



Terrain for Interactive Pedagogy through Arts

Annual report 2013



ABSTRACT

This Annual Report aims at presenting our sponsors, partners and supporters an overview of all the activities carried out during the year 2013 with special focus on the ones realized in the last term. In total, 317 children benefited from 200 creativity classes that were conducted in collaboration with 16 teachers at the two schools where our Programme was implemented in 2013. An evaluation of the results of our action as well as some future perspectives for the years to come will also be offered to the reader. Additionally, a financial statement of our accounts in 2013 is presented at the end of the report.



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"I tried and failed. I tried again and again and succeeded."
Gail Borden

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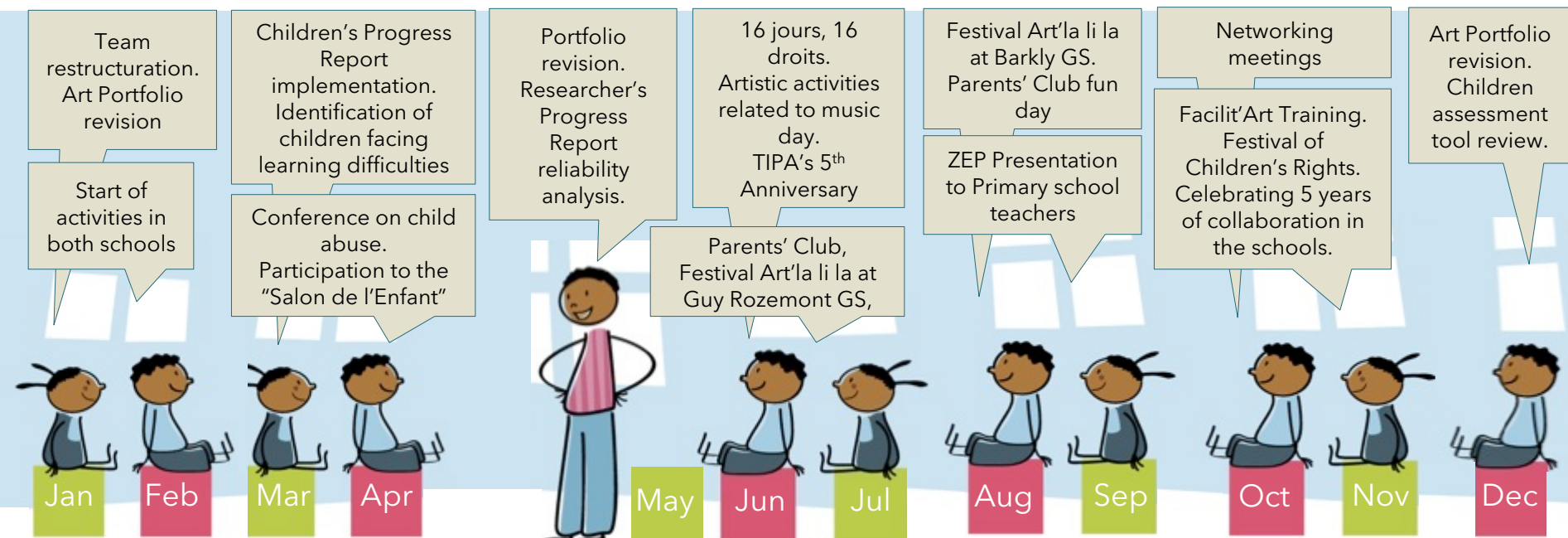
1. Introduction

2013 was a very hard and challenging year for TIPA. Due to limited availability of funds, we had to downsize our our action and team. Despite that, we have managed to realize the activities planned while maintaining the quality of our work, while struggling for a safer financial situation. As a result, this year was full of challenges and hard work, but at the same time it brought many achievements that kept our motivation high throughout the months.

In addition to 200 creativity classes carried out in collaboration with teachers, TIPA realized several activities in 2013 that aimed at implementing our Programme, increasing awareness about our action and raising funds for our activities. Among them, we can cite the 5th edition of our Festival Art'la li la that took place in each one of the schools where we intervene between July and August. We also organised, the 3rd edition of the Facilit'Art training during the last two weeks of November and the Festival on the Rights of the Child that was carried out in collaboration with the NGO SAFIRE.

We also celebrated our 5th year anniversary in June and look forward to share more details of all these activities and events in the pages that follow!

• Highlights of the year



2. Report on Activities

In this section, we will present an overview of the activities realized during the whole year of 2013, with special focus on the ones carried out in the last term. More details of activities carried out during the first and second term can be found in the first and second Status Report respectively.

- **Programme Plan Follow up**

TIPA Programme 2013		Barkly		Guy Rozemont		Total	
		Pupils	Educators	Pupils	Educators	Pupils	Educators
Beneficiaries	Estimated (Jan - Dec)	160	7	190	7	350	14
	Actual (Jan - Dec)	131	8	186	8	317	16

As compared to the 2nd term, the number of beneficiaries has increased (from 314 to 317 pupils) due to the integration of 3 additional pupils. But there is still a difference of 33 beneficiaries (estimated vs. actual) in the Programme Plan, due to the abolition of the repeaters classes, by the Ministry of Education. Most of the pupils, who have failed in CPE exams in 2012, were transferred to prevocational school in January 2013.



TIPA Programme 2013 - Activities			J	F	M	A	M	J	J	A	S	O	N	D
PROJECT A	Life skills development through arts (ZEP)													
	A.1	Creativity classes	X1	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	A.2	Implementation of children's progress report			✓	✓					✓			
	A.3	Identification of children experiencing learning difficulties			→	→	→			✓				
	A.4	Regular art exhibitions				X2			✓	✓				
	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			X3			X3			X3			
A.9	Team Building Workshop with school staff				X4									
PROJECT B	Parents club (ZEP)													
	B.1	Club des parents sessions					X	X5	✓	✓	✓	✓		
B.2	Art exhibition							✓	✓	X6				
PROJECT C	Facilit'art													
	C.1	Facilit'Art module 1 - training session										✓		
	C.2	Facilit'Art module 1 - site visits			X4									
	C.3	Facilit'Art module 1 - follow-up session				X4								
C.4	Facilit'Art module 2 - training session											X4		
OTHER ACTIVITIES	Other activities													
	E.1	Festival des Droits de l'Enfant											✓	
	E.2	Conference debate				X4							✓*	
E.3	Conference concerning Child abuse				✓*									
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											→	→

¹ The creativity classes could not be implemented since January, due to our downsize and team re-structuration

² Since we started our activities later than expected, this item could not be done, as planned

³ This item could not be implemented due to limited human resources

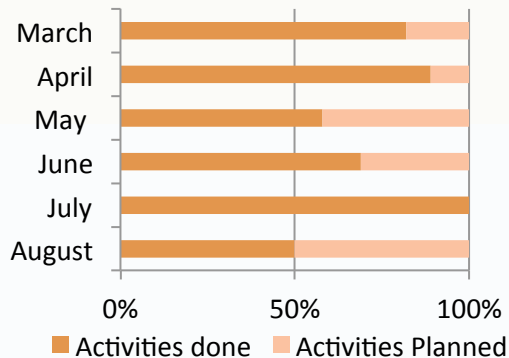
⁴ This item could not be implemented due to insufficient funds

⁵ This item was implemented later than planned due to financial limitations

⁶ The art exhibition was completed in July, at Guy Rosemont GS.

• Creative Classes

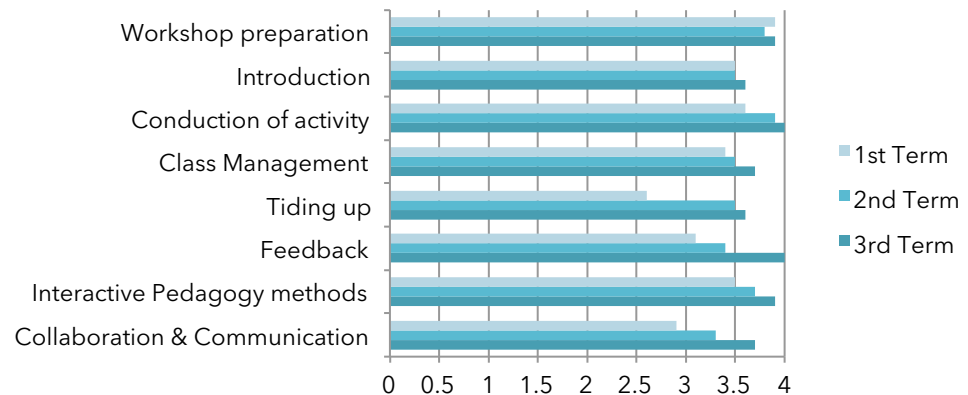
Activities done v/s planned



We started the implementation in March; January and February were dedicated to the preparation and planning with the school staff. In September, we proceeded with the Children self-assessment and as from October the pupils were in exams, then in holidays. In general we have facilitated 72% of the creative classes planned. The main reasons of cancellation are: absenteeism of our Art facilitators (mainly for medical reasons), absenteeism of teachers and rehearsal for artistic events at school.

In total, **317 children** benefited from **200 creativity classes** that were conducted in collaboration with **16 teachers** at the **2 schools** where our Programme was implemented during 2013.

Creative Classes Assessment



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 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.

An overview showing the evolution through the three terms of 2013 for each area can be seen in the above figure. We can note a steady increase in each item in the 3rd term, especially for the item "Feedback", which is quite an uncommon practice in class in Mauritius, and "Collaboration & Communication with the Teacher" on which we focused our efforts.

Feedback from teachers

To improve the collaboration between the Art Facilitators and the teachers, the Terrain Coordinator conducted meetings with the teachers, during this year. She asked them to feedback on the positive and the negative aspects of our work during the creativity classes and also on the collaboration with the Art Facilitators. These meetings helped to identify the strengths on which we could build on, and also the weaknesses that should be improved. We could thus adjust and develop better collaborative practices. Here are, some of the teachers' feedback.

Color codes:

Very good



Satisfactory



To improve



The creativity classes really help in the development of the child

Everything is OK; no problem

There is a discipline in the creativity classes and the children obey to the rules ; something that they usually don't do.

I can't understand and follow the creative classes ; I can't see where we are aiming. There is a lack of planning and preparation between the teacher and art Facilitator.

The kids learn a lot in the creativity classes, and me too, as I'm not very creative and I don't know how to draw.

The creativity classes go beyond the time allocated, too frequently. But in general its ok; the pupils like very much.

The students have learned a lot in theatre classes. They need things like that ; they have the occasion to express themselves and relax, because at home it's tensed and they stress for the exams.

I have always liked creativity classes. I have learned a lot, and the pupils also.

I would like to have more help and support to know how to deal better with the class and children with difficulties.

Very interesting for the pupils that we have here. The creativity classes benefit these children who are often stressed and who lack benchmarks.

I'm convinced that these classes are of great help to the kids. Me too I learn a lot.

Not enough communication between the Art Facilitator and the teacher; I don't feel integrated.



• Facilit'Art Training

From November 11th to 27th, 2013 TIPA organized the 3rd edition of the Facilit'Art Basic Training. The training had two main objectives:

1. To share good practices and methods with other NGOs and professionals working with vulnerable children in the area of education and child development.
2. To empower TIPA Facilitators so that the quality of our action can be maintained.

15 external participants were welcomed in the training. This year, they came from the following Organizations: T1 Diam's, SAFIRE, Chrysalide, ECCEA, MPRB, Guy Rozemont GS, ANFEN, La Maison Cœur Ecoute, Les Coccinelles, Ecole Sainte Famille, Lacaza Espwar Seed Caritas, all working with vulnerable children.

The training programme was designed for facilitators in the educational and artistic field and focused on topics such as:

Child Development, Interactive Pedagogy, Development of Activities, Positioning and Local Situation, Art Workshops and Assessing Methods. The 60-hours of training, spread over 10 days,, proposed a fair share of theoretical sessions as well as practical activities.

The trainers came from the TIPA team as well as from other institutions such as the MIE (Mauritius Institute of Education), BEC, ICJM and Caritas. This varied range of professionals benefited the participants in terms of intellectual resources and practical experiences.

At the end of the training, participants were awarded Participation Certificates, and a gift pack that we believed would encourage them in their artistic explorations. At least 80% of individual attendance was needed to validate the training and all the 15 participants received a certificate.



To measure the quality of the training, all participants were invited to fill in a questionnaire. The different items in the table were assessed on the following scale: 1 for Not Satisfactory, 2 for Partly Satisfactory, 3 for Satisfactory, and 4 for Very Satisfactory.

Table 3 lists the comparative (2011 - 2013) average degrees of satisfaction for each item rated. For instance, the degrees that show partly satisfactory (between 2 and 3) are written in black, satisfactory (between 3 and 3.5) are written in green and the average degrees close to very satisfactory (from 3.5 to 4) are in orange.

Overall, since 2011, we can see a progression trend, in the degree of satisfaction of the participants. This observation is very encouraging for the team and motivates us to further improve our training programme and skills. In addition, extending TIPA's work methods to other NGOs and institutions working in the educational sector is a way for us to contribute to the improvement of the quality of teaching and learning in Mauritius and to increase the number of children benefiting from our Programme.

Table 3: Appraisal of training		Mean scores		
Assessment Criteria of Presentation		2011	2012	2013
Venue	Accessibility of the training site	2.9	3.2	2.9
	Rooms	2.5	3.3	3.2
	Arrangement of furniture	2.7	3.3	3.3
Organisation	Advertisement of training	2.8	3.2	3.0
	Welcoming	3.5	3.6	3.8
	Time table	3.0	3.1	3.5
	Quality / price ratio	3.5	3.5	3.7
	Session schedule	2.5	3.1	3.2
	Duration of training	3.3	3.4	2.8
Program	Coherence between sessions	3.3	3.4	3.3
	Pertinence to work context	3.3	3.4	3.5
	Adapted to practice needs	3.4	3.4	3.6
Interventions	Presentation of speakers	3.3	3.4	3.1
	Precision of objectives	3.0	3.4	3.2
	Mastery of the subject by the speaker	3.3	3.4	3.2
	Link between theory / practice	3.2	3.4	3.5
	Teaching methods used	3.8	3.6	3.8
	Educational resources provided	3.8	3.4	3.5
	Implications of the participants	3.6	3.5	3.5
	Time Management	3.0	3.0	3.2
	Usefulness of knowledge and experience acquired	3.4	3.6	3.5
Refreshments	Snacks	3.2	3.3	3.5
	Beverages	3.3	3.3	3.5
	Frequency of 'breaks'	3.3	3.4	3.4
	Duration of breaks (breaks / lunch)	3.3	3.4	3.3

- **Festival of the Rights of the Child**

Each year, November 20th marks the anniversary of the International Day of Children's Rights. This date corresponds to the adoption of the Convention on the Rights of the Child by the United Nations on the 20th November 1989, which was ratified by Mauritius in July 1990. The date is also an opportunity for all children's rights activists to recall our commitments and our duty to the children and ensure that their rights are applied in a strict sense. As with other rights, children's rights become real rights only when they are put into practice. In order to promote children's rights, it is firstly needed to create the social, economic and cultural conditions so that everyone can have their rights fulfilled, but also create a collective consciousness about the living conditions of the most vulnerable children.



Mural done during the Festival

In this context, the NGOs SAFIRE and TIPA organized the second edition of the *Festival on the Rights of the Child*. We chose to honour two fundamental rights often forgotten: the Rights to Participation and Expression. We organized artistic activities ; the public at the Caudan Waterfront could participate to forum theatre sessions and live painting. We also collected more than 270 signatures of people engaging to respect and support the Rights of the Child. SAFIRE performed a survey to know to which extent the public is aware of the Convention of the Rights of the Child. This survey is being analysed and the results will be communicated by SAFIRE.

3. Our Impact

- **Children Progress Report**

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.

Our Researcher is actually assessing this tool and its scientific validity. This report has been a subject of a scientific paper to the Francophone Belgian Association of educational researchers in October 2013. We are thus waiting for her recommendations, but already know that in 2014, we will need to work on a new, upgraded assessment tool... A new challenge ahead.

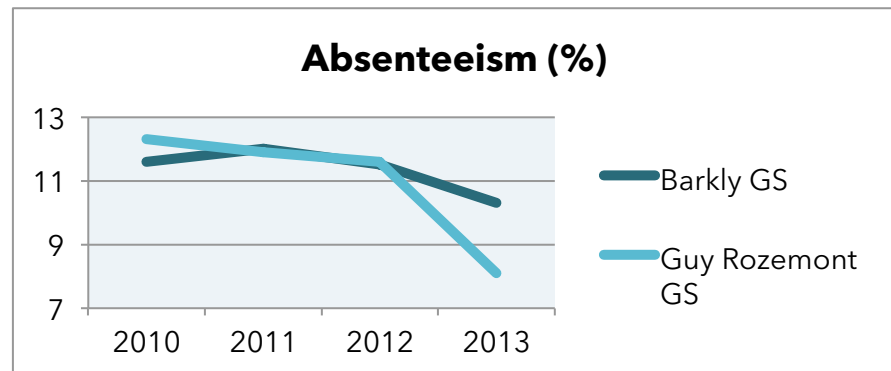
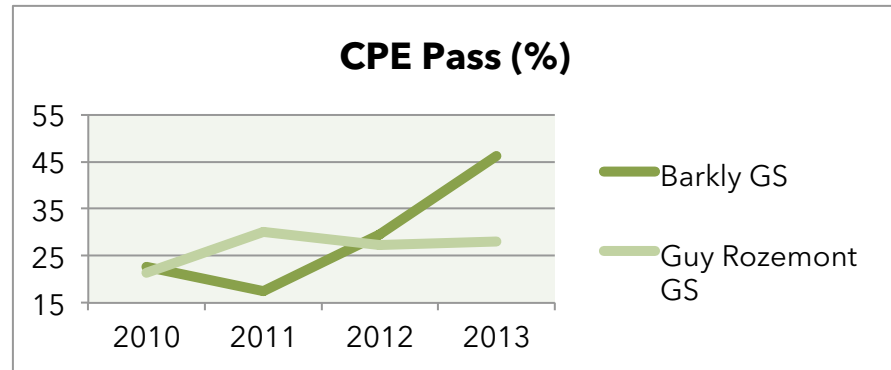




- **ZEP Key Indicators**

The ZEP Project includes 2 performance key indicators: the CPE Pass rate and percentage of absenteeism. Although our action does not have a direct effect on the exams pass rate, we believe that our activities positively impacted on the learning atmosphere and reduction of absenteeism. This opinion is also shared by the school Head Masters and ZEP Cluster Coordinators.

You will find in the next tables a comparative rate of these 2 indicators in the schools where we are intervening since 2010. It is encouraging as we can observe a positive trend in both CPE pass rate and percentage of absenteeism. (according to the ZEP Report 2013)



4. Working together

- **Networking**

With the impulse of HSBC, we have started networking with a group of 5 NGOs intervening in the region of Barkly. A SWOT analysis of this region has been performed jointly and the elaboration of common actions is ongoing.

As mentioned previously, we have also improved our networking with other NGOs in Mauritius by organizing the Festival on the Rights of the Child together with SAFIRE and receiving educators from different NGOs during the third edition of our Facilit'Art basic training.

Other NGOs such as Vent d'Espoir and La Maison Coeur Ecoute have also solicited advice from Tipa, specially concerning the structuration of their Organizations.

There is still much work to be done in this field, but we are happy with the steps that have been taken during this year and for the solid relationships that have been formed.





Recognition

This year we counted with media coverage for all our events throughout the year and articles about TIPA and interviews with the organization's staff have featured in different newspapers, magazines, radio and TV shows. 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. 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

• Partnerships

Cooperation with State Actors

This year, we have continued cooperation with the ZEP Unit (Ministry of Education and Human Resources) and the ECCEA (Early Childhood Care Education Authority). This latter requested further collaboration through the organization of workshops with educators in 2014. We are very pleased and honoured to be trusted with such a task that has the potential to positively impact and strengthen the pre-primary education in Mauritius.

MACOSS

This year we have been affiliated to MACOSS in order to benefit from facilities concerning communication, collaboration and networking among NGOs and with the Government and the Private sector. This affiliation is also an opportunity for us to benefit from "flag days" for our fundraising efforts.

HOPE Project

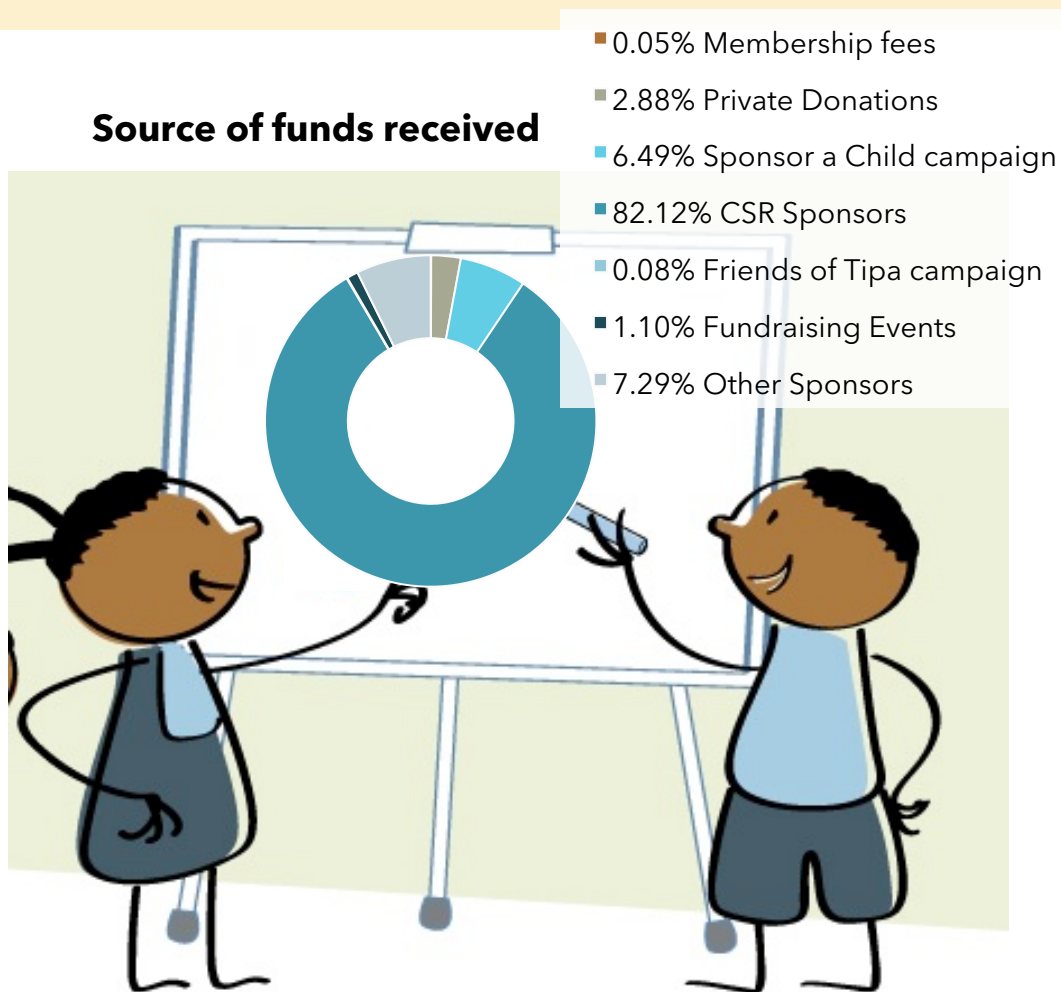
The collaboration between Tipa and Ravior in the HOPE project is a real partnership for us. Their support to our action lies not only at a financial level (10% of sales of HOPE jewelry are donated to Tipa), but Ravior's team also brings moral support through encouragement and technical assistance for communication, namely concerning our Facebook page and the press. Through this collaboration, we are also building on networking with the HOPE ambassadors, who bring their support in their field of competencies, through different initiatives such as: a video clip on Tipa's action, donation of materials etc.

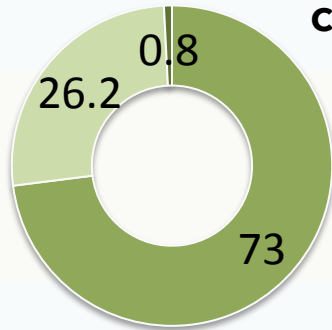
5. Financial Resources

- **Funds received**

At the beginning of this year, we were in a very precarious financial situation, where the survival of our action was involved. We have mobilized all our efforts to diversify our sources of income. Therefore, although we remain very dependent on CSR sponsorships (representing 82% of revenues), we received this year private donations and international funds (presented as "other sponsors"). Due to the trust of our funders and prudent financial management, we could get back on track and get out the "survival zone". But we remain vigilant as our financial situation is still fragile.

Source of funds received





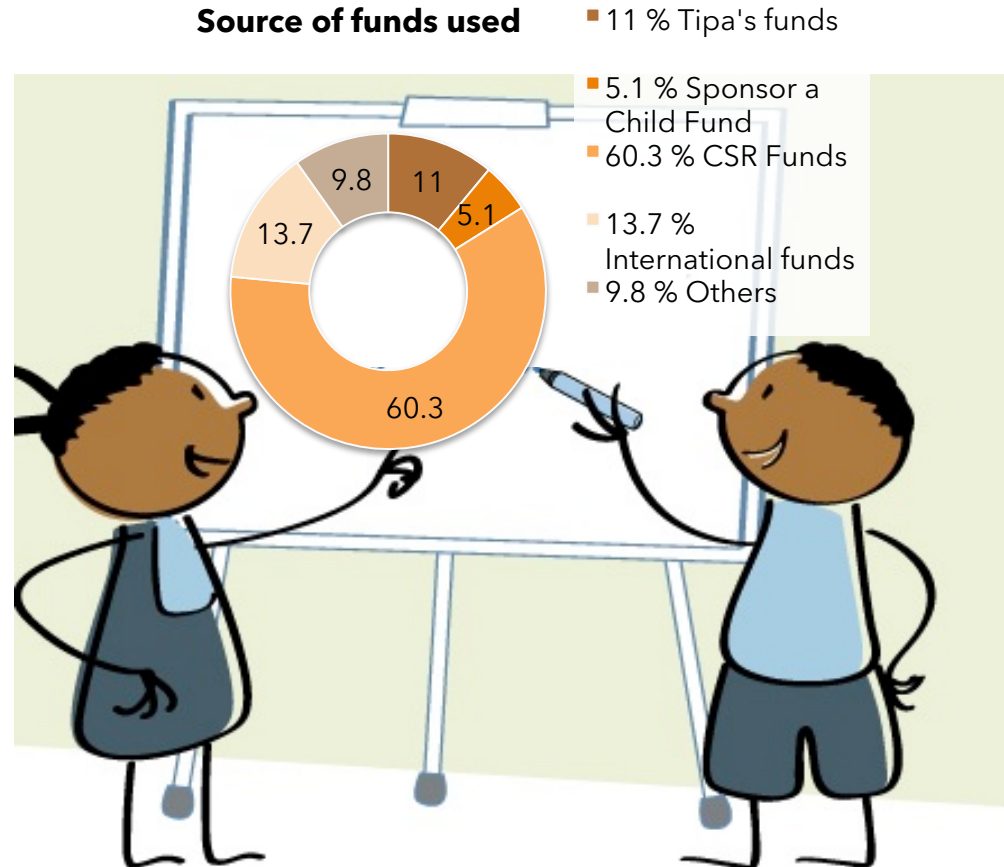
Costs distribution

- 73 % Operational Costs
- 26.2 % Core Costs
- 0.8 % Capital Costs

Because of our precarious financial situation, our expenditures were ranked in order of priority. The items in priority 1 are those that are essential to our action and that were disbursed first. Some items in priority 2 and 3 were disbursed because of specific donations, whereas the items classified in priority 4 to 6 were not processed. The chart below shows the distribution of our expenditures; over 73% were injected into our operations on the field. The source of funds used to finance these expenditures are detailed in the chart at the right. Some of these funds were received in 2012; namely through our end of year fundraising event and our main sources of funding remain the CSR sponsorships. Further details concerning our financial resources can be found in our Annual Financial Report.

• Funds Used

Source of funds used



6. Moving forward

New collaboration

We are actually looking forward to a new collaboration with the Mauritius Institute of Education (MIE), namely concerning research and the elaboration of our new "Children evaluation tool". A formal request has been sent to the Director and preparatory meetings have started.

2014 Projects

In 2014, we plan to continue our regular activities in Guy Rozemont GS and resume in André Bazerque GS (which we had to leave at the beginning of this year because of our downsizing). In addition, as we have received several requests from other organizations concerning sharing of practices, we are planning to implement different training Projects.

In November 2013, the ZEP Unit asked us to phase out from Barkly GS as they are implementing a new, IT-related project in this school, next year. It was quite of a sudden for us and we will have the first school term of 2014 to conclude and sustain our activities with the pupils and school staff. We will be working with the ZEP Unit on the possible actions to favour the sustainability of our impact in the schools.

Conclusion

After all the challenges faced by TIPA in 2013, we are all looking forward to 2014, that promises to be another year of many achievements for the association.

One of the main challenges ahead of us is to find enough funds to sustain our action. Our financial situation at the end of this year has improved as compared to 2012, but is not yet safe.

Our human resource is also a concern for us. We have been implementing almost all the actions that were planned with a considerably reduced team (we were 11 in 2012 and only 5 in 2013). We are very proud of having been able to achieve this, but the team was literally exhausted at the end of the year. So another 2014 challenge is a better management of our precious human resources.

And last but not least, we have several yards ahead... In addition to our main Projects, we are preparing the implementation of our Project D (Building sustainable communities) included in our Programme Plan 2013 - 2015. This Project will further involve other NGOs and the school community so as to sustain the impact of our action.

We have a challenging and exciting year ahead of us that will demand energy, creativity and hard-work. Therefore, we look forward to count with your 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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