



## Terrain for Interactive Pedagogy through Arts

2<sup>nd</sup> Status Report 2014



## ABSTRACT

This Status Report aims at presenting our sponsors, partners and supporters an overview of all the activities carried out during the 2<sup>nd</sup> term 2014. In total, 337 children benefited from 135 creativity classes that were conducted in collaboration with 17 teachers at the two schools where our Programme was implemented this year. An evaluation of the results of our action as well as some future perspectives for the months to come will also be offered to the reader.

# Contents



“Education is not a preparation for life; education is life itself”  
John Dewey

## 1. Introduction

- Highlights of the term

## 2. Report on Activities

- Programme Plan Follow up
- Creativity classes
- Club des Parents
- Festival Art’la li la

## 3. Our impact

- Researcher’s report
- Laurie’s interview

## 4. Moving Forward

- Future Projects
- Conclusion

# 1. Introduction



This 2<sup>nd</sup> term was full of challenges and hard work, but at the same time it brought many achievements that kept our motivation high throughout the months. As our financial situation improved, we have been able to hire Camille Sénèque, our "Awareness & Training Coordinator" who supported the team in the realisation of the activities planned. She is also responsible for the implementation of actions to respond to the growing demand in terms of training. We also received for an internship, two French volunteers from La Rochelle, who helped mainly in the creative classes.

## Highlights of the term

### May:

- Creative classes
- Spin-a-thon

### June:

- Recruitment of Awareness & Training Coordinator
- Raymond Runs
- MOUV Concerts
- Monitoring meetings
- Volunteers from la Rochelle

### July:

- Festival Art'la li la at André Bazerque G.S.
- Launching Social Blues
- Workshop with teachers

### August:

- Workshops with teachers
- Festival Art'la li la at Guy Rozemont G.S

Additionally to the regular field activities that included more than 135 creativity classes at the schools, the realization of the 6<sup>th</sup> edition of the Festival Art'la li la represented the main event of these past four months.

To further the collaboration process, we also organized workshops with teachers, inviting the staff of the 2 schools where we are intervening, as well as school inspectors and ZEP Cluster Coordinators. The workshops were based on "positive reinforcement" and aimed at proposing alternatives to anti-pedagogical practices such as verbal and physical abuse.

In terms of fundraising, the last term was successful for TIPA. The organization saw the renewal of the support from most of last year's sponsors and the establishment of new sponsorships, enabling us to stabilize our financial position for the coming months. Moreover, through the HOPE Project (Ravior), we participated to several activities that aimed at fundraising and increasing awareness about our action. Among them, we can cite "Raymond Runs", "MOUV Concerts" and "Social Blues" that took place in June and July.

We look forward to share more details of all these activities and events in the pages that follow!

# 2. Report on Activities

In this section, we will present an overview of the activities realized during this 2<sup>nd</sup> term 2014, as scheduled in our Programme Plan 2013 - 2015. The table below presents the number of beneficiaries as compared to our estimates; as it can be seen, our action is actually impacting on 337 children in 2 ZEP schools. This number is a bit less than our estimates and the difference is due to the cancellation of CPE repeaters classes by the Ministry of Education since last year. On the other hand, we are working closely with 3 more teachers than expected.

## Programme Plan Follow up

TIPA Programme 2014		André Bazerque		Guy Rozemont		Total	
		Pupils	Educators	Pupils	Educators	Pupils	Educators
Beneficiaries	Estimated (Jan - Dec)	160	7	190	7	350	14
	Actual (Jan - Aug)	150	8	187	9	337	17

The table in the next page summarizes the progress in the implementation of this year's activities. While some of the activities planned in the 1<sup>st</sup> term could not be implemented (due to financial and human resource limitations), we are very satisfied of having succeeded to complete all the activities planned during this 2<sup>nd</sup> term. For instance, it was the 1<sup>st</sup> time that we have been able to facilitate 3 workshops with teachers, in collaboration with the ZEP Cluster Coordinators. We worked on "positive reinforcement" strategies with 40 teachers from more than 20 schools of the Zones 1 and 2 (including André Bazerque GS and Guy Rozemont G.S). The participants seemed satisfied with this first experience and requested follow-up sessions. We believe that these training workshops will contribute to the empowerment of the teachers and consolidate our collaboration with the schools and the ZEP Unit.

Concerning the children experiencing learning difficulties, we have identified 6 children that are facing severe problems (behavioural, psychological and social). We have referred them to the school HM and the relevant services : school psychologist and CDU have been solicited. But as these are overwhelmed with work, the kids are not given the proper attention, in time. We found this situation very unsatisfactory and have started to work on a child protection policy; the 1<sup>st</sup> step of which is to register all the existing services in the educational, psychological and social field. In the meanwhile, a follow up of the situation of these 6 children is done on a monthly basis.

✓ Done (planned)    ✓\* Done (not planned)    X Not done    → In progress    ↑ Planned

TIPA Programme 2014		J	F	M	A	M	J	J	A	S	O	N	D
PROJECT A	Life skills development through arts (ZEP)												
	A.1	Creativity classes	X <sup>1</sup>	✓	✓	✓	✓	✓	✓	✓	↑	↑	
	A.2	Implementation of children's progress report			X <sup>2</sup>						↑	↑	
	A.3	Identification of children experiencing learning difficulties		→	→		→			→			
	A.4	Regular art exhibitions			X <sup>3</sup>			✓				↑	
	A.5	Organization of art Festivals							✓	✓			
	A.6	Artistic activities related to special events			✓			✓					
	A.7	Revision or Portfolio of artistic activities	✓*	✓*	✓*	✓*						↑	↑
	A.8	Case Studies and workshop sessions with teachers			X <sup>4</sup>				✓	✓	↑		
	A.9	Team Building Workshop with school staff				✓							
PROJECT B	Parents club (ZEP)												
	B.1	Club des parents sessions		→	→		→	✓	✓		↑	↑	
	B.2	Art exhibition							✓		↑	↑	
PROJECT C	Facilit'art												
	C.1	Facilit'Art module 1 - training session										↑	
	C.2	Facilit'Art module 1 - site visits			X <sup>4</sup>								
	C.3	Facilit'Art module 1 - follow-up session				X <sup>4</sup>							
	C.4	Facilit'Art module 2 - training session											↑
OTHER ACTIVITIES	Other activities												
	E.1	Festival des Droits de l'Enfant											↑
	E.2	Conference debate				X <sup>4</sup>							↑
NETWORKING	Networking with other NGOs												
	F.1	Participation to networking meetings with other local NGOs		✓	✓	✓	✓	✓	✓	✓			
	F.2	Participation to events organised by other NGOs											
	F.3	Getting to know other NGOs specificity		✓	✓	✓	→	→	→	→			
	F.4	Identification of possibilities of collaboration			→	→	→				↑	↑	
	F.5	Defining networking strategy			→	→							↑

<sup>1</sup> The creativity classes could not be implemented since January; we focused on the preparation with the ZEP and school staff

<sup>2</sup> We are actually revising this item, which we are planning to implement in the 3<sup>rd</sup> term

<sup>3</sup> Since we started our activities later than expected, this item could not be done, as planned

<sup>4</sup> This item could not be implemented due to limited human resources

# Creativity Classes

In this section, we will present an overview of the creativity classes realised on during the second school term 2014. In total, **337 children** benefited from **135 creativity classes** that were conducted in collaboration with **17 teachers** at the **2 schools** where our Programme was implemented since the beginning of this year.

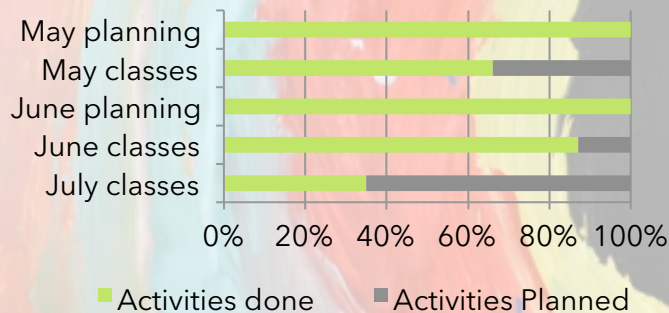
We resumed the implementation of the creative classes with the pupils in May; in general we have facilitated 63% of the creative classes planned, and 100% of the preparatory sessions with the teachers.

The main reasons why the creativity classes were postponed are:

- Art Facilitators on leave
- Teachers on leave
- Revision classes for the 2<sup>nd</sup> term exams (in July)

In order to reduce the postponement of creative classes when the Art Facilitators are on leave, we should better empower teachers so that they can take over the creative classes. In addition, during the absence of teachers, we propose to facilitate specific art activities with the school replacement staff (The Art facilitator is not authorised to take the responsibility of the class). We also have to better anticipate the needs of the schools in terms of revision period regarding the end of term exams.

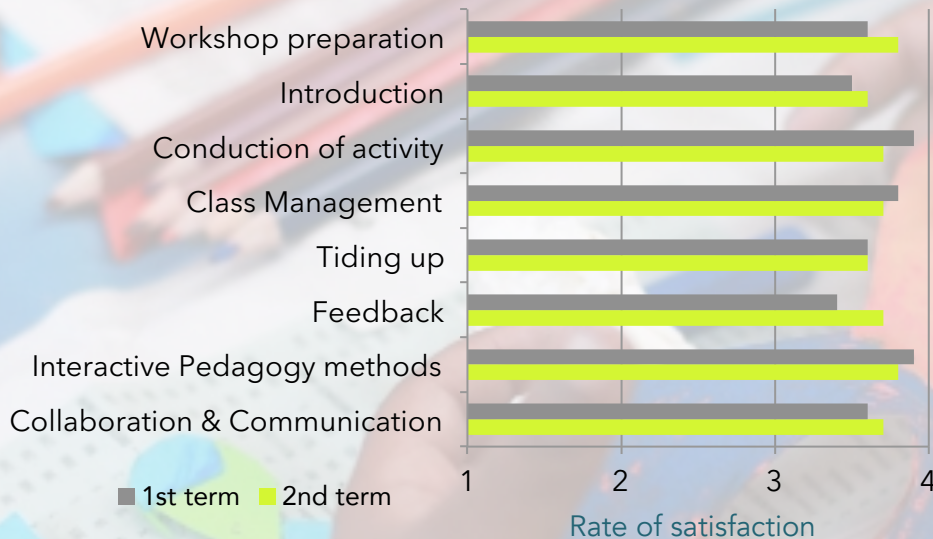
Percentage of activities done v/s planned



# Creativity Classes

A detailed analysis of the creativity classes' evaluation has been carried out from the data collected through the workshops assessment sheets that were regularly filled in by the Art Facilitators. The self-assessment sheet evaluates eight main areas: Workshop Preparation, Introduction, Conduction of Activity, Class Management, Cleaning-up, Feedback, Interactive Pedagogy Methods and Collaboration & Communication with the Teacher.

**Creative Classes Assessment**



Art Facilitators fill in this sheet at the end of each class in order to identify strong points and areas for improvement. The assessment sheet is also an important tool for the Terrain Coordinator to follow the Art Facilitators and measure their progress along the time. The rating is from 1 (not satisfied) to 4 (very satisfied). An overview showing the comparative average results through the 1<sup>st</sup> and 2<sup>nd</sup> term of 2014 for each area can be seen in the figure on the left. We can note a very positive trend in all the areas, specially in workshop preparation, feedback and Collaboration & Communication with teachers. All the 8 assessed areas are rated beyond 3.5; which indicates a strong satisfaction from the Art facilitators. This assessment tool will have to be sharpened in order better point areas of improvement.



# Creativity Classes

To improve the collaboration between the Art Facilitators and the teachers, the Terrain Coordinator asked them to fill a questionnaire with their feedback on the positive and the negative aspects of our work during the creativity classes and also on the collaboration with the Art Facilitators. This feedback helped to identify the strengths on which we could build on, and also the weaknesses that should be improved; enabling us to adjust and develop better collaborative practices. Here are, some of the teachers' feedback.

## Feedback from teachers

### 1. What I like most in the creativity classes ?

- The participation of each and every child
- I liked that pupils have worked on creativity while working on the syllabus as well
- The shyness of 90% children were overcome
- The classes were well planned. There was a very good coordination between class teacher and Art Facilitator during creativity classes. There was a good working atmosphere for pupils.
- Pupils were allowed to express themselves

### 2. What have I learnt in creativity classes that can help me in other classes?

- The values and most importantly, peer learning is being favoured
- To trust my pupils more so that they become more confident and more productive
- It has taught how to integrate creativity in teaching subjects in the curriculum; thus making teaching / learning more receptive to pupils (learning through role play)
- The importance of group work
- I can adopt those values pupils learnt in other classes for example how to take care of materials given
- Sharing attitude
- New techniques for creativity classes
- Pupils have been engaged in role play

### 3. My expectations for the 3rd term

- Hope to learn more about new strategies and ideas through creative classes so that I can integrate it in my lessons
- Good planning before activities/ art facilitator should be more entertaining for children to acquire good knowledge
- I expect that pupils apply all the values in other classes too and not only during creative classes
- that all the pupils could respect the code of conduct on the "Panneau de Comportement"
- To have before hand a plan of activities which will be carried out

# Creativity Classes

Since the beginning of TIPA’s intervention in the schools, we have been elaborating pedagogical tools in order to facilitate and improve the development of values by the children. Inspired by positive reinforcement methods, we created the “Panneau de Présence et Comportement”, with the objectives of valuing the pupils’ attendance and “good behaviour”. This tool, implemented in each class, includes a reward scheme as part of the positive reinforcement approach emphasized by TIPA.

## Improvement of pedagogical Tool

We believe that pedagogical tools have to be continuously reviewed so as to improve the positive impact of our action in the children’s learning process. In this context, the teachers were questioned about the coherence and efficiency of this tool. They had to tick whether:

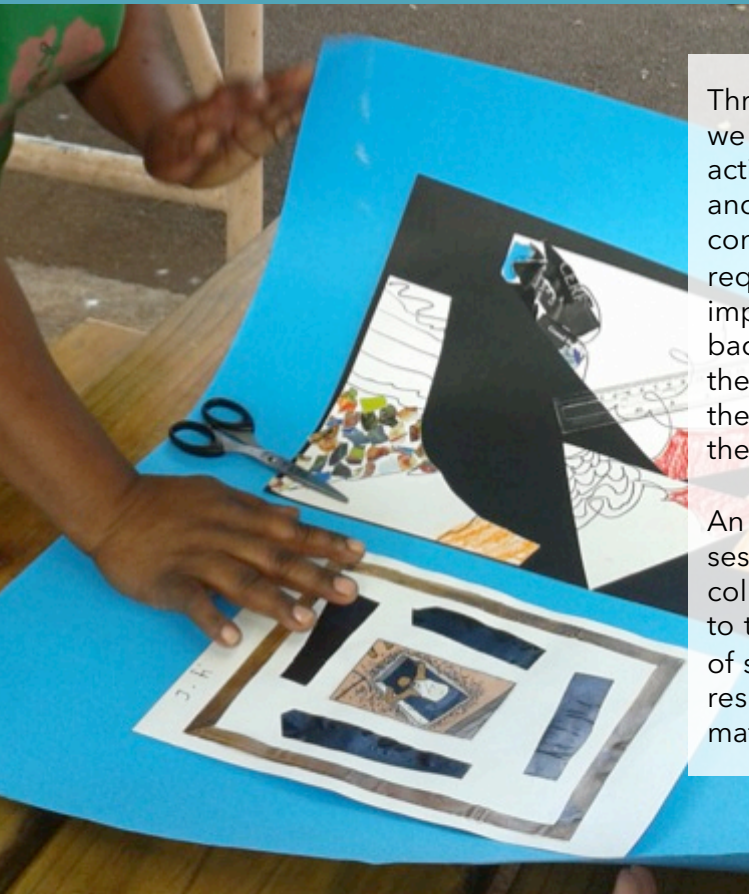
1. It is working and I am applying it on a daily basis
2. It will work but I haven’t apply it yet
3. It works only in creative classes
4. Actually it is not working at all

Out of the 12 teachers who participated, it is interesting to note that one third of them are applying this tool on a daily basis, while another quarter consider that this tool is efficient, but have not implemented it yet. On the other side, 1 teacher considers that it works only in creativity classes and 4 of them believe that it is not working at all. During the 3<sup>rd</sup> term, we will be working of the improvement of this tool, in substance and in its form, taking in consideration the aspects that would promote its wider use by teachers in class.



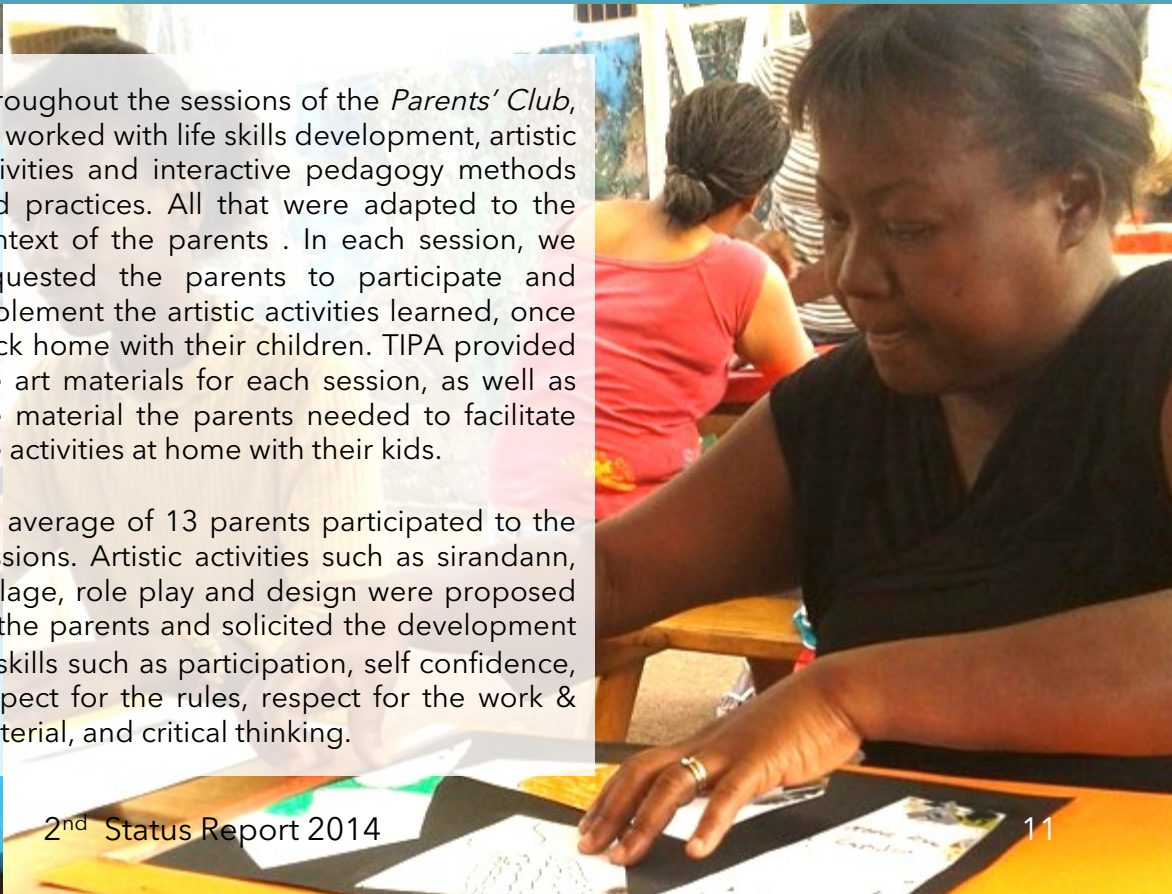
# Club des Parents

The objectives of the “Club des Parents” project is to sensitize the parents to get involved in the learning process of their children and give them ideas to do so. The sessions were implemented on a monthly basis; 4 sessions have thus been conducted during this second term, in Guy Rozemont G.S. We also plan to launch this project in André Bazerque Government School, during the third term.



Throughout the sessions of the *Parents’ Club*, we worked with life skills development, artistic activities and interactive pedagogy methods and practices. All that were adapted to the context of the parents . In each session, we requested the parents to participate and implement the artistic activities learned, once back home with their children. TIPA provided the art materials for each session, as well as the material the parents needed to facilitate the activities at home with their kids.

An average of 13 parents participated to the sessions. Artistic activities such as sirandann, collage, role play and design were proposed to the parents and solicited the development of skills such as participation, self confidence, respect for the rules, respect for the work & material, and critical thinking.



# Festival Art'la li la

An important part of our programme is the realization of an annual Art Festival in each of the schools where our activities are carried out. The Festivals are organized in collaboration with community actors (school staff, parents, volunteers, local artists, and other NGOs) within the school premises. Its major objective is to sensitize and mobilize the school community to contribute in a joint effort to the improvement of the quality of teaching and learning and to enhance the communication between the various stakeholders of the school network. The event is a great opportunity for the children to present the artwork that they produced during the creativity classes facilitated by TIPA. It also represents a chance for the participants to be in contact with local artists from various art fields and appreciate Mauritian art and culture.



This year, TIPA was pleased to organize the 6<sup>th</sup> edition of its Festival Art'la li la. The first Festival took place at André Bazerque Government School on the 20<sup>th</sup> of July and the second Festival was on the 24<sup>th</sup> of August at Guy Rozemont Government School. The two Festivals had a similar programme. The event started with the launching of the exhibition of artworks made by the pupils of std 1, std 2 and std 3. The artworks were beautifully set-up and the public was invited to visit this "vernissage". Afterwards, pupils from the Pre-primary classes and standard IV to VI presented a theatre piece that was prepared during the first and second school term as part of their creativity classes. This year, the pieces were based on tales of 4 Mauritian authors: *Lilet ek Gaspar* (Brigitte Masson), *Liev ek kourpa* (Lindsey Collen), *Dizef loraz* (Melhia Bissière) and *Mizisien Brem* (translated by Rowin Narraidoo). The drama performances were a great opportunity for the kids to show their parents and friends what they are capable of doing and therefore helped to boost their self-confidence.

# Festival Art'la li la

In the afternoon, pupils, parents and school staff participated in different art workshops such as Corporal Expression, Clay Modelling, Painting, Drawing, Recycling, Mask making, among others. At the end of the workshops, the participants presented their artwork to the public. The day was closed by musical performances by different local bands and artists, which gave the community the opportunity to enjoy and valorise Mauritian music as well as local artists. Finally, we had a demonstration of juggling and magic tricks performed by a clown.

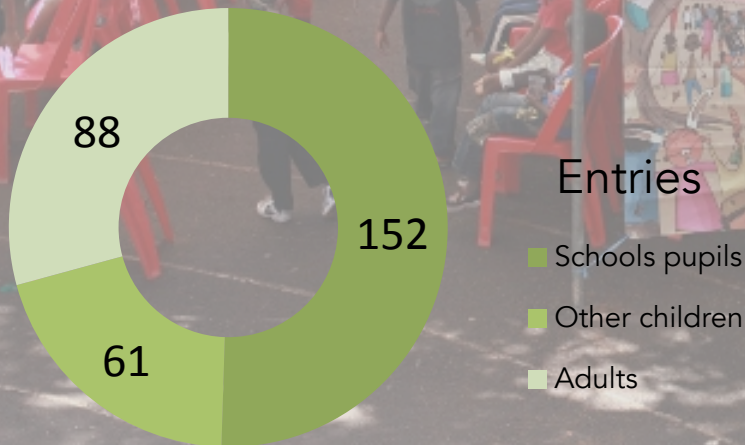
Pupil's parents, friends, family, sponsors and supporters, all gave a hand to help organise the Art Festivals this year. We counted with more than 150 volunteers during the two festivals - an average of 75 volunteers per festival; representing 50% more than last year. They helped with the logistics, security, taking pictures, cleaning, distributing food to the children, and other tasks. Without their support, the festivals would not have been such a success.



One preparation session of two hours was organized the day before each festival, with an attendance of 26 volunteers at André Bazerque G.S. and 21 at Guy Rozemont G.S. During the sessions, the volunteers were presented with more information about TIPA, its activities and the Festival Art'la li la itself. There was time for discussion about the importance and meaning of volunteer work and about the rights and duties of a volunteer. Moreover, the sessions served as a team building for the volunteers to get to know each other before the festival and also to get prepared for the following day in terms of tasks and programme planning. The day of the festival started with a briefing session to update the volunteers that could not be present on the preparation session.

# Festival Art'la li la

Another indicator of the success of this event is the attendance recorded during the 2 events.; an average of 301 people from the school community. In addition, 68% of the schools' pupils and 40% of the teachers were present; knowing that the Festivals are held during the holidays, this shows the interest of the students and the school community for the event. The chart below shows the distribution of the entries recorded.



In addition, the media also responded positively to the event. We had several announcements, articles, radio and TV programmes before both Festivals. This media coverage is very important for us as we believe that the media can act as an active extension of TIPA's external communication structure in making TIPA known, recognized and respected in the external environment. Moreover, the media enables different stakeholders to be informed, influenced and brought closer to TIPA. It further adds value to the activities performed by the organization as it enlarges the number of people presented with TIPA's message and it shapes the public's understanding of TIPA's vision, mission and values.

# • Festival Art'la li la

To improve the organization of the Art Festivals, we scheduled a debriefing session after each event and requested feedback from the school Head masters, artists and volunteers. We asked them to feedback on the positive and the negative aspects of the Festival, so as to help us identify the strengths on which we could build on, and also the weaknesses that should be improved. Here are, some of the feedback received.

## Feedback from artists

- Satisfied. Thanks to the volunteers for their support. Very good participation among the kids.
- Good initiative, impressed by such an event.
- Satisfied with the participation of the children.
- Impressed by the kids' enthusiasm and creativity

I was very happy to help in the organization of the theatre performance

Very well organized. Its my 2<sup>nd</sup> participation, there are much more parents than last time and the kids seem more motivated

It is the company where I work who asked me to be a volunteer but I am very happy to help.

## Feedback from Head Masters

"The pupils seemed very self-confident during the theatre representations. The art exhibition was fascinating and the art facilitator was very helpful in her explanations. The art workshops were very interesting and informative; I noticed that the parents were particularly interested in the recycling workshop. There were many volunteers this time and those who stood before the stairs and in front of the office were very engaged in their tasks. There was a very good attendance and, I am very satisfied with TIPA's action; the festival is certainly to be organized again next year."

"This is my first year and I really enjoyed the day. Everything happened calmly and the parents were very happy to see their kid's realizations. I am less satisfied with the team involved in the canteen; it is an experience for me and I will improve next year."

My child is at school here, so I can see TIPA's work here. Me too, I wanted to help, because it's not just the academic side that matters.

I attended the Festival four times. This year I wanted to give my contribution to the TIPA team as a volunteer.

# 3. Our Impact

TIPA is constantly searching for ways to evaluate the impact of our work. This helps us not only to check whether our objectives are being met, but also guide us in the continuous building of our programme. Moreover, it's very important for sponsors, partners, supporters and the field team to be able to observe how our everyday work is impacting the lives of our direct beneficiaries.

Since the beginning of our action in 2007, we have been elaborating, with Emilie Carosin (Researcher in developmental Psychology and co-founder of TIPA) a tool to measure the Children's Progress in the development of the 10 values solicited through our activities. It was essential for us create a "tailor made" assessment tool, adapted to the profile of our beneficiaries, to the terrain and to our mission. In 2011, we launched the "Biltin Progre", a self-assessment tool, implemented twice a year and including 45 indicators. The interest of such a tool is that, on one side it is formative for the pupils, and on the other side it informs on their progress.

## Researcher's Report

After three years of implementation of the Children's progress report on life skills and values in the schools where TIPA intervened, we analysed the data collected from the children's self-assessments and from the facilitators' assessments. The objective of the study was double: 1) test if the children and the facilitators had the same assessment of the 45 life skills and 2) test if the assessment of the life skills over the years yielded positive results - that is: if the frequency of the life skills observed increased through the years. The results are based on the assessment records of 61 children of Standard 3 and 4 at the end of the year and as from 2011 in two ZEP schools.



# Researcher's Report

## 1) Correspondence between the children's & facilitators' assessments.

The assessments of children and facilitators converged on 35,6% of the life skills in 2011, 13,3% in 2012 and 2,2% in 2013 (see grey, pink and blue cases in table page 20). This means that through the years the children's and facilitators assessments showed more differences with a tendency for children to evaluate the life skills more frequently. The increasing disagreements between the assessments can be explained by the fact that facilitators have to assess more than 120 children, which makes it difficult for them to deliver a precise assessment of the children's behaviour. In addition, since the assessments are made at the end of the year only, one can question the capacity of both the facilitators and children to remember how frequently they demonstrated a life skill during the creativity classes. Finally, further investigation needs to be made on the understanding of life skills since the interviews conducted with the children end of 2013 could not be analyzed due to a technical failure.

## 2) Frequency of life skills in 2011, 2012 & 2013.

The results showed that between 2011 and 2012, the children and the facilitators reported an increase in the frequency of 44,4% and 33,3% of the life skills respectively. The children's self-assessment proved to be more positive since they reported in 2012 a decrease in the frequency of only 2,2% of the life skills, whereas the facilitators found that 20% of the life skills were less frequently observed during the creativity classes. After two years of self-assessment, the children did not show great changes in the frequency of the life skills. Indeed only 2,2% of the life skills had a significantly higher frequency between 2012 and 2013. Rather, they seem to be more severe in their assessment: they reported that 13,3% of the life skills had decreased between 2012 and 2013. In the same period, the facilitators on the other side reported an increase on 33,3% of the life skills and a decrease in the frequency of 20% of the life skills.












# Researcher's Report

## Further developments.

This pilot project on the children self-assessment has shown that the children's and facilitators' assessments differ in several ways through the years. The children tended to assess the life skills more frequently and showed less progression in the life skills frequency after two years of self-assessment. However, we must not forget that the initial aim of the progress report project was to implement an innovative and formative assessment that would empower the child and bring awareness on the life skills fostered during the creativity classes. One could suppose that children have indeed become aware of their responsibilities in the assessment since they do not automatically increase the frequency of the life skills between 2012 and 2013. On the contrary, more life skills were rated less frequently: 13% of decrease versus 2% of increase. These results can indicate that children feel responsible for their assessments. In light of these results, the objective of TIPA is to provide relevant and clear assessments that will help the children and facilitators in assessing the life skills developed in class on a regular basis, for example: after each class. The future self-assessments will have to be fast and effective, but also easily understandable by the children, facilitators and teachers in order for them to follow their progress in class and work towards the development of life skills.



# • Researcher's Report

Legend		
	Agreement between children & facilitators on assessments	 Children's Self-assessment
	Agreement between children & facilitators on assessments with higher frequencies on children's assessment.	 Facilitators' Assessment
	Agreement between children & facilitators on assessments with higher frequencies on facilitators' assessment.	 Significant increase
		 Significant decrease
		 Median = Regular
		 Median = Often
		 Median = Rarely
		 Median = Never



# Researcher's Report



Values	Life skill	Description	2011	2012	2013	
Respect of the work and material / Respect du travail et du matériel / Respekte travay ek materiel	14	Mo pa deranz bann lezot zelev ki pe travay				Work organisation / Organisation du travail / Organiz travay
	15	Mo pran swin mo travay				
	16	Mo pran swin materyel kinn donn mwa ou seki mo pran				
	25	Mo netway ek remet bann materyel dan zot plas kan mon fini travay				
	26	Mo pran swin travay lezot ou travay kinn fer an komin				
	Respect of others / Respect des autres / Respekte bann lezot dimoun	1	Mo respekte kan lanimater pran laparol			
6		Mo respekte letan parol mo kamarad				
41		Mo respekte bann regleman klas				
42		Mo fer kone ou rappel bann regleman klas				
43		Mo propoz bann regleman pou klas				
Respect of the rules / Respect des règles / Respekte bann regleman	44	Mo kalm avek lanimater ek profeser (mo pa agresif, mo pa insilte li, etc.)				Critical thinking / Esprit critique / Lespri Kritik
	45	Mo kalm avek mo bann kamarad (mo pa agresif, mo pa insilte zot, etc.)				
	2	Mo ekout lexplikasyon pou fer enn laktivite				
Understanding / Compréhension / Konpran	3	Mo fer kone ki monn konpran lexplikasyon laktivite				Participation / Participation / Partisipasyon
	4	Mo redir dan mo prop mo lexplikasyon laktivite la				
	5	Mo donn bann exanp apartir lexplikasyon				
Participation / Participation / Partisipasyon	8	Mo partisipe ek poz bann keston lor laktivite ki pe fer				Critical thinking / Esprit critique / Lespri Kritik
	13	Mo fer seki finn dir dan lexplikasyon				
	10	Mo propoz bann laktivite				
11	Mo propoz bann laktivite ki ena lien avek saki pe fer dan klas				Work organisation / Organisation du travail / Organiz travay	
12	Mo met lord kot mo pou travay avan koumanse					
18	Mo arive sezi ki difikilte mo ena kan mo organiz mo travay					
19	Mo rod diferan solision pou organiz mo travay					
22	Mo trouv plizir solision pou organiz mo travay					
24	Mo travay dan enn manyer organize					
23	Mo verifie bann solision ki monn trouve dan lorganizasyon mo travay					
29	Mo montre (expoz) mo travay (ou seki mo konn fer) lanimater avek fierte					
30	Mo travay ziska klas fini					
31	Mo montre (expoz) mo travay (ou seki mo konn fer) mo bann kamarad avek fierte					
32	Mo explike kimanier monn fer mo travay				Self-confidence / Confiance en moi / Konfyans dan mo mem	
40	Mo koz avek lasirans					
33	Mo kapav dir ki mo panse monn byin fer ou pa, seki mo kontan ou pa dan mo travay					
34	Mo kapav explike kifer monn byin fer ou pa ou kifer mo kontan ou pa kontan; enn bann parti mo travay					
35	Mo aksepte seki profeser dir lor mo travay (seki finn byin fer ek seki bizin amelior)					
36	Mo aksepte seki mo bann kamarad dir lor mo travay (seki finn byin fer ek seki bizin amelior)					
37	Mo kapav dir dan ki fason bann kritik kapav ed mwa amelior mo travay					
38	Mo idantifye seki bon ek seki mwin bon dan travay mo bann kamarad					
39	Mo fer bann kritik pou avanse: mo donn mo lopinion lor travay mo bann kamarad ek mo fer zot bann propozision					
7	Mo port latansion lor bann lide ou propozision mo bann kamarad					



# • Researcher's Report

9	Mo partisipe ek poz bann kestion lor manyer klas la organize	●●	↑↑	●↑
17	Mo koz ek mo bann kamarad	●●	↓	●●
20	Mo dimann led ar mo bann kamarad ou bien dimann zot lopinion	●●	●●	●●
21	Mo dimann led ar lanimater	●●	↑	●●
27	Mo idantifye led ek materyel ki mo bann kamarad bizin	●●	↑	●↑
28	Mo ed mo bann kamarad dan zot travay oubien mo fer bann lexisis ki bann la pa kapav fer	↑●	●●	●●

A prior analysis was carried out in 2013 on the children's self-assessments and facilitators' assessments collected in 2011 and 2012 of 151 children on the same life skills. The results showed that:

- there was a significant positive correlation on 68,9% of the life skills assessed by the children & facilitators in 2011 and 33,3 % in 2012. The positive correlation indicates that the children & facilitators assessment show the same tendency on the life skills concerned.
- the children's and facilitators' assessments differed significantly on 60% of the life skills in 2011 and on 84,4% of the life skills in 2012. The children's assessments also proved to be more advantageous than the facilitators': 44,4% of the life skills were more frequently rated by the pupils in 2011 and 71,1% in 2012.

This study was presented by Emilie Carosin at the *9ème Journée de l'ABC-Educ (Association Belge Francophone des chercheurs en Education)* at Bruxelles, Belgium in 2013.

# Laurie's Interview

As said previously, we are constantly searching for ways to evaluate the impact of our work. But perhaps the most evident way to see the impact of TIPA's work is to talk to the children, teachers and parents, which have benefited in some way from our programme, such as Laurie who is in STD I at André Bazerque Government School. This little girl, bursting with energy, concentrates on tackling the artistic activity in progress...She expresses her creativity through her creation, whilst remaining mindful of what takes place around her ; she does not hesitate to help her friends and to express her opinion when critical thinking is sought for.

For Christelle, art facilitator at TIPA, Laurie is one of the students who has grasped the meaning of the skills solicited during the artistic activities, and who puts them in practice as much as possible. In order for the children to assimilate the notion of critical thinking, the facilitator puts together a mini exhibition of the artworks produced since the beginning of the year. The children are then invited to observe their work and to express themselves by sharing their impressions. This session is a key moment in the learning process as it allows the children to conceive criticism as a constructive moment, that will help to improve their work. In fact, according to Laurie's father, she always tries to improve her work. He also confides to us that she is very creative: "li kontan lamizik, sante, danse ek exprim li" (she likes music, singing, dancing and expressing herself). He wishes for Laurie to succeed in her studies and to further develop her artistic talent. As for the teacher, she highlights the self-confidence of her student : Laurie is a spontaneous child who dares to express herself ; skills that will help her "afrent bann obstak, dir kan enn zafer pa bon" (face obstacles, and speak out when something is wrong), highlights the teacher.

In anticipation of the Art'la li la Festival on July 20th 2014, Laurie is getting ready : "Mo finn fer mo desin, kolaz ek mo finn fer mo travay vinn pli zoli" (I made my drawing, collage and made my work more beautiful). Following the mini exhibition, the children's artworks will be, this time, shown to the public. This key event will be the occasion for parents to discover the artistic talents of their children. Laurie will hence be able to proudly show her work to her family. We wish for this moment of artistic sharing to feed Laurie's budding passion for art. Inspired by Christelle, Laurie wishes to "travay dan lekol pou montre desine" (work in a school and teach art)...



# 4. Moving forward



This Status Report aimed at summarizing a busy second term that was full of challenges, work and many achievements for TIPA. The whole TIPA team worked very hard to achieve all the objectives and to respond to the demands of the terrain. We take the opportunity to remind you that we always welcome your feedback or suggestions on our work and action, so don't hesitate to contact us either by phone, e-mail, through our website or Facebook page.

## Future projects

### September:

- Creative classes
- Initial Diagnosis
- MIE Training Manual

### October:

- Club des Parents at André Bazerque G.S.
- Revision of Portfolio

### November:

- Festival Droit de l'Enfant
- Facilit'Art Training

### December:

- 2014 in review
- Preparation activities 2015

## Conclusion

The 3rd term will be a very busy one for our team, who will be involved since beginning of September, in evaluation sessions, aiming at establishing an initial diagnosis concerning the knowledge and comprehension of values, by our beneficiaries (including all the pupils, the school staff and some parents). This needs analysis exercise has been initiated by the discussions that we have engaged with the MIE (Mauritius Institute of Education), since the beginning of the year. It also represents the 1<sup>st</sup> step of the revision of the Children's self-assessment tool, as recommended by the Researcher.

Furthermore, we have already started preparing two important events planned in November: firstly, the 4<sup>th</sup> edition of the Facilit'Art Training. The main objective of this training is to share TIPA's know-how on child development, interactive pedagogy and the realization of artistic activities, with educators and other NGOs working in similar fields. The second important event will be the organization, in cooperation with the NGO SAFIRE, of a Festival on the Rights of the Child - "Festival des Droits de l'Enfant". For this 3rd edition, a fresco will be travelling through the 2 schools where we intervene, as well as some centres involved in SAFIRE's action.

We have challenging and exciting months ahead of us that will demand energy, creativity and hard-work. Therefore, we look forward to your valuable support and cooperation!

# Thank you

We would like to immensely thank our sponsors, partners and supporters for all the support given to us and the trust put on TIPA, which has enabled us to reach all these achievements. We continuously depend on your financial and technical assistance to carry out our action on the field and to pursue our mission.

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