

# THE PROMISE FOUNDATION

For Mental Health, Education and Potential Realization

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## ANNUAL REPORT 2021-22



### **Our Partners Over 2021-22**

- UNICEF office for Tamilnadu and Kerala.
- Aga Khan Education Services, India.
- Samagra Shikshana Karnataka
- Samagra Shiksha, Government of Tamil Nadu.
- Vision Lab, Indian Institute of Science, Bangalore.
- Department of Education, University of Oxford.
- UKRI-GCRF Collective Programme.
- UNICEF India.
- USAID India.
- Room to Read India.

## INTRODUCTION

The Promise Foundation (TPF) is a registered Charitable Trust established in 1988. Our programmes focus on the psychological factors linked to socio-economic development and wellbeing. We specialize in behavioural and social science research on the multiple interwoven issues related to the child in poverty. We are particularly concerned about how the absence of opportunity impacts the [literacy learning](#) and [career and livelihood development](#) of the young in disadvantaged communities.

With this in view the Foundation's activities focus on three broad themes:

- Stimulation Intervention Programme (SIP) for the early education years.
- Programmes for Assisted Learning (PAL) for primary and middle school years.
- Career and Livelihood Planning for high schoolers and their peers.

Given below is a report of the Foundation's activities undertaken over 2021-2022.

Over the previous two years our field-based work had been restricted because of the restrictions imposed by the public health crisis of the pandemic. The beginning of this year saw a reduction in the restrictions. However, on re-entering the field, we saw significant changes in the nature of children's engagement with learning tasks. The following significant changes were seen:

- Although children were older in age, their learning levels varied. Some continued to grow at the expected rate, but some showed a lag of up to two years.
- With some children, previous learning seemed to have eroded and children had forgotten what they had acquired earlier.
- Learning requires focussed attention. Some children's attention span for learning tasks had reduced.
- A much higher level of restlessness was noticed in the classrooms and children had become more oppositional to instruction from teachers and the 'rules' within a school system.
- Amongst high school students a general loss of orientation to the future and to career development tasks was noted.

All the activities of the Foundation over 2021-22 were directly or indirectly influenced by the realities of children and their teachers returning to school. Understanding these changes in children's learning levels and behaviours became one of our most important tasks.

Given below is a summary of the interventions conducted by The Promise Foundation.

## THE TALKTOGETHER PROJECT

The TalkTogether project rests upon the learnings from two of The Promise Foundation's core programmes: Stimulation Intervention Programmes (SIP) and Programmes for Assisted Learning (PAL). TalkTogether is a multi-site project that aims to promote children's [oral language development](#). The focus is on children living in urban poor, multilingual regions in a developing country. The project is funded by an award from the UKRI-GCRF Collective Fund. Key institutional partners include the University of Oxford (Department of Education), and Room to Read (India) for a specific Hindi activity in the project, with funding support from UNICEF (India) and USAID.

The rationale for an international effort to support children's oral language development is simple:

- All aspects of child development depend on a firm language foundation.
- These language foundations are important for the development of reading and writing skills.
- Studying oral language development helps to understand emotional experiences and the complexities of social interaction.
- Oral language development also contributes to the mathematical reasoning implicit in geometry and algebra.

In short, investment in children’s language development is an investment not only in their school success but also in their lifelong wellbeing. With this strong rationale for focusing on oral language development, the TalkTogether achieved the following over 2021-22.

Despite the importance of oral language inputs for child development, The Promise Foundation’s surveys have shown that comprehensive and targeted support is not present in many classrooms. This has meant that two groups of children have struggled:

- First, children who study in the mother tongue but are in classrooms without lively, meaningful and contextually embedded language activities.
- Second, children who have a different home language from the school language and whose lessons ignore the need to build bridges to help make the learning journey smooth.



Rich language programmes are essential for all children whether they are learning in their mother tongue or in a school language different from the languages in their home. TalkTogether aims to develop such programmes based on the principles of co-production and [knowledge exchange](#). Given below is a summary of TalkTogether’s achievements over 2021-22.

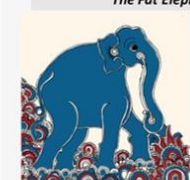
### Co-production of Teaching-Learning Programmes using Stories

Forty lessons were developed based on rhymes, lullabies, tales, hymns, and nonsense poems from the Promise Audio Library of 167 folk audio material collected from across the southern Indian state of Karnataka. Shriya Kuchibotla and Gideon Arulmani presented this work in the TalkTogether Round Table of Child-directed Print Corpora in July 2021. Below is an excerpt from this presentation showing the kinds of stories included in the children’s lessons.

### Collage of slides explaining story types for use in TalkTogether children’s programmes in Karnataka (2020-22)

**The Animal Kingdom: Sample Narratives**  
(1) - *Bantu Bantu Dummaane*


**The Fat Elephant Has Arrived!**



- No constructed plot – focus on describing the Elephant (How does the elephant look?)
- Presence of similes with regards to different body parts

**The Animal Kingdom: Sample Narratives**  
(2) *Kamballi Hulla!*

**Blanket Worms (Caterpillars!)**



Plot constructed around the life cycle of the butterfly

Each line is on each phase of the cycle

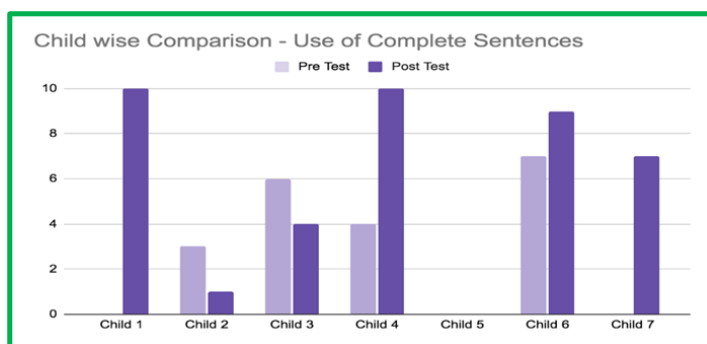
Each phase includes a description of body parts

In each children’s programme, a story is narrated with illustrations for key moments in the story. Teachers then ask ‘little questions’ to encourage children to engage with the storyline and also the language used in the story.

## Glimpses into the sessions in progress



Following these sessions, children showed an increase in their use of complete sentences in their own retelling of stories. The graph below is a summary of change in seven children who participated in a trial version of the story programme.



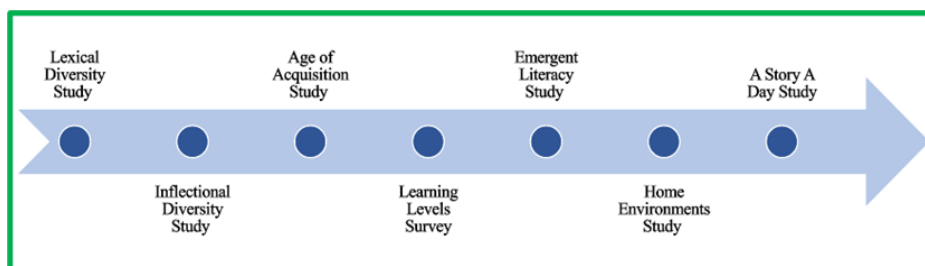
As seen in the graph, Child 1 who was initially very shy to speak in Kannada, was clearly a child who gained the most from the programme. Other children also gained, but one child (Child 5) remained quiet. It is clear that story-based programmes work well for many children, but more work is needed to understand which children respond less to such a programme.

## Creating a Corpus of Children's Books

A 'print corpus' is a collection of all the language that is printed in books. All books that enter a print corpus are given a unique book id and all sentences have a sentence id. This means that it is possible to identify any sentence in a corpus back to which story book the sentence came from and which part of the story it belongs to. A print corpus is also set out in a way that words in sentences can be analysed for parts-of-speech (e.g., nouns, verbs, adjectives) and by different themes (e.g., emotion words, mental state terms). A high-quality print corpus is useful for the educational as well as the research community. This is because, the corpus can be used to understand the language that children can be exposed to and how this shapes their learning. Most importantly, the corpus can provide the resources to develop a language-rich school programme.

In 2020-21 the TalkTogether project developed a Kannada corpus of children's books. This print corpus is perhaps one of the [world's largest](#) for the Kannada language. Over 2021-22 we expanded to Hindi to develop the first ever Hindi child-directed print corpus.

The print corpora have been used for [seven studies](#) as shown in the figure below:



- The **Lexical Diversity Study** and the **Inflectional Diversity Study** attempt to understand the word forms in Kannada children's books.
- Understanding of the age at which children learn these words helps to plan graded tests for children and age-appropriate books. The **Age-of-Acquisition Study** provides this information.
- The **Learning Levels Study**, **Emergent Literacy Study** and the **Home Environments Study** ran in parallel over 2021-22. All three focussed on children's learning with print corpus used most specifically to develop tests to assess children's learning levels.
- A **Story A Day** is a study that has grown from work over 2020-21 when oral heritage materials were used to develop a remote programme for children (described above with animal kingdom stories).

Over the coming year, these activities will be analysed in detail. The performance of a sample of 300 children will provide insights into which questions work well. It will be important to see if some items are simple for boys or girls – known as **Differential Item Function**, such variation is not desirable. The results from the learning levels survey will help to identify the best items that can be made into a **Teacher Toolkit**. The Promise Foundation will then use the shorter and sharper word games to work with teachers to develop a simple-to-use toolkit for day-to-day decision making in the classroom. Other activities planned from the print corpora are to develop tests and lessons in Hindi that are in some way linked to the work already done in Kannada. The aim is to find shared words and also words that may not have the same meaning but are equivalent in the learning demands they make (see Table below).

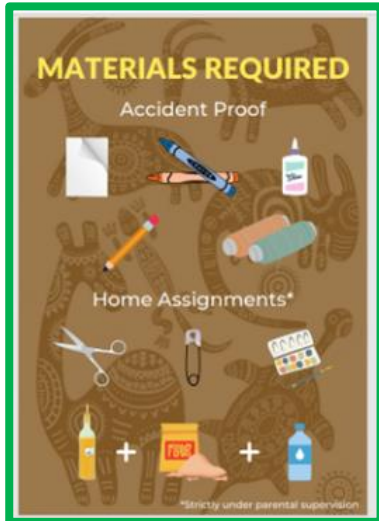
### Eighteen words that show the range of shared words in children's books in two languages

Hindi Book number	Sentence number	A word from the selected sentence		Translation equivalent in a Kannada book		Meaning	Parts-of-speech
H042	21	गर्व	garv	ಜಂಭವು	jambhavu	proud	Adjective
H037	2	दांत	dAMt	ಹಲ್ಲು	hallu	tooth	Noun
H082	31	दाँतो	dA~MtoM	ಸೊಂಡಿಲು	sonDilu	trunk	Noun
H005	38	मेज़ों	mezoM	ಮೇಜು	mesju	table	Noun
H011	32	दूध	dUdh	ಹಾಲು	haaluu	milk	Noun
H004	44	घास	GAs	ಹುಲ್ಲು	hullu	grass	Noun
H043	2	गिलहरी	gilaharI	ಅಲಿಲು	alilu	squirrel	Noun
H006	48	नमक	namak	ಉಪ್ಪು	uppu	salt	Noun
H006	58	नगर	nagar	ಊರು	uru	town	Noun
H042	105	आंसू	AMsU	ಕಣ್ಣೀರು	kaNNiiru	tears	Noun
H052	12	खुद	Kud	ತಮ್ಮನು	tammannu	yourself	Pronoun
H006	33	पकड़ा	pakDxA	ಹಿಡಿದು	hiDidu	held	Verb
H149	4	खिलाना	KilAnA	ಉಣಿಸುತ್ತಾ	unisuttaa	feeding	Verb
H042	44	कंघी करती	kaMGI kartIM	ಬಾಚಿಕೊಳ್ಳುತ್ತಾ	bacikoLuttaa	combing	Verb
H006	18	खोल	Kol	ಬಿಚ್ಚುತ್ತಾ	biccuttaa	unpacking	Verb
H042	77	मुलाकात	mulAkAt	ಬೇಟೆ	BeTi	meet	Verb
H047	92	स्पर्श	sparsh	ಮುಟ್ಟು	muttu	touch	Verb
HO23	23	टूट	TuT	ಮುರಿ	muri	break	Verb

There is an immediate use to investing time in children’s materials that are equivalent across languages. India is a country of many languages, and each language needs the support of good quality story books and children’s programmes. It is also important to see if parallel, comparable tests and lessons can be developed. The print corpus project has helped to develop word lists that can be found in children’s books in both languages.

### Communications with Parents and Families

The Promise Foundation continued to work with [parents and families](#) and keep them informed about new activities in the TalkTogether project. Given below are examples of posters and presentations made for parents and families.



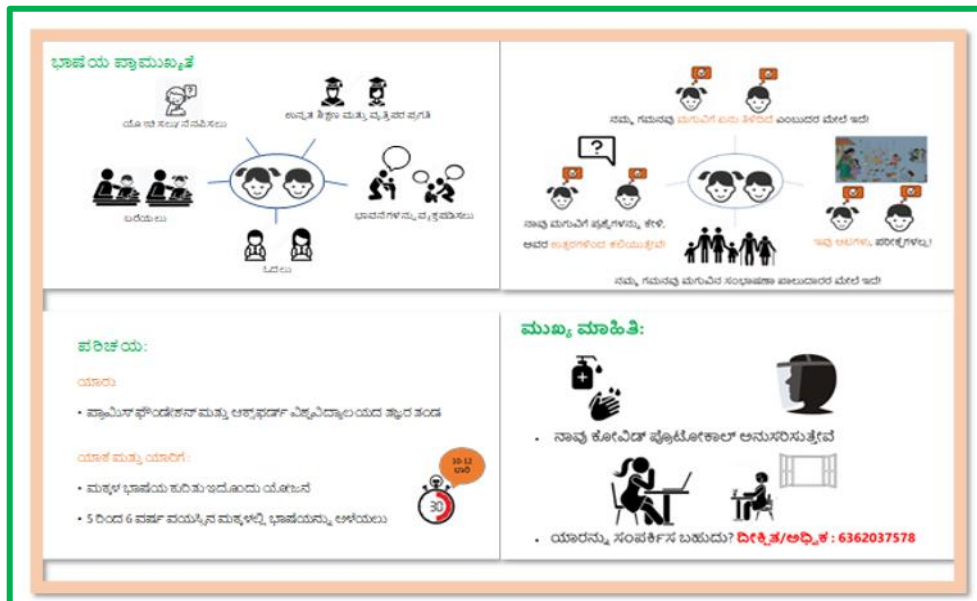
This [poster](#) was developed to support language activities in the home for children between 3 and 8. These were language activities that depended on ‘re-telling’ of just heard stories with accompanying drawings and craft work.

The poster is a summary of the stimulation kit needed at home with guidance on materials that all children should be allowed to use but with adult supervision.

Home based surveys of 300 families to understand the home learning environment and children’s assessments were completed.

A video was developed for parents and families to gain their consent for children to participate in the TalkTogether surveys. An important message communicated to parents is that child development covers language, thinking, perceiving, talking about emotions and experiences, reading and writing, and preparation for further education.

### Collage of messages for parents about our Learning Levels Survey (2021-2022) distributed to approximately 400 parents in three districts of Karnataka



## Development of Word Games and Tests for Children

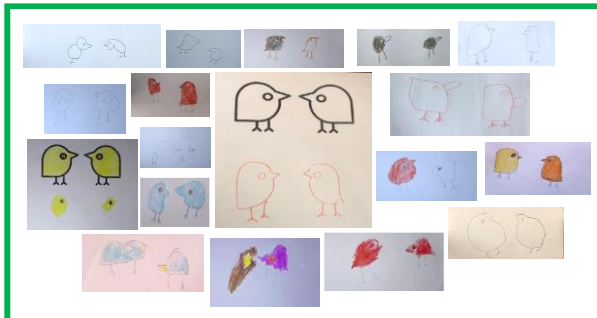
Twenty three word games and tests first drafted in 2020-21 were further finetuned over 2021-22. Three hundred children from three districts in Karnataka took these tests. Examples games for language and emergent literacy are given below.

### A Vocabulary game played over 4 sessions spread over a week



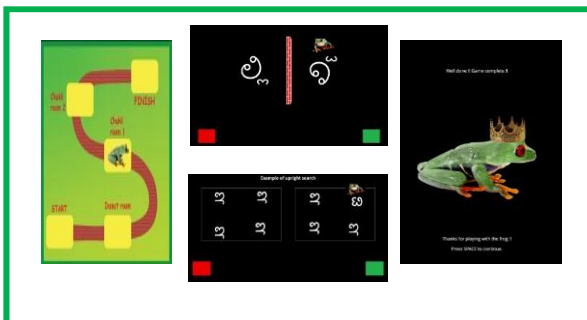
A test to assess children's **knowledge of common and less common words** uses pictures. For this, children must point to the picture for a word called out by the examiner. For example, the words for the four sets in the illustration here could be 'dance', 'crawl', 'night' and 'scissors'. Each word in the set of four is carefully chosen to be a distractor. This means that the word game is also able to capture the language levels of children who do not as yet have a firm understanding of the word but have a broad idea of linked words.

### A copying and colouring activity to assess Fine Motor development



A test to assess **fine motor movements**. This was done with drawing and colouring activities. The aim was to understand each child's readiness for writing work in preschool. Some children had much better pencil grip and control on the fine movements needed to write alphabet and numbers. Others were still developing their hold of a pencil. These variations were seen more in some schools than others. The image below gives the variety of ways children drew two birds during the learning level survey. It helps to show the different levels of fine motor development for writing activities.

### A Visual Search Game played over 4 sessions spread over a week.



A series of games using a frog character assessed children's **knowledge of print**. These are computer-based games where the child has to press either a red key or a green key to show which side of the screen the 'correct' is. If the answer is correct the frog jumps to the side and gets his 'food'. If the answer is wrong the frog falls down. The game continues till all trials are completed. This game was developed by S. P Arun and Jhilik Das from the Indian Institute of Science with design and user interface inputs from the TalkTogether team in The Promise Foundation and the University of Oxford.



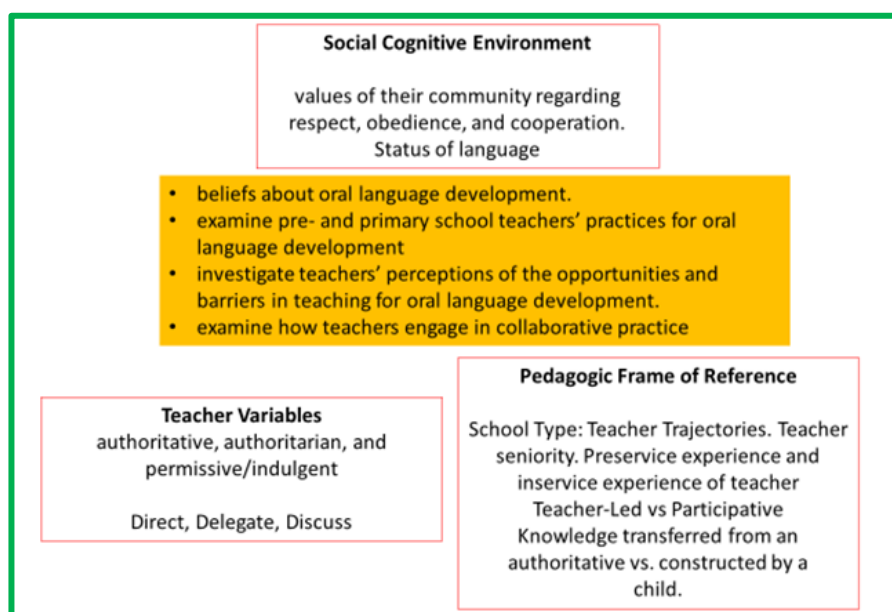
## Understanding Teacher Orientations to Oral Language Development

Over 2021-22, TalkTogether began preparations for a [teacher study](#) on Supporting Oral Language Development in Pre and Primary Schools. The overarching objective is to understand and facilitate oral language development in pre- and primary schools in India. For this, it is important to understand the complex relationship between pre- and primary school teachers' beliefs, their teaching practices, and the prescriptions of the education policies. Accordingly, this study has four aims:

- To investigate pre- and primary school teachers' [beliefs](#) about oral language development. This is important because beliefs are filters which can affect the teacher's practice.
- To examine teachers' [practices](#) for oral language development. This is important to understand what teaching practices are preferred and whether these support children' oral language development in pre- and primary schools.
- To investigate teachers' perceptions of the [opportunities and barriers](#) in teaching for oral language development. This is important to enable the co-construction of resources for teachers to facilitate oral language development.
- To examine how teachers engage in [collaborative practice](#). For this, teachers and the research team will co-construct three resources for teachers: a teacher toolkit to plan lessons and check learning levels of children, a reflection toolkit to support oral language teaching and learning, and a classroom observation tool to examine how oral language development is being supported.

The tools necessary for the study were developed and trial tested over 2021-22.

**Undergirding factors that may influence what teachers do in class. Boxes in pink list three types of factors and the box in yellow are four aspects of what teachers do in class.**



A pilot study with teachers from different schools, with experience of teaching children language has been completed. All were teachers of pre- and/or primary school children. Based on this pilot interaction, the box below gives an example of a) the focus area b) the word picture that is used to start the interview and c) the question types under development.

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### A word picture (Vignette) for teacher interviews

*Focus: This is a general, overarching vignette aimed at eliciting responses on social cognitions and beliefs undergirding the teaching-learning process, from the viewpoint of the teacher: community values regarding respect, obedience, and cooperation.*

*Maria has been a pre-school teacher in England for nearly 25 years. She is a highly experienced and respected teacher. All her students love her and so do their parents. Maria is planning to spend some time in India as a pre-school teacher for anganwadi children. She wants to be well prepared before she comes to India. She has good knowledge about how to teach pre-school children, in England. But she has no knowledge about how to teach the same age group of children in India. She has heard that Indian teachers also include many social values in their teaching. This includes values such as respect for elders, respect and obedience and cooperation. She wants some advice from pre-school teachers like you.*

- *What are some of the social values that Maria should be aware of when teaching pre-school children?*
- *Tell Maria some methods on how these values can be taught to children?*
- *Do you include social values in your lessons? Why?*

Version 29/3/2022 GA

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The teacher study will be initiated over the coming year. The work over 2022-23 will be to understand each of these aspects as listed in the working framework for this study given below.

### Development of Training Material

#### A course on ethics and research integrity



The Promise Foundation along University of Oxford has developed a **training programme** for research integrity and ethics for child research in low- and middle-income countries. All members of the Foundation have taken this course and refresher sessions are held to maintain quality standards in the field work and data analysis work we undertake.

#### Blog Pieces

A blog was written by team members titled [Validity checks in language testing](#) making an important point that ... where possible, assessments must be co-created by researchers and members of the community being tested. ... Ultimately, a valid assessment must serve the community being assessed by accurately showcasing the abilities of each child being tested.

Click [here](#) to read the complete blog see





## Tumhari Meri Batein

A series of thirty-two films in Hindi and English for teachers on the topic of multilingualism was completed over 2021-22. The film series is called **Tumhari Meri Batein** (Our Conversations) and aims to support teachers' knowledge and skill development in teaching multilingual children and/or multilingual classrooms. The 16 films in The English playlist and 16 films in the Hindi playlist are identical in focus. The pictures provide glimpses from the films from the Hindi:





Each film is designed to have the teacher reflect on the challenges of multilingual classrooms and provides a framework the teacher can use to develop stories unique to his/her classroom. Given below is an example of one such reflection activity.

**Reflection Activity**

Consider conducting this activity with a fellow teacher.

- Develop a story using one or both of the following pictures.  
(Your story must include a) characters with local names, b) 2 or 3 linked events, c) local words to describe the place of the story, and d) complete sentences.)

- Say this story and ask children to retell it.  
(As each child retells the story, note down if a) characters are mentioned, b) events are linked properly, c) the child speaks confidently, and d) the retelling is with complete sentences.)
- Use their retelling to make Language Ladders.  
(See next for details on making Language Ladders.)

Given below are links to the videos:

- English: <https://www.youtube.com/playlist?list=PLODT6q8rLrJeTjbpOvzIYqU6P90eNFY9N>
- Hindi: <https://www.youtube.com/playlist?list=PLODT6q8rLrJdSpAueDyGjfdKyhdYeb0g5>

As described above under the overall theme of Oral Language Development, the TalkTogether project has multiple dimensions and sub projects. TalkTogether is at a stage where the data that has been collected is being analysed and dissemination of information has begun. Over the coming year, we will focus on identifying the **pathways to impact** that the project can have.

## CAREER AND LIVELIHOOD PLANNING FOR HIGH SCHOOL STUDENTS

Educational decisions made at the end of high school have a direct impact on the person's future career development. It is well known that students who receive career guidance support at this time in their life, are able to make decisions that lay the foundations of healthy career development across the life span. Hence Career and Livelihood Planning is another key intervention of The Promise Foundation.

Over 2021-22, an important target for us was to address the after effects of the pandemic. Not only did students showed learning loss, their ability to focus on the future had also been affected. Hence, our services in the field of career guidance have focused on 3 main areas:

- Providing career guidance to Grade 10, 11 and 12 students directly in their schools and communities.
- Training those who work with high school students (e.g., teachers) in the skills of providing career guidance.
- Conducting research and developing new, culturally grounded resources for career guidance.

As a result of the pandemic induced lockdowns, our direct, face to face delivery of career guidance services was restricted. However, our work in the field of career guidance continued. Our achievements are described in the sections that follow.

### **Partnership with UNICEF: Institutionalising a Multi-Pronged Approach to Career Guidance at Secondary and Higher Secondary Education Stage in Tamil Nadu**

The Promise Foundation has an ongoing partnership with UNICEF (Tamil Nadu-Kerala) since 2019 to institutionalise career and livelihood planning services into the government high school system in Tamil Nadu. During 2019-20, we had developed a career guidance kit in Tamil which was trial tested in 3 districts of Tamilnadu with about 1200 Grade 10 students. The outcomes were highly successful, and these findings were presented at various meetings to the Government of Tamilnadu. Plans were made to bring the programme to scale for the entire state of Tamilnadu. This could not be achieved because of the pandemic restrictions. Hence, we developed a [self-learning course on career guidance for teachers](#) which was delivered online. The package comprised videos and learning material on the following topics:

- What is career and what the key elements of career guidance?
- Promoting self-understanding.
- Understanding the world of work.
- Developing career alternatives.
- Skills for career preparation.
- Understanding Adolescence.

This material is also supported with comprehensive videos on each topic. The videos are available on YouTube and the teacher can view the videos online along with the self-learning material. A total of 20 videos have been made. Appendix 1 provides the links to these videos.

## Production of Self-Learning material in Tamil for high school teachers and resource persons



Shooting in progress with The Promise Foundation Tamil career guidance experts

வாழ்வாதாரப்பணி வழிகாட்டுதல் திட்டம்  
A partnership between The Promise Foundation and UNICEF (Tamil Nadu & Kerala)

**1. அறிமுகம்: தமிழ்நாட்டிற்கான வாழ்வாதாரப்பணி வழிகாட்டுதல்**

**1. அறிமுகம்**

தமிழ்நாட்டில் வாழ்வாதாரப்பணி வழிகாட்டுதல் சேவைகளுக்கான திறன் மேம்பாட்டு திட்டத்திற்கு வரவேற்கிறோம்.

தமிழ்நாட்டில் உள்ள அரசு உயர்நிலைப் பள்ளி மாணவர்களுக்கு வாழ்வாதாரப்பணி வழிகாட்டுதல் சேவைகளை வழங்குவதற்காக நீங்கள் தேர்வு செய்யப்பட்டுள்ளீர்கள். இந்த திட்டம் அரசாங்க உயர்நிலைப் பள்ளி மாணவர்கள், இளைஞர்கள் மற்றும் அவர்களது குடும்பங்கள் வாழ்வாதாரப்பணி வழிகாட்டுதலின் மூலம் முறையையப் பயன்படுத்தி திறமையான வாழ்வாதாரப்பணி முடிவுகளை எடுக்க உதவும் திறன்கள் மற்றும் கருவிகளைக் கொண்டு உங்களை வடிவமைக்க வடிவமைக்கப்பட்டுள்ளது. பராமில் பவண்டேஷன் மற்றும் வாழ்வாதாரப்பணி வழிகாட்டுதலின் மூலம் முறை பற்றிய கூடுதல் தகவல்கள் கீழே கொடுக்கப்பட்டுள்ளன.

**2. பராமில் பவண்டேஷன் பற்றி :**

பராமில் பவண்டேஷன் ஒரு தொண்டு அறக்கட்டளை முப்பது ஆண்டுகள் மேலாக வாழ்வாதாரப்பணி வழிகாட்டுதல் மற்றும் வாழ்வாதாரத் திட்டத்தில் ஈடுபட்டுள்ளது மற்றும் இந்தியாவில் வாழ்வாதாரப்பணி வழிகாட்டுதல்களை வழங்குவதற்கான ஆராய்ச்சி, பயன்பாடுகளை உருவாக்குதல் மற்றும் திறனை வளர்ப்பதில் முன்னணியில் உள்ளது. இந்தத் துறையில் அதன் முன்னோடி பங்களிப்புகளுக்காக இன்று பராமில் பவண்டேஷன் சர்வதேச அளவில் ஏற்றுக்கொள்ளப்பட்டுள்ளது. தனிப்பட்ட திறன்களை அதிகரிப்பதன் மூலமும், சமூகத்திற்கு ஒரே நேரத்தில் பங்களிப்பதன் மூலமும் தனிநபர்கள் பெறும்படி கண்டறிவது உதவும் கலாச்சார ரீதியாக பொருத்தமான முறைகளை உருவாக்குவதே தி பராமில் அறக்கட்டளையின் ஒட்டுமொத்த பார்வை. பராமில் பவண்டேஷன் பற்றிய கூடுதல் தகவல்களுக்கு இங்கே கிளிக் செய்யுங்கள்: [www.thepromisefoundation.org](http://www.thepromisefoundation.org)

வாழ்வாதாரப்பணி வழிகாட்டுதல் திட்டம்  
A partnership between The Promise Foundation and UNICEF (Tamil Nadu & Kerala)

**படம் 1: சிறிய குழு செயல்பாட்டு வடிவம்**

**4.1.2. உதவப்பெட்டி**

கீழே காட்டப்பட்டுள்ள வாழ்வாதாரப்பணி உதவப்பெட்டியின் ஒவ்வொரு செயலுக்கும் வெவ்வேறு விவரங்களை ஆதரிக்கிறது.

**A. மாணவர் செயல்தாள்கள்**

ஒவ்வொரு கற்றலையும் மாணவர்கள் செயல்தாள்களில் பதிவு செய்திருக்கிறார்கள். வாழ்வாதாரப்பணி தலையீடு முடிந்ததும் அதை அவர்களுடன் விட்டிற்கு எடுத்துச் செல்வார்கள். இந்த வழியில், அவர்களின் கற்றல்களின் இந்த பதிவு வரவிற்கும் பல ஆண்டுகள் அவர்களுக்கு அணுகக்கூடியதாக இருக்கும்.

Sample pages from the teaching-learning resources

Once the pandemic related restrictions were lifted toward the end of 2021, we have been able to revert to the original plan of building capacity in Tamil Nadu for the delivery of career guidance services in high schools.

In partnership with the State Council for Education Research and Training (SCERT) and UNICEF, resources persons were trained through the following activities:

### Training of Master Trainers through the Government Network

The government of Tamil Nadu deputed master Trainers from the Tamil Nadu State Council for Education Research and Training (SCERT) to be trained by The Promise Foundation on the knowledge and skills pertaining to career and livelihood planning. A total of 26 master trainers were trained in two full time, residential, 5-day face to face workshops. All participants were provided with comprehensive lecture notes, templates, sample, illustrations and videos.

## Glimpses into the Training of Government Deputed Master Trainers



An added objective of this training was to collate education and career information that would be relevant to students in Tamil Nadu. This workshop also focused on finalising Career Guidance Material for Classes 11 and 12 and the creation of a State specific Career Dictionary.

## Glimpses into the Follow Up Workshop for Government Deputed Master Trainers



With this training all the material, templates, videos and teaching-learning material were handed over to the Government of Tamil Nadu and the three-year engagement was drawn to a close.

### Proposed Areas of Engagement with Government of Kerala

Against the background of the work done through this partnership between UNICEF and TPF in Tamil Nadu, a concept note was developed with a view to adapting the programme for the State of Kerala. The following recommendations were made to integrate career guidance into the overall educational fabric of Kerala.

- Develop a pedagogically grounded approach to career guidance
- Build the capacity of the teachers and others identified by GoK to be career guides
- “Curricularise” career guidance into the high school curriculum
- Build career guidance into the teacher training curriculum

These discussions are ongoing with the possibility of developing a coherent system of career guidance for Kerala.

## Career Guidance Workshops

We were able to start our school-based work for career guidance toward the latter part of the year. Two workshops were conducted, and the details are as follows:

### Workshop 1:

- School Name: Sri Shankar Vidya Shala (English and Kannada Medium).
- Number of Students attended: 74.
- Dates: 16.02.2022 and 17.02.2022.

This workshop was sponsored by Mr. Manoj Kumar, and we are thankful to him for his support. Given below are some glimpses into the workshops.

### Glimpses into the Career Guidance Workshop for Sri Shankar Vidya Shala





## Workshop 2:

- School Name: Karnataka Public School, Adugodi.
- Number of Students attended: 67.
- Dates: 15.03.2022 and 16.03.2022.

Given below are some glimpses into the workshops.

### Glimpses into the Career Guidance Workshop for Karnataka Public School



## Dissemination of our Ideas through Conferences

One of the core objectives of The Promise Foundation is to function as a “resource NGO” and thereby make our research and the material we develop available to as wide an audience as possible. To this end we were invited to make presentations at various virtual international conference. The details are given below.

- The Organization for Economic Co-operation and Development (OECD) held a conference on the theme *Disrupted Futures: International lessons on how schools can best equip students for their working lives*. The Promise Foundation’s career guidance team was invited to make a presentation on *Applying the Cultural Preparedness Process Model for Intervention Development Amongst High School Students*.

- Cannexus 2022 was an international conference organised by CERIC, a leading career guidance association in Canada along with the International Association for Education and Vocational Guidance (IAEVG). The Promise Foundation's presentation shared our interventions for low-income students in India and their re-orientation to work and career after the pandemic.

## THE PROMISE COURSE DEVELOPMENT INITIATIVE

A strategic decision made by The Promise Foundation was to collate our last 3 decades of experience and formulate courses focused on the fields of Literacy Development and Career and Livelihood Planning. The aim is to disseminate our learnings and contribute to capacity building in these areas. With this in mind we have been working towards creating course ware for Certificates, Diplomas, Master's degrees or even at the PhD level. Over 2020-21, we successfully developed a [comprehensive syllabus](#) at the certificate, diploma and master's degree levels for studies in career development and livelihood planning.

Over 2021-22, we successfully developed [comprehensive course material](#) for a certificate course. This course has been offered to a batch of students studying counselling at the Master's levels. The details are as follows:

- University collaboration: Martin Luther Christian University.
- Title of the course: Career Counselling: An Orientation to Theory and Practice.
- Content of the course:
  - Basic concepts of Career Counselling.
  - Skills to facilitate career guidance among high schools and college students.
  - Incorporating career development theories into the practice of career guidance.
  - Plan and organizing career guidance sessions and workshops

This first version of the Promise Course Development Initiative was well received. Our aim over the coming year is to expand the course to the Diploma and Master's level.

## CONCLUSION

This year brought us back into face-to-face contact with our target groups after more than two years. During the pandemic lockdowns, we had to adapt both our research and our service delivery models and shift to the online format. We had anticipated that even after the pandemic recedes it is likely that this mode of service provision will remain in demand. With this in view, we have adapted our methods of research and service delivery. Over this academic year, we were able to successfully use the hybrid approach, blending face-to-face contact with virtual sessions.

Despite the changed environments, we can say that Promise has been able to make the necessary adaptations and keep our focus on achieving our objectives. Over the coming year we look forward to continuing our engagement with children and adolescents through our research and interventions.



Gideon Arulmani,  
Director and Managing Trustee  
The Promise Foundation.  
31<sup>st</sup> March 2022,  
Bangalore, India.

**Appendix 1**  
**Career Guidance Video Resources**  
 Developed for Tamil Nadu  
 by  
 The Promise Foundation and UNICEF

Video Number	Video Name	Content	Link
1	Career Discovery Path	Four steps of the career discovery path	<a href="https://youtu.be/twh23z-sLus">https://youtu.be/twh23z-sLus</a>
2A	Jiva Principles Intro and Spiral	Indian values and ethics of work life	<a href="https://youtu.be/FXZH1XkT1C8">https://youtu.be/FXZH1XkT1C8</a>
2B	Jiva Principles Tick Mark	Indian values and ethics of work life	<a href="https://youtu.be/NRvqk-Wqcc8">https://youtu.be/NRvqk-Wqcc8</a>
2C	Jiva Principles Green and Blue	Indian values and ethics of work life	<a href="https://youtu.be/mEs_cSxUAG0">https://youtu.be/mEs_cSxUAG0</a>
2D	Jiva Principles Changing and Unchanged	Indian values and ethics of work life	<a href="https://youtu.be/nHtXHgMzbuU">https://youtu.be/nHtXHgMzbuU</a>
3A	Self-Understanding Interest and Aptitude	Meaning of Interest and Aptitude. Interest-Aptitude overlap. Meaning of Potential.	<a href="https://youtu.be/wV6dE78DiHA">https://youtu.be/wV6dE78DiHA</a>
3B	Self-Understanding - Career Beliefs	Meaning of Career Beliefs	<a href="https://youtu.be/ACzWTu-bjw0">https://youtu.be/ACzWTu-bjw0</a>

4	Five Potential Areas	Multiple Potentials Framework	<a href="https://youtu.be/tbLIGYTBzRI">https://youtu.be/tbLIGYTBzRI</a>
4A	Five Potentials Activity	Toy making activity to illustrate multiple potentials framework	<a href="https://youtu.be/wZdfJcgPzJg">https://youtu.be/wZdfJcgPzJg</a>
5	My Interest Profile	Multiple Potentials Interest Inventory	<a href="https://youtu.be/abi5YLRtRSc">https://youtu.be/abi5YLRtRSc</a>
6	Strengths and Accomplishments Questionnaire	Multiple Potentials Framework to identify strengths through accomplishments (SAQ)	<a href="https://youtu.be/i-j6d0KxUsI">https://youtu.be/i-j6d0KxUsI</a>
7	Making Links	Learning to understand about careers	<a href="https://youtu.be/uESK4XN7HL0">https://youtu.be/uESK4XN7HL0</a>
8	I Believe	How opinions and attitudes affect career development	<a href="https://youtu.be/iBUd4ZpGm3s">https://youtu.be/iBUd4ZpGm3s</a>
9	Work Job Career	Difference between work, job and career	<a href="https://youtu.be/S-LBfJTjAc4">https://youtu.be/S-LBfJTjAc4</a>
10	Educational Milestones	Qualifications and Educational Paths	<a href="https://youtu.be/1xieZHUd0cU">https://youtu.be/1xieZHUd0cU</a>
11	Lifelines	Understanding the consequences of educational decisions.	<a href="https://youtu.be/m-C4WvjONjg">https://youtu.be/m-C4WvjONjg</a>

12	Building the Potential Profile	Combining Interest and SAQ scores to discover potentials	<a href="https://youtu.be/FW_7AAs9iE">https://youtu.be/FW_7AAs9iE</a>
13	Career Overview	Linking potential profile to the career dictionary and identify suitable career alternatives	<a href="https://youtu.be/NGfX-xl_rTE">https://youtu.be/NGfX-xl_rTE</a>
14	My Career Plan	Link career alternatives to the courses needed to qualify for each of the career alternatives. Construct a 3-to-5-year plan for career development.	<a href="https://youtu.be/YITZIU47P8A">https://youtu.be/YITZIU47P8A</a>
	Career Dictionary Link	List of careers classified as per multiple potentials	<a href="https://www.thepromisefoundation.org/tamil-career-dictionary-">https://www.thepromisefoundation.org/tamil-career-dictionary-</a>