

TIPA Programme 2012

Identity of Entity:

Name of Entity	TIPA (Terrain for Interactive Pedagogy through Arts)
Type of organisation	NGO
Registration number	Registrar of Association: 10385 National CSR Committee: N/1182
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1. Profile of the Entity

1.1 History

The TIPA program first started in 2006 at Black River Government School. It was based on previous research (Carosin 2006, 2007) supporting the view that teaching arts using interactive pedagogy fosters the development of moral values. It is also in line with the mission of the Ministry Of Education, Culture and Human Resources (MOE & HR) to promote essential life skills, critical and innovation thinking, and citizen's values.

The pilot program started in February 2007 with the children presenting learning difficulties and “maladaptative behaviour” during school hours. Creative art workshops of fifty minutes were dedicated to the children referred by their class teachers, during school hours. The children were grouped in teams of a maximum of 7 and would learn artistic fields such as circus, theatre, story writing and creative arts. These fields were taught by a special education needs teacher under the supervision of a researcher in developmental psychology.

In 2008, TIPA was **registered as an Association** and two facilitators integrated the programme. Their role was to facilitate the theatre workshop as theatre professionals and to work on the collaboration with parents. However, during this year, more focus was put on the collaboration between the school staff and the T.I.P.A team. The programme was extended to one more school: Barkly Government School.

In 2010, one more facilitator integrated the team and the program was extended to two more schools: André Bazerque Government School and Guy Rozemont Government School. The three facilitators, under the supervision of the terrain coordinator (educator) and project manager (researcher), implemented story-writing workshops with small groups of 7 children max. during one school year, and they provided support to the teachers in facilitating creativity classes to their classes during one school term.

To this date, TIPA association intervenes in four ZEP schools, namely: Aimée Césaire Govt. School (new), Barkly GS (since 2009); Andre Bazerque GS and Guy Rozemont GS (2010). This year (2011), another facilitator was recruited. In addition, the TIPA team has implemented regular creativity classes activities prepared in collaboration with the teachers during the whole school year. As a result, every single child in the schools benefits from the programme.



1.2 Vision / Missions

Our Vision is to provide Artistic and Cultural Education for all.

TIPA's mission is to favour the cognitive, moral and social development of vulnerable children through the promotion of interactive pedagogy and education to art and culture.

The TIPA programme is in line with the mission of the Ministry Of Education, Culture and Human Resources (MOEC&HR) which is "To ensure learning opportunities accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking, encourage them to innovate and to adapt to changes in an increasingly globalised environment and encompassed within the framework of the MoEC&HR's ZEP Programme, with specific reference to the objective of encouraging school staff, parents, so called "forces vives" such as civil society organizations, private sector, Non-Governmental Organisations (NGO) and Community Based Organisations (CBO) to develop a synergy that contributes to the improvement of the quality of teaching and learning in the primary education sector.

1.3 Values of the Entity

Respect, Equality, Integrity, Loyalty, Cooperation, Critical Thinking, Creativity, Development

1.4 Strategic goals for the year 2012

- 1) Support Art & Culture Education (through regular creativity classes) in the four ZEP schools
- 2) Work closely with the ZEP Unit to set up a Collaboration Model, between State and NGO
- 3) Further structure the organization internally in order to improve its effectiveness
- 4) Network with other organizations and institutions
- 5) Set up a Strategic Plan for the next 3 years

1.5 Projects already done / similar actions

Year	Number of schools	Number of workshops	Number of Children impacted	Human Resources	Budget
TIPA Project 2007	1	9	52	2 specialists	Rs 687,267.25
TIPA Project 2008	1	10	57	2 specialists + 2 Facilitators	Rs 641,130.50
TIPA Project 2009	2	20 workshops + full class activities	350	2 specialists + 2 Facilitators	Rs 1,714,700
TIPA Programme 2010	4	50 workshops + full class activities	655	2 specialists + 1 Admin Clerk + 3 Facilitators	Rs 2,925,430
TIPA Programme 2011	4	39 weekly full class activities	632	1 Project Manager + 1 Field Coordinator + 1 Assistant Field Coordinator + 4 Facilitators + 1 Admin Clerk	Rs 4,585,063

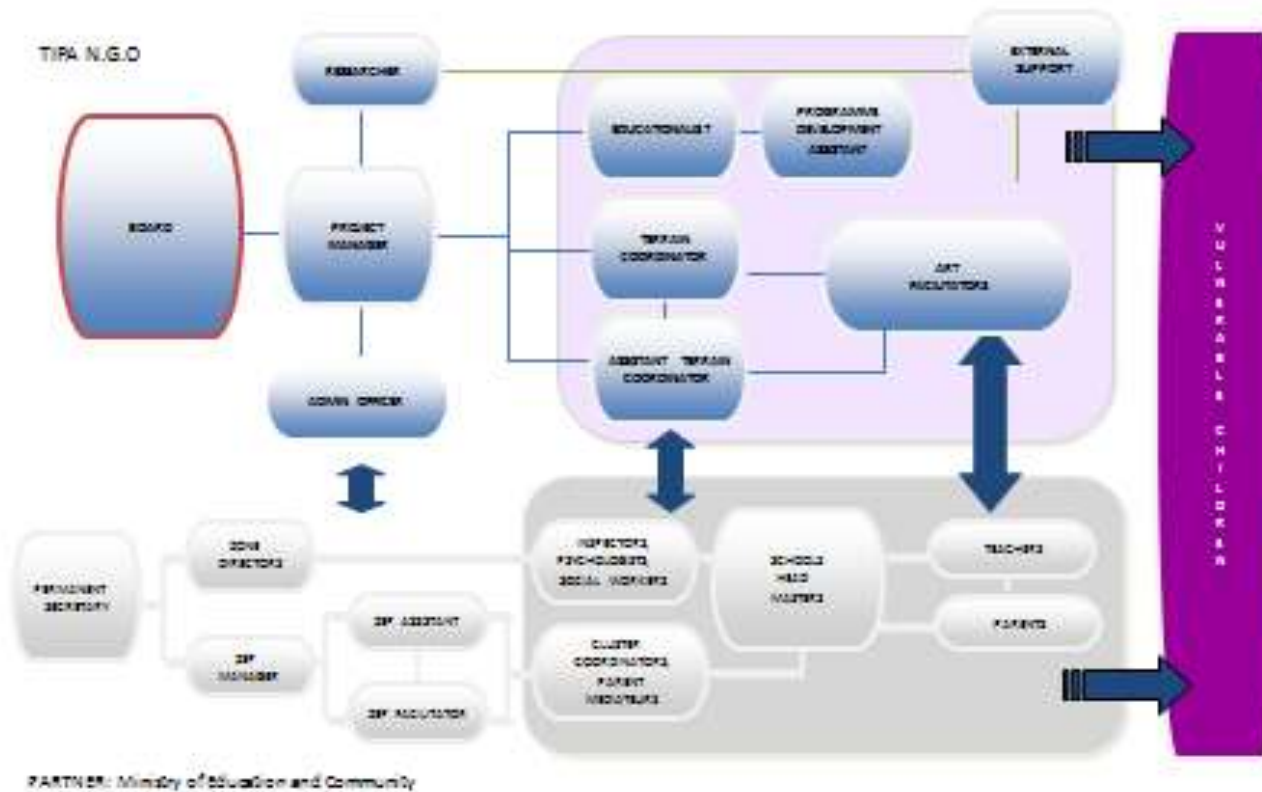
(For more details on the projects cf. History)

1.6 Companies / partners in relation to the project:

Year	Sponsors
TIPA Project 2007	MCB-Yr 1, ABC Group, CIM Group
TIPA Project 2008	MCB-Yr 2
TIPA Project 2009	MCB-Yr 3, Fondation Médine Horizons, ABC Group, CIM Group, Fondation Joseph Lagesse
TIPA Programme 2010	MCB-Yr 4, Fondation Médine Horizons- Yr 2, HSBC, ABC Group, APAVE, IBL Foundation, Standard Bank, Rey Lenferna, D.I.S.C.
TIPA Programme 2011	Fondation Médine Horizons- Yr 3, HSBC Yr 2, ABC Group, IBL Foundation, Yr 2, Ellebasi, D.I.S.C., Good Harvest, Harel Mallac

1.7 Organizational Structure, Role and participation of various actors

The Organizational Chart below shows the different positions and communication channels within the NGO Actors and with its main Partners: The Ministry of Education & Human Resource and the School Community.





Description of the different position:

The **Project Manager** will manage the overall operations of the program; he/she will be in direct relation with the ZEP Manager and ensure the adjustment of the Program to the needs of the beneficiaries.

The **Terrain Coordinator** will lead the planning and implementation of the program in the ZEP Schools. The Coordinator will provide pedagogical guidelines to the facilitators. He / She will also publish any necessary reports on the field actions and team.

The **Assistant Terrain Coordinator** will coach the facilitators and help them in taking hindsight on their educational practices. He/she will lead the elaboration of the portfolio and support the facilitators in the development of artistic activities.

The **Art Facilitators** will facilitate the workshops with the teachers. They will develop a portfolio of artistic activities for the creativity classes and will provide technical advice and support to the school staff. They will organize school events in collaboration with the school staff.

The **Administrative Officer** will provide administrative support to the field team. He/she will order, purchase, deliver and keep inventory of the art material to the schools. He/she will keep record of all financial transactions and will produce reports accordingly.

The **Researcher** will assess the children's progress through the self-assessment sheets filled by the children with the help of the teachers and facilitators. He/she will produce an end of year report presenting the data analysis, conclusions and proposals.

The **Educationalist** and Trainer will coach the Terrain Coordinators in their respective tasks. They will also define the pedagogical frame of activities and coaching, as well as the frame concerning the interns.

The **Programme Development Assistant** will develop adequate tools (manuals, assessments, workbooks, etc.) in collaboration with the Educationalist. He/she will facilitate knowledge sharing among the team in the different fields of TIPA's action, will provide a tactic support to the management and will help in the development of tools and guidelines for the future TIPA Programme.

The other **stakeholders** will provide psychological and other technical support and advice to the facilitators and team members. They will facilitate case studies, group regulations, and individual meetings with the team and training sessions.

2. The Project

Area of intervention: Education and Training

Title and project description: Life skills development through Arts

2.1 Description of the Project

2.1.1 Justification of the Project

The three-year program aims at addressing the learning difficulties of vulnerable children and favouring the development of innovative teaching strategies, throughout the development of essential life skills such as critical thinking, participation, responsibility and ability to cooperate. This program is in line with the mission of the Ministry Of Education, Culture and Human Resources (MOEC&HR) which is “to ensure learning opportunities accessible to all, provide learners with values and skills to further their personal growth, enhance their critical and exploratory thinking, encourage them to innovate and to adapt to changes in an increasingly globalised environment” and encompassed within the framework of the MoEC&HR’s ZEP Program, with specific reference to the objective of encouraging school staff, parents, so called “forces vives” such as civil society organizations, private sector, Non-Governmental Organizations (NGO) and Community-Based Organizations (CBO) to develop a synergy that contributes to the improvement of the quality of teaching and learning in the primary education sector.

To understand the educational practices in the family environment, a study of the socio-economic background has been carried out on a sample of twenty-one children from this school (Carosin 2006, 2007). This study has shown that 83 % of the children coming from this environment live in an unsecured and non- stable family structure increased by problems such as alcoholism, drug consumption, violence and disruptive sexual behaviours.

This leads us to think that the family structures of our target group are similar to the ones studied by Martinet (Martinet & Xypas, 2003) based on the research carried by Hoffman (1970; Hess and Shipman, 1965; and Lautrey, 1980) on “children presenting social difficulties”. According to Lautrey; two family structures prevail in underprivileged families, either very rigid or very loose.

As a result, two educational practices can be identified: authoritarianism or laxism. The children integrate the laws and rules rather by duty and fear of the adult’s authority and punishment than by choice. There is a great dependency on exterior authority; the decisions and initiatives undertaken depend on the hierarchical structure. All this leads to “objective responsibility” where the child takes initiatives and responsibilities only when they correspond to the wishes of the adult representing the authority. This rigidity found in underprivileged family groups inhibits the intellectual development of the children. The lack of communication, solicitation and understanding leaves less space to the

development of critical thinking, discussion and to intellectual decentration. In addition, the kids have undergone a large number of school failures and as no sensitization has been done to promote education, motivation and future career plans; they develop an “avoiding strategy” of the scholar system, which is now synonym of failure.

There is an urgent need to develop critical thinking and intellectual decentration (objective thinking), which are essential to the cognitive and moral development. It has been proven (Carosin 2006, 2007) that teaching art through interactive pedagogy helps in developing moral values such as participation, self-esteem, responsibility, mutual respect and cooperation.

The specific problems to be addressed by the program include:

- Low attendance rate at school,
- Lack of self-esteem of the children having experienced several failures,
- Difficulty to adapt pedagogical tools to the specific context of ZEP Schools,
- Lack of self-confidence of the teachers in artistic techniques and experimenting new ways of teaching,
- Lack of communication on our national artistic and cultural heritage,
- Incomplete development of competency and value-based approach in schools in Mauritius,
- Collaboration difficulties between the state actors and civil society,
- Difficulty to bring together parents and community for school events.

The proposed program will be implemented during school hours and in collaboration with the school staff in order to address the above mentioned issues. Regular communication and work with the teachers and school staff will promote a creative atmosphere within the school, and boost up the self-esteem of the target group, therefore enhancing the school level (attendance rate and quality of teaching). Indirectly, the program will provide the conditions for a learning atmosphere, promoting the improvement of school results and on the long run, it will contribute to reducing social inequalities and providing access to quality education, art and culture to all.

2.1.2 Beneficiaries of the project:

Target group:

- Vulnerable Children (from ZEP Schools)
 - Pre-Primary
 - Primary
- ZEP School Teachers
- ZEP School Community

Program “Zones d’Education Prioritaires”

ZEP School strategy as mentioned in the “National Strategic Plan for Education and Training 2008 – 2020”:

(...) “The Zones d’Education Prioritaires (ZEP) has been created to address educational failure. Its strategy is based on the premise that positive reinforcement is required to create favorable learning conditions for children mostly in the less developed regions. In the broader perspective, this approach aims at combating social inequalities by providing equal opportunities to all primary school children of the country. Although progress has been slow in terms of pupil achievement as measured by the CPE pass rate, ZEP schools have, on the other hand, managed to produce some good practices such as holistic educational approaches, school community partnership, active parent involvement in the educational process, fund-raising models for school improvement projects etc.”

A school is classified as a ZEP school when it has had a Certificate of Primary Education (CPE) pass rate of less than 40% over the last 5 years. 30 primary schools, based on the above criteria, have been classified as ZEP schools in Mauritius.

Region, village, town:

- André Bazerque Government School - **Plaisance, Rose Hill**
- Barkly Government School - **Beau Bassin**
- Guy Rozemont Government school - **Tranquebar, Port Louis**
- Emmanuel Anquetil Government School (new) - **Roche Bois, Port-Louis.**

Number of direct beneficiaries:

1. **925** Children of 4 ZEP Schools:
 - Emmanuel Anquetil Govt. School: **400** pupils + 25 pre-primary
 - Barkly Govt School: **144** pupils + 25 pre-primary
 - Andre Bazerque Govt School: **128** pupils + 25 pre-primary
 - Guy Rozemont Govt. School: **153** pupils + 25 pre-primary
2. **42** Teachers of ZEP Schools :
 - Emmanuel Anquetil Govt. School: **16** teachers
 - Barkly Govt School: **9** teachers
 - Andre Bazerque Govt School: **8** teachers
 - Guy Rozemont Govt. School: **9** teachers

3. The four School Communities (School Staff, Parents, children, NGOs).

Indirect beneficiaries: The Ministry of Education, other NGOs, the villages.

2.1.3 Objectives of the project:

- 1) Favour the development of life skills of vulnerable children.
- 2) Strengthen the use of interactive pedagogy practices (by teachers) during school hours.
- 3) Support the teaching of arts in line with the Primary Curriculum Framework.

Our overall objective is to favour the development of the vulnerable children through artistic activities and interactive pedagogy techniques. We intend to do so by intervening in the classes in close collaboration with the teacher. By providing technical support to the teachers, we enable them to concentrate on their teaching techniques rather than the activities. In parallel, a quarterly self-assessment exercise will be carried out with the pupils, through which the children will get a sense of what is expected from them in terms of competencies and value development. Moreover, Mauritian artworks will be the inspiration for the designing of class activities and school events, thus reinforcing the promotion of our artistic and cultural heritage.

Our aim is to:

- Provide the teachers with technical support and advice to develop and experiment creative and innovative activities and teaching methods;
- Engage the pupils in the development of competencies related to citizenship values;
- Contribute to the promotion of artistic education for all in primary schools;
- Involve local artists, parents and volunteers in the organization of school events.

The action will contribute to the improvement of the educational and academic environment in primary schools as follows:

- Valorisation of the school environment;
- Increased use of creative and innovating teaching methods and tools;
- Regular conduction of creativity classes;
- Enhanced training in artistic techniques;
- Introduction to competency and value-based approach.



2.1.4 Collaboration Goals

During the last year, we had several meetings with the ZEP Management, and we identified jointly the following collaboration goals:

1. Reduction of absenteeism.
2. Mobilisation of the school community.
3. Valorisation of children's artworks.
4. Conduction of creativity classes.
5. Identification and follow-up of children experiencing learning difficulties

2.2 Methodology

The TIPA projects have been implemented in ZEP schools and adjusted since 2006. For the initial stage of the program, TIPA's field teams have focused their efforts on developing innovative teaching strategies in cooperation with teachers and school staff, in order to address learning difficulties of vulnerable children, based on interactive pedagogy participatory practices, use of arts to foster self-esteem, participation, critical thinking, mutual respect and cooperation (those values and abilities that help the child to approach and manage learning modules and materials). The exercises have been piloted with small groups of children out of the classrooms, and since 2010 the field team has started the implementation of the artistic activities in class. The paragraphs below cover the different stages in the development of the program.

The Pilot Program (2007 and 2008)

The pilot program started in February 2007 in Black River Government School with the children presenting learning difficulties and *maladaptive* behaviours during school hours. Creative art workshops of fifty minutes were dedicated to the children who were referred by their class teachers during school hours. The children were grouped in teams of a maximum of 7 and would take part in workshops in different artistic fields such as circus, theatre, story writing and creative arts. These fields were taught by a special education needs teacher under the supervision of a researcher in developmental psychology.

It is important to note that in February 2006 a research in psychology (Carosin, 2006) was conducted amongst the children of the "repeaters" class. The kids were offered an hour and a half of art workshop, every day after school hours, during two months and a half. The results of the research have underlined the role that an art workshop can play in favouring the development of values and cooperation in the children. This research has helped in building the observation tools necessary to enhance the pedagogy used by the special education needs teacher. The research concerning the building up of values amongst the children of the repeaters class was carried in parallel during 4 months.

In 2008, two facilitators integrated the program. Their role was created to facilitate the theatre workshop as theatre professionals and to work on the collaboration with parents. However, during this year, more focus was put on the collaboration between the school staff and the T.I.P.A team.



The TIPA Program 2009

Two ZEP schools of Mauritius (Black River and Barkly Government Schools) hosted the TIPA Program 2009. The program took place in two phases:

- **Phase 1** (1st and 2nd term) where the team facilitated about 10 workshops of 45 min, 2 days per week with the children experiencing learning difficulties and/or presenting disruptive behaviour. Each workshop was dedicated to groups of 6 kids maximum. Each group comprised children from 2 different levels minimum, in order to favour group dynamics and the development of values such as “responsibility”.
- **Phase 2** (3rd term) where the team facilitated 45 min workshops, 3 times a trimester for each class. In these workshops, the team helped to build revision materials to sustain the academic knowledge acquired during the school year.

During the year 2009 the TIPA team also delivered the following:

- Annual school show based on a tale, play or story in collaboration with the teachers of the school for the music day;
- Fun activities for the Standard 1 to 6, two days per week (from 9 to 11h) during half of the first semester school holidays;
- Art Festival for the school community (parents, children, etc.) in order to promote a “positive atmosphere” around the school premises and mobilize the parents and community.

The TIPA Programme 2010

Four ZEP schools of Mauritius (Black River, Barkly, André Bazerque and Guy Rozemont Government Schools) hosted the TIPA Program in 2010. During this year, TIPA intended to further upgrade its programme with the overall objective of favouring the whole development of the vulnerable children by encouraging the use of interactive pedagogy and the teaching of arts (in line with the mission of the Ministry of Education, Culture and Human Resources), of promoting essential life skills, critical and innovation thinking, citizen’s values. To meet the above, the following actions were carried out:

1. **Story-writing workshops** with children experiencing learning difficulties. These workshops focused on developing the self-esteem. The story-written were represented through acting, painting or dancing etc. in order to help children gain confidence in their creative capacities. Moreover stories were publicly presented to the school’s communities during school festivals and special events with the objective of value pupils’ work and achievements. Children’ progresses assessments were undertaken every trimester by TIPA facilitators using an observation grid.
2. **Creativity classes** carried out with school teachers. The TIPA facilitators worked on developing artistic activities modules (related to local artworks), for teachers’ use during weekly creativity classes. Moreover, the TIPA team guaranteed support to teachers’ art modules’ implementation.
3. An annual school **Art festival** was organized in each school in collaboration with community actors (parents, school staff, NGOs, etc.). The major objective was to mobilize the community in a joint effort with the school to contribute to the improvement of the quality of teaching and learning.
4. TIPA also organized a **Team Building** workshop with the 4 schools staff (teaching and non-teaching), the TIPA Team and other NGOs working in the schools.
5. Finally, TIPA organized 2 **training workshops** on “art training” and “psycho-pedagogy”, for facilitators involved with other NGOs, to encourage networking and sharing of good practices.



The TIPA Programme 2011

In line with the objectives set up during a workshop between the ZEP Unit and the TIPA Team (end of 2010), the TIPA staff supported the teaching of “The Arts” during the creativity classes’ hours, in collaboration with the teachers.

Activities were also planned in collaboration with the teachers for Standard 1 and 2 pupils, the activities focused on basic notions (“notions d’espace, de temps chronologique, de temps météorologique, des émotions, des sens, etc.”), whereas the activities for Standard 3 to 6 pupils’ focused on activities developed from Mauritian artists work, with the integration of the creativity books’ activities as well.

The TIPA facilitators intervened in the classes on a regular basis (starting 1st trimester, ending 3rd trimester):

- **Standard 1 & 2:** 100 min per week. The TIPA facilitators proposed activities around basic notions to the teachers and the children worked on each notion.
- **Standard 3 to 6:** 100 min every week for Standard 3 and 75 min every week for Standard 4 to 6. The TIPA facilitators proposed artistic activities based on the work of Mauritian artists. These activities were worked out with the teachers in order to insert the creativity books’ activities.

The TIPA Team conducted no writing exercise and the teacher introduced any academic knowledge related to the artistic activities. The children were assessed on their life skills development. They were also involved in the assessment process. As a result, the TIPA facilitators filled in the “life skills” progress report: in collaboration with each child of Standard 1 & 2 and in collaboration with the whole class (each child will be responsible for his own assessment) from Std 3 to 6. In parallel, the teachers assessed the child’s mastering of artistic techniques according to the template provided by the creative arts’ inspectors.

The TIPA facilitators also provided support in the planning and organization of school events such as: the National day, the Music day, Open days and Fun days. In return, the school staff was involved in the organization of the Annual Art Festival proposed and financed by TIPA.

In order to favour effective collaboration between the school staff and TIPA staff, our NGO planned and organized a team-building workshop with the school staff during the first term holidays. This workshop encouraged and valued the teachers’ art skills and artwork. As a result cohesion and collaboration between the two teams were reinforced.

Difficulties encountered during the year and discussed with the ZEP Unit Partners:

- Some teachers were stressed by the academic results and therefore had difficulties in understanding the use of Creative Classes.
- Teachers and facilitators had limited time to prepare the classes jointly due to the teacher’s workload.
- Teaching styles differed from Teachers to Facilitators and therefore made it difficult for the children to understand what was expected from them.

2.2.1 Project design

To favour the sustainability of our programme, and to be able to duplicate it to other schools, we have designed our project over 4 years.

The 1st year will focus on the collaboration with School Head Masters and Parents, the 2nd year will focus on the collaboration with teachers. The 3rd year will be dedicated to the school consolidation, namely through the empowerment of teachers regarding their teaching methods and artistic competencies. During the 4th year and onwards, we will be organizing school festivals and carry out the follow-up of the activities facilitated by empowered teachers.

This 4-year project design will enable us to intervene in other schools, while following up the project in the previous ones. The following table presents the distribution of the schools within this project design.

2012	2013	2014	2015
E.Anquetil G. S. (1 st year)	E.Anquetil G. S. (2 nd year)	E.Anquetil G. S. (3 rd year)	E.Anquetil G. S. (4 th year)
Barkly G.S. (2 nd year)	Barkly G.S. (3 rd year)	Barkly G.S. (4 th year)	School 5 (2 nd year)
André Bazerque G.S. (2 nd year)	André Bazerque G.S. (3 rd year)	André Bazerque G.S. (4 th year)	School 6 (2 nd year)
Guy Rozemont G.S. (2 nd year)	Guy Rozemont G.S. (3 rd year)	Guy Rozemont G.S. (4 th year)	School 7 (1 st year)
		School 5 (1 st year)	School 8 (1 st year)
		School 6 (1 st year)	

2.2.2 Actions/activities

The activities of TIPA are concerned with the **development of life skills** of vulnerable children. The students will self-assess their competencies developed during the classes. A special report book with pictograms and illustrations has been elaborated to help the children in understanding the values and competencies aimed in the classes. The teacher, facilitators and parents are also invited to add their comments to the report book.

The self-assessment exercise will sensitize and inform the students about the competencies and values aimed in class. It will give them a sense of responsibility and engage them in discovering and learning new materials. Furthermore, the report book will consolidate the communication between parents, teachers and facilitators.

Identification of children experiencing learning and/or social difficulties will be carried out in collaboration with the teacher. A detailed profile of the children experiencing learning and/or social difficulties will be established with the teacher through class observations. The information collected will be submitted to the School Head Master, “Parent Médiateur”, Social Worker and Psychologist.

The directory of children experiencing learning and/or social difficulties will prevent duplicate actions and will facilitate follow-up. In addition, it will help the various stakeholders to follow the special cases and take action when needed. The information collected amongst the various stakeholders will provide the latter with an overview of the child’s economic, social and cognitive condition, in order to provide precise and pertinent services.

- Profiling, assessment and follow-up of the children experiencing learning difficulties.
- Development and use of a user-friendly database for the continuous assessment of the children.

Weekly Creativity classes will be carried out in order to strengthen the use of interactive pedagogy practices during school hours. We believe that creativity classes can provide the conditions to experiment new teaching tools and methods especially interactive pedagogy methods. TIPA facilitators will work on developing artistic activities modules (related to local artworks) for teachers’ use during weekly creativity classes. The TIPA team will guarantee support to teachers’ art modules and creativity books’ implementation. Moreover the facilitators will organize school events (national day, music day, etc.) in collaboration with the teachers.

The creativity classes will allow the teachers to experience new techniques of class management, teaching, etc. The regular occurrence of creativity classes will promote a holistic approach of child development. This activity will help the teacher in regaining confidence in his/her creative abilities in order to be able to conduct the classes regularly and autonomously. In order to help the facilitators to take some hindsight on their collaboration, the TIPA facilitators will be coached and classes will be videotaped for case studies and/or training purposes.

- At least 75 min of creativity classes per week and per class (from Std 1 to 6).
- Integration and enhancement of creativity books’ activities in collaboration with the teachers.

Annual school arts festivals will be organized in collaboration with community actors (s, school staff, NGOs, etc.). The major objective is to sensitize and mobilize the community in a joint effort with the school to contribute to the improvement of the quality of teaching and learning of the Arts and other subjects. In addition, TIPA will provide one team building workshop per year for all school staff, NGOs, parents etc. to encourage team networking and sharing of good practices amongst the schools and the community. The art



festivals will bring together the school community (school staff, parents, forces vices, etc.) within the school premises. The children's artwork will be presented to the school community. This activity will help enhance the communication between the various stakeholders of the school network.

In addition, TIPA plans one **team building workshop** per year for school staff, NGOs, and parents, in order to facilitate collaboration, between the different social actors. TIPA also plans to organize **training workshops** for the field team, schools' staffs and NGOs, to encourage networking and sharing of good practices amongst the schools and the community. If needed and requested, TIPA will also provide **support to teachers** to prepare the annual school show for the music day, as well as organize fun and creative activities for standard 1 to 6 upon request.

The action will improve the situation of 925 pupils of ZEP schools as follows:

- Valorisation of the children artworks in front of the whole school community;
- Improved management of learning material and techniques;
- Enhanced pro-social behaviours;
- Increased self-esteem;
- Development of interest in Arts and Culture.

The action will contribute to the improvement of Educational Research, Primary Education, basic life skills for youth and adults, and Culture & Recreation as follows:

- Action-Research reports and evaluation on teaching techniques used in Mauritian "ZEP" schools;
- Contribution to the field of research on the development and assessment of life skills, values and competencies;
- Contribution to the development of NGO and State actors collaboration models;
- Contribution to the development and identification of a Mauritian culture;
- Contribution to the identification of cultural values related to Mauritius;
- Holistic approach of child development in primary schools;
- Contribution to the development of pedagogical tools and assessment tools that could potentially be used in any class afterwards.

The following table presents our actions and outputs, over our 4-years project design.

Beneficiaries	Indicators/Objectives	Actions Year 1	Actions Year 2	Actions Year 3	Actions Year 4	Outputs	
925 Children	Favour the development of life skills of vulnerable children	Implementation of pupils' progress reports on life skills		Follow-up of pupil's progress reports on life skills		Children's life skills assessed	
		Identification of children experiencing school difficulties		Implementation of pupils' file with relevant information concerning : socio-economic background, family structure, school progress, etc.		List of Children experiencing learning difficulties.* Referral of cases to Parent Mediator.*	
		Research, adjustment and elaboration of artistic activities				Portfolio of Artistic Activities	
		Research, adjustment and elaboration of interactive teaching methods				Pedagogical Folder	
34 Teachers	Strengthen the use of interactive pedagogy practices (by teachers) during school hours	Preparation and conduction of activities (creative classes) in collaboration with teacher		Coaching of activities prepared and facilitated by teachers		Prepared artistic activities	
		Assessment of teaching methods		Collaborative assessment of teaching methods		Reflective approach on teaching	
			Implementation of case study meetings in school on special cases : children, class management, etc.	Follow-up of case study meetings			
				Development of artistic activities related to academic subjects in collaboration with school inspectors		Teaching tools and methods on academic subjects diversified	
			Implementation of Reward scheme in regular classes	Follow-up of Reward Scheme		Regular attendance of pupils to school*	
34 Teachers/ School Community	Support the teaching of arts in line with the primary curriculum framework	Regular conduction of creative classes				Creative classes conducted on a weekly basis*	
		Assessment of artistic activities		Collaborative assessment of artistic activities		Enhanced artistic activities conducted in the schools	
		Organization of Annual Art Festivals				Enhanced interaction between artists and the school community (parents, children, teachers, etc.)	
		Parent mobilization for Art Festivals				School community mobilized*	
		Regular Art Exhibitions				Children's Artwork valued*	

		Support the development of artistic activities related to special events	Enhanced organization of Special events
School Staff, TIPA Staff	Other activities designed to support the development of our main objectives	Team Building Sessions	Team Building between MOEHR staff and TIPA staff
		Training Workshops	Enhanced knowledge and know-how of artistic activities and teaching methods.
		Group Regulations and Case Studies with TIPA Staff	Enhanced reflection, cohesion and coherence within the TIPA staff.

* Collaboration goals

2.2.3 Duration of the project:

Year 2012 to 2015

2.2.4 Action Plan 2012

Project Title: TIPA Programme		TIMEFRAME PER MONTH (from January 2012 to December 2012)												
Objective 1: Favour the development of life skills of vulnerable children														
	Activity	Responsible person	Ja	Fe	Ma	Ap	My	Ju	Jl	Au	Sp	Oc	Nv	Dc
1.1	Implementation of pupil's progress report on life skills	Facilitators				X			X			X		
1.2	Identification of children experiencing school difficulties	Facilitators	X			X			X					
1.3	Research, adjustment and elaboration of artistic activities	Terrain Coordinators	X			X			X			X	X	X
1.4	Research, adjustment and elaboration of interactive teaching methods	Terrain Coordinators	X			X			X			X	X	X
Objective 2: Strengthen the use of interactive pedagogy practices (by teachers) during school hours														
2.1	Preparation and conduction of activities (creative classes) in collaboration with teacher	Facilitators	X	X	X	X	X	X	X	X	X	X		
2.2	Assessment of teaching methods	Terrain Coordinators	X	X	X	X	X	X	X	X	X	X		
Objective 3: Support the teaching of arts in line with the primary curriculum framework														
3.1	Regular conduction of creative classes	Facilitators	X	X	X	X	X	X	X	X	X	X		
3.2	Assessment of artistic activities	Terrain Coordinators												
3.3	Organization of Annual Art Festivals	Project Manager							X	X	X			
3.4	Parent mobilization for Art Festivals	Assistant TC					X	X	X	X	X			
3.5	Regular Art Exhibitions	Facilitators			X			X				X		
3.6	Support the development of artistic activities related to special events	Facilitators			X			X				X		
Other activities														
4.1	Team Building Sessions	Project Manager				X						X		
4.2	Training Workshops	Terrain Coordinator										X	X	
4.3	Group Regulations and Case Studies with TIPA Staff	Terrain Coordinator	X	X	X	X	X	X	X	X	X	X	X	X
4.4	Status Report	Project Manager			X			X				X		X
4.5	Financial Report	Project Manager			X			X				X		X

2.3 Assessment of the project

Assessment tools used:

The children taking part in the program were assessed using an observation sheet (developed by the “Pôle de Recherche, Université Lyon 2” under the Direction of Dr. J.Favre) that focused on life skills and competencies that could be observed in the children and which were relevant to the program’s aims and objectives. The observation grids were filled at the end of every trimester by the facilitators and 5 teachers.

The data collected for each child in each grid was compared on a group/level basis to assess if there was a difference in the competencies developed in class and during the workshops. The results of this study were produced at the end of the school year 2009 in the yearly status report. The comparison suggested that the competencies developed in class were not the same as those developed during the workshops. This pointed out the need to provide an environment where the child could fully develop his potential, and competencies such as participation, critical thinking, etc.

In 2009, TIPA consolidated its program by enlarging the target groups, and by integrating the above-mentioned activities within the classrooms as well as during school holidays. In 2010, TIPA intervened in four ZEP schools and conducted the following activities:

- Story-writing classes with children experiencing learning difficulties;
- Creativity Classes during the second school term;
- Annual arts festivals organized in collaboration with the school community during the second term school holidays.

For the timeframe 2011-2012, TIPA intends to further upgrade its program with the overall objective of favouring the holistic development of vulnerable children by encouraging the use of interactive pedagogy and the teaching of arts in line with the mission of the Ministry of Education, Culture and Human Resources to promote the development of essential life skills, critical and innovation thinking, and citizen’s values.

The brainstorming session held at the end of 2010 pointed out the need to set up the program in classes and in collaboration with the teachers. Following this discussion, TIPA’s actions and outputs were adjusted in order to satisfy the beneficiaries.

The project 2012 – 2015, will be assessed both quantitatively and qualitatively. The table below summarizes the different assessments planned, in relation to our 3 objectives. These assessments will be done by TIPA staff, in collaboration with schools’ staffs, inspectors, as well as external stakeholders, such as artists, Educationalists from the Mauritius Institute of Education and Psychologists.

Beneficiaries	Indicators/Objectives	Outputs	Inputs	Quantitative Assessment	Qualitative Assessment
925 Children	Favour the development of life skills of vulnerable children	Children's life skills assessed	Consultant – Psychology Researcher Terrain Coordinators Facilitators School Educators Admin Officer		Report on Assessment of children's progress (End of Year Status Report)
		List of Children experiencing learning difficulties.* Referral of cases to Parent Mediator.*	Terrain Coordinators Head Masters Parent Mediator Social Workers ZEP Assistant	Number of children identified and followed by the school staff and relevant authorities.	
		Portfolio of Artistic Activities	Terrain Coordinators Facilitators Artist Art teacher Art Inspector		Assessment of portfolio by recognized Artist, Art teachers and inspectors.
		Pedagogical Folder	Terrain Coordinators Facilitators School Educators MIE Educationalist		Assessment of teaching methods by the Mauritius Institute of Education (MIE).
34 Teachers	Strengthen the use of interactive pedagogy practices (by teachers) during school hours	Prepared artistic activities	Terrain Coordinators Facilitators	Number of activities prepared and conducted.	
		Reflective approach on teaching	Terrain Coordinators MIE Educationalists		Self-assessment of teaching methods
			Consultant for NGO – Psychologist School Psychologist School Educators, etc.	Number of case studies carried out	
		Teaching tools and methods on academic subjects diversified	Facilitators School Inspectors School Educators Terrain Coordinators		Record of teaching tools and methods used to teach academic subject
	Regular attendance of pupils to school*	Head Masters Terrain Coordinators Project Manager		Report on Children's attendance to school (Per Status Report)	

34 Teachers/ School Community	Support the teaching of arts in line with the primary curriculum framework	Creative classes conducted on a weekly basis*	Facilitators Terrain Coordinators	Report on Percentage of creative classes conducted on number of creative classes planned and justifications (end of Year Status Report)	
		Enhanced artistic activities conducted in the schools	Facilitators School Educators School Inspectors Terrain Coordinators		Self-assessment of artistic activities and Assessment (Observation) of creative classes by inspectors
		Enhanced interaction between artists and the school community (parents, children, teachers, etc.)	All TIPA Staff All School Staff Parents Artists	Number of artists, parents, children, school staff, etc.	Report on impressions of school community (Status Report 3)
		School community mobilized*	Pupils Other NGO Staff		
		Children's Artwork valued*	Head Masters School Educators Facilitators	Number of exhibitions carried out	
		Enhanced organization of Special events	Head Masters Terrain Coordinators School Educators Facilitators		Quality assessment of special events organized
School Staff and TIPA Staff	Other activities related to the development of our main objectives	Team Building between MOEHR staff and TIPA staff	Project Manager Terrain Coordinators		Report on team building assessment (Status Report 2)
		Enhanced knowledge and know-how of artistic activities and teaching methods.	Consultant - Trainers		Report on training (End of Year Status Report)
		Group Regulations and Case Studies with TIPA Staff	Consultants – Psychoanalyst & Psychologist	Number of case studies and group regulations carried during the year	



2.3.2 Risks

There is a risk of limited authorization from the MOEHR. To counter that risk, T.I.P.A has developed a strong relationship with the ZEP Unit, responsible for the implementation of the project. Regular meetings are planned with the ZEP manager and ZEP facilitator who have been following our action since 2006. There is a constant search for effective cooperation between both parties, which can be supported by the increasing number of schools where T.I.P.A intervenes (from one school in 2006 to four schools in 2010). If ever the request should be made to intervene after school hours, T.I.P.A activities are planned in a way that will fit workshops after school hours and/or during week-ends. If ever the authorities found the support given to the four schools sufficient, the TIPA Program can be moved to other ZEP schools.

The second major risk is the lack of qualified human resources. To anticipate that risk, the project coordinators have planned a training program intended for new facilitators (artists, young facilitators or retirees) which will be carried out in the year before the program starts. A coaching program has also been tested during the past year with our facilitators; the terrain coordinators will carry on training and coaching facilitators during art classes.

We have also been receiving funds on an irregular basis, which represents a financial risk for the sustainability of our action. Thus, we are now working with a (volunteer) financial specialist to help us with our financial strategy.

2.3.3 Sustainability

To ensure sustainability, the program was developed during the last years on the field and with the beneficiaries. Continuous assessment of the children and assessment of the activities are carried out by the whole team each trimester and at the end of each school year respectively. Moreover, the team has engaged in an active reflection on the pedagogical methods and tools used with respect to the special educational needs of the children.

Since 2006, T.I.P.A's action has been technically supported by the Ministry of Education and Human Resource, and financially by CSR funds. The NGO has built a relationship with its technical and financial partners based on trust. Our partners have shown constant satisfaction upon reception of the technical and financial reports produced to them three times a year. Furthermore, the NGO intends to start fundraising activities in collaboration with artists and other NGOs.

Our 4-year action design also aims to sustain our programme in the 4 actual schools, as well as, introducing it in 4 other schools by 2015.

The structural implications of the action is the development of a school curriculum and school assessments based on the holistic development of the child, including his competencies in various domains. By introducing activities related to local artists, we hope that the action will result in a growing interest for the work of Mauritian artists, and a strategy to develop Mauritian culture and promote local artists.

By developing an Arts portfolio and registering activities that were carried out in previous years and proved to be successful, we aim at sharing good practices and establish a sustainable program. Teachers would be able to use the portfolio as a resource for their art activities and interactive pedagogy techniques. In this way, our action could become self-sustainable.

2.3.4. Reporting

Since the start of our action, we have been regularly reporting our activities to the MOEHR and to sponsors. Reporting is essential for us, as a means to assess our action, and to benefit from our stakeholders recommendations on how to improve our programme. As from 2012, we have scheduled to submit 4 status reports and financial reports per year.

The table below presents the different reports to be submitted, including a summary of their contents.

Outputs	Inputs	Quantitative Assessment	Qualitative Assessment	Assessment tools	Responsible for Assessment	Reported in
Children's life skills assessed	Consultant – Psychology Researcher Terrain Coordinators Facilitators School Educators Admin Officer		Report on Assessment of children's progress	Children's Progress Report	Consultant - Psychology	End of Year Status Report
List of Children experiencing learning difficulties.* Referral of cases to Parent Mediator.*	Terrain Coordinators Head Masters Parent Mediator Social Workers ZEP Assistant	Number of children identified and followed by the school staff and relevant authorities.		Records of children identified	Terrain Coordinator	Per Status Report
Portfolio of Artistic Activities	Terrain Coordinators Facilitators Artist Art teacher Art Inspector		Assessment of portfolio by recognized Artist, Art teachers and inspectors.	See Consultants	Assistant Terrain Coordinator	1 st Status Report
Pedagogical Folder	Terrain Coordinators Facilitators School Educators MIE Educationalist		Assessment of teaching methods by the Mauritius Institute of Education (MIE).	See Consultants	Terrain Coordinator	2 nd Status Report
Prepared artistic activities	Terrain Coordinators Facilitators	Number of activities prepared and conducted.		Record of prepared and conducted activities	Terrain Coordinators	Per Status Report
Reflective approach on teaching	Terrain Coordinators MIE Educationalists		Self-assessment of teaching methods	Workshop assessment grid ("Fiche Atelier")	Terrain Coordinators	2 nd and 4 th Status Report
	Consultant for NGO – Psychologist	Number of case studies carried out		Record of Case Studies	Terrain Coordinators	4 th Status Report

	School Psychologist School Educators Facilitators Terrain Coordinators ...					
Teaching tools and methods on academic subjects diversified	Facilitators School Inspectors School Educators Terrain Coordinators		Record of teaching tools and methods used to teach academic subject	Inventory of teaching tools and methods used to teach academic subject	Terrain Coordinators	Per Status Report
Regular attendance of pupils to school*	Head Masters Terrain Coordinators Project Manager	Report on Children's attendance to school (Per Status Report)		Attendance records	Assistant Terrain Coordinator	Per Status Report
Creative classes conducted on a weekly basis*	Facilitators Terrain Coordinators	Report on Percentage of creative classes conducted on number of creative classes planned and justifications (end of Year Status Report)		Reporting Sheet on Creative Classes	Terrain Coordinator	2 nd and 4 th Status Report
Enhanced artistic activities conducted in the schools	Facilitators School Educators School Inspectors Terrain Coordinators		Self-assessment of artistic activities and Assessment (Observation) of creative classes by inspectors	Workshop assessment grid (« Fiche Atelier »)	Assistant Terrain Coordinator	2 nd and 4 th Status Report
Enhanced interaction between artists and the school community (parents, children, teachers, etc.)	All TIPA Staff All School Staff Parents Artists Pupils Other NGO Staff	Number of artists, parents, children, school staff, etc.	Report on impressions of school community (Status Report 3)	Record of number of Parents, etc. Audio + Video Interview Analysis	Project Manager	3 rd Status Report
School community mobilized*						
Children's Artwork valued*	Head Masters School Educators Facilitators	Number of exhibitions carried out		Record of School Exhibitions	Assistant Terrain Coordinator	4 th Status Report
Enhanced organization of Special events	Head Masters Terrain Coordinators		Quality assessment of special events	Assessment questionnaires for	Project Manager	Per Status Report

	School Educators Facilitators Inspectors		organized	special events		
Team Building between MOEHR staff and TIPA staff	Project Manager Terrain Coordinators	Attendance of MOEHR Staff	Report on team building assessment (Status Report 2)	Attendance record. Questionnaires on team building.	Project Manager	2 nd Status Report
Enhanced knowledge and know-how of artistic activities and teaching methods.	Consultant - Trainers		Report on training (End of Year Status Report)	Questionnaires on training.	Trainers	4 th Status Report
Group Regulations and Case Studies with TIPA Staff	Consultants – Psychoanalyst & Psychologist	Number of case studies and group regulations carried during the year		Record of number of case studies and group regulations	Terrain Coordinator	Per Status Report

3. Resources

3.1 Resources needed for the implementation of the project

Human Resources: 6 Art Facilitators, 1 Project Manager, 1 Terrain Coordinator, 1 Assistant Terrain Coordinator, 1 Administrative Officer, 1 Assistant Administrative Officer, 1 Programme Development Assistant, 1 Researcher, 1 Educationalist, 1 Trainer, 1 Psychologist, 1 Psychoanalyst, Trainers and Volunteers (for Art Festivals and other community events).

Material resources: Art Material, Class fittings, Documentation, Furniture, etc.

Financial resources: Total Budget Costs from January 2012 to December 2012 is **Rs. 6,906,143.0**.

3.2 Proposition of visibility to Financial Partners

Great visibility is offered to our sponsors during Art Festivals in the schools. Invitations and Posters informing about the event and on which sponsors appear, are sent to the parents, local NGOs, ministries and other personalities and collaborators. The four festivals are widely covered by the press during two months approximately, as there is one festival every two weeks starting mid-July. As a result, sponsors are invited to talk about their motivations and beliefs.

The sponsors' logos will also appear on our Website (www.tipa.mu) and will be linked to the Sponsor's Website. The Sponsors will also be stated in the term wise Status Reports produced by the Project Manager or Researcher and our newsletters.

3.3 Budget Estimates

<p>Total cost of the project for 2012 (January to December)</p>	<p>Total Budget Costs: Rs. 6,906,143.0 TIPA's Contribution (5% of total budget): Rs. 345,307.1 Estimated Total Sponsors/Partners' Contribution: Rs. 6,560,835.8 Estimated Sponsor/Partner's Contribution per school: Rs. 1,293,575.7</p>
<p>Other companies or partners associated to this project :</p>	<p>HSBC, Fodantion Harel Mallac, Investec, IBL Foundation, Forges Tardieu, Kalachand & Co, Ducray Lenoir, Gold Story, Divali Productions, Caudan Communauté, DISC, Attitude Resorts, Liquid Bulk Transport & co, Alcohol & Molasses Export, Metalite, Ellebasi, UNDP-NSA, Good Harvest, Jetha Tulsidas, ABC Automobile, Lagoon Software Mauritius, Lions Club de Curepipe & MDIT.</p>



3.4 Bank References

Name of the Bank	Mauritius Commercial Bank Ltd
Branch	Rivière Noire
Bank Address	Ruisseau Créole Complex, Black River Road, Rivière Noire, Mauritius
Name of bank account	Terrain for Interactive Pedagogy through Arts
Account No.	380522861