007 saw a transition in the Promise *Shishukendra* team. Our youngest team members, Umavathi and Smruti had to leave because of health reasons. Manjula, with many years of experience as a pre-school teacher joined the pre-school. Laxmi, who started her career as a *Shishukendra* teacher and went on to become an accomplished PAL teacher, returned to take charge of the *Shishukendra* as the Principal. With an all new team, new ideas were experimented with and the *Shishukendra* settled into a fresh routine for the batch of 2007-2009.

Glimpses from a role-play session at the Promise *Shishukendra*!



Santosh as flautist



Roshanbi as dancer



Chaitra as bride

2.2. SIP Apprenticeships and Training Programmes

A total of 10 pre-school teacher trainees apprenticed in our *Shishukendra*. Over 2007 teacher trainees from a *Balsevika* course (child care worker course, run by the Karnataka State Council for Child Welfare) were deputed in batches of two. Each batch spent a month in the *Shishukendra* shadowing the teacher and working with children on supervised lesson plans. The apprenticeship programme has a systematic feedback component that comments on, among other areas, each trainee's communication skills, instruction giving skills, innovation and creative management. The *Shishukendra* team spends a considerable amount of time to ensure that the apprenticeship programme is well run and opportunities are provided for each trainee to practice skills based on continuous feedback.

In addition to the apprenticeship programme, TPF teams offer SIP training programmes. TPF team members, Laxmi and Smruti held a two day training programme for *Gram Vikas*, a partner with whom we have been working for the last ten years. *Gram Vikas* is a rural nongovernmental organisation (NGO) working around the Mulbagal region approximately 100 km south of Bangalore. The training programme was for a batch of fifteen *anganwadi* workers and five *balwadi* teachers (all pre-school teachers).



3. Programmes for Assisted Learning (PAL)

Over the last decade India has been struggling to bring and keep young children in school. Many children are not learning to read and write – this is a report that has come from more than half the primary schools across the poorer parts of the country. It is in the context of this stark reality that TPF's Programmes for Assisted Learning gains special significance. In PAL we work hard at developing relevant learning programmes that will support children's reading and writing skills.

3.1. PAL: in the classroom

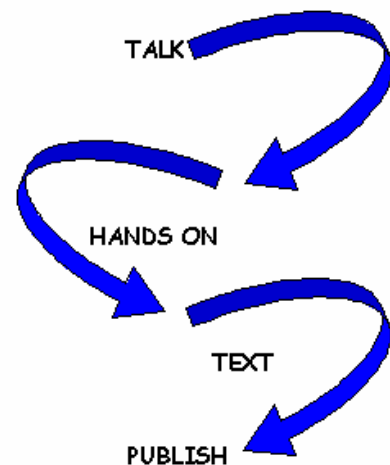
The 2006 PAL was carried out in three schools in South Bangalore (Audugodi Circle, Audugodi MARP lane and Ellukunte). The outcomes of the one year intervention were thoroughly reviewed and the team concluded that:

- A much more intensive remedial programme is necessary to make any lasting impact for the poorest readers in class 3.
- Many intervention days are lost to holidays and unexpected school programmes. This is another reason why our presence during the course of a week needs to be almost daily.

- The PAL intervention needs to bring in much more vocabulary from the school textbook. This will give children a sense of familiarity when school work is being reviewed. This will also allow teachers to find the bridges between our programme and the class activities.
- In many schools there are too many children who need special attention. It may be best to offer a whole class programme where PAL works on a multi-ability group programme, tailoring an intervention for each group separately. This will allow for the ‘at risk’ children to receive inputs, even as we focus on the severely underperforming children.
- TPF has developed several resources over 2006 and these need to be much better integrated into the PAL programme. For example, the *Chili Pili Cheela* Kannada story and activity cards must be exploited better. Similarly, the Read Me! Wall needs to be larger and more central in PAL.






It is with the above insights that an improved PAL was developed for the batch of 2007. TPF team members, Roopa and Laxmi worked on a new set of lesson plans, a different session format and new PAL workbooks. Two schools participated in the programme – Ellukunte Government School and Kalyani Shale, S.R. Nagara.

For the academic year we had planned for a total of 60 sessions, which was expected to be 120 hours of intervention. We had also planned that 14 themes, picked out from the school textbooks, would give the backdrop for the different activities. Each session was divided into four periods called Talk, Hands-on, Text and Publish. Within each period there were to be two to three activities, each a little different depending on the relative levels of the group.



The PAL programme over 2007 unfolded in somewhat different ways in the two partner schools. Details of the programme are given in the table below.

PAL Schools: Brief Report by Laxmi

Details about the Programme	School-wise Details	
	Kalyani Shaale, SR Nagar	Ellukunte
No of children first met	19	47
No. of children in PAL	17	46
No. of Boys	9	25
No. of Girls	8	21
Class started on	16 th August, 2007	3 rd August, 2007
Class closed on	11 th March, 2008	11 th March, 2008
Total No of classes held over the academic year	55	67
Reason why classes were more or less than anticipated	I didn't get the class due to some festival & other activities in the school. But I covered all Lesson Plan according to my time table.	I did not get time to complete the lessons planned. So I took extra classes to complete my lesson plan.
Total No. of hrs.	110hrs	134hrs
The symbols and number of children in each of the multi-ability groups		
Group 1	 10	 15
Group 2	 7	 22
Group 3	-	 9

3.2. PAL Training Programmes: The PRiA workshops

Over 2007 TPF introduced a new training programme called *PRiA*. *PRiA* stands for *Promoting Reading in All* and is a series of workshops that share with teachers the latest in our understanding of how children learn to read, what makes them excited about reading and what can we do for those who struggle with reading. *PRiA* workshops were conducted by TPF team members Mallika and Meena in Chennai and Roopa and Sudha in Bangalore. An examples of a *PRiA* workshop themes is as follows:

Children as authors: Supporting children's reading through their writings. One powerful way in which we can promote children's Literacy Skills is by bringing alive the interlocking relationship that exists between reading and writing. Opportunities for writing need to allow for exploration and the child needs to experience the activity as purposeful. When teachers encourage children to 'publish' their writings, we tap into the innate wish of every child (and adult) to display their work to an audience. Class libraries can quickly begin to fill up with a whole collection of locally relevant, immediately meaningful texts for reading. With more children expressing themselves in writing we can expect more reading to become necessary. This two day workshop shares TPF's successful Reading Corner programme called the Read Me! Wall.

3.3. PAL Training Programmes: Reading Facilitator's Course

The reading facilitator's course which had been drafted over 2006 was offered through an abridged six day programme to interested NGOs. The first partner to sign up for the course was the GMR Varalaxmi Foundation from Andhra Pradesh, a neighbouring State. The community service wing of the GMR Varalaxmi Foundation works mainly in rural Andhra Pradesh. Education is a part of this foundation's Village Intensive Programme (VIP). A batch of eight supervisors was deputed for the course and TPF team members, Mallika and Roopa were the lead faculty for the course (see Appendix 1 for excerpts from a report on this programme).



4. Work Awareness and You (WAY)

Careers guidance and career counselling are areas of school activity that are slowly gaining the attention of policy makers and educationists in India. Several Boards of Examination have mandated that schools must have counsellors who can guide and counsel young students about their present and future plans. The philosophy and methodologies developed under the WAY programme gains special significance within this educational reality.

4.1. Updating WAY

The Indian economic situation has changed quite dramatically over the last few years. There are new opportunities which create new challenges that young people must negotiate. Therefore questions surrounding career development have changed quite dramatically in India. We therefore decided to spend 2007 to re-assess the WAY programme. The following actions have been taken in this regard:

- We have mounted a small research project that will try and trace young people who have gone through the WAY programme in the past and examine the impact of WAY on their lives. This project has started and will be completed by mid-2008.
- We have included new activities and concepts into the WAY curriculum. These activities were conducted on an experimental basis over 2007.

4.2. School workshops: One month in the life of WAY

The WAY programme helps the young person *prepare* for entry into the world of work. TPF team members, Mohan, Sudha and Sharmila visit schools to conduct day long WAY workshops. The WAY programme is designed to address two critical needs. The first part of WAY is a study skills programme that helps students prepare their lessons with greater efficiency. The second part of WAY is a career guidance programme that helps them make effective career decisions.

The table below captures the programmes conducted by one team member over January, 2007.

WAY in High Schools: Mohan's schedule for a month

Sl. no.	Date	School name
1	03-01-07	Byrasandra Corporation High School
2	04-01-07	Old Fort Girls High School
3	05-01-07	Chamarajapet Corporation High School
4	08-01-07	Chamarajapet Corporation High School
5	09-01-07	Old Fort Girls High School
6	10-01-07	K G Nagara Corporation High School
7	12-01-07	Ashoka Nagara Corporation High School
8	25-01-07	Gavipuram Corporation High School

A schedule like this one is typical during the 'high season' between August and January. During this period in the academic year schools are willing to give time for career guidance and counselling and WAY teams find several schools signing up for the programme. We anticipate that in 2008 the demand for WAY programmes will continue.



5. PAL Partnership Project: Vidyankura (2004 – 2007):

The Promise Foundation's work in the Language Development Programme (LDP) in Chamarajanagar District concluded in 2007. The LDP was one component of the District Quality Education Programme (DQEP), also christened as *Vidyankura*. The LDP was a joint partnership between The Promise Foundation, the National Institute for Advanced Studies (NIAS) and Sarva Shiksha Abhiyan (the Education for All Initiative of the Government of Karnataka). In the following section we highlight three end-of-project activities: the release of one of the materials developed in the project, the review of the programme by an independent academic and an exit study mounted by TPF.

5.1. Release of *Chili Pili Cheela*

Over the four year project period, TPF and NIAS worked on conceptualizing, developing, implementing and monitoring an innovative Kannada learning programme in Chamarajanagar district. One of the outputs of this programme, which seeks to address the foundational problems of language learning in elementary schools, is the *Chili Pili Cheela*.

The *Chili Pili Cheela* is a set of Kannada learning cards for primary school children.

The cards were written by a team of 12 writers and illustrated by a team of 3 illustrators.

The project was coordinated by Sonali and a core team of three teacher trainers, Latha and

Mahendra (from NIAS) and Roopa (from TPF). The development of these cards had been supported by the Sir Ratan Tata Trust, Mumbai and Sarva Shiksha Abhiyan, Karnataka as part of the District Quality Education Programme (DQEP).

In July, 2007, the National Institute of Advanced Studies (NIAS), in partnership with TPF, organised the release of *Chili Pili Cheela*. Dr. K. Kasturirangan, Member of Parliament and Director, NIAS released the cards. He also formally handed over to the Director, Sarva Shiksha Abhiyan, a set of print-ready positives that could be used for mass production of the *Chili Pili* cards.

**Excerpts from Dr. Kasturirangan's speech
after releasing the *Chili Pili Cheela***

“...In the beginning, at the time of independence, when India began its journey more than 50 years back, the problems were really very daunting. The overall literacy rate was 15%, female literacy 9%. Over the last 5 decades one can be satisfied at the coverage of education but still there are shortages. The enrolment of children is inadequate and not satisfactory. We must look critically at the fall in education for all. Do we have adequate schools and how many complete basic education?”

School learning depends on the way language is taught. Language teaching focused on alphabet learning and did not include context of children, thus depending only on rote memory...The question is how to make the children understand, make meaning, express themselves... *Chili Pili Chela* goes a long way in reading development in children.

I'd like to compliment Dr. Sonali Nag and The Promise Foundation for the yeoman work done by them in all areas... I'd like to congratulate her and her team in this project...There is a universality in the type of approach they have adopted. It is possible to convert and translate and apply this in other languages too and also to go to the entire country.”

5.2 A review of *Kannada Kalika Kosha*

Kannada Kalika Kosha is the name given by TPF-NIAS to the Kannada language programme that evolved out of the four year partnership. Professor Amritavalli from The English and Foreign Languages University (earlier CIEFL) visited *Kalika Kosha* schools in July, 2007. Based on her observations and discussions with children, teachers and school principals, she attempted to contextualise the *Kalika Kosha* Programme. Given below are excerpts from her paper.

Kannada Kalika Kosha: a contextualisation

R. Amritavalli

(Excerpts from July, 2007 paper)

The contextualization of the *Kannada Kalika Kosha* that I shall attempt here is to show the generalizability of this work. That is to say, major insights from the theory of reading, and reading research, have gone into this work in a very “rooted” and unpretentious way. The project has been carried out on the ground, and much of what the theory has been saying, as well as the experiences that have been documented worldwide, have also come up from the field here. I am interested in sharing with you this symbiosis of theory and lived experience that characterize the *Kannada Kalika Kosha*.

... restoring autonomy to the learner is a way of reducing the play-acting at learning that goes on in our schools. One might similarly comment on the need to restore autonomy to the teachers so that there is no play-acting at having met targets and achieved goals imposed on them by an external system ... Just as children are not mandated to physically grow at a uniform pace, and to lie on a Procrustean bed at regular intervals, their educational attainments must also initially be measured in relation to their own prior levels, to ascertain whether a process of growth has been set into motion or not. This is the significance of maintaining the individual portfolios, or *nanna cheela*.

5.3. An exit study

In the last phase of the Language Development Programme both NIAS and TPF launched independent exit studies, in areas of interest to each partner. NIAS covered a much larger set of schools and a variety of subject areas, and was seen as an end-of-project survey. TPF chose to focus on children who had continued to struggle even after the Language Development Programme had been introduced in the schools. In this survey we were particularly keen to review the cognitive and linguistic profiles of the poorest readers in classes 4 to 6. In order to understand their difficulties we compared them with other children of the same age, class and socio-economic background who did not show any reading difficulty.

The data collected from this study was also analysed in a collaboration project with Prof. Maggie Snowling, Center for Reading and Language at the University of York, UK. We expect to further understand the causes that underpin reading difficulties through this collaboration. Learnings from this study and a smaller research project in Bengali with Shruti Sikar from the English and Foreign Languages University, Hyderabad will help PAL to further fine-tune our remedial interventions for struggling readers in Indian schools.

TPF team members with children during the exit study





6. JIVA: The Career Counselling and Livelihood Planning Project

TPF through the Work Awareness and You (WAY) programme, has developed various career counselling interventions to address the career development and livelihood planning needs of Indian young people from a wide range of socio-economic backgrounds. All of our counselling material has been extensively trial tested and validated. Our research and experiences have been published widely. This includes Career Counselling: A handbook (Tata McGraw Hill, 2004); approximately twelve scholarly articles in peer reviewed journals, both Indian and international, and popular articles as columns in newspapers and magazines.

Jiva is based on TPF's 15 years of research and field experience through WAY. A national survey on work, youth and careers informed the development of Jiva. The survey was conducted in 13 different parts of India in 8 languages. The findings of the survey were discussed at the first National Consultation on Career Psychology held in the year 2006, in Bangalore, India.

6.1. Livelihood, Career and Jiva

The term ‘career counselling’ is an oft heard one today. It is a concept that is relevant perhaps to the urban context. But what of the ancient traditions that underlie the practice of livelihoods? Is a 'career' without meaningless migration to 'city jobs' possible for the rural young person? Would a city slicker consider careers in the rural sector?

Jiva interprets career into the Indian cultural context, drawing from the roots of our culture to address career development and livelihood planning for all contemporary Indian young people.

The word Jiva means ‘*life*’ in most of the Indian languages. The Jiva programme is based on the premise that a healthy career is integrally connected to one’s life.

We have tried to embody these values in the Jiva logo.

- The Jiva ‘spiral’! Career and livelihood development occur in a spiral! Over time, one returns to where one started, but in qualitatively different manner. Developing upon previous development, one learns from the past and looks to the future.
- Mental ‘tick’ marks! Healthy development means saying ‘yes’ to advantages and disadvantages. It means skills to adapt and be flexible. It means skills to face barriers with a positive spirit.
- The changing and the unchanged. Healthy careers and livelihoods are in tune with a dynamic and moving world and at the same time grounded in values that are constant and unchanging.
- Green and blue! Development is healthy when it is sensitive to planet Earth and sets the sky as its limits!

Over 2007 TPF began an MPhil in Career Counselling and Livelihood Planning to build our own capacity for training others. Jiva programmes will be delivered by these Master Career Counsellor Trainers.

JIVA is mandated to establish Career Resource Centres, conduct Career counselling workshops for students in Classes 10, 11 and 12 and train others through a certificate course in Basic Skills for Career Counselling (see Appendix 2 for excerpts from the project implementation manual).

6.2. Jiva Partners

Jiva is based on partnerships between The Promise Foundation and institutions which are world renowned for their specialisation in Youth Affairs, Career Development and Livelihood planning.

The Jacobs Foundation

Founded by Klaus Johann Jacobs, this is a grant making organisation based in Zurich (Switzerland). The Foundation cultivates close relationships with institutions and individuals involved in activities to equip young people to master the challenges of growing up.

(<http://www.jacobsfoundation.org> and www.jacobsfoundation.org/cms/index.php?id=partners)

The Martin Luther Christian University (MLCU)

MLCU is a state university based in Meghalaya (India), created by Act No. 11 of 2005 of the Legislative Assembly of Meghalaya, under the University Grants Commission (UGC) Act (1956) under Section 2 (f). MLCU is a ‘development’ university with the core objective of building human resource for India’s socio-economic development. MLCU is committed to partnering with NGOs and community based organisations. MLCU is Jiva’s academic partner. All certificates for courses offered by Jiva are issued by MLCU. (www.mlcuniv.in).

Centre for Personal and Career Development (CCPD) at Canterbury Christ Church University

Based in the Faculty of Education, Canterbury Christ Church University (UK), CCPD is one of the world’s leading institutions for professionals working in the career education and guidance sector. As Jiva’s training partner, faculty from CCPD train our Master Career Counsellors. (<http://www.canterbury.ac.uk/education/departments/professional-development/centres/career-personal-development> and <http://www.canterbury.ac.uk/education/departments/professional-development/centres/career-personal-development/staff.asp>)

6.3. Jiva Career Resource Centres (CRC)

Jiva will establish Career Resources Centres at two levels:

- Five Model Career Resource Centres managed by Jiva counsellors.
- Train others across the country to establish Career Resource Centres in their locations.

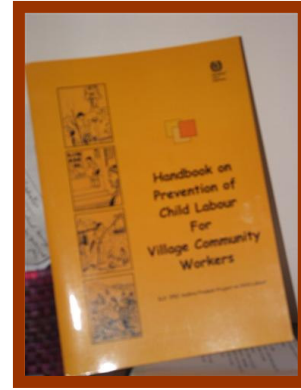
The Model CRC will work with a partner institution to deliver career counselling and livelihood planning services and resources. This would include the following:

- Workshops and individual counselling for self-understanding, understanding the world of work, developing alternatives and career preparation
- Career and occupational information resources such as simple, easy to ready information about 200 and more careers, educational information including addresses of important Indian colleges and training providers, posters and maps of career paths and a career and occupational notice board.
- Parent workshops both at the group and individual level.
- Training of school personnel on skills to manage the CRC through a 10 day training programme and on the job training under the supervision of a Jiva counsellor

The target group for developing the CRC are:

- Government or Private Aided schools: for students from low socio-economic status backgrounds.
- Private unaided schools: for students from middle and upper socio-economic status backgrounds.
- Community based organisations: NGOs and Government organisations for youth and student welfare.

TPF's contribution to the national career guidance services have begun through the Jiva project. This development has been possible because of the WAY programme.



7. Handbooks for International Labour Organisation (ILO)

TPF had been invited to write a Handbook on prevention of child labour for early childhood worker by the ILO in 2006. After the successful completion of this handbook, TPF was commissioned to write a second Handbook in 2007. This publication is called **Handbook on Prevention of Child Labour for Village Community Workers** written by Sonali and Gideon and published by ILO, Geneva. The book has been published in English and Telugu.

A selection of ideas from TPF's SIP-PAL-WAY activity banks have been published in this book. In addition, there are ideas for starting a Toy Bank (SIP), reading corners (PAL) and livelihood centers (WAY) at the village level.

Following the publication of the Handbook, ILO returned to TPF for supporting training of resource persons at the district level. These resource persons were to train village level teachers and other community workers on ideas from the Handbook. TPF teams comprising Roopa and Mallika trained resource persons in Mahaboobnagar district. We anticipate that in 2008 there will be requests for such trainings in other districts as well.



8. Invitations and Partnerships

We summarise in the first section below new enquiries that TPF received over 2007. The next section provides information of the papers and workshops presented in India and internationally, based on elarnings from Sip-PAL-WAY and our Extension Projects. We end with a status report on TPF Campus project.

8.1. *New enquiries*

We have received the following enquiries and requests for partnerships in 2007:

- The Sarva Shiksha Abhiyan, Government of Karnataka for the possible upscaling *Kannada Kalika Kosha* as a remedial programme. TPF responded saying that *Kalika Kosha* was developed as a mainstream programme and did not have enough field information to support its upscaling as a remedial programme. Instead, if the Government so desired, TPF's PAL remedial methods could be considered for upscaling since these have been field tested. The government has said they will revert back to us after review of the suggestions and their own plans.
- IBM International Foundation made an enquiry for developing a Handbook on KidSmart for India, content development for teaching of English literacy in primary

schools in low income areas and continuation of a KidSmart roll-out in the Southern region. TPF accepted the request and discussions have begun for finalising an MOU between the two organisations.

- International Labour Organisation in Hyderabad and the Government of Andhra Pradesh made an enquiry to appoint TPF as an Executive Agency for the State Resource Centre for Elimination of Child Labour for Andhra Pradesh. The partner for this project would be the Labour, Employment, Training and Factories Department, Government of Andhra Pradesh. After several preliminary rounds of discussions held with the ILO representative, TPF decided to withdraw from the project due to differences in project management ideals.
- Our NGO partners *Gram Vikas*, Gokuldas Images and GMR Varalaxmi Foundation have made enquiries for further SIP-PAL training programmes. Several NGOs, government institutions and individuals have made enquiries for WAY-Jiva programmes.
- The Ministry of Human Resource Development of the Government of India launched a website in October, 2006 that is designed as an education portal for Indian students. The Government requested TPF to offer the career guidance component of the website. Some of the key components of the WAY programme were web enabled and have been uploaded to this website. The website is not functioning effectively as yet and is in the process of up gradation.

8.2. International Conferences and Workshops

TPF's experiences have been presented at a number of international conferences and workshops in England, Scandinavia, Scotland and Australia and in several for a in India.

Presentations based on WAY and careers education:

- Arulmani, G (October, 2007). *Harnessing diversity for career counselling*. Key note address delivered at the 3rd International Symposium on Career Development and Public Policy, Scotland, United Kingdom.
- Arulmani, G (October, 2007). *A 'suitable job': The influence of the community on orientations to work in multicultural contexts*. Invited lecture delivered at the Institute of Career Guidance, Canterbury, United Kingdom.

- Arulmani, G (November 2007). *The relevance of guidance and counselling to immigrants*. Invited lecture delivered at the Department of Education, Gutenberg, Sweden.
- Arulmani, G (November, 2007). *Counselling and guidance services in multicultural contexts: Policy issues to ensure sustainability*. Invited lecture at the Department of Education, Victoria, Australia
- Arulmani, G (November, 2007). *Privilege and Disadvantage – A young person’s transition into the world of work from a socio economic and cultural perspective*. Workshop for policy makers at the Department of Education (Youth Affairs), Victoria, Australia.
- Arulmani, G (November, 2007). ‘*Cultural Diversity and Career Choices*’. Key note address delivered at the Annual Conference of Careers Advisers Association of New South Wales, Australia.
- Arulmani, G (November, 2007). “*You’re driving me nuts!*” *Outcomes of counselling in multicultural contexts?* Key note address at the Annual Conference of the Career Education Association of Victoria, Australia.
- Arulmani, G (2007, April). *Choices and Circumstances: Contextual Realities and Career Counselling*. Key note address delivered at the Australian Association of Career Counsellors, Perth, Australia.



Gideon at Guttenberg



Sonali at York



Gideon at Perth

Presentations based on SIP and PAL:

- Nag, S (June, 2007). *Reading the akshara top-down and bottom-up*. Invited seminar for MPhil programme on Learning disabilities, UGC Innovative Programmes, University of Mysore, India.
- Nag, S (July, 2007). *Collaborations for quality education: Who casts the die?* Invited address for the India Partners Roundtable for IBM Corporate-Community Relations projects in India, IBM International Foundation, Bangalore, India.
- Nag, S (October, 2007). *Akshara, alphabet and Learning*. Invited paper in the International Conference on Cognition and Learning: theory and practice, Udaipur, India.

- Nag, S (November, 2007). *The Kannada Reading Difficulties Study: Snapshots from the field*. Project update to the Lab Group at the Center for Reading and Language, Department of Psychology, University of York, UK.
- Nag, S (November, 2007). *Broadening Theorising about early reading*, Invited Wednesday seminar, Department of Psychology, University of Portsmouth, UK.
- Nag, S (December, 2007). *Akshara reading development: The cognitive processes underlying gains and delays*. Paper presented at the Reading and Orthography Symposium in the XVIIth Convention of the National Academy of Psychology (NAoP), Kanpur, India.

8.3. TPF Campus

We have had a simple ‘ground breaking’ ceremony to symbolically commit ourselves to the construction of the new TPF campus. The ceremony had team members share readings from spirituals texts from around India. There were Hindu prayers, a passage from an Islamic text and from the Bible, prayers in Tamil, Malayalam and Hindi and simple words straight from the heart of TPF team members. The ceremony was attended by all staff, the Board of Trustees and two representatives of the Friends of Promise Foundation (Liechtenstein).

TPF has made plans to construct an administrative block with space for conducting small training programmes and a library. The layout plans and architectural drawings are ready. The Promise Foundation now needs government sanctions to begin construction.¹ All team members are anxious that the project is quickly finalized and the construction can begin in 2008.

¹ This has taken more than a year. One reason for the long delay is because Bangalore real estate rules are extremely confusing. Another reason is the political instability in the state which has left many key issues pertaining to property sanctions pending. The state is expected to return to normalcy after the mid-2008 State elections.



9. Visitors

TPF was happy to host Prof. Wade Pickering, historian, American Psychological Association in May, 2007. Prof. Pickering was keen to know about the theoretical foundations of our various programmes. He was particularly keen to understand the culturally rooted orientations of our programmes. Prof. Pickering has offered to be involved in any qualitative analysis that TPF may embark on especially using video recordings.

In December, we had two dear friends of TPF from Liechtenstein visit us. Georg and Ingrid Kaufmann came, saw and were won over by our *Shishukendra* children, the annual PAL fair (*Chili Pili Mela*) and the WAY workshops. They spent time with the staff and attended the ground breaking ceremony for the proposed office block for TPF.

Meeting children at school and in the *Mela*





10. The Promise Foundation's Projects: Financials over the year 2007

The Promise Foundation is involved in several projects with multiple partners and in multiple locations. In all of this work TPF has, over the years, been supported by institutions, individuals and friends of the Foundation. TPF teams have also worked hard to generate incomes through paid services, wherever possible.

The table overleaf gives a list of the projects in 2007. The table also gives the source of the funds for each of these projects for this financial year.

Project Costs and Source of Funds: Year 2007

Project	Funds in Swiss Franks 1 Swiss Frank = Rs. 35 (rounded to nearest multiple of 5)	Project Status
TPF Direct Programmes: SIP, PAL and WAY	<i>Cost of the Project:</i> Rs. 12,50,625.00 <i>Source of Funds:</i> F-TPF	Ongoing, will continue as core to all projects.
Jiva: A Career Counselling and Livelihood Planning Project: an extension project of WAY	<i>Cost of the Project:</i> Rs. 45,83,112.00 <i>Source of Funds:</i> Jacobs Foundation	A three year project, commencing April, 2007. Funding support assured for all three years from Jacobs Foundation.
Language Development Programme: PAL programme for primary schools in Chamarajanagar	<i>Cost of Project:</i> RS. 1,39,000.00 <i>Source of Funds:</i> SSA and Sir Ratan Tata Trust	Project executed in partnership with NIAS. Completed in 2007
SIP, PAL and WAY paid programmes: subsidized training programmes with a participation fee	<i>Cost of Project:</i> Rs. 91,000.00 <i>Source of Funds:</i> ILO, Individual NGOs and Schools	Occasional income. Workshops will continue to be offered over 2008. Request from ILO for training is expected to continue.
TPF Training Programme: The IBM KidSmart Programme: Early Learning Centers	<i>Cost of Project:</i> Rs. 15,54,900.00 <i>Source of Funds:</i> IBM International Foundation.	Will be completed in June, 2008. There is a possibility that the project maybe renewed for another year.
TPF Training Programme: For IBM Diversity Initiative	<i>Cost of Project:</i> Rs. 57,350.00 <i>Source of Funds:</i> IBM Global Work Life Fund.	This is a one time request. Project completed successfully.
Bengali Research Project	<i>Cost of Project:</i> Rs. 3,09,000.00 <i>Source of Funds:</i> Microsoft India and Programmes Incomes at TPF.	Data collection completed successfully. Publications expected by 2008.
TOTAL ACROSS ALL PROJECTS:	Rs. 79,84,987.00	

The Promise Foundation acknowledges the donations given to TPF projects by Chandayya Hegde Foundation, the Easton family, six year old Jonathan and his school mates and staff from the Center for Guidance Studies, University of Derby, UK.



11. End note

Over the year 2007 The Promise Foundation team grew and matured in different ways. Some team members became more international in their focus and gave a new dimension and relevance to the work done through our Core Projects. Other team members changed their roles within the organisation and took on new responsibilities - one specialised in the work to be done in our little Shishukendra, another took over the responsibilities of managing the core projects, yet another took charge of behind-the-scenes housekeeping.

Over the year our projects brought to us many unexpected emotional experiences. Some team members learnt to manage the disappointments that inexplicably accompany some projects. Others exalted in projects well executed. In short, we at TPF experienced many emotions over 2007 and all of them seemed to help us to prepare for new challenges!

Annual Report compiled by,

Dr. Gideon Arulmani and Dr. Sonali Nag,
The Promise Foundation.
with inputs from the Promise Teams in Bangalore and Chennai.
3rd June, 2008.



Appendix 1

Reading Facilitator's Course for GMR V Foundation (July 2007): Extract from the Course Report:

The Reading Facilitator's Course shares with teachers the latest understanding of how children learn to read, what makes them excited about reading and what can we do for those who struggle with reading.

The Reading Facilitator's course draws from The Promise Foundation's (TPF's) decade long reading research with pre-school and primary school children, as well as with children who underachieve or have dyslexia.

Day 6 – Implementation and Action Plan

The areas for discussion were

- Introducing Speaking, Listening and Learning Curriculum in classes
- Promoting sub-skills in reading
- Display of TLM in classes
- Read-me-wall in library/classes

The trainees were asked to think about (a) the existing situation (b) resources available, and (c) an action plan.

A. Read Me Wall

In school, the government supplies books but the teachers usually lock them away in cupboards – books not accessible to students.

GMRV Foundation runs 20 libraries in villages that provided the infrastructure. (Neighbourhood villages could not use the facility due to distance. 36 villages were without a library.) The libraries have newspapers and books for adults and 10 books for children who are above Std IV. *Bala Vidya* volunteers read the stories for younger children. Only 10 libraries were used. Others were not used by the public.

Action Plan for Setting up Libraries

- To create more books for Class I to III students by the volunteers.
- Display child and teacher made books by creating a Read-me-Wall in the libraries.
- Volunteers to encourage children to read, listen, expand, retell and reason out about stories.
- To attract children in 10 unused libraries by announcing and conducting story-telling and craft sessions once a week with puppets, masks and other innovative ways and attracting children to it by helping them participate in these activities.
- Announcing about the libraries in schools through posters.
- Setting up Read-me-Walls in the other 36 schools in the room used by GMRV Foundation in the evenings.
- Encouraging child-produced but teacher-written books in the evening sessions.

B. Promoting sub-skills in Reading

The team has agreed to introduce Auditory Processing and Visual Processing activities and story telling.

Action Plan for promoting reading

- add more auditory and visual processing activities to the existing repertoire of activities
- refine the activities to make them much more open-ended
- encourage use of libraries
- encourage writing for Read Me! Wall
- encourage reading materials from the Read Me! Wall, especially other children's writings.

C. Display of Teaching Learning Materials (TLM)

The team has agreed to look at innovative ways of displaying TLMs. They said that they have realised the importance of changing TLM with learning themes. This makes children attend to the TLM and learn from it.

Action Plan for TLMs

The following materials would be introduced in all GMRV libraries & schools:

- Frames for story cards and pouches for flash cards
- Blackboard for children to write
- Ribbon held cards
- Teacher produced books
- A small fund to buy stationery for teachers/children

D. Promoting Speaking and Listening Curriculum in the Class

Long discussions were held in this area. Many felt that they are already planning speaking and listening through co-curricular activities like drama for Annual Day and elocution. Others pointed out that these activities are not child-centred (more teacher-directed), are most of the time close-ended (reading and memorizing what is given) and do not promote speaking and listening in a structured way, nor sub-skills like consolidation, reasoning, etc. The discussions ended with all agreeing to offer a Speaking, Listening and Learning curriculum, in a systematic and structured manner.

Follow through on Action Plans: Impressions of TPF faculty

The first three areas mentioned above are concrete and we anticipate that the action plans would be followed through to a large extent by the team. However, only a few of the trainees would be promoting speaking and listening in an effective way.

On a more positive note, we anticipate that all trainees would stop to think of the following:

- giving children more freedom and space to think
- asking challenging questions that would provoke thinking
- planning many more open-ended activities

- *Report by Roopa Kishen and Mallika Ganapathy.*

August, 2007.



Appendix 2

The Jiva Project: Key Objectives and Action Points (Extract from The Jiva Project Implementation Manual)

We see six Action Points for the implementation of the Jiva Project

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

Objectives:

1. Crystallise the idea of career counselling around concepts such the meaning and purpose of work, responsibility to self and to society.
2. Develop an identity for career counselling by creating an evocative name for the programme and designing a suitable logo and slogan.
3. Use this name, logo and slogan as the cornerstone for all promotional activities and social marketing campaigns related to career counselling.

Method:

- Use the services of social change and marketing specialists, designers, artists and advertising professionals to develop promotional material.

Outcomes expected:

- The programme will have a clear identity and a 'name' that is evocative and attractive to young people supported by identifiers such an attractive logo and slogan. Such an identity would facilitate upscaling the programme to a wider reach.

Action Point 2: Prepare curriculum and teaching learning material for counsellor training and career counselling

Objectives:

1. Develop a curriculum for a Diploma in Career Counselling to train career counsellors.
2. Develop a career counselling kit for delivering career counselling services to young people. This would involve extending material developed by The Promise Foundation for use at a national level. The focus would be on two kinds of material:
 - (a) valid and reliable tools for increasing awareness of personal interests and talents;
 - (b) systematically organised career information – both local and national (e.g. posters, career information displays, careers dictionaries, scholarship information, career path information, addresses for further education, schemes offered by government departments and NGOs etc).

Method:

- Create a panel of curriculum development experts and specific discipline based content experts who would assist in the formation of the curriculum and teaching-learning material.
- Data already gathered through the WORCC-IRS and the NCCP along with TPF's experience would be used as the source material.

Outcomes expected:

- A standardised and trial tested career counsellor training curriculum that would be available in the public domain to universities and other training institutions.
- A nationally relevant career counselling system with validated tools and teaching-learning material.

Action Point 3: Create a core group of Master Career Counsellor Trainers (MCCT)

Objective:

1. Four to five persons would be identified to compose a core group of Master Career Counsellor Trainers (MCCT). These person's would be employed by The Promise Foundation (TPF) for the duration of the project. They would be the first batch to go through the Diploma in Career Counselling which would build their capacity to:
 - (a) deliver career counselling to youth
 - (b) train others in the skills of career counselling.

Method:

- Take the trainees through the Diploma course laying equal weight on the theoretical aspects as well as practical, field work.
- The training would be integrated into TPF's ongoing career counselling service.
- Particular emphasis would be laid on developing strong skills to teach and train others.

Outcomes expected:

- The Promise Foundation's (TPF) capacity for career counselling presently is restricted to application and intervention. We see this project as a means of building up a team of Master Career Counsellor Trainers (MCCT) within the organisation who have the skills to train others.
- The key outcome expected is to strengthen TPF's capacity to offer regular career counsellor training courses at a national level.

Action Point 4: Establish the first set of Model Career Resource Centres

Objectives:

1. The Master Career Counsellors would establish 4 to 5 Model Career Resource Centres (CRC) in and around Bangalore, where TPF is headquartered.
2. Ensure that the MCCTs acquire a high degree of competence for the skills of setting up CRCs and the practice of career counselling.

Method:

- The CRC is conceived to be a 'moving centre' that is taken into the community (schools, and other community organisations) by the Career Counsellor.
- Over the year, as part of the training requirement, the persons training to become MCCTs, will conduct a set of group workshops using the material that has been developed for this purpose (Action Point 2). Approximately 1500 youth would be targeted.
- The workshops will culminate in helping the young person approach the world of work with strong and positive self-efficacy beliefs and well developed skills for career development.

Outcomes expected:

- Have at least 4 well functioning career resource centres that could be 'showcased' as models for governments, voluntary organisations, corporate organisations, social service groups and others.
- Use the model CRCs to motivate government departments and other organisations and to deploy their resources to develop CRCs in their regions.

Action Point 5: Advocacy and policy action

Objectives:

1. Engage in advocacy activities to draw the attention of policy makers to career counselling.
2. Gain wider public attention for career counselling through the media and publications. Ideas that emerged from Action Point 1 would be integrated into this activity.
3. Use the Model Career Resource Centres (Action Point 4) to demonstrate the value of career counselling
4. Obtain commitments from governments and other institutes that they would allocate resources and depute personnel to be trained in career counselling.
5. Work toward policy action with regard to the provision of career counselling services.

Method:

- Use public service advertising to communicate messages related to career development as designed by the social marketing component of the project.
- Write articles in popular newspapers and magazines.
- Publish in academic journals.
- Conduct short conferences and seminars to stimulate debate and discussion.

Outcome expected:

- Increase in policy makers' sensitivity to the holistic meaning and importance of career counselling.
- Obtain commitments from governments and other institutions to allocate resources and depute personnel for training in skills to establish CRCs in their regions.
- Initiation of policy action with regard to mainstreaming career counselling services at the national / state level.

Action Point 6: Skills transfer and capacity building at national level

Objective:

1. Based on the outcomes of the social marketing (Action Point 1) advocacy activities (Action Point 5) the MCCTs will conduct the Diploma in Career Counselling for individuals deputed for training by government (e.g. Government school teachers) or other institutions.

Method:

- Use public service advertising and other freely available media to advertise the Diploma programme and recruit the first batch for training.
- The Master trainers team will conduct the course in batches of 20 to 30 trainees over the course of the year. These persons would be trained to be Careers Facilitators.

Note: Income to sustain this part of the project would be through fees charged to the trainees or the organisations that depute them for training.

Outcome expected:

- Achieve skills transfer amongst a minimum of 60 trainees and help them acquire the capacity to deliver career counselling services in their locations through Career Resource Centres.
- Stimulate sufficient interest to offer training on an ongoing basis.

These objectives will be met of the course of three years starting from April 2007.