



Terrain for Interactive Pedagogy through Arts

Status Report n° 1 / Year 2013

Abstract

This Status Report aims at presenting our sponsors, partners and supporters with the main activities that were carried out during the first term of 2013, i.e.: from January to April, its outcomes, as well as the major events and realizations that were accomplished by TIPA. The first section of the report shows the follow-up of the programme plan, followed by a section that will present a detailed report on the activities carried out in the field. The third section provides an analysis of the creativity classes assessment realized during the first term. The fourth addresses TIPA's impact on the lives of its beneficiaries. The conclusion not only summarizes the last four months, but also sets up the goals and expectations for the next months.



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Introduction

" A real decision is measured by the fact that you've taken a new action. If there's no action, you haven't truly decided."
 -Tony Robbins

The busy first months of 2013 have been very challenging, as we had to face the downsize of our action and team. This difficult situation has taught us resilience; we had to create a new impulse and are now very pleased to support 350 children, who represent the heart of our action.

Following this first step, many activities have been realized: 30 creativity classes were co-facilitated, by school educators and TIPA facilitators, in both of the schools (Barkly and Guy Rozemont G.S.), the first newsletter for TIPA's fundraising campaign Sponsor a Child has been produced. Moreover, we continued our search for funds and we continued with the implementation of our Children's Progress Report. TIPA management team also came up with a financial strategy in order to cope with the limited funds available in the first 4 months of the year. This difficulty in getting enough funds, topped with a shortcut in human resources, unfortunately prevented us from implementing some of the actions that were initially planned for the first term.

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TIPA. The first section of the report shows the follow-up of the programme plan, followed by a section that will present a detailed report on the activities carried out in the field. The third section provides an analysis of the creativity classes' assessment realized during the first term. The last section addresses TIPA's impact on the lives of its beneficiaries. The conclusion not only summarizes the last four months, but also sets up the goals and expectations for the next months.



1. 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 - Apr)	95	6	147	6	242 ¹	12						
Activities			Jan	Fev	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
PROJECT A	Life skills development through arts (ZEP)													
	A.1	Creativity classes		X ²	✓	✓	✓	↑	↑	↑	↑	↑		
	A.2	Implementation of children's progress report				✓	→					↑		
	A.3	Identification of children experiencing learning difficulties				→	→	↑			↑			
	A.4	Regular art exhibitions					X ³				↑			
	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 ⁴			↑			↑		
A.9	Team Building Workshop with school staff					X ⁵								
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 ⁴								
	C.3	Facilit'Art module 1 - follow-up session					X ⁴							
	C.4	Facilit'Art module 2 - training session											↑	
R ACTIV	Other activities													
	E.1	Festival des Droits de l'Enfant											↑	

¹ The difference of the number of beneficiaries is explained below.

² The creativity classes could not be implemented since January, due to our downsize and team re-structuration

³ Since we started our activities later than expected, this item could not be done

⁴ This item could not be implemented due to limited human resources

⁵ This item could not be implemented due to insufficient funds

E.2	Conference debate				X ⁴								
E.3	Conference concerning Child abuse				✓*								

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

2. Report on Activities

Initially planned to take place in January, the launch of TIPA’s activities in the schools happened at the end of February due to TIPA’s downsize and team restructuration. The creativity classes started in the beginning of March, causing a delay in the initial planning of the terrain activities. Due to that, some of the activities, which were first planned during the first term, were postponed to the second term.

This year, the Ministry of Education abolished the repeaters classes. This measure led to a decrease of about 15% pupils. This partly explains the difference in the number of beneficiaries (estimated versus actual) during the first term as showed in the Programme Plan. The second reason for the difference is that we planned to extend our activities to the pre-primary level (as we did in 2012) and reach around 60 pre-primary pupils in 2013. However this part of the programme has not been started yet, as we are still waiting for the ECCA authorisation. We plan to start with this project during the second term, as soon as we receive the authorization.

With this delay in the start of the activities, the team worked on reviewing the portfolio of artistic activities and on preparing their work plan during January and February.

In March, our field team started to implement the Children’s Progress Report. This report was created by a researcher in Child Development Psychology that works in collaboration with TIPA. The Progress Report has two main objectives. The first one is to measure the improvement of the children taking part in the creativity classes in regard to their life skills – values carefully worked by TIPA team during its activities. The second objective of such a report is to bring awareness of such values and skills to the children and at the same time show them what is expected from them during the creativity classes. We believe that the Progress Report will be essential not only for the measurement and evaluation of our work, but it will also be one of our tools to develop the life skills in the children that we work with. The time initially allocated for this part of our programme has proved

insufficient and the filling in of the reports for the first term will be finalized at the beginning of the second term.

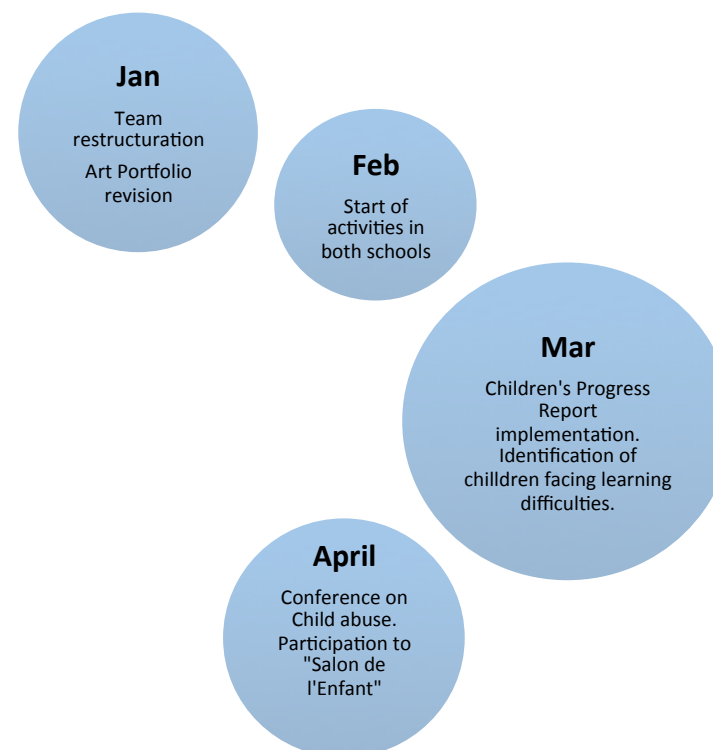
The delay in the implementation of the creative classes has also made us change our plans regarding the art exhibitions that should have been done during the first term but were postponed to the end of second term.

During March and April, our field team worked on the identification of children experiencing learning difficulties in all schools. We have not yet finalized the total number of children. The data input will be finalized once the identification will be completed in collaboration with the teachers and the information will be then passed on to the head masters. During the next term, TIPA team will do a follow-up on these children together with the teachers, head masters and the ZEP Unit and define specific actions to work with them.

Although the delay in the start of our activities forced us to make some changes in our schedule, most of the main activities that were planned for the 1st term were carried out. Team Building workshop with school staff and Facilit'art follow up were unfortunately not realized due to limited funding. However, if sufficient funds are received shortly, we will consider implementing these activities during the 2nd or 3rd term.

Further, case studies and workshop sessions with teachers could not be held due to TIPA team downsize and restructuration, which led to insufficient human resources. However, we plan to hold

these activities in the 2nd term. In addition to the planned activities, other actions that were not initially planned were also implemented, namely the participation to a Conference about child abuse lectured by two Australian specialists. We also participated to the "Salon de l'Enfant et de la famille", which was the occasion for us to present TIPA's activities and promote our "Friends of Tipa" fundraising campaign.



3. Creativity 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 systematically filled in by the Art Facilitators, after each session, in order to identify strong points and areas for improvement. The assessment sheet is also an important tool for the Coach to follow the Art Facilitators and measure their progress along the time.

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

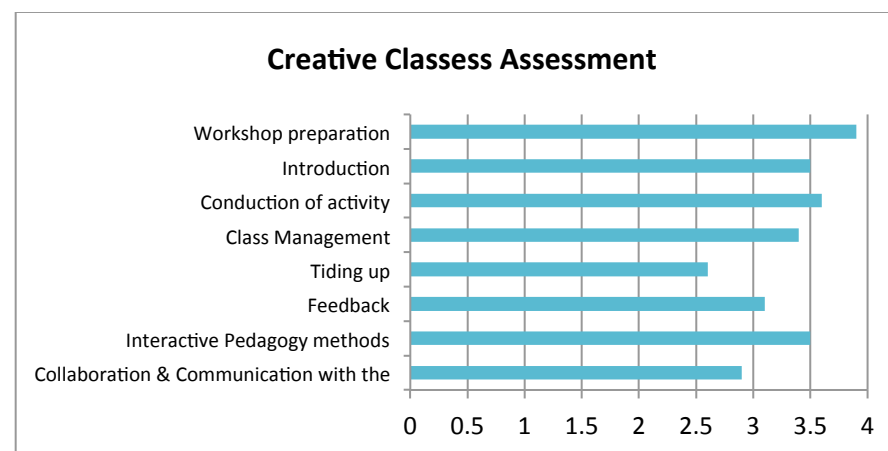
A simplified sample of the assessment sheet can be found in the annex 1. All the data collected during the 30 creativity classes conducted during the first term of 2013 was put together and an analysis was carried out in order to identify the areas that need special attention. The analysis showing the average rating for each category of questions can be found in Table 1.

According to the analysis, the vast majority of the questions rated above 3, meaning that the Art Facilitator is "very satisfied" with the statement or that certain behaviour happens "all the time". The categories rating below 3 concern the tidying up, and the

collaboration with teachers. This shows us that we have to develop better collaborative skills and further include the teachers in the preparation, conduction and evaluation of the creative classes.

We will need to wait until the end of the next term to compare the results, and identify the progress in these fields. For such, we will organize a working session with the Art Facilitators during the second term to discuss the topics related to these questions. Moreover, the coach will follow these items closely.

Table 1



4. 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.

Last year in March and September, TIPA implemented the Children's Progress Report, which we believe to be an important tool to measure the effects that the creativity classes are having in the lives of the children that we work with. We are actually working with a researcher in developmental psychology who is analysing the database of these assessments. We plan to present his results in our next Status Report (which will be issued in September 2013).

But perhaps the most evident way to see and prove the impact of TIPA's work is to talk to the children, teachers and parents, which have benefited in some way by our programme. The pupils, especially those in std 5 & 6 have been participating to creative classes facilitated by TIPA since 4 to 5 years now. They say that they understand the values presented by the Art Facilitators, but find out difficult to apply them in their day-to-day life. As such, a lot of work still needs to be done, especially concerning the family and school environment.

In TIPA's first Sponsor a Child newsletter 2013 that was distributed at the end of April, the story of one of the children that took part in creativity classes was presented as a way to show the result of our work. This newsletter brought the story of Isabelle, a girl from Std 3, who participates in the creativity classes at Guy Rozemont Government School. Interviews were conducted with her, her educator, the school's Headmaster, and TIPA Art Facilitator that guided her through the creative arts workshops.

Throughout the interviews, one can realize that the life-skills learning process is going on, and that TIPA's Programme is having a positive impact on the lives of these children.

According to Isabelle's educator, the creative classes have helped the students to better understand their rights. They are able to fulfill most of their duties; they have learned to express themselves better as well as to share. On the long term, she believes that the notion of "respecting the rules" will help the kids to develop their personality and will teach them to respect each other as well as their environment.

These are the stories that give meaning to our actions, and represent the motivation for our team. We recognize that substantial work remains to be done, but we are very glad to see that our work is already bringing about positive changes!

Conclusion and Future Prospects

This Status Report aimed at summarizing a busy first term that was full of challenges, work and many achievements for TIPA.

Although there was a need to change our plans due to a delay in the start of our activities, we managed to carry out most of the planned activities and realized others that had not been initially planned. The whole TIPA team worked very hard to achieve all the objectives and to respond to the demands of the terrain. Notwithstanding the overload of work that has been caused by a shortcut in human resources, all TIPA staff continues to be very motivated and eager to achieve all the goals set for 2013!

Following our Programme Plan for 2013, the next months will require further work and energy from our field team who will start the preparations for the Art Festivals that will take place in each one of the schools where we are working. Creativity classes will continue to be carried out in both schools.

An important goal for the next term will be the launch of the pre-primary project, as soon as the authorization will be received. We

also plan to start the “Club de Parents” once a month in both schools, depending on the availability of funds.

As such, one of the main focuses of TIPA management team will be the search for funds. TIPA’s actions are directly linked to the availability of funds and therefore it’s extremely important that enough funds are found for the continuation of the activities until the end of 2013.

In order to cope with all the work and activities during the second term, we are planning to receive interns and volunteers at TIPA as from May. This increase in our human resources will help us to pursue the actions that we have planned for this year.

We would like to take this moment also to thank our sponsors, partners and supporters, without whom TIPA’s actions would not become reality. We look forward to our continued cooperation during this year!

Annexes

Annex 1 – Creativity Class Assessment Sheet (simplified version)

Objectif de la fiche : J'utilise cette fiche pour m'aider à suivre les différentes étapes de l'atelier. Je suis mon évolution dans chaque atelier et je repère mes points forts et mes points faibles. **Comment remplir la fiche :** Chaque fiche retrace le suivi d'une activité, et chaque colonne correspond à une session. Je note les étapes selon la fréquence de leur réalisation, en utilisant l'échelle suivante : **1** = Jamais / pas satisfait; **2** = Rarement / peu satisfait; **3** = Souvent / satisfait; **4** = Tout le temps / très satisfait

Préparation de l'atelier	1	La technique artistique est adaptée au niveau des élèves
	2	Je maîtrise les étapes de l'activité
	3	J'affiche les panneaux de présence et des règlements.
	4	Je veille à ce que la disposition du mobilier/placement des élèves soit adaptée à l'activité en cours
	5	Je m'assure de la disponibilité du matériel requis pour l'activité, et en quantité nécessaire.
	6	Je m'assure que le matériel est adapté et ne comporte aucun danger pour les élèves
	7	Je veille à ce que le matériel soit accessible aux enfants
Introduction	8	J'inscris les présences/absences des élèves pendant que l'enseignant fait l'appel
	9	Je fais un récapitulatif de la session précédente
	10	Je présente l'activité du jour et m'assure que les consignes données sont claires et précises
	11	Je pose des questions aux élèves pour mettre en valeur leurs connaissances sur le thème
	12	J'expose mes attentes aux élèves (valeurs et objectifs pédagogiques)
	13	Je me positionne face aux élèves pour les consignes (intro, conclusion)
	14	Je fais une démonstration complète de la technique et donne des pistes de travail aux élèves
	15	J'utilise des supports visuels/auditifs/tactiles pour favoriser leur compréhension de la consigne
	16	Je fais attention à l'ordre des étapes dans la réalisation de l'activité
Le déroulement de l'activité	17	J'encadre tous les élèves
	18	Je me montre disponible pour tous les élèves
	19	J'aide les élèves à s'organiser à gérer leur temps (je préviens du temps dont ils disposent ou qu'il reste pour l'activité)
	20	Je responsabilise les élèves à travers la distribution / le rangement du matériel

	21	Je me montre attentif aux élèves en difficultés
	22	Je leur redonne la consigne si besoin et les aide à trouver des solutions.
Gestion de la classe	23	Je demande l'attention des élèves pour commencer la classe
	24	Si les élèves sont trop agités, je les invite à faire un exercice de relaxation pour les calmer.
	25	Je respecte le temps accordé à chaque partie de l'atelier (intro, déroulement, rangement, conclusion) et j'instaure des repères
Rangement	26	Je garde au moins 5 minutes pour le rangement du matériel et de la classe
	27	J'invite les élèves à participer au rangement de sorte à les responsabiliser
Feedback	28	Je fais un retour avec les élèves sur l'activité, leur demande leur avis sur ce qui pourrait être amélioré
	29	J'invite l'enseignant à donner son avis aux élèves sur le déroulement de l'atelier et de l'activité
	30	Je fais un récapitulatif des objectifs pédagogiques et valeurs visées : comment ont-elles été sollicitées et quelle est leur utilité?
	31	J'aide l'élève à faire le lien entre les valeurs, les droits et devoirs et le tableau des présences, et leur fais réfléchir aux conséquences en cas de non-respect des règles.
Méthodes de pédagogies interactives	32	J'encourage et félicite les élèves sur leurs progrès
	33	Je sollicite la participation des élèves en posant des questions pertinentes
	34	Je stimule la réflexion chez les élèves
	35	Je favorise la participation des élèves et les débats car c'est ce qui permet l'élaboration de nouvelles règles
	36	Je mets en valeur leurs connaissances sur les thèmes abordés.
Collaboration et communication avec l'enseignant	37	J'ai une communication fluide avec l'enseignant
	38	Je communique facilement avec l'enseignant et il participe sans que je le sollicite
	39	J'ai une bonne communication avec l'enseignant sur nos rôles et notre participation respective dans l'atelier
	40	L'enseignant et moi prenons le temps de préparer les activités et l'animation.
	41	Débriefe : L'enseignant et moi prenons le temps de remplir ensemble la fiche « Daily reporting of activités »



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