



Terrain for Interactive Pedagogy through Arts

Status Report No. 10

Year 2010
2nd Term

Abstract

This status report presents the activities carried out by the Association in the four ZEP schools from April to August 2010. It provides a concise outline of tools and projects in progress. The training assessment part provides relevant information concerning the evolution of the collaboration with the school staff referring to the team building exercise held in April. Finally the report summarizes feedbacks from the two first festivals held at André Bazerque Government School and Barkly Government School.

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Introduction

This status report presents first of all, the updated Action Plan of the project for the period January to August 2010 and relative activities carried out by the Association in the four ZEP schools involved in the project against Action Plan outputs with reference to the timeframe April to August 2010. Furthermore, the provisional calendar of planned activities for the third term is provided for future reference.

The second section pertains the training assessment, with a particular focus on the percentage of participation of school staff at the team building workshop held during the 1st term school holidays.

An important feature of the training evaluation is the exposure of organizational matters referring to collaboration with state institutions, and the consequent target of developing a “Manual of Procedures”, aiming at clearly define job description for each team member, comprising daily tasks and duties, with specific reference to inter-institutional relationships.

Finally, a synthesis of the meetings held after the two first festivals is presented in order to provide relevant information concerning assessment of event activities, and follow up strategy for remaining two festivals.

T.I.P.A Updated Action Plan

	Indicative Activities	Estimated beneficiaries	Actual direct beneficiaries (From Jan to Aug 2010)					Year 2010					
		Overall Beneficiaries	GRGS	BRGS	BGS	ABGS	Total	1st trim	SH ¹	2nd trim	SH	3rd trim	SH
OUTPUT 1	1.1 Story-writing workshops (<i>Number of children</i>)	210 children	50	49	53	44	196	✓		✓		X	
	1.2 Story-writing training workshops (2 days)	3 facilitators											X
	1.3 Coaching and follow-up (<i>Number of field workers</i>)	3 facilitators	3	2	3	3	3	✓	✓	✓	✓	X	X
	1.4 Develop Database for continuous assessment ²	TIPA team (6)					6	-	-	-	→		
OUTPUT 2	2.1 Creativity Workshop (<i>Number of teachers</i>)	30 teachers	6	7	7	5	25	✓		✓			
	2.2 Creativity Workshop (<i>Number of children</i>)	900 children	142	194	169	150	655	X		✓			
	2.3 Workshop planning (portfolio, program, etc.)	3 facilitators					3	☑	✓		X	X	X
	2.4 Close assessment of quality of teaching ³	30 teachers	6	7	7	5	25	-		-		X	
	2.5 Art training workshop ⁴ (<i>Number of teachers</i>)	30 teachers	0	0	0	0	0		X		X		X
	2.6 Art training workshop ⁴ (<i>Number of NGO Facilitators</i>)	none					6		☑				
OUTPUT 3	3.1 Psycho-pedagogy training workshops ⁴ (<i>Number of teachers</i>)	30 teachers	0	0	0	0	0		X		X		
	3.2 Psycho-pedagogy training workshops ⁴ (<i>Number of NGO Facilitators</i>)	none					8		☑				
	3.3 General training workshops ⁴ – Team Building (<i>Number of School Staff</i>)	30 teachers	9	11	6	8	34		✓		X		X
	3.4 General training workshops ⁴ (<i>Number of NGO Facilitators</i>)	NGO facilitators	0	0	0	0	0		X		X		X
	3.5 Art Festivals (<i>Number of Festivals</i>) ⁵	School community			1	1			X		✓		
	3.6 Study of the community network and needs ⁶	School community						X	X	X	-	X	X

¹ School Holidays

² A google document form has been created to fill the student's continuous assessment and the project manager is working on the Terms of Reference concerning the creation of the Database.

³ Request of collaboration with the ZEP inspectors has been made to the ZEP Manager. As soon as the approval will be received, collaboration will be engaged to create an assessment grid for the quality of teaching within creative classes.

⁴ For more information refer to the section on *Training Workshop Assessments pg. 8*

⁵ For more information refer to the section on *Feedback on Festivals pg. 10*

⁶ A draft proposal of baseline study of the community network and needs has been sent to private consultants.

Legend	✓ Planned and done	☑ Done (not planned)	- In progress / Awaiting authorisation	→ Still in progress (not planned)	X Planned not done
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Status report per Annual Action Plan Output

Table 1.1 – Description of tools in progress during the 2nd Term 2010

	Tools	Objectives	Responsible for the development	Launching date	Status 1 st Trimester	Status 2 nd Trimester	Deadline
Output 1	→ 1.1 TIPA Stage and Working table for story-writing classes	Develop and acquire a Stage which can be transformed into a working table + 6 to 8 stools; and used as a storage space.	Project Manager	April 2010	Design in progress	Two furniture designs. In progress: Prospects	November 2010
	✓ 1.2 Story-writing portfolios	Provide a detailed description of the artistic activities carried in story-writing workshops.	Educator and Facilitators	November 2009	Printing of portfolio	Review	October 2010
	→ 1.3 Pedagogical Folder	Provide a detailed description of the pedagogical methods used and justify their use in respect with the TIPA Objectives.	Psychologist, Educator and Admin. Officer	January 2010	In progress: Theoretical research.	In progress: Folder Structure	June 2011
	→ 1.4 TIPA database for Students	Provide the facilitators with a database to record the progress of the children.	Project Manager in collaboration with NGO President	April 2010	Description sent to IT Designers for advice	In progress: Terms of Reference	January 2011
	→ 1.4 TIPA Progress Report	Follow-up the children's progress and communicate the latter to parents and teachers (through the use of pictograms)	Psychologist and Educator	February 2010	In progress: Model	In progress : Prospects	January 2011
Output 2	→ 2.3 Creative classes portfolios	Provide a detailed description of the artistic activities based on Mauritian artists and carried in the creative classes.	Educator and Facilitators	February 2010	In progress: Description of activities	In progress: Adjustment of activities	December 2010
	✓ 2.3 Description of the Video Observation sessions	Detailed description of the different stages in the observation of recorded workshops.	Psychologist	June 2010		Delivered to the Field Workers in July 2010.	
Output 3	→ 3.3 Procedural Manual	Describe the procedures and intervention frame for the T.I.P.A Team (Field and Board)	Project Manager	April 2010	In progress: Elaboration of procedures with field collaborators (ZEP Coordinators, HM, teachers, etc.)	30% of the procedures written.	December 2010

T.I.P.A Timeframe of Past Activities – 2nd Term

Date	Activities	Location
20 th April to 16 th July	Story-writing workshops with children facing learning difficulties	All four Schools
20 th April to 16 th July	Creative Classes in collaboration with teachers.	All four Schools
20 th April to 16 th July	14 Remote Team Meetings	APEIM
April - May	Pedagogical visits to schools by the Field Coordinator	Black River Government School
		André Bazerque Government School
		Guy Rozemont Government School
		All Schools
14 th May	Presentation of the 1st Term status report to the school staff	Ministry of Education, IVTB House
14 th May	Meeting with ZEP Manager	APEIM
21 st May	Tipa team Regulation	Ministry of Education, IVTB House
27 th of May	Project presentation to ZEP Team and inspectors	Ministry of Education, IVTB House
28 th May	Project presentation to HRDC Managers	Ministry of Education, IVTB House
	Meeting with the Minister of Education and Human Resources, and MITD Manager.	
28 th May	Exhibition of Team work to the TIPA NGO Members	APEIM
1 st June	ZEP School Meeting	André Bazerque Government School
2 nd June	Chairmanship of National Jury Panel - Innoved	University of Mauritius, Réduit
4 th June	ZEP School Meeting	Black River Government School
8 th June	Meeting with parents - Presentation of Festival Art'la li la	Black River Government School
10 th June	Staff Meeting - Presentation of Festival Artlalila	Barkly Government School
11 th June	Tipa team Regulation	APEIM
15 th June	School Development Unit Meeting	Black River Government School
15 th June	Staff Meeting - Presentation of Festival Artlalila	Black River Government School
15 th June	ZEP School Meeting	Guy Rozemont Government School
17 th June	Meeting with Mr Dowlut – School Inspector, responsible of Creative Classes	Ministry of Education - Zone 1, Port Louis.
		André Bazerque Government School
17 th June	School Development Unit Meeting	
16 th , 17 th , 18 th June	Individual meeting with Psychologist / Project Manager	
18 th June	Meeting with parents - Presentation of Festival Art'la li la	Barkly Government School
29 th June	Presentation of Project - NEF "Espace rencontre CSR"	Swami Vivenkananda Centre – Pailles
30 th June	Meeting with parents - Preparation of Festival Art'la li la	Barkly Government School
1 st July	Meeting with parents - Presentation of Festival Art'la li la	André Bazerque Government School

<i>2nd July</i>	Staff Meeting - presentation of Festival Artlalila	Guy Rozemont Government School
<i>6th July</i>	Meeting with parents - Presentation of Festival Art'la li la	Black River Government School
<i>13th July</i>	Meeting with parents - Presentation of Festival Art'la li la	André Bazerque Government School
<i>16th July</i>	Meeting with parents - Preparation of Festival Art'la li la	APEIM
<i>18th July</i>	Tipa team Regulation	André Bazerque Government School
<i>25th July</i>	Festival Art'la li la	Barkly Government School
<i>4th August</i>	Festival Art'la li la	MBC Radio
<i>11th August</i>	Presentation of Project	Black River Village Hall
<i>12th August</i>	Meeting with parents - Preparation of Festival Art'la li la	Guy Rozemont Government School

T Training workshops Assessment (Outputs 2.5, 2.6, 3.1, 3.2, 3.3, 3.4)

The TIPA Description Plan 2010-2011 (provided at the beginning of the year) comprises the target of providing, during each trimester, three training workshops; with reference to the Action plan :

2.5 and 2.6 Output Activities - Art training,

3.1 and 3.2 Output Activities - Psycho Pedagogy training,

3.3 and 3.4 Output Activities - Team Building Session;

designed for school teachers and non-teaching staff, including one (the team building day) with joint participation of teachers and NGO facilitators (community workers engaged in the schools' environment).

However, after consultation with the ZEP Project Manager, decision was taken to do not propose both Art and Psycho-pedagogy workshops to teachers/school staff during the first term school holidays. This in order to avoid possible overlapping with other training sessions planned by the ZEP Project and Ministry of Education, involving same personnel. Furthermore, owing to budgetary constrains, the team building session has been organized with teachers only, as a result not including NGOs facilitators/community workers.

To sum up, the ZEP Unit and all the teachers participated solely to the team-building day without involvement of external stakeholders. On the other side, the art and psycho-pedagogy workshops were opened to the NGO facilitators. In the last status report (cf: Etat des Lieux No.9), qualitative assessment has been made with reference to the above-mentioned activities. Moreover, a quantitative assessment on participation is provided in the table below.

Table 1.1 – Number of Participants for the 1st term Workshops

Participants	Team Building Session	Art Workshop	Psycho-Pedagogy Workshop
Teaching School Staff	50	0	0
Non-teaching School Staff	22	0	0
NGO Facilitators	0	8	6

Although issue of participation was a matter of concern, the response from school teachers and staff has been encouraging with 44 % of personnel invited that has ensured participation to the first term team building session.

The chart 1.1 illustrates the percentage of teaching and non-teaching school staff participating to the 1st Term Team Building Day along with the total percentage of school staff (teaching + non-teaching) attendance per school. As demonstrated in the above graph, highest staff attendance rate was obtained from Black River Government School (BRGS) and Guy Rozemont Government School (GRGS). Furthermore, over 50 % of the teachers from Barkly, Black River and Guy Rozemont Government Schools were present during the first term team building day. Hence, conclusion can be made, by taking the rate of the participation of the teaching and non-teaching school staff, that there is a relatively positive response toward TIPA programme's activities.

During the second trimester, the TIPA team made request to the teaching and non-teaching school staff to provide support for the organization of the planned Art Festivals. Once again, in spite of the timeframe of the festivals, set to be held during and after school holidays, almost all teaching staff agreed to participate to such an extra-curricular activity on a

voluntary basis. The close collaboration established with teachers represent a significant feature of the degree of integration of the Association within the school's environment, and an undoubtedly outstanding result with reference to the mobilization, on voluntary basis, of teachers and school staff, in TIPA's activities.

As a result of the above described voluntary involvement of teaching personnel in the festivals, decision was taken, following the advice of the ZEP management, to cancel the mentioned three training sessions planned during school holidays, thus avoid an overcharged of activities during annual leave.

Consequently, no training assessment is presented for the current trimester.

By learning from the experience, an essential question for the TIPA team and project is how to collaborate effectively and regularly with teachers without over-loading their activity plan with extra-work and trainings undertaken on voluntary basis.

This is a typical issue pertaining mutual understanding between governmental institutions and external partners, as crucial feature potentially undermining relationships, in this case, between the Association and the Ministry of Education/school staff. NGO's and/or

Private institutions rarely take that particular point into account, causing, usual inter-institutional disagreements and conflicts. In factual terms, collaboration with governmental institutions in such type of projects is essential and necessary and implies a great effort by the Association towards understanding functioning and needs of the main partner, namely the school personnel. Past and present experiences with the school staff, ZEP Unit and the Ministry of Education highlight the requirement of better learning of internal organisation structures, procedures and needs of the direct partners prior to the positioning of the Association as additional support to schools.

For that purpose, a Manual of Procedures is under preparation by the TIPA Team. The Team members are working on single tasks to clearly establish own duties and job description along with the responsibility vis-à-vis cooperation activities with school staff, the Ministry of Education, and also other partners such as NGOs/community, volunteer artists, etc. A piece of comprehensive work providing a framework for daily activities undertaken within governmental structures and institutional arrangements. A fundamental tool to enhance TIPA projects and activities and move towards greater efficiency.

Feedback on Art Festivals at André Bazerque & Barkly G.S (Output 3.5)

The third objective of the TIPA project is to use Mauritian Arts as a tool to transmit cultural values to school community. In order to meet the above the TIPA team organizes one Art Festival in each school involved in the project, aiming at mobilizing the school environment around a common event where children and arts are the protagonists. The main purpose is to use arts to promote creativity, participation, and cooperation; representing the core values of the TIPA project.

Artistic activities represent a positive medium where parents and children can meet and cooperate in a relaxing atmosphere. In this context, a children/family/school/community event utilizing school premises symbolizes a momentum of true celebration of parents' educative role, as well as the ensemble of the educators' community from school to society.

As TIPA works in ZEP schools where the focus of the teaching strictly refers mainly to reducing academic failures, the Art Festival intends to represent an event positively influencing on school and community thinking and attitude.

Since May, regular meetings have been held on Saturdays, involving the TIPA Team along with sessions to sensitize artists and volunteers. The "Identiti" Team who offered their technical support designed a personalized poster and invitation card for the Festivals.

The first two festivals (in André Bazerque and Barkly Government School) have proved very successful outcomes, with high level of participation of children, parents and teachers, enjoyed themselves in a creative atmosphere. Two feedback meetings were held following festivals to assess strengths and weakness of the events as well as outline future opportunities and identify solutions to adopt for the next festivals. Table 1.3 summarizes the items mentioned during the meetings following the festivals. A full analysis and comparison of the number of parents and volunteers (parents, teachers, sponsors, etc.) in the four schools will be provided in the end of year status report in order to incorporate missing data from Black River and Guy Rozemont Government School festivals are planned for beginning of the 3rd school term (22nd and 29th of August).

Table 1.3 – Summary of the feedback meetings on ABGS and BGS Festival

Quantitative Assessment		
	André Bazerque G.S	Barkly G.S
Date	18 th of July from 10 a.m to 3 p.m	25 th of July from 10 a.m to 3 p.m
Number of Artists	Art discovery Workshops : 7 Show : 2 artists + Band of 18 artists	Art discovery Workshops : 9 Show : 2 artists + 2 Dans of 18 and 5 artists.
Number of Volunteers	From companies: 11 TIPA "friends": 12	From companies: 6 TIPA "friends": 15
Number of State Staff present	7 School Staff : 5 teachers, 1 HM, 1 caretaker Mr Dowlut, inspector, from the Ministry of Education Mme Senedhun from Ministry of Culture	3 School Staff : 1 teacher, 1 HM, 1 Caretaker Mr Dowlut, inspector, from the Ministry of Education Mr Dowlut, inspector, from the Ministry of Education Mr Gurrib, ZEP Facilitator.
Number of Adults/Parents	Approximatively 60	Approximately 100

Qualitative : Organizational Assessment

	André Bazerque G.S	Barkly G.S
Podium	Too high and not safe enough The setting-up was done at the last minute Appropriate height: 50 cm Appropriate area: 24 m ²	Better service and price obtained from TCB company. Same podium will be used for the following festivals.
Sound System	Talk to sound engineer concerning the : - Sound balance - Level of mass (too high) No microphones were hanging as planned with the sound system company (Rajesh).	
Fire Services + First Aid	Fire extinguisher has to be on site and available. Ambulance on site	
Security	Security needed close to the podium during the show Look for parents from the school community	
Food	Lack of tickets for the children Need for a better organization. Need 2 more volunteers.	Need volunteers. Need a "special" class to facilitate food distribution.
Communication/ Media	Check that posters are displayed in right locations. Remove Daniella's number from TIPA's letterhead.	Good media cover although the articles are not always relevant and accurate. More work will be done on the "Dossier de Presse"
Picture taking		Photographs and volunteers should get the parent's authorization before displaying the children's pictures on facebook or other public network.
TIPA Exhibition		Not enough facilitators (2) to welcome, explain the activities and prepare the workshops at the same time.
Welcoming speech	To be shortened as it is too long to keep the public's attention	
Volunteers	More badges needed for the volunteers with a more visible background (Violet, Fuschia or Purple) Brief volunteers to return the badges after the festival Stick Festival Programs and Tasks on the wall (in a visible area) Brief volunteers concerning the packing up of the tents (each one in a bag, no packing during the show, etc.) Brief the volunteers from other NGOs concerning their behaviour and speeches during the festivals : they have to be in line with TIPA objectives and desire to cooperat with the Ministry of Education.	To ensure that there is good coordination, supervision and motivation amongst the volunteers, each team manager should brief his volunteers each hour. Add to volunteer tasks : cleaning up of art material at the end of the workshops.

Qualitative : Activities Assessment

	André Bazerque G.S	Barkly G.S
Art discovery workshops	<p>Introduce a time limit for each workshop to control the “children flow” from workshop to workshop.</p> <p>Stop the music during the art discovery workshops</p> <p>Invite parents to try the artistic activities together with their kids.</p> <p>Choose different and opposite locations for the music and dance workshop.</p> <p>Exhibit the work done at the end of the workshops.</p> <p>Remind the children to take their art productions at the end of the day.</p>	<p>Face painting activity should be cancelled as it has too much success and impedes the “children flow” in other workshops.</p> <p>Volunteers needed at the end of the workshops to clean the art materials used.</p>
Show	<p>Pay the Artists royalties to the MASA in respect to TIPA’s objective: Encourage local art & artists.</p>	<p>Work in collaboration with the social workers to ensure that the kids are present during the holidays for the theatre rehearsals.</p> <p>Need a “backstage” class for making up and dressing up of the children and artists.</p> <p>More “lively” music should be played for the kids during the show.</p> <p>Parents should not be allowed on stage if they are not in the program.</p> <p>Two artists did not come to the festival.</p>

Feedback from the Company Volunteers

I really enjoyed the team spirit present amongst all volunteers (especially with my colleagues). It was a very good experience. I have particularly appreciated the moment I gave a hand to "Latelye Spektak" although I was originally in "Latelye Dans". It was fun doing face painting with the kids participating in the show.

My suggestions:

- More consistent food to volunteers as a lot of energy is used (especially as we are used to sitting behind a computer all week long!)
- I wish there were more kids' songs;
- Start with atelier in quiet atmosphere; concert should be at the end: the 'clow' of the day
- More for parents such as meeting other parents and discussing topics they have in common, even fun 'atelye' for them
- More kids music and why not have a karaoke type of session?

HSBC Volunteer

« La journée était très bien, cela nous a donné l'occasion de voir ce que les enfants de Barkely faisaient. Est-ce qu'il y a une autre façon de donner un coup de main à l'association? »

Medine Volunteer

"It was a very great time I spent at ABazerque. It was very "de-stressant" when we had to prepare the clay! It was very rewarding to see the children having a great time as well. They were very responsive and keen to draw or to learn many things. It was a pleasure teaching them, holding their hands to show them to draw. I had a really a pleasant time."

HSBC Volunteer

Well organised and coordinated event - does require a lot of volunteers!! a written programme (even if artisanal) may help.

HSBC Volunteer

I really enjoyed spending some time at Andre Bazerque ZEP school yesterday. I thought it was great to see so many artists of high caliber such as Rowin, Steve Beaugendre, Armand Gachet, Veronique Leclezio. The TIPA staff were very friendly and helpful. Volunteers weren't scared to "mettre la main a la pate" and get dirty smashing the clay - I think this should become a therapy for stress management in the bank! The organisation looked great and the general mood was very good. It seemed that all kids were having fun and were proud to show their works. Family members of all ages were present and I hope - as Angelique mentioned in her story - that they all congratulated their children / grand children for their amazing 'non academic' work. I thought maybe the concert / spectacle could be at the end and maybe we could have started with the 'atelier'.

HSBC Volunteer

J'ai été très contente de rencontrer l'équipe de TIPA, ainsi que tous les enfants de l'école de Barkely. Cela nous a permis d'être un peu plus sensibilisé sur le besoin de tout à chacun. Malheureusement je n'ai pas pu participer toute la journée, mais j'espère que la prochaine fois je pourrais le faire. J'ai été impressionné par l'organisation, et par les activités (ateliers) proposées pour ces enfants. Comme c'était une première fois pour moi je me suis sentie très sensibilisé par la cause. Je suis partante pour une nouvelle expérience similaire. Tenez au courant pour la prochaine fois!

Medine Volunteer

Truly amazing experience and wonderful to see those kids. They have put their creativity at work together with a lot of energy and it indeed paid off, a lesson for many, that we must not only focus on academics. An experience that must be encouraged and further expanded to many more children, TIPA does a wonderful job in developing those children. Such extra curricular activities need to be made part of school programmes. It helps in developing the personality of a child. Anisah, Elody, Jane, Angelique - all TIPA staff and volunteers were very friendly and cooperative.

HSBC Volunteer

Discussion and Conclusion

The activities carried out since the beginning of the year aim at reinforcing the collaboration between the school staff and the TIPA Team. Accordingly, past and present experiences with ZEP Schools personnel, and management at the level of the Ministry of Education, indicates that the basis for the establishment of a proactive cooperative relationship with governmental institutions, in this context, Ministry of Education, is represented by the development of consistent organizational structures and rigorous planning, clearly defining on one hand, job description, tasks and modus operandi of Team members, as well as overall governing rules of the Association. This in order to facilitate mutual understanding with direct partners (since such type of structures and planning features usually characterize government institutions functioning, as well as professional organizations) as key feature to enhance collaboration and trust.

During the first years of TIPA's project, activities have focused on the development of pedagogical tools and practical/logistic matters. Future fostering of Association's interventions will require particular attention on the improvement of internal organization/communication and planning instruments enhancing TIPA's professionalism, efficiency, and ultimately facilitating cooperation with external partners, school and the community.

The third term will be necessarily devoted to analyse possible means to favour community networking, and more importantly to reinforce partnership with the Ministry of Education (ZEP Management Unit and Schools' staff) in order to develop activities plan for the year 2011 in a coordinated manner (e.g. using face-to-face meetings with the ZEP Project Manager, and School Development Plan processes).

T.I.P.A Provisional Calendar for the 3rd Term

Date	Activities	Location
16 th August to 22 nd October	Story-writing workshops	All four schools
17 th August	Meeting with parents - Preparation of Festival Art'la li la	Black River Government School
20 th August	Tipa Team Regulation	APEIM
20 th August to 15 th December	15 Remote Team	APEIM
22 nd August	Festival Art'la li la	Black River Government School
29 th August	Festival Art'la li la	Guy Rozemont Government School
September	Creative Classes - self assessment of facilitators, in collaboration with teachers	
17 th September	Tipa Team Regulation	APEIM
October	Story writing workshops - self assessment of facilitators	
October -	Elaboration of Port folio for next year's activities	
December	Elaboration of the Procedural Manual	
December	Status Report	



Sponsors

Black River Government School : MCB

Barkly Government School : Fondation Médine Horizon

André Bazerque Government School : HSBC

Guy Rosemont Government School : IBL ltd., Standard Bank, APAVE, Rey Lenferna, D.I.S.C, ABC Foods