



## **Terrain for Interactive Pedagogy through Arts**

**Status Report n° 2 / Year 2013**

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## **ABSTRACT**

This Status Report aims at presenting our sponsors, partners and supporters with the main activities that were carried out during the second term of 2013 – i.e.: from May to August – their outcomes, as well as the major events and realizations that were accomplished by TIPA team during this period. The first section of the report shows the number of beneficiaries and the follow-up of the programme plan, followed by a section that will present a detailed report on the activities carried out on the field. The third section provides an analysis of the creativity classes assessment realized during the second term. The fourth section is used to explain in details the Art Festivals organized by TIPA in the two schools where our program is being implemented; while the last section addresses TIPA's impact on its beneficiaries. The conclusion not only summarizes the last four months, but also sets up the goals and expectations for the last months of the year 2013.

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## Contents

Introduction.....	4
1. Programme Plan Follow-up .....	5
2. Report on Activities.....	6
3. Creativity Classes Assessment .....	9
4. Art Festivals.....	10
5. Our Impact .....	12
Conclusion and Future Prospects .....	14

## Introduction

"Too often we give children answers to remember, rather than problems to solve."

– Roger Lewin

As explained in our previous Status Report, TIPA has gone through a period of restructuring due to downsize of the action and team. Despite that, it was essential to us to realize the activities planned while maintaining the quality of our work.

As a result, the last term was full of challenges and hard work, but at the same time it brought many achievements that kept our motivation high throughout the months. As the staff members that were promoted to new positions at the beginning of the year gained experience and were better prepared to carry out their new tasks, we managed to accomplish many tasks in a relatively short period of time.

Additionally to the regular field activities that included more than 150 creativity classes at the schools and the realization of the fifth edition of the Festival Art'la li la, the past four months represented a period of much

Networking being one of our main objectives for 2013, the team has been carefully working on improving our relationships with external stakeholders. As a result, the last four months were also important in terms of networking with different government institutions such as the NEF and the ZEP Unit and other NGOs in order to improve our programme, work on common projects and share experience in our fields of action.

In terms of fundraising, the last term was relatively 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. We also reviewed our financial management by prioritizing our expenses (From priority 1 to 6).

Through this Status Report, we will present our main activities, their outcomes, as well as the major events and realizations that were accomplished by TIPA team during the second term of 2013. The first section, "Programme Plan Follow-up" shows the number of beneficiaries and the activities planned and done, followed by a section that will explain and report on the activities carried out. The third section provides a feedback of the creativity classes' assessment realized during the second term, and a comparative analysis with the 1<sup>st</sup> term activities. The fourth section is used to explain in details the four Art Festivals organized by TIPA, with a feedback of the volunteers involved. And the last section addresses TIPA's impact, especially through the Children's self-assessment, collaboration with teachers and Portfolio. The conclusion not only summarizes the last four months, but also sets up the goals and expectations for the last months of the year.

# 1. Programme Plan Follow-up

✓ Done (planned)

✓\* Done (not planned)

X Not done

→ In progress

↑ Planned

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 - Aug)	129	8	185	8	314 <sup>1</sup>	16						
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 <sup>2</sup>	✓	✓	✓	✓	✓	✓	✓	↑	↑		
	A.2	Implementation of children's progress report			✓	✓					↑			
	A.3	Identification of children experiencing learning difficulties			→	→	→			✓				
	A.4	Regular art exhibitions				X <sup>3</sup>			✓	✓				
	A.5	Organization of art Festivals							✓	✓				
	A.6	Artistic activities related to special events			✓			✓						
	A.7	Revision or Portfolio of artistic activities	✓*	✓*	✓*	→	→	→	→	→		↑	↑	
	A.8	Case Studies and workshop sessions with teachers			X <sup>4</sup>			X <sup>4</sup>			↑			
A.9	Team Building Workshop with school staff				X <sup>5</sup>									
PROJECT B	Parents club (ZEP)													
	B.1	Club des parents sessions					X	X <sup>6</sup>	✓	✓	↑	↑		
	B.2	Art exhibition							✓	✓	↑			
PROJECT C	Facilit'art													
	C.1	Facilit'Art module 1 - training session										↑		
	C.2	Facilit'Art module 1 - site visits			X <sup>4</sup>									
	C.3	Facilit'Art module 1 - follow-up session				X <sup>4</sup>								
	C.4	Facilit'Art module 2 - training session											↑	

<sup>1</sup> The difference of the number of beneficiaries is explained below.

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

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

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

<sup>5</sup> This item could not be implemented due to insufficient funds

<sup>6</sup> This item was implemented later than planned due to financial limitations

OTHER ACTIVITIES	Other activities													
	E.1	Festival des Droits de l'Enfant												↑
	E.2	Conference debate				X <sup>4</sup>								
	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											↑	↑

## 2. Report on Activities

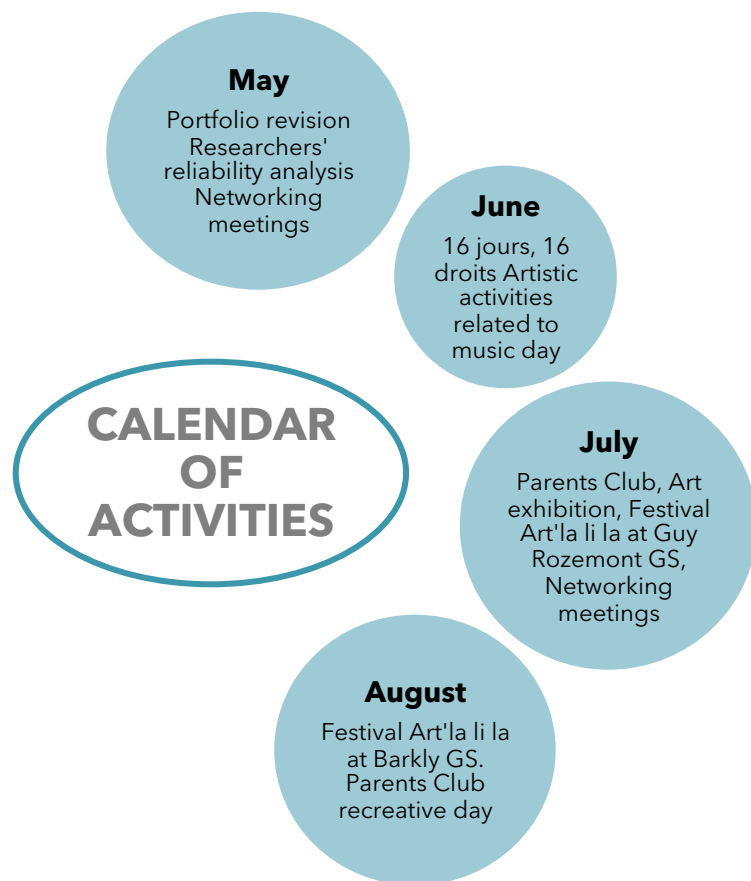
As compared to the 1<sup>st</sup> term, the number of beneficiaries has increased (from 242 to 314 pupils) due to the implementation of activities in the pre-primary classes. But there is still a difference of about 35 beneficiaries (estimated vs. actual) in the Programme Plan, due to the abolition of the repeaters classes, by the Ministry of Education Most of the pupils who have failed in CPE exams last year, are now in prevocational school.

School resumed for 2<sup>nd</sup> term, in the middle of April and in total, 157 creativity classes were conducted in collaboration with the teachers during the second term. At both of the two schools, standards I to III worked mainly on identifying, describing and understanding the life

skills of *creativity, critical thinking, understanding, cooperation, respecting others, work and materials and work organization* through different plastic arts activities; while standards IV to VI worked with *self-confidence and work organization* mainly through rehearsals and preparations for the Art Festivals. As described in TIPA Programme 2013, throughout the year, 10 values are worked with the pupils through different artistic activities (see TIPA Programme 2013 - 2015 for details). Each activity requires different values and is carefully worked out to request the specific value(s) from the kids.

In May, a benevolent researcher (Dineshen Chukravanen) delivered a reliability analysis of our self-assessment tool, the Children's Progress

Report. Although further research needs to be carried out, especially in terms of longitudinal analysis in order to evaluate the progress of each child, the report confirmed that there is a good or high consistency between the skills of 7 out of the 10 values assessed, by the pupils and the art facilitators.



This result is very encouraging, but we still need to improve. Thus, we are working closely with researchers in developmental psychology and education from our NGO but also from other parastatal instances, towards a substantial upgrading of this tool. A new version of the Children's Progress Report will be launched in 2015.

Networking with other NGOs is one of the main objectives for 2013-2015 and we have, during the past years, been working with them in different occasions, either formally (through the Facilit'art Project, Organization of "Festival des Droits de l'Enfant" etc), or informally (advice, sharing of good practices...). We have now decided to include this networking effort in our Programme Plan in order to better focus on this essential element, especially in the regions of Barkly and Tranquebar, where our action is implemented. In April and May, TIPA participated in 2 meetings initiated by HSBC, including the following organizations: ZEP Unit, Maison Coeur Ecoute, Abaim, Centre of Learning and social workers. It was a good opportunity for us to meet and discuss about the possibilities of collaboration. In June we participated to the event "16 jours, 16 droits" organized by Maison Coeur Ecoute. We still need to identify the possibilities of collaboration and define a common networking strategy.

In June, we started the implementation of the creativity classes at pre-primary level. 16 classes were conducted in collaboration with the teachers, in the two schools. The art facilitator used puppets, sounds and painting in order to familiarise the kids with their right to express themselves and the development of the following values : participation and self-confidence, respect of the rules, work and materials.

In July, we implemented for the 2<sup>nd</sup> year, the project "Club des Parents", in collaboration with one of the ZEP cluster coordinators at Guy Rozemont Government School. This project aims to sensitize the parents

to get involved in the learning process of their children and give them ideas to do so. Two sessions have been realized so far, one in July and one in August, and we plan on carrying out at least two more during the third trimester. In average, each one of them counted with fourteen parents who participated in artistic activities and in-group discussions around the topics proposed that included: "participation, respect for others and cooperation". The feedback we have so far is that the parents really enjoyed participating in the artistic activities and we have witnessed this in their engagement in the discussions. Some of them also realized the proposed activities at home with their kids. We have been planning to implement this project in Barkly as well, but as recommended by the Cluster Coordinator, we will do so during the third term so as to support smooth transition for the new HM.



Still in July, we had a meeting with the ZEP Unit management team in order to discuss the topic of cooperation with teachers. The meeting was a good opportunity to exchange feedback and discuss possibilities to improve our action, especially in terms of collaboration with school staff.

In August, we have been invited by the ZEP Unit to support the organization and implementation of the "Club des Parents" recreational day. This event involved almost 200 parents coming from the 10 schools of Zone 1. TIPA contributed in the overall organization of the event and proposed artistic activities such as forum theatre which aim was to incite the parents to participate to the meetings organized by the schools and to favour better communication between parents and school. This invitation to collaborate shows the trust that the ZEP places in our team and their will to favour better involvement of TIPA.



### 3. Creativity Classes Assessment

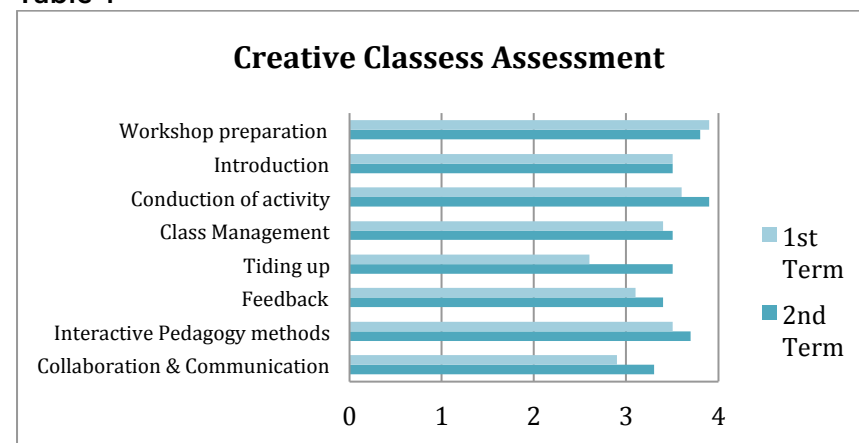
As explained in our previous Status Reports, our art facilitators fill in an assessment sheet at the end of each creativity class in order to identify strong points and areas for improvement related to the conduction of the creativity class, activity proposed, cooperation with the teacher, class management, etc. The assessment sheet is also an important tool for the terrain coordinators to follow the facilitators and measure their progress along the time. Further, it also serves as an evaluation tool for measuring the quality progress of the creativity classes within our programme.

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.

The comparative (1<sup>st</sup> term and 2<sup>nd</sup> term 2013) analysis showing the average rating for each category can be found in table 1. The questions (which were annexed in the previous Status Report) can be rated from 1 (“never” or “not satisfied”) to 4 (“all the time” or “very satisfied”). As can be observed in table 1, all the questions have been rated above 3, showing a good level of satisfaction or occurrence of a positive behaviour. Further, it can also be noticed that most of the questions had their rating increased as compared to the first trimester. As a result, the total average is higher for the second term, showing a positive overall progression. However, it’s important to pay attention to 2 items that received an average rating bellow 3:

- The use of sensorial teaching aids (in the Introduction category). This item concerns the utilization of different visual, audio and tactile tools to facilitate the comprehension of the explanation.
- The preparation of activities with teachers (in the Collaboration and Communication with Teacher).

**Table 1**



The lower ratings show us that we have to continue focusing our attention on developing new teaching tools and the collaboration between the schoolteachers and art facilitators. In order to make our programme sustainable, it is very important that the cooperation

between these actors is effective so that transfer of pedagogical skills and sharing of experience and good practises can occur.

This year, we planned different activities in our Programme 2013-2015 such as Team Building sessions, case studies, training sessions with teachers and further support during their regular classes. These activities, especially the Teambuilding session contributes largely to strengthening the ties between TIPA and school staff, therefore enhancing collaboration. The past status reports have shown that the

## 4. Art Festivals

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

This year, TIPA was pleased to organize the 5<sup>th</sup> edition of its Festival Art'la li la. The first festival took place at Guy Rozemont Government School on the 21<sup>st</sup> of July and the second festival was on the 4<sup>th</sup> of

school staff were greatly satisfied with this activity. Due to funds limitations, we could not implement these activities and this had a negative impact on the collaboration with teachers.

We have thus decided that the Teambuilding session with the teachers will be of priority 1 as from 2014

August at Barkly Government School. The two Festivals had a similar programme. The event started with the launching of the exhibition of artworks made by the pupils of std 1, std 2 and std 3. The artworks were beautifully set-up and the public was invited to visit this "vernissage".

Afterwards, pupils from standard IV to VI presented a theatre piece that was prepared during the first and second school term as part of their creativity classes. This year, the pieces were based on three tales of Charles Baissac, a Mauritian author of the 19<sup>th</sup> century. The tales chosen were: "Zistwar kolofan", "Tizan lake bef" and "Liev ek basin lerwa".

The drama performances were a great opportunity for the kids to show their parents and friends what they are capable of doing and therefore helped to boost their self-confidence. Moreover, each piece had a lesson to be learnt that was discussed with the public once the performance was finished. That gave all participants the opportunity to

## TIPA Status Report n° 2/2013

express themselves and share their opinion. In the afternoon, pupils, parents and school staff participated in different art workshops such as *Corporal Expression, Clay Modelling, Painting, Drawing, Music, Theatre*, among others. At the end of the workshops, the participants presented their artwork to the public.

The day was closed by musical performances by different local bands and artists, which gave the community the opportunity to enjoy and valorise Mauritian music as well as local artists. Finally, we had a demonstration of "balloon sculpture" and the sculptured balloons were distributed to the kids.



Pupil's parents, friends, family, sponsors and supporters, all gave a hand to help organise the Art Festivals this year. We counted with more than 100 volunteers during the two festivals - an average of 50 volunteers per festival. They helped with the logistics, security, taking pictures, cleaning, distributing food to the children, and others tasks. Without their support, the festivals would not have been such a success.

One preparation session of two hours was organized the day before each festival, with an attendance of 15 volunteers at Guy Rozemont G.S. and 17 at Barkly G.S. During the sessions, the volunteers were presented with more information about TIPA, its activities and the Festival Art'la li la itself. There was time for discussion about the importance and meaning of volunteer work and about the rights and duties of a volunteer. Moreover, the sessions served as a team building for the volunteers to get to know each other before the festival and also to get prepared for the following day in terms of tasks and programme planning. The day of the festival started with a briefing session to update the volunteers that could not be present on the preparation session.

### Feedback from volunteers:

The Festival is a well-thought and organised event, largely meeting expectations of the target beneficiaries. It was a great experience! I had interesting discussions with people living in the surroundings, and it was interesting to see their angle/way of looking at issues and life in general. It is difficult for me to say what can be improved, as this was my first event... I will be there next time and will then be in a position to make suggestions. I liked the flexibility in terms of timing for volunteers; some could come in the morning and others later... makes everybody feel at ease and better.

**HSBC Volunteer**

This year it was cooler than the previous ones; there wasn't any pressure at school during the Festival. This event is really appreciated; the parents are used to it now. For me, the focal point of this event is the art workshops. The podium was well positioned and children theatre presentation appreciated by the parents. There is nothing to improve.

**School HM**

The Festival was fun for my child and me. It was a good experience and I appreciated the theatre representation and the art workshops. Everything was OK, there wasn't any problem.

**Parent**

This event was very interesting for the school and the community. I really appreciated this experience. The moment I preferred was during the art exhibition, when the children presented their artworks to their family. Unfortunately, a lot of children were absent. I think we could involve more parents.

**School HM**

The event was well organized and impactful. I believe that the people that came enjoyed the program because there was a time where chairs were added. The experience was so powerful and I'm really happy for my little contribution. As I was involved in the security team, for me the most important was to make sure that there is order and no child is injured. What can be improved? That's the largest room in the world; sure you can improve by working on your past festival experience and see what can be done. It would be interesting to have special workshops with parents too on that day. Keep it up!

**Friend with TIPA**

It was great...Please keep on the good job. And you can count on me. I really enjoyed it for my first time, and I am sure we can do better next time. I liked the music and theatre sessions for the kids. I think we can improve by getting more recurrent volunteers. In the security team, we did not have experienced guys; we could have done better otherwise. In general it was great!!!

**SKC Surat Volunteer.**

It was an interesting event but unfortunately some pupils were absent. The experience was interesting especially for the kids of Std 1, as the art exhibition was in their class. The moment I preferred was when the exhibition was launched. It was very nice.

**Teacher Volunteer**

It was a very good experience for me and for my child. I really appreciated the task I was given, as it is not 1<sup>st</sup> year as a volunteer and I am getting used to it now. What I liked most during the Festival were the art workshops. There is nothing to improve; everything is great and I'm waiting eagerly for next year's Festival.

**Parent**

The Festival was interesting as every year. But this year it has been the best. The organisation was good; the timing was good, the participating artists having interesting workshops. We also appreciated the little gift offered to the pupils participating in the workshops, as well as the clown show in the end. I did not see much from the plays, as I was busy with the costumes and face paintings. The Clown show was the highlight of the day, as it was something totally new from the festivals. We think that this kind of animation suits best the children and the families in general, than some local orchestra singing. What we found a bit sad was that there was not much teacher involvement. Maybe next time add some presentations/sketches/songs performed by teachers. Keep it up!! You can count on us for next festival as usual.

**Friend with TIPA**

## 5. Our Impact

### Values education and assessment tool

During the presentation of the Children's Progress Report to the staff of the schools earlier this year, a teacher asked the following question: "Why ask the children to self-assess? It is sure that the result will be biased..."

It is true that asking children to participate in their own assessment is somewhat challenging in our current education system, where it is usually the teacher who is the assessor. At TIPA we believe that:

- Asking a child to participate in his self-assessment is encouraging him to actively engage in his learning process and be responsible; it is giving him the message that he is able to identify its strengths and weaknesses, and to improve upon his own "judgment".
- The exercise itself is formative because it gives the opportunity to explain the child each value and to consider each indicator. Some elements that are complex for younger will gradually assimilated over each additional self-assessment exercise.

Some of our collaborators highlight that children tend to "embellish" the reality, especially when it comes to evaluation. But we can see in the activities, children are often "hard" to themselves; proposing (especially during activities concerning the "rights and duties"), more severe sanctions than adults would. Of course, it remains important to supervise this exercise properly to help children make a "fair" assessment. Twice a year, this self-assessment exercise is conducted by the facilitators and teachers. For younger

pupils, (std 1 and std 2), the evaluation is done individually. The Art Facilitator takes the time to explain each indicator and transcribes the "frequency" given by the student.

The children are also assessed by the Art Facilitators, once a year as a complementary evaluation. The data from both assessments are collected and analysed by a researcher in developmental psychology. The next self-assessment exercise is planned for the month of September and the report of the researcher for the end of the year. This report will enable us to identify the indicators that the children would have appropriated, and those who require additional work.

### Collaboration with teachers:

Collaboration with teachers is an essential element in our intervention in the schools, and in the perspective of sustainability of our work. But, as we have seen<sup>7</sup>, the quality of this collaboration is still a point which we have to improve, and should receive special attention.

As every year, the Terrain Coordinator met with teachers, individually, to gather their feedback on the artistic activities and on the collaboration with the Art Facilitators. The objective of this exercise is to identify the difficulties and act in prevention and mediation of conflicts that may emerge.

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<sup>7</sup> Section 3, Creative Classes Assessment

In addition, this year we had an intern, studying psychology, who chose to work on the issue of collaboration between Art Facilitators and teachers. This internship project was of particular interest to us, for the reasons mentioned above. Teachers and facilitators were interviewed, anonymously, on issues related to their current collaborative situation. This internship report sheds light on the similarities and differences of perception of collaboration and we can identify ways of working that will help us to work better together.

### Portfolio per level

This year, we have developed a Portfolio of artistic activities for each class (ie Standard 1 to 6). This important effort in writing and preparation of activities focused more precisely on the solicitation of values. We also included new subjects and themes to our creativity classes in order to make it more comprehensive, diversified and interesting for the kids. It is a great achievement for us, since our team was reduced in January; the load of work was thus greatly increased for the two Art Facilitators.



## Conclusion and Future Prospects

During the last quarter TIPA has realized almost all the planned activities, despite limited financial resources and a considerably reduced team. Through this difficult situation we learned resilience, leading our efforts to improve our situation, while maintaining the quality of our action.

Today we approach our work with greater confidence and consider new projects, including collaboration with other NGOs working with vulnerable children. Indeed, we believe that networking is a real opportunity for complementarity and coherence in our respective actions. We are glad to say that the work has already started in this direction.

Furthermore, our action being in the context of the research, a new step for TIPA will be the revision of our values assessment tool to adjust our practice and make it more effective. The task we have started is thorough and requires precision ... challenging!

While the management team will work on the setting up of the revision of Children's Progress Report and a Networking strategy with other NGOs, our art facilitators will focus on carrying out the planned activities during the last trimester at the schools, the assessment of the Children's Progress and during October and November they will be revising our artistic activities portfolio that shall be used from next year.

Furthermore, we have already started preparing two important events planned in November: the 3rd edition of the Facilit'Art Training. The main objective of this training is to share TIPA's know-how on child development, interactive pedagogy and the realization of artistic activities with educators and other NGOs working in similar fields. The second important event will be the organization, in cooperation with the NGO SAFIRE, of a Festival on the Rights of the Child - "Festival des Droits de l'Enfant". For this second edition, we will present a movie produced by eighteen kids taking part in SAFIRE's program, the exhibition of artworks produced by TIPA pupils on the theme "the right of liberty of expression" and a survey on the degree of knowledge of the Convention on the Rights of the Child. We consider this event as an important advocacy action in order to fulfil our role as promoters of children's rights in Mauritius.

Moreover, our partnership with Ravior through the HOPE project, offered financial support (10% of sales of HOPE jewellery are donated to TIPA), but Ravior's team also brings technical assistance (advice,

networking, communication, etc.). Thanks to this project, our Facebook page has also gained in popularity: starting from 350 "likes" to more than 2600 in only 3 months of partnership. This Facebook popularity can contribute to our advocacy and awareness campaigns concerning educational and Children's Rights issues.

We have grown stronger as an organization and team but we still face issues that put our action at risk, the lack of enough funds being the most serious of them. We realize that our situation is still delicate and therefore redouble our efforts in seeking funds to favour a better "sustainability" for our action.

Despite that, all TIPA team is very motivated and eager to reach our objectives in the last months of the year so that we can start 2014 on a new level with an even more confident organization.

Furthermore, we would like to immensely thank our sponsors, partners and supporters for all the support given to us and the trust deposited on TIPA. We continuously depend on your financial and technical assistance to carry out our action on the field and to continue pursuing our mission.

We have challenging and exciting months ahead of us that will demand our energy, creativity and hard work and we already look forward to the next Status Report to share the good news and achievements with you!

We take the opportunity to remind you that we always welcome your feedback or suggestions on our work and action, so don't hesitate to contact us either by phone, e-mail, through our website or Facebook page.



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