



Terrain for Interactive Pedagogy through Arts

Annual report 2014



Abstract

This Annual Report aims at presenting our sponsors, partners and supporters an overview of all the activities carried out during the year 2014 with special focus on the ones realized in the last term. In total, 343 children benefited from 276 creativity classes that were conducted in collaboration with 17 teachers at the two schools where our Programme was implemented in 2014. 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, an overview of our financial resources in 2014 is presented at the end of the report.



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"One child, one teacher, one pen and one book can change the world."
Malala Yousafzai



Message from President

Gilbert Gauthier



Dear Tipa team, Members, Sponsors and Partners,

It is with a great pleasure that I express my deep sense of gratitude for your support during the past year. 2014 was a year full of challenges and on behalf of the Managing Committee, I would like to pay tribute to the tremendous amount of work done by Angelique, Jany, Nathalie, Rowin, Christelle and Camille. TIPA was able to overcome most of these challenges by the dedication they showed in their work.

The success of an organization is owed to the strength of its people, the heartfelt dedication that workers put in the tasks assigned to them and the ability for a management to acknowledge their talents and keeping them happy in their work environment. NGO's are no exception to that rule. If today TIPA is recognized by all as a serious NGO it is greatly due to the great involvement of the staff members and the recognition of their work, during those 6 years of existence. Since TIPA's creation, in 2008, we have adopted a professional approach and looked for the best competences to carry out its mission and objectives. We are working for the vulnerable children of our country who deserve qualified and competent professionals to help them develop their life skills.

In addition, we would like to highlight the recognition of social / educational work in NGOs as a profession, whose skills should be valued in the same way as the public and private sector. The competence of our staff is namely recognized by other NGOs, through the Facilit'art training (sharing of good practices with educators) as well as by the MIE, which requested our collaboration in the elaboration of a training manual for primary teachers.

I will conclude by thanking our sponsors through the CSR program, our partners Ravior (Hope project), Blue Ice, Tikuto and Raymond Houbert, the Managing Committee: Coralie, Arianne, Shakeel, Evan and Krisley, and the TIPA team mentioned earlier for the support and great job done.

Faithfully yours,

Gilbert Gauthier

Message from Programme Manager

Angélique de la
Hogue



This year, we have dedicated considerable energy to the achievement of planned activities. 2014 follows a "difficult year" for TIPA, as in addition to the challenges specific to the development of vulnerable children in ZEP schools, we had to face two major risks: limited financial resources and the management of human resources reduced by half. In June, as our financial situation improved, we have been able to hire, our "Awareness & Training Coordinator" who supported the team in the realisation of the activities planned.

So it is with a reinforced team, motivated to give the best to the children of Tranquebar and Plaisance (Rose-Hill) that TIPA has gone through this year. Our main action remained the animation of creative classes for the development of citizenship values with the children. The two Art Facilitators have implemented more than 275 classes of visual arts and theatre, in collaboration with 17 teachers. This year we have also organized the 6th edition of the Festival Art'la li la, involving the school community, as well as 150 volunteers, with the aim to valorise the artworks of the pupils and celebrate art at school.

We also continued the project "Parents Club" at Guy Rozemont school with an average of 14 participants who asked for more sessions for next year. The end of the year was punctuated by the 4th edition the Facilit'art training, in a formula that was reviewed in order to promote better monitoring of participants and support the implementation of the techniques learned. We also organized for the 3rd consecutive year, the Children's Rights Festival with the NGO Safire.

In terms of fundraising, 2014 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, we participated to several activities that aimed at fundraising and increasing awareness about our action. However, our NGO's financial situation, like many NGOs in Mauritius, still remains precarious, with no oversee above nine months.

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

1. Introduction

• Highlights of the year

January:

- Action plan preparation
- Art Portfolio revision
- Collaboration with MIE
- Internal team workshops

February:

- Start of activities in the schools
- Salon des métiers
- Networking with other NGOs

March:

- Creativity classes
- TIPA staff Quarterly meetings

April:

- Team Building with school staff
- Workshop with ICAC
- Internal workshops
- "Salon de l'Enfant"
- Workshop at MIE

May:

- Creativity classes
- Spin-a-thon

June:

- Recruitment of A&TC
- Raymond Runs
- MOUV Concerts
- ZEP Monitoring meetings
- Volunteers from la Rochelle
- TIPA staff Quarterly meetings

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

September

- TIPA staff Quarterly meetings
- ZEP Monitoring meetings
- Needs analysis

October:

- Deutsche Bank Cycle Tour
- Child protection Policy
- Meetings with MIE
- Monitoring Meeting with ECCEA

November

- Festival of the Rights of the Child
- Workshop with MACOSS
- Workshop with teachers
- Launching of Facilit'art sessions

December:

- TIPA staff Quarterly meetings
- Fundraising: Afrasia Golf Masters
- ZEP Monitoring Meeting



2. Report on Activities

In this section, we will present an overview of the activities realized during the whole year of 2014, 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 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)	158	8	185	9	343	17

As compared to the 2nd term, the number of beneficiaries has increased (from 337 to 343 pupils) due to the integration of 6 additional pupils, which brings us closer to our estimation of 350 beneficiaries.



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 ¹	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	A.2	Implementation of children's progress report			X ²					→	→ ₃			
	A.3	Identification of children experiencing learning difficulties		→	→		→		→					
	A.4	Regular art exhibitions			X ⁴			✓				X ⁴		
	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 ⁵				✓	✓	✓		✓*	
A.9	Team Building Workshop with school staff				✓									
PROJECT B	Parents club (ZEP)													
	B.1	Club des parents sessions		→	→		✓	✓	✓		✓	✓		
B.2	Art exhibition							✓		X ⁴	X ⁴			
PROJECT C	Facilit'art													
	C.1	Facilit'Art module 1 - training session										✓		
	C.2	Facilit'Art module 1 - site visits			X ⁴									
	C.3	Facilit'Art module 1 - follow-up session				X ⁴								
C.4	Facilit'Art module 2 - training session											X ⁵		
OTHER ACTIVITIES	Other activities													
	E.1	Festival des Droits de l'Enfant									✓*		✓	
E.2	Conference debate				X ⁴							✓		
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			→	→							→	→

Key:

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

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

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

³ We have performed a needs analysis with the pupils and school staff in order to review the Children self-assessment tool.

⁴ Since we started our activities later than expected, this item could not be done, as planned

⁵ This item could not be implemented due to limited human resources

2. Report on Activities

• Creativity Classes

In total, **343 children** benefited from **276 creativity classes** that were conducted in collaboration with **17 teachers** at the **2 schools** where our Programme was implemented during 2014.

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 needs analysis as part of the preparation of the new Children Self-Assessment tool, and as from mid October the pupils were in exams, then in holidays. In general we have facilitated 76% (4% more than in 2013) of the creative classes planned.

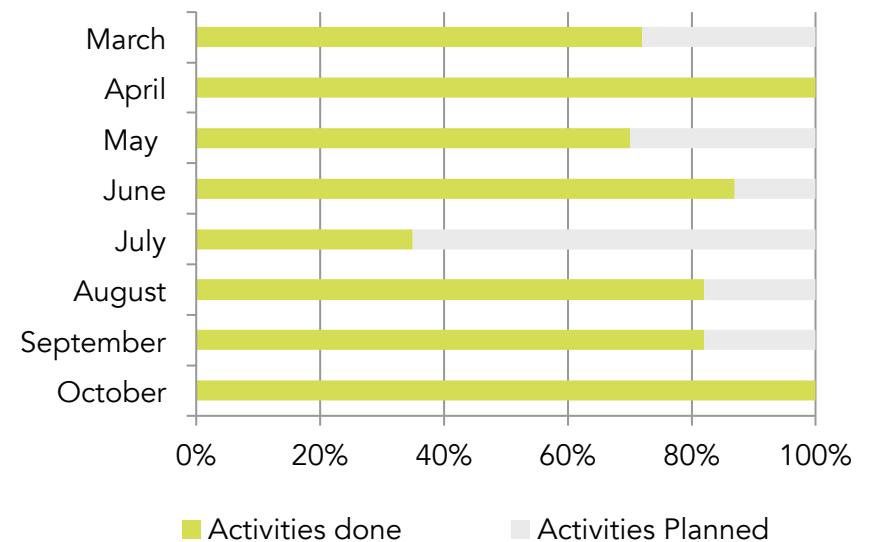
The main reasons of cancellation are:

- need for additional planning sessions with teachers (specially in March)
- Art facilitators or teachers on leave,
- Revision classes and mock exams (specially in July and September)

As said in the 2nd term Status Report, 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). These propositions have been discussed with the ZEP Cluster Coordinators and schools' staff; for implementation as from 2015.

We also have to better anticipate the needs of the schools to stop the classes for reasons such as revision period regarding the end of term exams.

Activities done v/s planned



2. Report on Activities

- **Creativity Classes**

The life skills solicited during the creativity classes are : Participation, respect for the rules, self confidence, creativity, comprehension, respect for the work, critical thinking, organization of work, respect for material used.

Life skills (or citizenship values) are defined as psychosocial competencies consisting of cognitive, personal and inter-personal skills that complement literacy and numeracy skills traditionally taught at school. TIPA's approach to life skills education is mainly oriented towards the development of citizenship values. Our conception of citizenship refers more to the engagement of each individual in the progress of all, rather than to some sense of patriotism. This conception meets the UNESCO's definition of citizenship, which according to the organisation, *"should be perceived as the capacity of living together in a democratic and pluralist society"*, opened to the world, but even more, *"as the capacity of constructing a society built on justice and equity."* As they further elaborate, citizenship implies qualities, attitudes, behaviours and knowledge. In our context of intervention, we identify those competencies as abilities, skills, and knowledge which we aim at soliciting in each child . This is in line with the governmental approach. As mentioned in the Primary Curriculum Framework 2007, values education *"will provide opportunities for [pupils] to interact with peers and adults, to become reliable citizens and to know what they want to achieve in life"*.



2. Report on Activities

- **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.

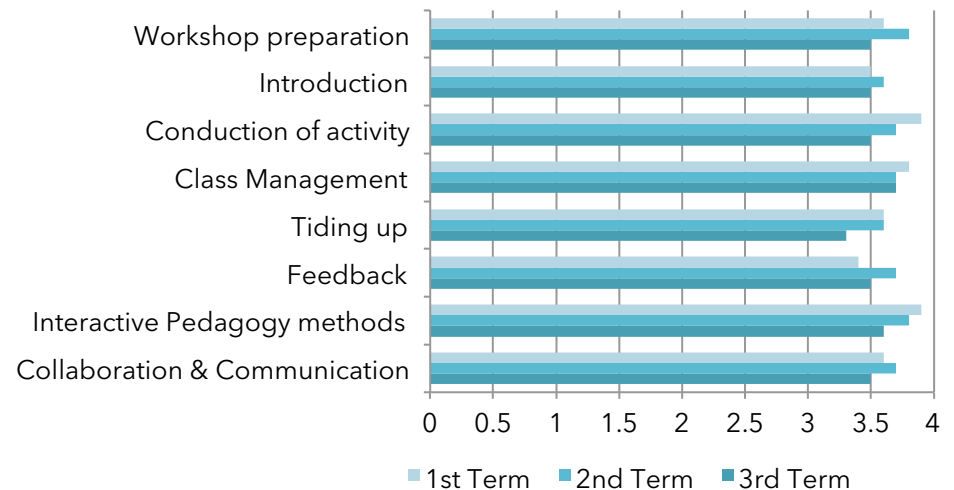
The assessment sheet evaluates eight main areas: Workshop Preparation, Introduction, Conduction of Activity, Class Management, Cleaning-up, Feedback, Interactive Pedagogy Methods and Collaboration & Communication with the Teacher.

Both Art Facilitators fill in this sheet at the end of each class (from PPU to std 6) 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 : 1 (not satisfied) , 2 (partly satisfied), 3 (satisfied) and 4 (very satisfied).

An overview showing the evolution through the three terms of 2014 for each area can be seen in the above figure. We can note a very positive trend in all the areas, with a slight decrease in the 3rd term, specially in workshop preparation, feedback, tidying up and Collaboration & Communication with teachers. All the 8 assessed areas are rated beyond 3; which indicates a relatively high level of satisfaction from the Art facilitators.

On the other side, these results reveal that this assessment tool has reached saturation, as shows little room for progress. It thus has to be reviewed in order to better identify areas of improvement. The TIPA team will be working on the elaboration of a new workshop assessment sheet as from start of 2015.

Workshop Assessment



2. Report on Activities

• Collaboration with teachers

To improve the collaboration between the Art Facilitators and the teachers, the Terrain Coordinator conducted several meetings with the teachers, during the 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. The table on the next page presents a compilation of the teachers' feedback.

In addition, daily reporting (ensured by the Art Facilitators and teachers), monthly meetings of the Terrain Coordinator with school HM and monitoring meetings with the ZEP Unit, favoured the integration of our programme at school level.

To further the collaboration process, we also organized follow-up workshops with teachers, 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 reinforcing good practices and proposing alternatives to practices that harm the child's integrity and sense of worth such as verbal and physical abuse.



Items	Teachers' feedback			
Planning	We managed to plan activities linked to the Curriculum. The planning helped me to get involved in the activities	Very good planning at the start of the year but we did not manage to implement all the activities planned	We could work on a planning that better fits the needs of my class.	The planning was not clear enough
Activity Structure	A good structure that favors time management. I have been able to apply this structure to my class.	Very satisfied. Very well structured, I'm willing to extend the sessions if needed	The timing is good but can still be improved by giving more time to the course of the activity	The Art Facilitator takes the right time for the introduction and conclusion of the activity. We could elaborate the questions together so as to adapt to the pupils' level.
Values / life-skills	The pupils understand the values but can't apply them because there is no follow up at home. I apply the same values in my class.	The creativity classes really impacted my class ; the pupils learnt respect for the work and for others. Now they can work in groups and share their ideas.	The children have developed self-confidence; now they can better express themselves in class. They have learnt a lot through role play.	It's quite vague, the pupils don't seem to understand the values.
Areas of improvement	Add some variety to the activities (including poems, songs). Include some plastic art activities in theatre classes and vice versa.	More time should be granted to the activities. Keep 1 or 2 "blank" activities so that the teacher can add other activities.	Get the pupils involved in the planning of the activities so that they can give their ideas and be aware of the activities to be done.	Find a better way to present the " Presence and behavior Poster". Review the objectives and criteria of this poster. We can improve the class management.
Positive reinforcement workshop	I'm applying to my class and it works. The Rights and Duties poster helps me to manage the pupils.	It does not seem applicable to the reality of my class.	The workshop helped me to modify my perception. It helped me to better plan the reward scheme and find the criteria.	I find it difficult to apply; it doesn't seem to work. I have to review my methodology.
Expectations for 2015	Continue the collaboration with TIPA. Take more time for a better planning.	Start earlier in the year. The preparation of Art Festivals take too much time, as we have to concentrate on revisions and exams in this period.	I expect the same level of collaboration with the Art Facilitator	Find activities where slow performers can be valorized

2. Report on Activities

- **Parents Club**

For the 3rd year, we supported the ZEP unit in the implementation the project “Club de Parents” at Guy Rozemont Government School. The objective of the 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; 6 sessions have thus been conducted during this second term, in Guy Rozemont G.S. and we supported the ZEP Cluster coordinators in the organization of a fun day involving the different Parents Club of Zone 1. We also participated in the launching of 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 parents particularities related to their socio-economic condition. 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, while the school provided refreshments.

An average of 14 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, comprehension and critical thinking.

The parents, at the last session, were requested to give their feedback of the year, as well as their expectations for 2015 (as shown in the next table)

Feedback of the year 2014	Expectations for 2015
The presence of the parents at the Parents Club is encouraging for the children	The teachers could speak to other parents and motivate them to come to the Parents’ Club.
It’s a way to know other parents and make new friends.	We would like to have sessions twice a month.
It is a support to the children in what they are doing at school	We could vary the activities where everybody could participate.

2. Report on Activities

• Facilit'art Basic Training

TIPA organized the 4th edition of the Facilit'Art Basic Training, beginning the 12th of November 2014 and due to end on the 27th of March 2015.

This year the association adopted a new formula consisting of the following modifications:

- The training was offered to only 10 participants (instead of 20) so as to ensure a quality follow-up
- The 11 days' programme has been spread over 3 months so as to better fit the participant NGOs' time plan for their educators: 6 days in November 2014, 2 days in February 2015 and 3 days in March 2015
- One site visit per participant is planned in April-May as part of the follow-up
- One follow-up session with the group is planned for the 10th of June 2015 so as to better help educators in the reviewing of their practice

The main objectives of the training remain the same:

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 team so that the quality of our action can be maintained.

7 participants registered for the training and came from the following NGOs/institutions: Mahébourg Espoir Education Centre (ANFEN), La Ruche, Vent d'un Rêve, Ecole de la Salle RCA, L'Etoile du Berger; all working with vulnerable children. Through these educators, TIPA's action will potentially impact more than 150 additional beneficiaries.



2. Report on Activities

- **Facilit'art Basic Training**

The training programme was designed for facilitators in the educational and artistic field. Theoretical sessions and practical activities focused on the following topics: Child Development, Interactive Pedagogy, Development of Activities, Positioning and Local Situation, Art Workshops and Assessing Methods.

The trainers include members of TIPA team as well as resource persons from the MIE (Mauritius Institute of Education) and The Blue Penny Museum, and local artists. This varied range of professionals aims at benefiting the participants in terms of intellectual resources and practical experiences.

At the end of the training, participants will be awarded a Participation Certificate and a gift pack that we hope will encourage them in their artistic explorations. At least 80% of individual attendance will be needed to validate the training.



2. Report on Activities

• Facilit'art Basic Training

The participants were generally satisfied with the organisation, programme and interventions. According to most of them, the themes developed during the first 6 days will be very useful for their practice on the field. The following specific points came out of their feedback:

The programme:

- More theory should be included
- Interesting hands-one exercises which helped build self-confidence
- Answers the needs of their practice on the field
- Most useful themes, development of an activity and activity assessment
- The sharing of best practices inspired some participants for the improvement of their practice
- Time management should be improved

Suggestions:

- Include a site visit for participants to see how TIPA Art Facilitators work
- Include a role play to work on the relationship between the educator and the child
- Perforated files for handouts (instead of the actual ones with a clip)



2. Report on Activities

• Festival of the Rights of the Child

TIPA and SAFIRE collaborated once more for the Children's Rights Festival on the 20th November 2014, this time celebrated at the Municipality of Port Louis (MPL). The aim of this third edition was based on the Convention's 42nd article, which mentions that all the State parties shall ensure that measures are taken to make the Rights of the Child known to all adults and children.

Our goal for the festival was to contribute to the diffusion of information about the Convention among the Mauritian population (adults and children). 200 people engaged for the protection of Children's rights on that day. We wish to thank Blast Communications Ltd for their support in the preparation of the event.

Pedagogical Activities in line with the Festival

In view of the festival, both NGOs planned pedagogical activities to take place with their respective beneficiaries two months before the event so as to raise awareness about Children's rights. TIPA's Art Facilitators conducted the following activities:

- A drawing related to the right of expressions with Std 3 pupils from Guy Rozemont GS
- A video clip related to non-discrimination with Std 4 at André Bazerque GS.

Moreover Children's Rights were discussed during a Parents' Club session at Guy Rozemont GS.

Collaboration with the Ombudsperson for Children's Office

In this context, the OCO contributed to the project by conducting the introduction of these pedagogical activities in the schools. They presented the office and explained the Convention to the children. We look forward for further contribution from the OCO and maybe from other NGOs or institutions in 2015



2. Report on Activities

• Festival of the Rights of the Child

On Thursday 20th November, the festival started with the intervention of 4 teenagers from SAFIRE and of the Managers of both NGOs on Radio One's morning program. They were able to address the public about the importance of respecting Children's rights.

The following activities took place at the Municipality of Port-Louis :

- Exhibition of the children's artworks (created during the pedagogical activities preceding the festival)
- Signing and colouring of small paper figures as a symbol of one's engagement towards the protection of Children's rights
- Counting of the number of persons engaging for the protection of Children's rights
- Launching of a CD produced by SAFIRE's beneficiaries with their own musical compositions
- Distribution of copies of the Convention for Children's Rights by the OCO
- Live artistic activity for both children and adults
- "Automates" to attract the public



3. Our Impact

- **Needs analysis**

Between 2011 and 2013, we have been implementing a Children self-assessment tool with all our beneficiaries. In 2013, Emilie Carosin, Researcher in Developmental Psychology conducted an evaluation of the tool.

The researcher's recommendations for the new assessment tool are:

- Self assessment of life skills on a more 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.

In light of these recommendations and following feedback of the art facilitators, discussions, we decided to create a new tool, as well as a new way of conduction the children's self-assessment exercise. We thus engaged discussions with the MIE (Mauritius Institute of Education) and benefited from the contribution of the "Values Education" department for the elaboration the new tool. According to our interactive pedagogy approach, we wanted to include the beneficiaries in the process. We first decided to implement an educational needs analysis in terms of life skills development, with all children from Pre-primary to Std VI as well as with the teachers and school management team (Head Mistress & ZEP Cluster Coordinators) . Some parents were also involved with the exercise. This skill needs analysis consisted of 6 questions as follows :

What is a value? Which values are you using?

Which values are important for you? Which values would you like to develop?

Which values would you like other people to use? Why?

Individual interviews were done with teachers, headmistress and cluster coordinators . For pupils the questions were presented to the whole class – giving the chance to everyone to answer and voice out their own opinion. A creative activity (clay modelling or collage) was also proposed to the pupils as an opportunity for them to illustrate what we had discussed. The creative was conducted in group of three or four, girls and boys separately.



3. Our Impact

- **Needs analysis**

After a week, we had a second session and asked all groups of pupils to come in front of their peers to express and explain what they have created ; what aspect of 'values' they had worked on and why. All sessions were filmed and recorded in writing also.

For parents, 1 hour sessions were organised and questions were asked to the whole group of parents and each and everyone had the chance to give their own opinion. Then an artistic activity was proposed same as for upper primary – collage in group of three – about the values and how they express that value artistically.

The most recurrent values of this needs analysis exercise, were respect and participation. We thus continued our discussions with the MIE to elaborate the new Child Self-Assessment tool and perform the needed modifications to our creativity classes. The new tool called "Karne Progre" will be implemented in the schools in 2015.



3. Our Impact

- **Children Interview**

As said previously, we are constantly searching for ways to evaluate the impact of our action. But the most evident way to see the impact of TIPA's action is to talk to the children, teachers and parents, which are benefiting in some way from our programme, such as Neyaz (std 6) Laurie (std 1) and Princeley (std 5) who impress us by their motivation to practice citizenship values addressed during visual art and drama workshops.

Neyaz shows confidence by participating in the drama workshops with Rowin. Laurie, despite her young age knows how to be creative and demonstrates a critical capability in the mini-exhibition set up by Christelle. For his part, Princeley, little man who takes his responsibilities as a student, highlights the importance of respect for others in his life. The teachers encourage their students to develop these values by highlighting the usefulness of these in adult life. It is certain that understanding and practicing these citizenship values, the children are better equipped to deal with the numerous challenges they face in life.



3. Our Impact

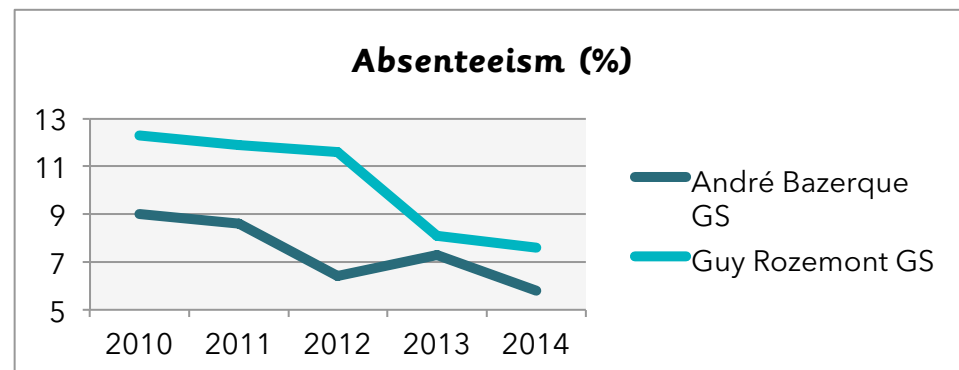
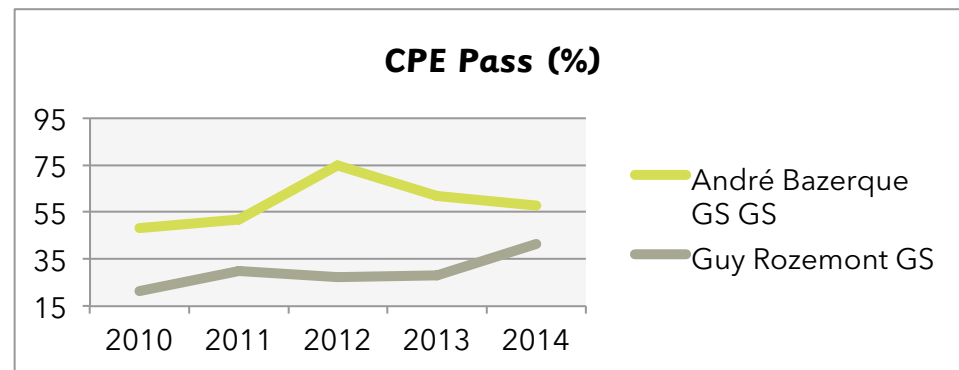
- **ZEP Indicators**

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 should be noted that, for financial reasons, TIPA interrupted its Programme at André Bazerque GS for the year 2013.

It is encouraging as we can observe a positive trend in the percentage of absenteeism, in both schools. In addition, the CPE pass rate has improved at Guy Rozemont GS, but at André Bazerque GS, it is decreasing since 2013.



4. Working Together

• TIPA Team

TIPA has been able to implement all these project and activities, thanks to the engagement of our staff (presented below), Board members, consultants and volunteers. We are convinced that the quality of our action is closely related to the valorisation and support given to our staff; through appropriate wages, team guidance and regulations in collaboration with a psychoanalyst.



Angélique de la Hogue is the [Programme Manager](#) for TIPA. She is responsible for Pedagogical Quality, fundraising, financial management, networking and the overall management of the organization.



Jany Jhugroo – Narraidoo is the [Assistant Programme Manager](#) for TIPA. She is responsible for the organization of Art Festivals, Teambuilding with school staff, and the overall administration tasks.



Nathalie Philogène is our [Terrain Coordinator](#), being responsible for the guidance of facilitators, ensuring efficient collaboration with schools. She also coordinates the Parents Club Project and ensures efficient management of art materials and coordination with volunteers.



Camille Sénèque is our [Awareness & Training Coordinator](#). She is responsible for external communication and awareness actions such as Children's Rights Festivals. She also coordinates training projects and internships.



Christelle Gopaul is our [Art Facilitator](#), specialized in Plastic Arts and design. She ensures creativity classes with the pupils of std 1-3, twice a week, in collaboration with school teachers.



Rowin Narraidoo is our [Art Facilitator](#), specialized in performing arts and drama. He ensures weekly creativity classes with the pupils of PPU, and std 4-6, in collaboration with school teachers. He also facilitates the Parents Club sessions.

4. Working Together

• Partnerships

This year, we have continued cooperation with the ZEP Unit (Ministry of Education and Human Resources) and the ECCEA (Early Childhood Care Education Authority). The ZEP Cluster Coordinators requested further collaboration through the organization of workshops with teachers from other ZEP schools than those in which TIPA's Programme is implemented. We are very pleased and honoured to be trusted with such a task that has the potential to broaden our positive impact to more vulnerable children.

Mauritius Institute of Education (MIE)

An interesting and promising collaboration started with the MIE in view of their Teacher's Diploma programme in Values and Citizenship Education. Upon request from this institution, TIPA contributed to the Values Education Training Manual on the following chapters:

Interactive pedagogy as a tool for soliciting values' awareness in pupils
 Promoting values in the class using positive reinforcement: Rights and responsibilities to develop ethos of the class
 Developing an assessment guide:
 Children self-assessing their development (progress) in values
 Teachers as reflective practitioners

Concerning the learning outcomes, the manual aims at enabling the trainees to:

- Demonstrate an understanding of values education from a curricular perspective
- Use appropriate instructional approaches and techniques for transmission of universal values to pupils
- Conceive and organize learning activities to call upon values awareness in pupils and as a construct for ethos of the school
- Familiarize themselves with tools and techniques of self - assessment of values for autonomous evaluation of pupils' development and teaching practice

TIPA's contribution was submitted in September 2014 and the publication is due for 2015 first semester.



4. Working Together

- **Networking**

As mentioned previously, we have 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 fourth edition of our Facilit'Art basic training.

Kolektif Drwa Zanfan Morisien

In addition, in 2014, we have contributed informally to Kolektif Drwa Zanfan Morisien, in the elaboration of an alternative report, sent to the CRC in Geneva, concerning the Children's Rights in Mauritius. This group includes around 15 NGO's engaged in the fields of education, health, special needs, children at risk etc. We hope to improve this collaboration by formalizing our engagement in this group and contribute to advocacy for children's rights.

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.

Press coverage

This year we counted with media coverage mainly during "Raymond Runs" fundraising event, the Art'la li la festivals and Children's Rights Festival. Articles about TIPA were published in different newspapers and magazines such as Week-End Scope, Le Mauricien and DefiPlus as well as, AcTogether website. In addition, interviews with the organization's staff have featured radio and TV shows such as "Morning Show" and "Cause Commune" (MBV TV), "Club du Midi" and « Enquête en Direct » (Radio One).

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.



4. Working Together

- **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 also through communication and networking with the HOPE ambassadors, who bring their support in their field of competencies, through different initiatives.

This year, we were very impressed by a particular action: a marathon ran by Raymond Houbert to raise funds and awareness on TIPA's action. Raymond, aged 50, had set himself the challenge of running distance 42km195, for the first time at the International Marathon of Orange, in June this year. We were impressed by his dedication and perseverance during this very tough trial. He kept smiling, up to the finish line, after more than 6 hours. This successful challenge boosted the TIPA team in our commitment for the development of vulnerable children, despite the difficulties that we face sometimes. Through this event, Raymond and Ravior raised awareness on TIPA's action through the media (several articles on newspapers and magazines, coverage during radio and TV shows, social media etc.) Raymond also managed to raise more than Rs 174,650 through individual and corporate donations.

TIPA also benefited from the contribution of another HOPE Ambassador, Vincent Coll who, with his team at Blue Connect Ltd, is updating our website for free since the beginning of 2014. The HOPE Project has also provided us with visibility opportunities through MOUV Concerts and Social Blues Project with Eric Triton. In addition, the public awareness gained through HOPE Project, facilitated important CSR contributions. We would like to thank Ravi Jetshan, Ravior's Team and HOPE ambassadors for this fruitful partnership.

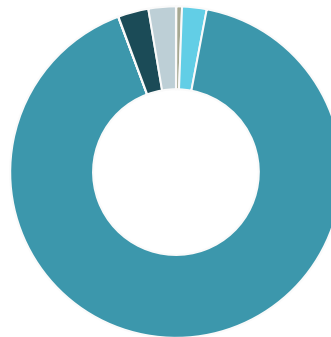


5. Financial Resources

• Funds Received

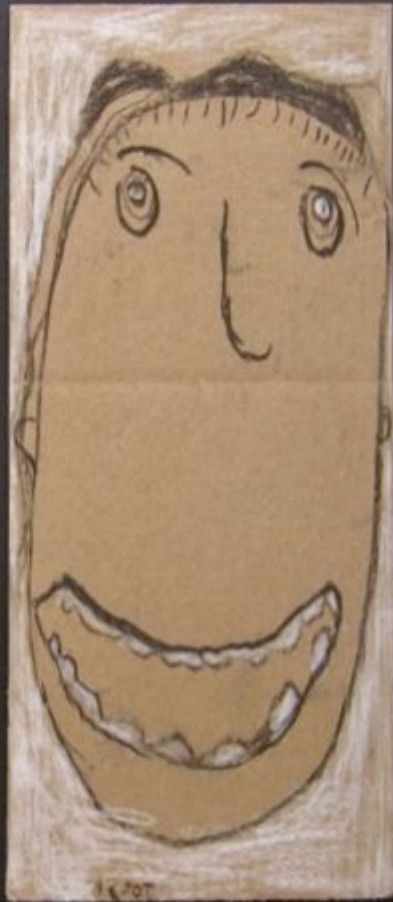
Last year, we were in a very precarious financial situation, where the survival of our action was involved. During the whole 2014 year, we mobilized all our efforts to fundraise and managed to find the funds to implement our projects for one year.

Source of funds received



- 0.04% Membership fees
- 0.55% Private Donations
- 2.39% Sponsor a Child campaign
- 91.34% CSR Sponsors
- 0.03% Friends of Tipa campaign
- 2.97% Fundraising Events
- 2.67% Other Sponsors

As it can be seen in the chart above, we still remain very dependent on CSR sponsorships (representing 91% of revenues), and will need to further diversify our sources of funds, both at a national and international level. "Other Sponsors" consist mainly of funds from EU and donation from Barclays bank staff (fundraising initiative.) Due to the trust of our funders and prudent financial management, we are now out of the "survival zone", that is, TIPA will be able to cover the expenses essential to our action for the next 9 months. But we do not have sufficient funds to further develop our projects and reach more beneficiaries.

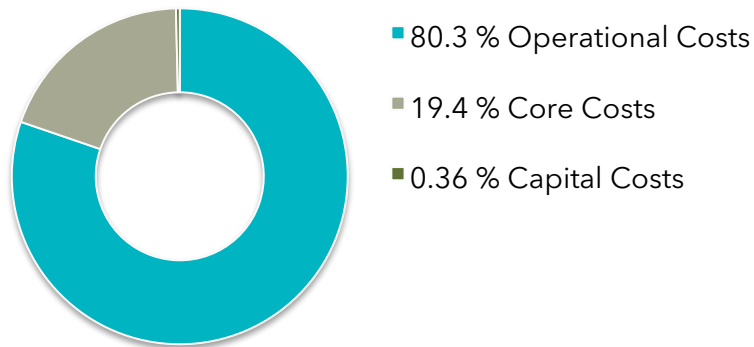


5. Financial Resources

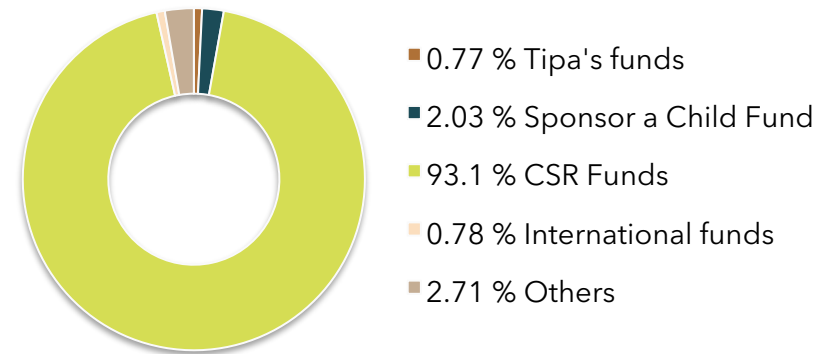
• Funds Used

The chart on the left shows the distribution of our expenditures; over 80% were injected into our operations on the field. Our administrative costs and capacity building (core costs) represent 19.4% of our expenses, whereas less than 0.4% were invested in equipment (capital costs) The source of funds used to finance these expenditures are detailed in the chart at the right. Further details concerning our financial resources can be found in our Annual Financial Report.

Costs distribution



Source of funds used



Source of Funds Used:

TIPA's funds come from private donations and fundraising events have been used to finance the expenses that were not covered by other sources of funding. The Sponsor a Child Funds partly covered expenses for creativity classes and Art Festivals. The CSR Funds were used accordingly to the CSR Guidelines, i.e. 80% operational costs, 15% administrative costs and 5% capacity building. International Funds came from the European Union through the DCP Programme and covered part of our operational and core costs, whereas "others" consist mainly of funding from the Ministry of Gender Equality, Child Development and Family Welfare.

6. Moving Forward

• 2015 Projects

In 2015, we plan to continue our regular activities in Guy Rozemont GS and Vallijee GS, including the weekly creativity classes, Art'la li la Festival, Parents Club, Festival of the Rights of the Child and Facilit'art sessions.

In addition, as we have received several requests from other organizations concerning sharing of practices, we are planning to implement different training Projects.

We will also work on the elaboration of a Child Protection Policy, Charter of Ethics and Good Governance Policy.

• New Collaboration

We are actually looking forward to a new collaboration with Christian Morabito, expert in education inequalities and the Faculty of Education and Psychology of the University of Ghent (Belgium) including the facilitation of focus groups as part of a research concerning inequalities in the education sector in Mauritius.

• Conclusion

After all the challenges faced by TIPA in 2014, we are all looking forward to 2015, 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 2013, but is not yet safe.

The quality of our pedagogical action and tools is also very important and in 2015, we plan to upgrade our practice guidance and most of our tools such as Karne Progre, the "Presence and behaviour chart" and activity assessment sheet.

And last but not least, we have several yards ahead... In addition to our main Projects, we are preparing our Programme Plan 2016 – 2018 which will include all the different projects and activities that TIPA will be engaged in. The elaboration of the Programme Plan will involve research, evaluation of TIPA's current projects and activities, brainstorming and discussion sessions with the different stakeholders of the organization, and surveys and consultations carried out with TIPA's partners, current sponsors and beneficiaries in order to have a planning process where all stakeholders have the opportunity to participate in the construction of our common future.

We have a challenging and exciting year ahead of us that will demand energy, creativity and hard-work. Therefore, we look forward to delivering on our commitment with your support and cooperation!



Thank you

We would like to immensely thank our sponsors, partners and volunteers for all the support given to us and the trust put in 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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