



Terrain for Interactive Pedagogy through Arts

Status Report 1 - 2015



Abstract

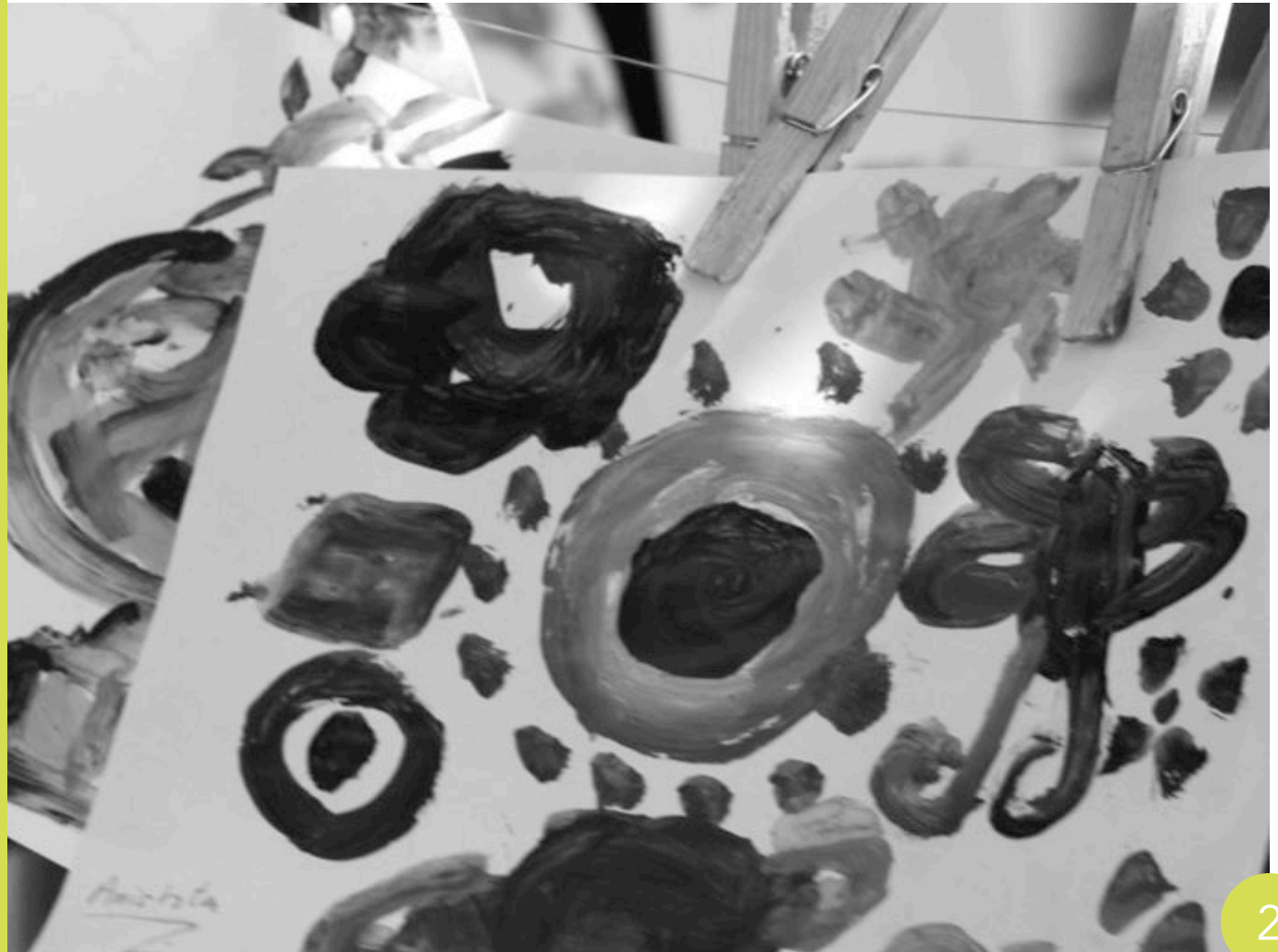
This Status Report aims at presenting our sponsors, partners and supporters an overview of all the activities carried out during the 1st term 2015. In total, 382 children benefited from 43 creativity classes that were conducted in collaboration with 16 teachers at the two schools where our Programme was implemented in 2015. An evaluation of the results of our action as well as some future perspectives for the terms to come will also be offered to the reader.



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“Education breeds confidence. Confidence breeds hope. Hope breeds peace.”
Confucius



1. Introduction



• Highlights of the term

January:

- Action plan preparation
- Art Portfolio revision
- Collaboration with MIE
- Networking Meetings KDZM

February:

- Start of activities in the schools
- ZEP Meetings
- Salon des métiers
- Networking with other NGOs
- Workshop with MACOSS (Good Governance)

March:

- Creativity classes
- ZEP Meetings
- TIPA staff Quarterly meetings
- Networking Meetings KDZM
- AGM

- Facilit'art sessions and exhibition of artworks
- Trainings on Communication & Finance (organized by Barclays)

April:

- Team Building with school staff
- Launching of creativity classes at Vallijee GS
- ZEP Meetings
- Focus groups (Ghent University)
- Workshop with MACOSS (Good Governance)
- "Salon de l'Enfant"
- Workshop with teachers at MIE
- Flag Days
- Collaboration with National CSR Committee

2. Report on Activities

- Programme Plan Follow up

In this section, we will present an overview of the activities realized during the 1st term 2015, as scheduled in our Programme Plan 2013 - 2015. The table below presents the number of beneficiaries as compared to our estimates, and the table in the next page summarizes the progress in the implementation of this year's activities.

As compared to last year, the number of beneficiaries has increased (from 343 to 382 pupils) due to the high roll of Vallijee GS. This brings us to 22 beneficiaries above our estimations.



TIPA Programme 2015		Guy Rozemont		Vallijee		Total	
		Pupils	Educators	Pupils	Educators	Pupils	Educators
Beneficiaries	Estimated (Jan - Apr)	190	7	180	7	360	14
	Actual (Jan - Apr)	183	8	199	8	382	16

TIPA Programme 2015		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					↑	↑		
	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													X ⁴			↑					
	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																↑		↑	↑		
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 ⁵							
	C.4	Facilit'Art module 2 - training session																				↑	
PROJECT D	Building Sustainable Communities																						
	D.1	Weekly Art workshops																			↑	↑	
	D.2	Art Festival																					↑
OTHER ACTIVITIES	Other activities																						
	E.1	Festival des Droits de l’Enfant																				↑	
	E.2	Conference debate														X ⁵						↑	

Key:

✓
Done (planned)

✓*
Done (not planned)

X
Not done

→
In progress

↑
Planned

2. Report on Activities

• Creativity Classes

In total, 382 children benefited from 43 creativity classes that were conducted in collaboration with 16 teachers at the 2 schools where our Programme was implemented since February 2015.

We started the implementation at Guy Rozemont G.S. in February; January was dedicated to the preparation and planning with the teachers. In general we have facilitated:

- 17 planning sessions with the teachers (representing 85% of sessions planned)
- 43 creativity classes with the pupils and teachers (representing 96% of the creative classes planned; 13% more than in 2014 during the same period). The life skills solicited during the creativity classes are : Participation, respect for the rules, self confidence, respect for others.

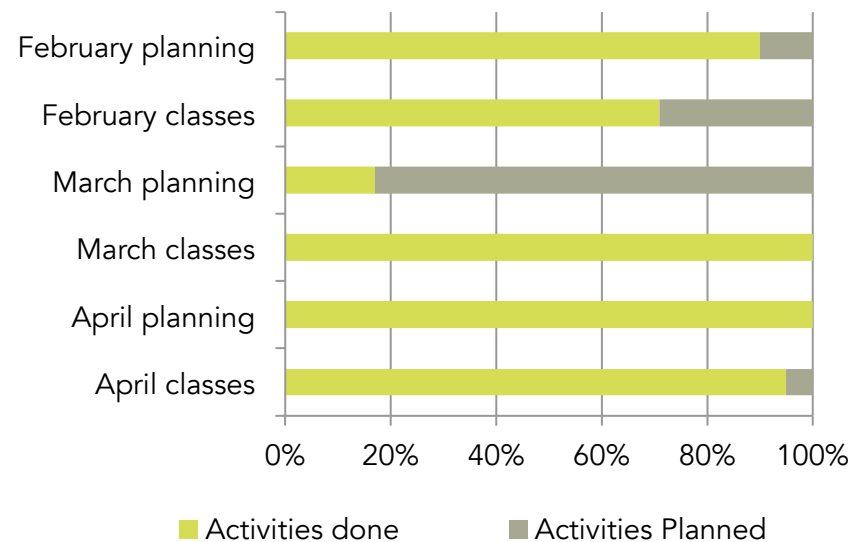
We reduced the planning sessions in March, as we manage the prepare the planned creativity classes in less sessions. We could thus facilitate 6% more creativity classes in this month.

During this 1st term, the main reasons of cancellation of creativity classes are:

- Closure of school due to bad weather conditions
- Art facilitators or teachers on leave

The implementation of our Programme at Vallijee G.S. started in April as we had to phase out from André Bazerque G.S. and prepare the launching in this new school which consisted of several meetings at the ZEP Unit and at school, with the headmaster and staff.

Activities done v/s planned



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.

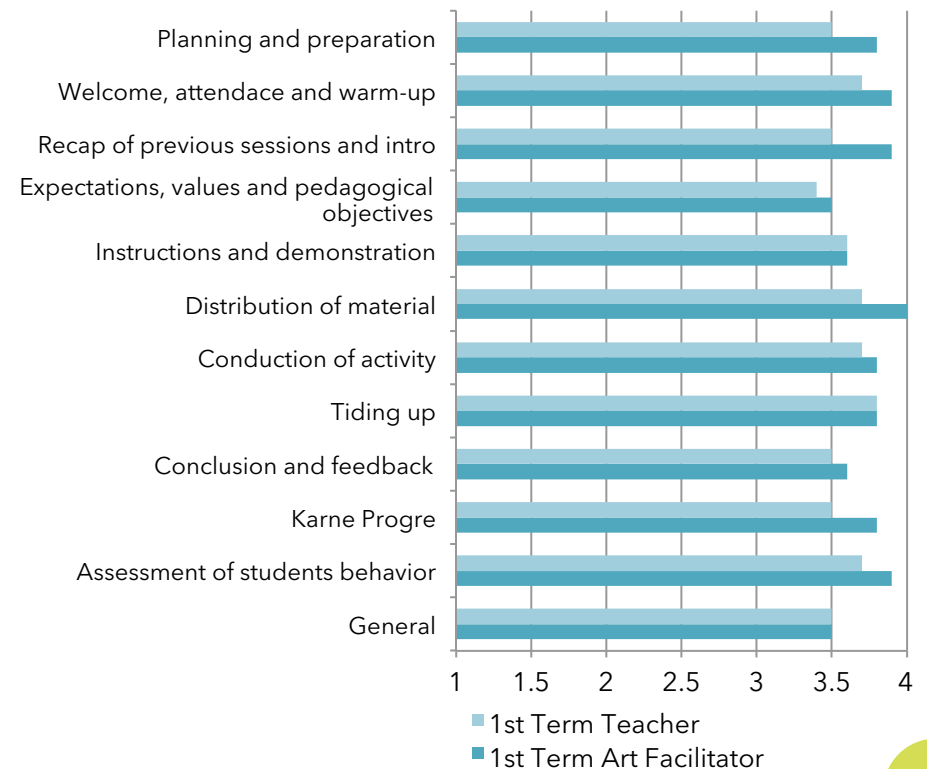
In January, we reviewed our activity assessment sheet as our analysis in 2014 pointed that the previous tool reached saturation. This year, we included the teachers in the process, so as to value their input and favour their collaboration.

The 2015 tool evaluates twelve areas: 1) Planning & Preparation, 2) Welcome, attendance & warm up, 3) Recap of previous sessions and intro, 4) Expectations, values and pedagogical objectives, 5) Instruction and demonstration, 6) Distribution of material, 7) Conduction of activity, 8) Tidying up, 9) Conclusion and feedback, 10) Karne Progre, 11) Assessment of students behavior, 12) General

Both Art Facilitators and teachers 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 situation at the 1st term of 2015 for each area can be seen in the next figure. We can note a very positive trend in all the areas, which indicates a relatively high level of satisfaction from the Art facilitators and teachers.

Workshop Assessment



2. Report on Activities

- **Collaboration with teachers**

Collaboration with teachers is a very important aspect of our interactive pedagogy approach. As presented previously, we have been favouring the participation of teachers by involving them in the planning and assessment of creativity classes.

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 improve this collaboration, the Terrain Coordinator is planning to meet the teachers, during the term. She will ask 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 will help 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.

To further the collaboration process, we also organized a team building session, including teaching and non teaching staff in both schools.



2. Report on Activities

• Team Building

The **Team building with school staff** and ZEP Unit took place the 13th of April and it was a great moment to get together in order to strength the ties among some of the stakeholders of TPA's programme. It was a highly expected event; thanks to Maingard Associates and ABC Group for their support. 29 people were involved, including teaching and non teaching staff from both schools and TIPA team.

The event started with a reflexion and elaboration of rights and duties for the day. After that, the participants were divided in groups and trust-based games such as yurt circle, blind fold team walk and trust fall, were carried out, in order to favour collaboration and trust within the teams.

After lunch, the participants were involved in role plays by presenting a "good" and "bad" version of everyday situations, so as to develop critical thinking and a sense of collaboration. At last, all the participants contributed to a large, beautiful artwork, requesting the contribution of each one, in an activity called "freedom in a framework".

This was a great opportunity for all, to build collaboration and exchange experience and ideas on how to solve problems. After that, we asked the participants to fill in a form for an evaluation of the day - the table next shows the results. As it can be seen, most of the participants were very satisfied with the event.

Some of the participants' reactions:

" Such activities need to be encouraged. Helps to rediscover oneself. Gives opportunity for growth in artistic field - theatre and Arts. Helps to consolidate human relations"

" We ended slightly later than planned and reached home quite late"

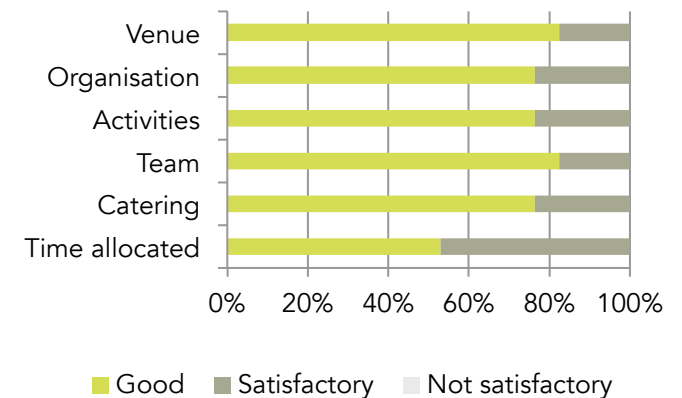
"It was a well planned journey, whereby I could express myself throughout the different types of activities. I only wish that the journey could be organized more frequently as it's the only way that I can cater for myself."

"I was very much pleased to form part of the Teambuilding session. I wish to extend my warmest thanks to TIPA and Marvin's team.

"It was a beautiful experience indeed, rich and uplifting in so many aspects."

"I had a wonderful time and the activities were truly simple and amazing. It was a welcome break."

Feedback from participants



2. Report on Activities

- **Parents Club**

For the 4th 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 are implemented on a monthly basis; 2 sessions have been conducted during this first term, in Guy Rozemont G.S.

Our approach is adapted to the parents’ particularities related to their socio-economic condition. In each session, we request the parents to participate and implement the artistic activities learned, once back home with their children. TIPA provides the art materials for each session, as well as the material the parents need to facilitate the activities at home with their kids, while the school provides refreshments.

An average of 15 parents participated to the sessions. Artistic activities such as role play and design based of the theme of family were proposed to the parents and solicited the development of skills such as participation and self confidence.

The school also included an intervention aiming at helping the parents manage a budget.

2. Report on Activities

• Facilit'art Basic Training

After 6 sessions in 2014, the Facilit'Art Basic Training 2014-2015 resumed in February 2015 for 2 more sessions and was completed with 3 sessions in March. The 7 participants from 5 different NGOs showed their regularity and interest in the courses given.

The training included the following:

- Conference debate on Reflexivity (conducted by MIE lecturers)
- Art workshops: body language; recycling through Art (both conducted by external artists), mounting of an exhibition
- Values and child assessment
- Preparation for assessment

The responsible persons of the different NGOs and institution, and the staff were invited to the art exhibition which was carefully prepared by the participants to showcase the artworks they created during the various art workshops since the beginning of the programme.

The participants were given the necessary explanations and instructions in view of the upcoming site visits which aim at guiding them through the application of acquired tools and of the proposed approach (Interactive Pedagogy). These site visits are due in May (one per participant) and will be followed by a follow-up session in June to close off the programme.



2. Report on Activities



• Facilit'art Basic Training

According to the assessment sheets filled in by the participants, there is an overall satisfaction of the programme. Below are some aspects that come out of their feedback and which will be taken into consideration to better organise our next Facilit'Art Basic Training group:

What they learnt	<ul style="list-style-type: none"> • Child self-assessment • Behaviour assessment • Activity structure, planning and writing up • Integration of values in an activity • Art techniques • Warm-up ideas
What they intend to apply	<ul style="list-style-type: none"> • Child self assessment • Mounting of an exhibition • Activity structure • Integration of values in an activity • Warm up exercises • Activity assessment
Weaknesses	<ul style="list-style-type: none"> • Time management • Not enough communication for the programme • Lack of theory for some sessions
Proposals	<ul style="list-style-type: none"> • More art workshops • Session on classroom management with role plays • Programme duration: 2 days per week over more than 11 days • Provide an overview of how TIPA conducts a creativity class (site visit / video) • MQA registered programme

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 Johemie (std 3) who impresses us by her motivation to practice citizenship values addressed during visual art classes.

During the creativity classes this year, Johemie says she would like to do "collage" using paper towel). « Mo finn trouv bann zanfan ki ti dan Std 3 lane dernier kan mwa mo ti dan Std 2 ; zot ti fer sa. Mwa osi sa lane- la mo anvi fer sa, parski mo trouv sa zoli. » (Last year, when I was in STD 2, I saw the third year students carry out this activity. I would like to do it too because I think it's pretty).

This year, we are focusing on the following values : Participation, Self-confidence and Respect of the rules. Christelle, art facilitator at TIPA, shared with us the importance of these three values : "...the children need to have self confidence to be able to express themselves...we want them to be involved in the creation of the activities". As for the Respect of the rules, the Rights and Duties session invites the children to "think about their rights in school but also about their duties towards school).

The head teacher, Mrs. Auckloo, supports the project. She believes that the children need good guidance from their parents, discipline, and monitoring at home. « If we were able to invite more parents to participate in the Parents Club, we could have a greater impact on the children »).



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).

Ghent University

TIPA was contacted by Christian Morabito, (Ghent University – Brussels) to support his research in the field of educational inequalities in Mauritius, by complementing his quantitative analysis through qualitative data.

We helped to organize and conduct 4 focus groups with parents from different socio-economical backgrounds, in order to gather information about :

1. How individuals in different circumstances perceive fairness in inequalities in life paths and achievements?
2. What is their views on the role of the education in life chances?
3. What meaning they give to early childhood education as potentially an equalizer?

Mauritius Institute of Education (MIE)

TIPA intervened in the following two MIE training programmes in April:

- Seminar for Primary School teachers
2 sessions with a group of 56 trainee “kreol morisien” teachers, including Interactive Pedagogy and activity structure, and Positive Reinforcement
- Teachers Diploma – Values Education
7 sessions on Positive Reinforcement with over 500 Primary School teachers, covering the Values Education training manual’s content to which TIPA had contributed in 2014 through the writing up of 3 chapters.

4. Working Together



• Networking and recognition

As mentioned previously, we have improved our networking with other NGOs in Mauritius mainly by receiving educators from different NGOs during the fourth edition of our Facilit'Art basic training. We also collaborated with other NGOs through KDZM.

Kolektif Drwa Zanfan Morisien (KDZM)

The 19th March, TIPA participated to a teambuilding session, aiming at elaborating a common vision and mission. The following NGOs were present: Pedostop, Lead, Caritas, Ti Diams, ANFEN, Kinouete, SOS Papa, Chrysalide and PILS. **Our Vision** : « A society that lives the respect of Children's Rights » and **Mission** : « A group of NGOs and concerned citizens that mobilizes the society to respect the Universal Convention on Children's Rights by awareness raising, training and advocacy » There is still much work to be done in this field, but we are happy with the steps that have been taken during this term and for the solid relationships that have been formed.

Media coverage

The media can act in making TIPA known, recognized and respected in the external environment. The table next recaps our media coverage between January and April.

Media	Coverage
Magazines	<ul style="list-style-type: none"> • Koze mag: 1 article in February • Scope mag: Call for volunteers for flag days in April
Newspapers	<ul style="list-style-type: none"> • Le Mauricien: Article for flag days • L'Express : call for volunteers for flag days + announcement + full page article on TIPA's action and programme
Internet (websites and social networks)	<ul style="list-style-type: none"> • www.koze.mu and Koze FB page : article + call for volunteers for flag days in April • TIPA FB page: several posts for flag days shared + 100 likes collected through page promotion • www.actogether.mu : call for volunteers for flag days
TV	<ul style="list-style-type: none"> • MBC 3: Cause Commune on TIPA's action and projects broadcasted on flag days' eve
Radio	<ul style="list-style-type: none"> • Radio One: call for volunteers for flag days + announcement in April + live intervention on Cub du Midi for flag days • Radio Plus: call for volunteers for flag days + announcement in April • Kool FM: call for volunteers + live intervention and follow up for flag days in April

5. Financial Resources

• Flag Days

This year, for the 1st time, we received the authorization from MACOSS to proceed to a public collection on the 28th, 29th and 30th of April. It was a very good occasion for us to vary our sources of funding, thus addressing one of our main risks, that is dependence on CSR funds.

We received the official green light only two months before the allocated dates and had to mobilize efficiently our human resources to optimize this fundraising event. We benefited from the support of more than 160 volunteers who helped to circulate our 500 boxes in the main shopping malls of the island. We were really impressed by the commitment and motivation of the volunteers; some were involved several hours straight.

We also wish to thank the malls for their support, and the following companies that have contributed to the success of this event by offering us, boxes, design, labels, or t-shirts for the volunteers.: Metal Can Manufacturers, Tkuto, Labelling Industries and World Knits. A big thank you also to the public, who have generously donated a total amount of Rs 300,568.75. The chart below shows how this fund will be used.

The Flag Days have also been an opportunity for us to be in contact with the public to explain TIPA's action and answer their questions. This first edition is very encouraging; to be renewed in April 2016!



Funds usage



- 3.4% Expenses incurred for organization of flag days
- 48.4% Logistic and equipment support to our action
- 48.2% Impact assessment

6. Moving Forward

• Future Projects

Following our Programme Plan for 2015, 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, as well as the organisation of special events in the school.

We are also planning to complete the Facilit'Art sessions, including site visits with each participant.

• New Collaboration

We are actually looking forward to a new collaboration with CERVOI at Reunion Island. This "Center for Teaching and Research on Values in the Indian Ocean" includes namely the MIE and Reunionese educational institutions, is actually preparing a seminar on values at school.

• Conclusion

This Status Report aimed at summarizing a busy first term that was full of work and many achievements for TIPA. One of the main challenges ahead of us is to finalise the Karne Progre, which is a formative pedagogical tool that will help develop participation in class.

In addition to our main Projects, we are preparing our Impact Assessment and Programme Plan 2016 – 2020 which will include all the different projects and activities that TIPA will be engaged in. The preparation 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 elaboration of our action aiming at improving our positive impact on the development of our beneficiaries. This challenging task will be supported by Dr. Emilie Carosin, co-founder of TIPA and researcher in psychology and education.

We have exciting months 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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