



Terrain for Interactive Pedagogy through Arts

Status Report No. 12

Year 2011  
1<sup>st</sup> School Term

Abstract

This status report presents the activities carried out by the NGO in the four ZEP schools from January to May 2011. It provides a concise report of tools and projects in progress. The Team Building's assessment part provides relevant information concerning the team building held with the ZEP and schools' staff during the first term school holidays. The Programme Assessment section reports on the questionnaires distributed to the adult beneficiaries. This report also presents a first draft of the procedures concerning the implementation of the programme in the four ZEP schools chosen by the ZEP Unit.

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## Introduction

Since 2010, our NGO has implemented a new programme in the ZEP Schools and started close collaboration with the teachers in facilitating Art Workshops. At the end of the year 2011, in line with the discussions held with the School teachers and Head Masters as well as the ZEP Unit staff, our programme was amended. In order to meet the specific requirements of the four ZEP Schools, where the programme is implemented, we decided to focus on:

1. The empowerment of children towards greater responsibility in the assessment of the competencies learned in class.
2. The teachers & facilitators collaboration to facilitate weekly creative classes and the regular use of “The Arts” creativity books provided by the ministry.
3. The collaboration between the school staff and TIPA team to bring together the school community.

The changes in the programme were also accompanied by organizational changes. As a result, the terms of reference for the different job positions have been developed and clear communication channels have been set up between the various stakeholders. Our first part will provide a description of our organization chart and of the risks and challenges faced in this new organization, whose aim is to sustain the development of our action. A descriptive part will follow, where the inventory of the actions and activities carried out since the beginning of the year will be presented.

The second part will present the assessment of the team building and the assessment of the programme implementation. During the first school term holidays, our NGO management team (Project Manager and Terrain Coordinators) organized a Team Building day to address the new challenges faced in communicating and collaborating with the ZEP Unit’s staff and the schools’ staff. Our goal was to spark off discussion and through creative activities on a Mauritian “taboo”: ethnic and religious stereotypes, to bring together the various stakeholders. Although this was a risky challenge, the participants very well appreciated the team building exercise. The team building assessment analysis provided in the fourth part of this document will take into consideration the degree of satisfaction of the participants, and the assessment of the team building in 2010 will act as a baseline for this year’s assessment. During the team building, Programme Assessment sheets were also distributed to the adult beneficiaries in order to assess our action. The results of this assessment will be presented as well in the second part of our report.

Afterwards, we will describe the development of the procedures which aim is to frame TIPA’s intervention in the schools. We will also present the collaboration goals as discussed during the meeting held between the ZEP Unit, Head Masters and other stakeholders (inspectors, “parent médiateurs”, psychologists, social workers, etc.), on the 9<sup>th</sup> of May 2011.

The two assessments carried during the first school term will help us in identifying the gaps and successes in our programme, as well as the range and limits to our intervention. Consequently, this assessment exercise will guide us in making relevant suggestions for further improvement.

## PART I: Organizational Changes and Past Activities

### 1.1 TIPA ORGANIZATIONAL CHART

The rapid development of our programme and activities requires constant reflection on our internal organization. To sustain a regular pace in our activities, we have extended our team: recruited one facilitator, one assistant terrain coordinator and reviewed the position of the admin officer. We have also been working on precisely defining each position by working altogether on the Terms of Reference for each position and by reviewing regularly the accuracy of the tasks and responsibilities of each team member.

The organizational chart displayed on the next page shows a direct link between the Board of NGO and the Project Manager who directly supervises the Admin Officer, the Researcher and the Terrain Coordinators, also known as the management team. The management team is responsible for the overall management of the project, may it be financial, technical, pedagogical or logistical.

As suggested by the lines linking the position of Terrain Coordinator and Assistant Terrain Coordinator, both of them work in team to provide a framework in terms of pedagogy for facilitators. The chart also shows a link between the facilitators and the Researcher as the latter will interact to assess the children's progress in the creativity classes. We notice that external support is provided to the team in terms of: counselling once per term and per team member, case studies with psychologist every month and group regulations to address arising conflicts of difficulties in the team or with collaborators every month. On our partner's side, we notice that the TIPA Manager, Researcher and Admin are in direct contact with the ZEP Unit to plan the programme and address administrative and technical issues, the Terrain Coordinators interact mainly with the Schools' Head Masters, Teachers, Parents, Inspectors, Parent

Médiateurs and Social Workers, etc. their role being to ensure effective field collaboration. Accordingly, the facilitators collaborate with teachers to facilitate creativity classes and to address the difficulties of the vulnerable children.

This team reorganization suggests that the communication channels be used efficiently in order to maintain a regular flow of information and to support the group dynamics. This implies the development of communication procedures to indicate and frame the communication channels. Some of these procedures are presented in Annexe p. 30.

During the first school term, our team concentrated on adjusting and constantly re-assessing the communication channels. The difficulties we encountered, in terms of internal communication, helped us identify some of our weaknesses, such as:

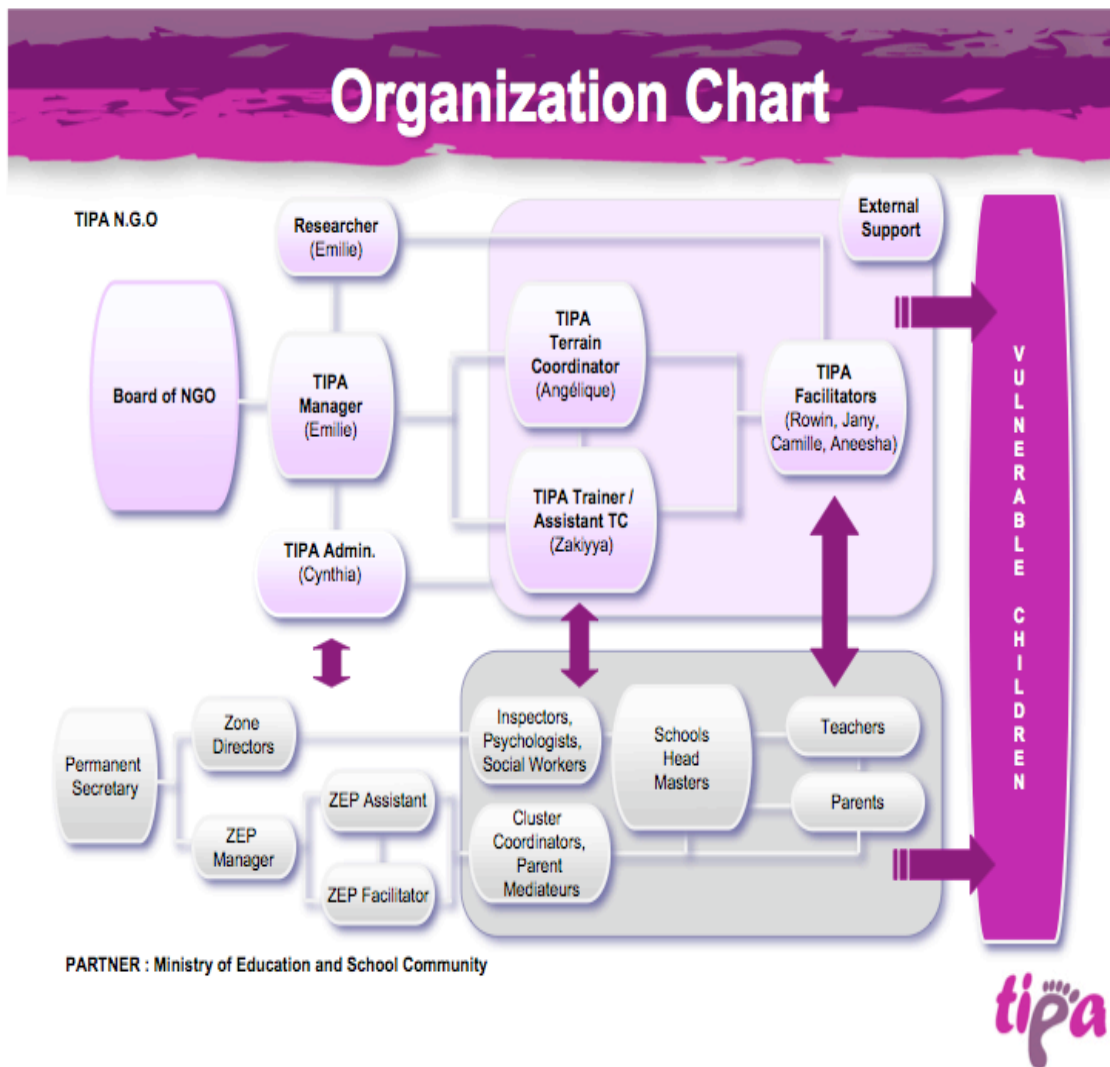
- the integration of newcomers in the team,
- the identification of the communication channels and the information they should carry;
- the constitution of teams to work on the various issues encountered by the team :
  - o The Facilitators team whose objective is to work on the development of activities and effective collaboration means with teachers for the creative classes.
  - o The Terrain team constituted of the Terrain Coordinators and Facilitators, where the pedagogical guidelines and portfolio activities are discussed and improved to fit the needs of the field.
  - o The Management team with the Terrain coordinators, Admin Officer, Project Manager and Researcher to discuss about the framework of activities, the orientation of the action and administrative and financial matters.
  - o Finally the remote team, which is held every week and where the whole team meets to talk about the accomplishments and difficulties encountered during the past week.
- the setting up of regular meetings with our partners :

- Weekly meetings between the facilitators and teachers to prepare the classes;
- Monthly meetings with the Head Masters to discuss on field issues;
- Term wise meetings with the ZEP Unit to discuss on the programme’s implementation and goals.

The adjustments involved in the development of this collaboration network have not been an easy task; however, our team has succeeded in establishing the first contacts for each communication channel. The challenge now dwells in sustaining

those channels by conducting regular meetings and directing relevant information to the appropriate teams, members or collaborators. We believe that the means and procedures ensuring effective communication and collaboration within our team and with our partners will be consolidated according to our daily experience and to the difficulties and successes encountered on the field.

We will continue this first part by presenting the achievements of our team (since the beginning of the year) in relation to our annual action plan and the list of our past activities on the field. As a result, the second part of our report will concentrate on the assessment of our main activities: the team building day; and the programme implementation in the schools. This will allow us to introduce the process through which we have been developing procedures in order to favour constructive communication within our team and with our partners.



## 1.2 T.I.P.A Updated Action Plan

	Indicative Activities	Estimated beneficiaries	Actual direct beneficiaries (From Jan to April 2011)				Time Frame 2011							
			Total	GRGS	ACGS	BGS	ABGS	Total	1st trim	SH <sup>1</sup>	2 <sup>nd</sup> trim	SH	3rd trim	SH
OUTPUT 1	<b>1. Identification and follow-up of children experiencing learning difficulties:</b>													
	1.1 Involve children in life skills development by conducting the assessment (filling the TIPA bulletin) in collaboration with them.	750 children	153	207	144	128			X		X			
	1.2 Profiling, assessment and follow-up of participants using TIPA Database Programme	School community							X					
	1.3 Coaching and follow-up of facilitators by an educationalist, an assistant trainer, a psychologist and a psychoanalyst.	4 facilitators	3	3	3	3	3	✓	✓	X	X	X	X	X
	1.4 Develop Database for continuous assessment	TIPA TEAM			1			-	-	X				
OUTPUT 2	<b>2. Regular conduction of creativity classes in collaboration with teachers</b>													
	2.1 Weekly Creativity Classes (Number of teachers)	30 teachers	7	9	7	6	29	✓		X		X		
	2.2 Weekly Creativity Classes (Number of children)	750 children	142	194	169	150	655	✓		X		X		
	2.3 Use of TIPA portfolios and "The Arts" creativity books.	4 facilitators and 30 teachers			4 + 29			✓	✓	X	X	X	X	X
	2.4 Close assessment of creative classes and collaboration <sup>2</sup>	30 teachers	7	9	7	6	29	✓	✓	X	X	X	X	X
OUTPUT 3	<b>3. Use Mauritian art as a tool to transmit cultural values and mobilize the school community</b>													
	3.1 Team Building Workshop (Number of School Staff)	30 teachers	9	11	6	8	34		✓					
	3.2 Art Festivals (Number of Festivals)	School community	1	1	1	1					X			
	3.3 Study of the community network and needs	School community									X	X		
	3.4 Support School Staff in organizing extraordinary events (fun day, open day, music day, etc.)	School community		1		1		↑						
	3.5 Plan open conference/ debates with professionals as training sessions	TIPA team & School Community									X	X	X	X

### Legend

✓ Planned and done

↑ Done (not planned)

- In progress / Awaiting authorisation

X Planned not done

<sup>1</sup> School Holidays

<sup>2</sup> Request of collaboration with the ZEP inspectors has been made to the ZEP Manager. The approval has not been received this year, however, during our brainstorming meeting facilitated by the ZEP Manager, guidelines have been set for a closer collaboration next year.

### 1.3 Follow-up of the tools in progress

	Tools	Objectives	Responsible for the development	Launching date	Status 3 <sup>rd</sup> Term 2010	Status School 2011 1 <sup>st</sup> Term	Deadline
Output 1	1.1 Pedagogical Guidelines	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: writing at 30%	Workshop Guidelines (see Annexes)	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	Development in progress referred to consultant due to change in NGO Staff Structure	In progress with consultant : Final Structure definition	July 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: Completed at 50% by illustrator and designer	Design completed and sent for printing	June 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: Activities review	1 <sup>st</sup> term Portfolio done, 2 <sup>nd</sup> term Portfolio in progress	January 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	50% of the procedures written.	1 <sup>st</sup> publication of draft of procedures (see Annexes)	December 2011



## 1.4 Timeframe of Past Activities – 1<sup>st</sup> Term

<b>Date</b>	<b>Past Activities</b>	<b>Location</b>
07 <sup>th</sup> January	Z.E.P. Meeting Zone 2	Marcel Cabon SSS
10 <sup>th</sup> January	Meeting with Z.E.P. Manager & HM	IVTB House
10 <sup>th</sup> January to 1 <sup>st</sup> April	10 Remote Team Meetings	T.I.P.A. Office
14 <sup>th</sup> January	Meeting with Z.E.P. Manager & HM	IVTB House
17 <sup>th</sup> January	Project presentation to school staff	Guy Rozemont G.S.
19 <sup>th</sup> January	Project presentation to school staff	André Bazerque G.S.
24 <sup>th</sup> January	Meeting with Z.E.P. Manager & HM	IVTB House
25 <sup>th</sup> January to 22 <sup>nd</sup> March	9 Monitoring meetings with HM	All four schools
25 <sup>th</sup> January	Meeting with “The Arts” inspector	
31 <sup>st</sup> January	Project presentation to school staff	Barkly G.S.
02 <sup>nd</sup> February	Meeting with Z.E.P. Manager & HM	IVTB House
07 <sup>th</sup> February	Starting creative classes	Guy Rozemont G.S.
07 <sup>th</sup> February	School Improvement Unit Meeting	Guy Rozemont G.S.
08 <sup>th</sup> February	Starting creative classes	André Bazerque G.S.
10 <sup>th</sup> February	Project presentation to school staff	Aimé Césaire G.S.
10 <sup>th</sup> February to 21 <sup>st</sup> March	13 Site visits - Facilitator’s coaching	All four schools
14 <sup>th</sup> February	Meeting with Mr Pallamy	N.E.F.
14 <sup>th</sup> February	Meeting with Mrs Ida Coombes	N.E.F.
15 <sup>th</sup> February	Starting creative classes	Barkly G.S.
21 <sup>st</sup> February	Starting creative classes	Aimé Césaire G.S.
21 <sup>st</sup> February	International Mother Language Day Activities	Aimé Césaire G.S.
01 <sup>st</sup> March	Project presentation to parents during P.T.A. General Assembly	Guy Rozemont G.S
10 <sup>th</sup> to 22 <sup>nd</sup> March	9 Monitoring meetings with Teachers	Barkly G.S., André Bazerque G.S. & Guy Rozemont G.S.
17 <sup>th</sup> March	School Improvement Unit Meeting	André Bazerque G.S.
22 <sup>nd</sup> March	Monitoring meeting with HM, Z.E.P. Manager & Cluster Coordinator	André Bazerque G.S.
23 <sup>rd</sup> March	School Improvement Unit Meeting	Aimé Césaire G.S.
24 <sup>th</sup> March	Project presentation to parents during P.T.A. General Assembly	André Bazerque G.S.
29 <sup>th</sup> March	Monitoring meeting with HM, Z.E.P. Manager & Cluster Coordinator	Barkly G.S.
29 <sup>th</sup> March	Monitoring meeting with HM, Z.E.P. Manager & Cluster Coordinator	Aimé Césaire G.S.
30 <sup>th</sup> March	Project presentation to parents during P.T.A. General Assembly	Barkly G.S.
31 <sup>st</sup> March	Monitoring meeting with HM & Z.E.P. Cluster Coordinator	Guy Rozemont G.S.
01 <sup>st</sup> April	Fun Day	André Bazerque G.S.
11 <sup>th</sup> April	Team Building	M.G.I. Moka
18 <sup>th</sup> April	Second School Term (preparation of activities with teachers)	All Schools
2 <sup>nd</sup> May	Second School Term (Start of Activities)	All Schools



## PART II: Assessment and further development

### 2.1 Team Building Assessment

The Team Building sessions planned every year for the ZEP Unit's staff, the schools' staffs and the TIPA team aim at reinforcing the communication between various stakeholders involved in our programme. The first session, which was proposed in 2010 by Casela Park, proved to be very successful. In 2011, our Team wanted to put more emphasis on the artistic and creative competencies of the participants. This is why, our Project Manager and Terrain Coordinator worked on the elaboration of a "custom made" team building session with specific artistic activities around the theme of "Stereotypes", where the team spirit could be built through cooperation in the elaboration of an artwork.

**Why we chose "Stereotypes" as a theme:** As a multi-cultural team, we are very aware of the stereotypes and prejudices we have and how they influence our communication and relationships with our colleagues. We believe that we need to accept and overcome these stereotypes in order to communicate effectively and to foster genuine and constructive cooperation in our work. Stereotypes are most of the time negative and based on assumptions, therefore representing a real barrier in the construction of mutual respect. In Mauritius, we feel that the stereotypes concerning the different ethnicities, religions or so-called "communities" are rarely brought to attention and most of the time considered as "taboos". The "unspoken" nature of stereotypes makes it difficult for people coming from different ethnicities to interact. Our team believes that communication around taboos help us in accepting, respecting and working with our differences. This is why, we engaged in developing a personalized "team building session" to fit our cultural needs. The team building session was held in the Mahatma Gandhi Institute's (MGI) beautiful garden. The MGI and its Arts departments represent the place where oriental and occidental culture mingle and where Mauritian culture is being developed everyday. Moreover, the collaboration between state institutions encouraged us to think the cost effectiveness and sustainability of the team building sessions.

**Table 1.1** - Team Building Assessments 2010 & 2011

		2010	2011
		Degree of Satisfaction (from 1 to 4)	
	Items		
<b>Venue and Meeting time</b>	Day and Date Chosen	3,88	3,38
	Transport	3,25	3,69
	Distance	3,37	3,44
	Meeting Time	3,10	3,53
	MGI	3,38	3,44
<b>Organisation</b>	Description of the objectives	3,10	3,31
	Start of activities	1,97	3,44
	Invitation	2,67	3,29
	Team Constitution	3,29	3,44
<b>Activities</b>	Clear explanation	2,40	3,75
	Clear questions (stereotypes)	2,78	3,56
	Time allocated	3,66	3,44
	Choices of activities	3,50	3,63
	Psychical effort	2,73	3,69
<b>Team</b>	Competition Spirit	3,82	3,44
	Communication	3,61	3,75
	Participation	3,62	3,63
	Solidarity	3,63	3,69
	Motivation	3,70	3,63
	Team Spirit	3,58	3,69
<b>Lunch</b>	Drinks	2,21	3,75
	Lunch	2,03	3,75
	Snacks		3,81
	Dessert		2,88
	Table Set up	3,10	
<b>Ratings</b>	Fair play	2,77	3,69
	Judging criteria	2,33	3,60
	Time Allocated	3,57	3,63
	Gift	2,85	3,38
	Atmosphere	3,37	3,88
<b>General</b>	Objectives Met (Team Building)	3,62	3,56
	New encounters	3,53	3,56
	General Atmosphere	3,68	3,75
	General Feeling	3,64	3,69

During the 2011 Team Building Session, two core activities were proposed to the teams:

- A rallye where the teams had to find and solve riddles.
- A creative artwork on stereotypes: At the beginning of the day, the participants were asked to write down a stereotype for 4 different ethnicities, religions, communities: “Indhous, Malbar, Indiens”, “Musulmans, Lascars, Arabes”, “Creole, Nation, Catholique”, “Blanc, Colon, and Bourgeois”. One could argue the choice of the stereotypes names or how we identified them, however, our goal here was more to unveil the taboos rather than to identify specific “communities”. The stereotypes were collected and each team had to make up a life story for a “stereotype” (based on the written stereotypes) and then bring to life it’s stereotype by modelling and dressing it up.

The participants proved to be very creative in finding their team names and “war cry” as well as in elaborating original artworks on the stereotypes.

To assess the quality of the team building activities and the overall organization of the session, a questionnaire, similar to the one used last year, was filled in by the participants. Table 1.1 presents the average degree of satisfaction of the participants for year 2010 and 2011. The items in the table were assessed on the following scale:

- 1 for Not Satisfactory,
- 2 for Partly Satisfactory,
- 3 for Satisfactory, and
- 4 for Very Satisfactory.

In table 1.1, the average degrees of satisfaction smaller than 2: partly satisfactory, are formatted in red font, the ones on average between partly satisfactory and satisfactory in yellow font, whereas

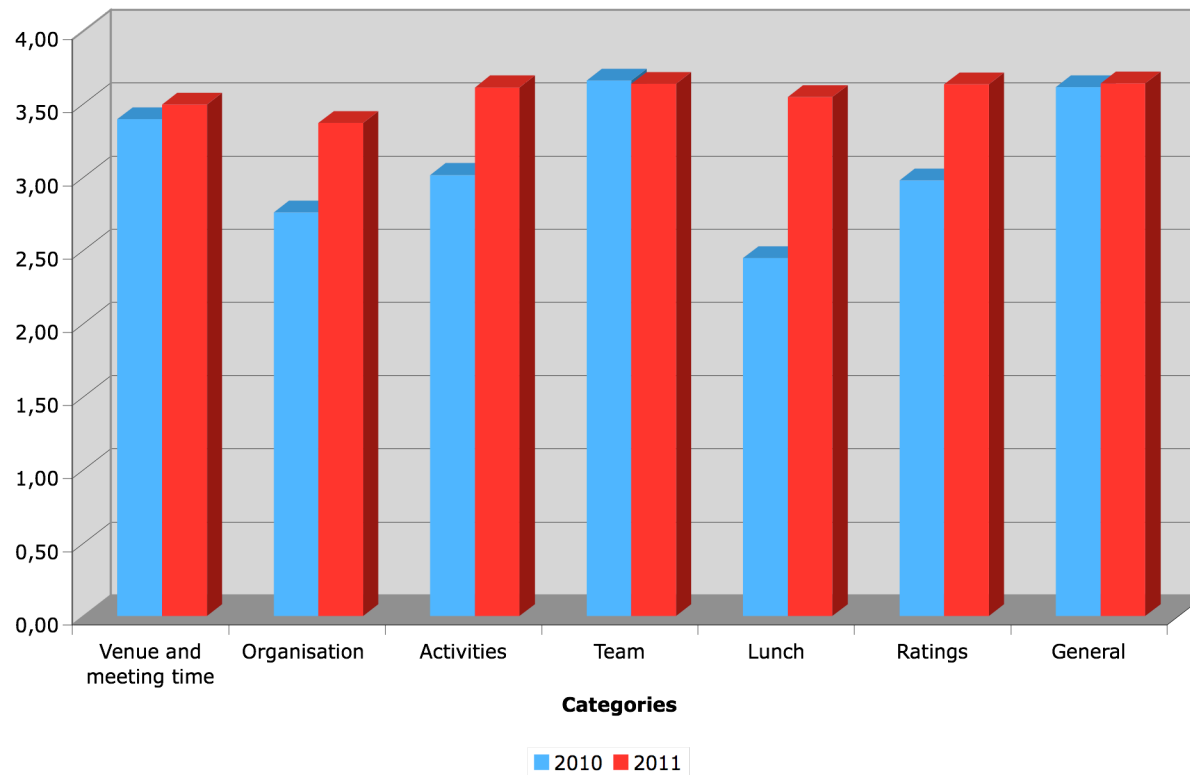
the degrees that show satisfaction (between 3 and 4) are in black font and the average degrees close to very satisfactory are in green font.

Overall, we notice that the average degrees of satisfaction are found between “satisfactory” and “very satisfactory” (green font), and that the satisfaction of the participants was higher in 2011 than in 2010.

The Chart 1.1 presents the average degrees of satisfaction for each group of item (Venue and meeting time, organisation, activities, team, lunch, ratings and general). We notice a high increase in the satisfaction of the lunch as well as in the satisfaction of the organisation, the activities and the rating methods. A slight increase can be noticed in the venue and meeting time and in the general items; whereas a slight decrease is observed in the items concerning the team. The data presented in the table 1.1 shows that this decrease is due to the decrease of the competition spirit as compared to last year’s activity.

According to the participants, the points that could still be improved are (items in black and yellow font in Table 1.1): the day and date chosen, the distance, the venue, the description of the objectives (pertaining to the activities planned), the launching of activities, the invitations, the team constitution, the time allocated to the activities, the competition spirit, the dessert and the gift given to the winning team.

On the other side the items that were rated close to very satisfactory (over 3.75) were: Clear explanation of the activities, Team communication, drinks, lunch, and snacks; the atmosphere during the rating exercise, and the General atmosphere.

**Chart 1.1 - Team Building Assessment Comparison between Year 2010 and 2011**

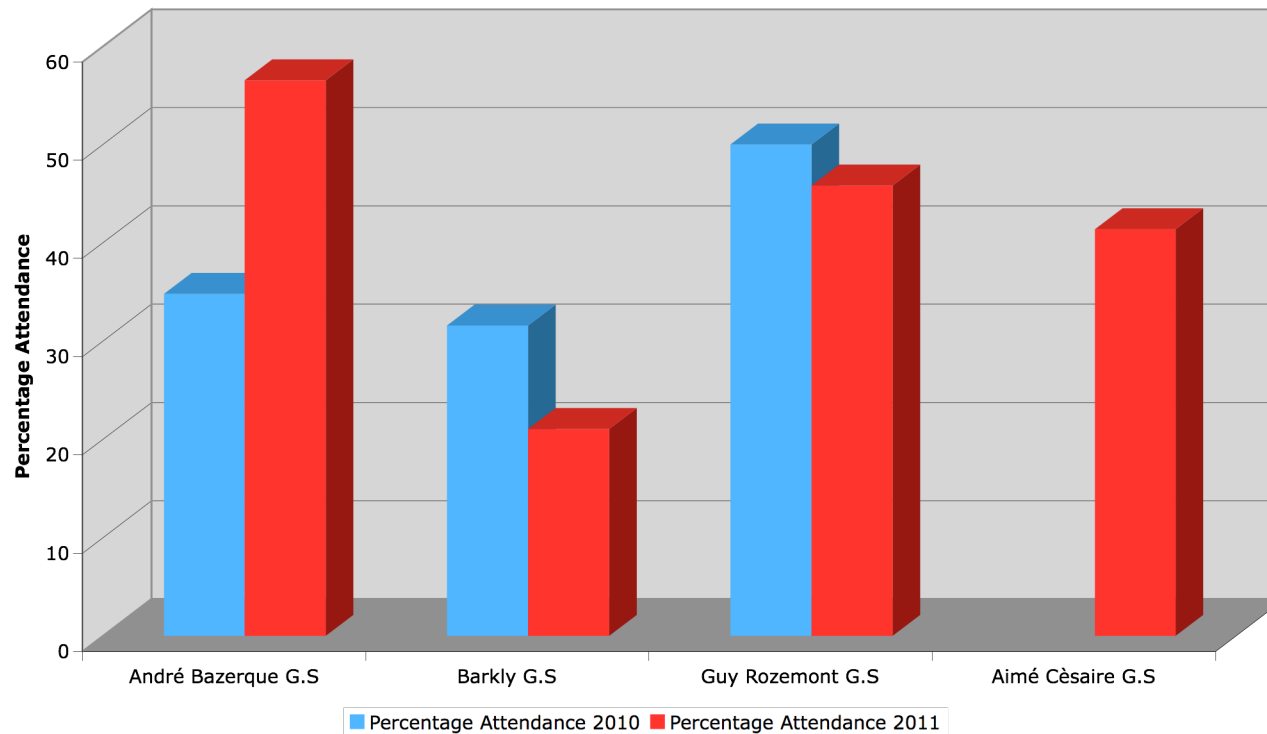
attendance to the team building. The chart 1.2 (p.13) presents the percentage attendance per year and per school. We notice a great increase in the percentage of attendance from André Bazerque G.S, which can be explained by the increased interest of the staffs for the program after one year of implementation. The highest percentage of attendance of André Bazerque G.S in 2011 (56,5 %) is followed by Guy Rozemont G.S (45,8 %), where we notice a slight decrease in the percentage of attendance. The percentage of attendance of Aimé Césaire G.S staff is also very significant as it approximates 40%. However, we notice a decrease in the percentage of attendance of the Barkly G.S, although the programme has been implemented and encouraged by the school staff since 2009.

Participants were allowed to write comments on their assessment sheets. Here are some of the comments and proposals collected:

- “During the whole day activities were very good » ;
- « Comments on team: couple of team members did not participate » ;
- « Venue: Next time seaside » ;
- « Invitation: The SMS invited us for Monday the 11th of January ».
- « Dessert: Too sugary. »
- « Gift: gift for everybody »

In general, the participants seemed to be very satisfied with the team building activities. That is why, our team plans to keep on organising the team building sessions in the future. We believe that through the years, we will be able to improve the quality of the activities proposed to the participants (ZEP, school & TIPA staff) so as to satisfy the needs and expectations of the majority.

The next part of the team building analysis will be dedicated to the analysis of the

**Chart 1.2 - Percentage Attendance per year and per school**

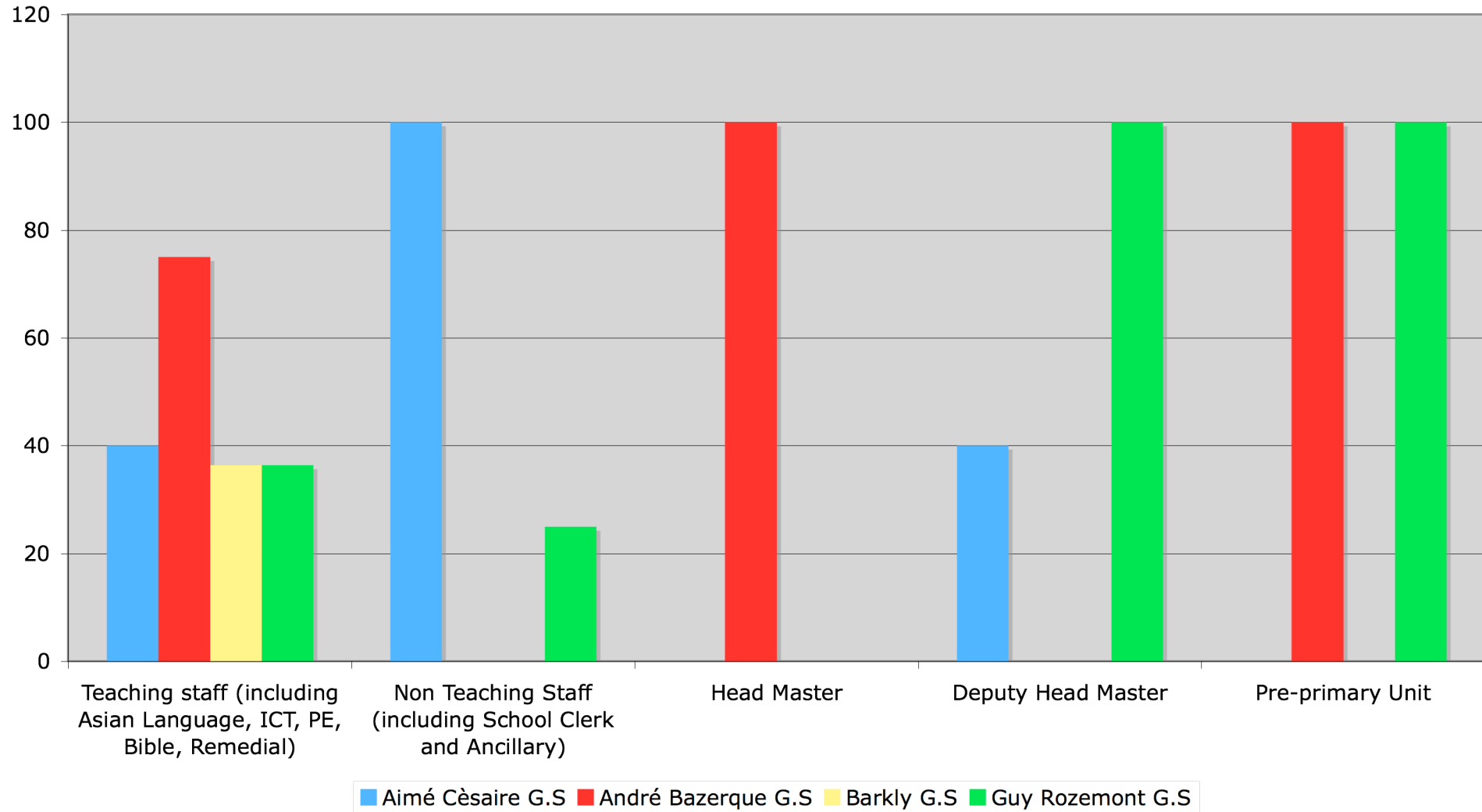
The Chart 1.3 presented on p.14, will help us in understanding the dynamics in the attendance of the school staff: We notice that the highest percentage of attendance of the school staff concerns André Bazerque G.S (75% of the school staff attended). We also notice that 100 % of the Head Master and Pre-primary unit from André Bazerque Government School attended the team building workshop, as well as the Deputy Head Master and Pre-primary Unit teachers from Guy Rozemont Government School. It also seems that the Non-teaching staff from Aimé Césaire Government School was very motivated as they all attended the team building session.

In general, we are very satisfied with the increase in the percentage of attendance from 2010 to 2011. We believe this reflects the desire of the school staffs to work in collaboration with our team. We hope that, through the years, the team building

sessions will gain a reputation and that the school staffs, to the image of the staff from André Bazerque Government School, will show an increased interest in this event. Our team will also have to be twice as attentive in order to motivate the school staff from Barkly Government School, as they are the ones that have had the lowest attendance percentage since the first team building session in 2010.

Finally, we thank the ZEP Unit for their support and advice in planning this initiative and their participation in the team building session as well. We are confident that such an exercise will contribute to reinforcing the communication and relationships within and between the school staffs, the ZEP Unit staff and our team.

**Chart 1.3 - Percentage attendance to Team Building day per job position per school**



## 2.2 PROGRAMME ASSESSMENT

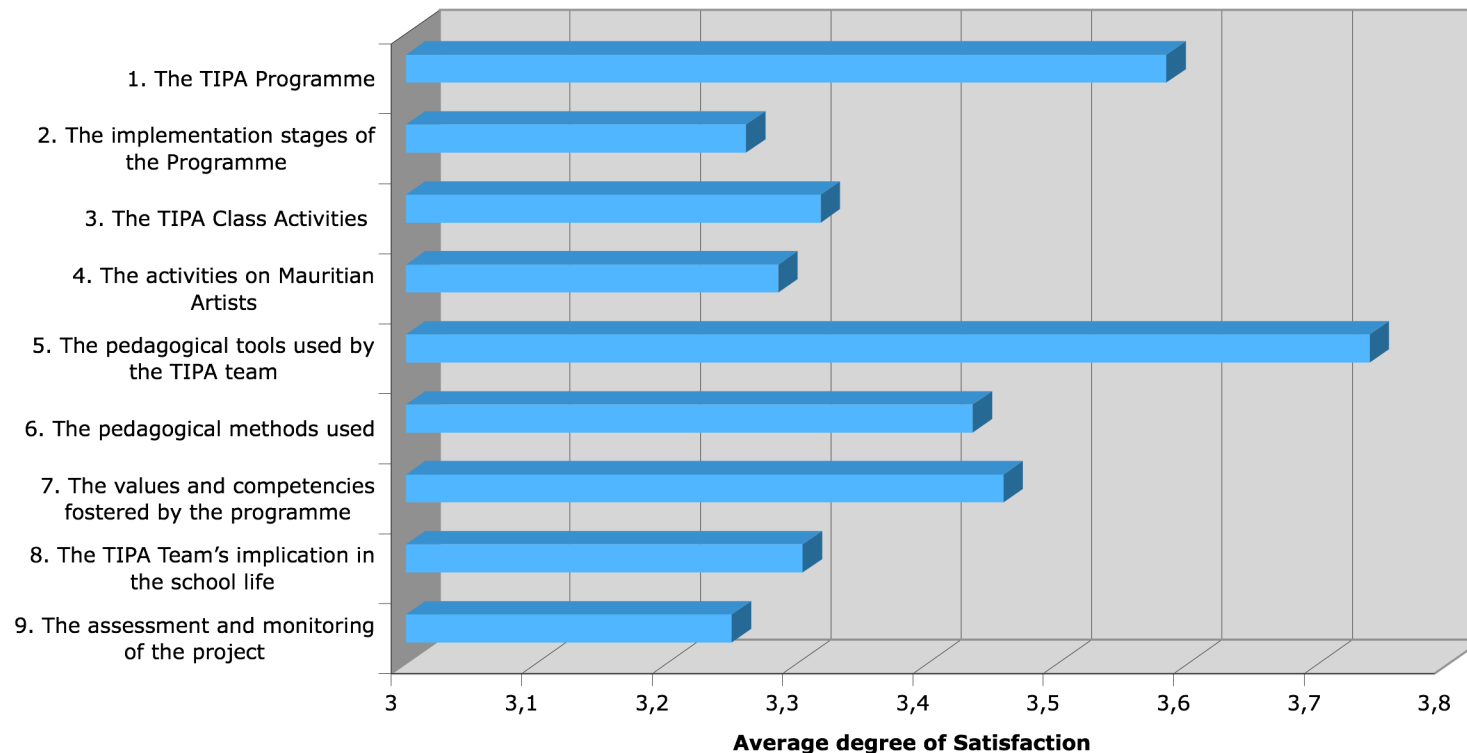
The first term was an opportunity for our team to assess the quality of the activities proposed by our NGO. The project amendments brought at the beginning of the year implied an increased collaboration with the teachers in facilitating creativity activities for the whole class.

It was important for our team to see how the ZEP staff and teaching staff considered our programme and how they qualified the relation and collaboration with the different team members. The Chart 1.4 presents the assessment of the different points in relation with the TIPA Programme and the Chart 1.5 shows the relationship with the TIPA team members (Project Manager, Terrain Coordinators and Facilitators) as assessed by the Parent Médiateur, the Head Masters and Deputy Head Masters (HMs and DHMs), the non-teaching staff, the teaching staff and the ZEP Unit.

The different items were assessed through a questionnaire distributed to the adult beneficiaries; this questionnaire was filled in anonymously during the team building session and was later also distributed to some of the school staff that were not present on this day to get a broader perspective. The items were rated as per degree of satisfaction:

- 1: Not satisfactory,
- 2: Partly Satisfactory,
- 3: Satisfactory,
- 4: Very Satisfactory.

**Chart 1.4 - Average degree of satisfaction of the TIPA Programme and Implementation**

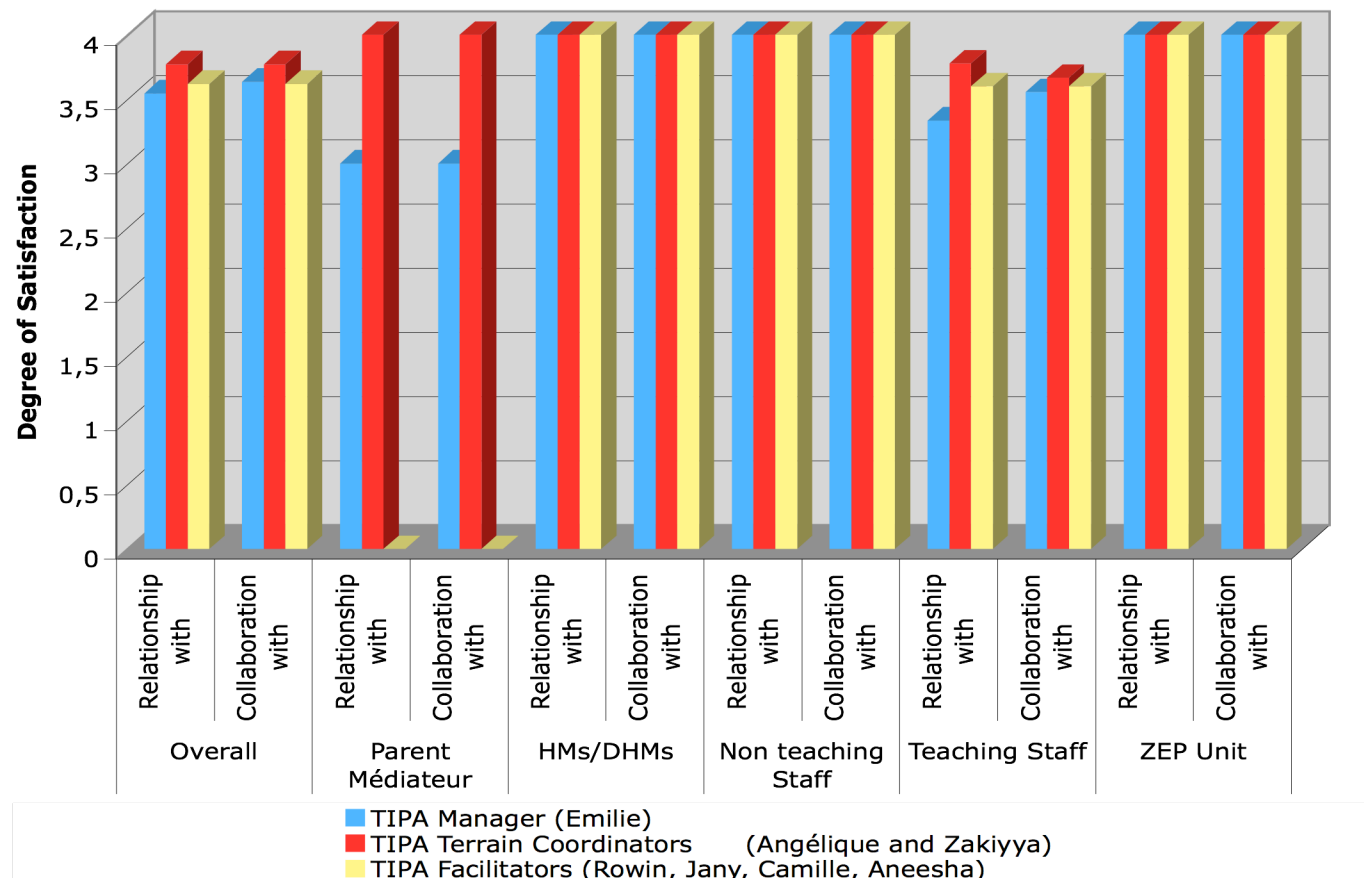


Overall, the Chart 1.4 shows the beneficiaries' satisfaction for the items assessed in the questionnaire as all are rated above 3: "Satisfactory". The most valued items seem to be: the pedagogical tools (reward scheme, rules and regulations established with the children, etc.) and the TIPA Programme. The beneficiaries also seem satisfied with the values and competencies fostered by programme as well as the pedagogical methods used (interactive and participatory methods). The items rated less,

which therefore can still be improved by the TIPA team are: the TIPA Class activities, the team’s implication in the school life, the activities on Mauritian artists and most of all the implementation stages of the programme. As an answer to the last item, our team worked thoroughly on the implementation stages of the programme in the schools. The latter will be presented in the next part of our report “Development of collaboration procedures and goals” (p. 17)

The Chart 1.5 shows the quality of the relationships with the TIPA team members as assessed by the adult beneficiaries. Once again, on average, we notice that the whole team has a relationship with the School Staff and ZEP Staff rated as being “satisfactory” (degree of satisfaction > 3). The relationships between the Head Masters and Deputy Head Masters (HMs/DHMs), the Non teaching staff and the ZEP Unit prove to be “Very Satisfactory”, which is very encouraging for our team.

**Chart 1.5 - Assessment of the relationship and collaboration with the TIPA team**





We notice a “satisfactory” relationship from the teaching staff towards the terrain coordinators and the facilitators. This relationship degree of satisfaction is also encouraging as it is rated between “satisfactory” and “very satisfactory”. The average relationship’s degree of satisfaction of the teaching Staff towards the Project Manager seems to be less important than with the other team members, although the degree of satisfaction of the collaboration between the teachers, the TIPA Project Manager, the TIPA Terrain Coordinators and the TIPA Facilitators seem barely different. This could be explained by the fact that the Project Manager meets with the teachers on special occasions only such as extraordinary school events (fun days, open days, etc.) and team buildings; therefore this does not represent sufficient time to build close relationships between the teachers and the Project Manager.

The graph also shows that the collaboration between the TIPA Manager and the “Parents Médiateurs” could be improved. We notice that the relationship between the latter and the TIPA Facilitators needs to be built up, as it is inexistent at the moment. This absence of relationship reflects the difficulties our team has been having in setting up a close collaboration between the different stakeholders of the school communities. We hope to be able to meet our objectives in terms of collaboration during the second school term holidays, where we will organize our yearly school festivals in each schools. Indeed, the Art Festivals represent an opportunity for our team to liaise with the Parent Médiateurs. Moreover, our team plans to organize meetings between the Parent Médiateurs and the TIPA Facilitators during the second school term holidays to follow-up the children experiencing school difficulties.

At the end of the questionnaires, the adult beneficiaries also had the opportunity to address their comments and to make suggestions. The following comments were collected:

- « 1. Too many public holidays, much could not be done; 2. I enjoy working with the TIPA team » ;
- « The TIPA programme is a very interesting one which caters for the overall development of the children. The activities are well planned and our pupils enjoy them a lot. The TIPA team is a very competent one. They relate very well with both the school and the teachers. Their work is quite remarkable and they form part of our staff and family. We really like their company. » ;
- « The Facilitators are well prepared. Very innovative »

Globally, this assessment proved to be very encouraging for our team and our programme as none of the items assessed averaged below the “satisfactory” rate. We hope to keep up with the quality of the service and programme we are offering to our beneficiaries and in the following months and years we shall engage ourselves in improving:

- The TIPA Class activities,
- The team’s implication in the school life,
- The activities on Mauritian artists,
- The implementation stages of the programme,
- And the relationship and collaboration between our team, the School Teachers and the Parent Médiateurs.

## 2.3 DEVELOPMENT of COLLABORATION PROCEDURES and COLLABORATION GOALS

Since last year, our team has engaged in developing procedures to frame our intervention in the ZEP schools. As a result, we started to develop clear and detailed procedures to structure:

1. The facilitators intervention in the schools,
2. The roles, functions and tasks of the members of the TIPA team,
3. The relationships between the TIPA team members, the school staff and the ZEP Unit,
4. The implementation of the Creativity Classes in the school, and
5. on an administrative perspective: the recruitment procedures and the financial procedures.

The first step constituted in brainstorming and drafting the procedures with the different stakeholders. Consequently:

1. The field team worked in small groups to develop the procedures for the facilitators in August 2010
2. The TIPA Project Manager met with one of the Head Masters and one of the Cluster Coordinators to develop the procedures between the School Staff, the ZEP Unit Staff and the TIPA team, during the third school term 2010.

During the first term school holidays, the Project Manager and the Terrain Coordinators worked on adjusting the existing procedures to the project amendments brought in 2011. Following the advice of the President and Secretary of the NGO in 2010, our team developed flowcharts to illustrate the main procedures for the implementation of the creativity classes, the financial and the recruitment procedures. This exercise helped the managing committee (Project Manager, Terrain Coordinators and Administrative Officer) in identifying the gaps in the implementation of the programme in the schools and in developing detailed stages and processes to favour the overall understanding of the programme and its objectives by the beneficiaries. The flowcharts were discussed with the facilitators and as a result, more precision was added to the steps described. Finally, the Project Manager provided written procedures that were reviewed with the whole TIPA team, a Head Master and then sent to the ZEP Unit for approval.

At this point, we are awaiting the ZEP Unit's approval and suggestions to amend the procedures and produce the final version that will be used in the schools. However, as our programme and collaboration with the ZEP Unit and School staff is constantly evolving, we plan to review the procedures at the end of the year 2011 and after each semester, to adjust them to the programme and collaborators needs. This is why, our Project Manager has met with the ZEP Manager and ZEP Facilitator, the Cluster Coordinators, Head Masters, the inspectors, the Parent Médiateurs, the Social Workers, the occupational therapists from the four schools and the two educational zones (Zone 1 & 2) where our programme is implemented to discuss and set collaboration goals. The idea was to develop clear collaboration goals and indicators that would help us in assessing the implementation of the TIPA programme and the collaboration between our NGO and the ZEP Unit. The collaboration goals that were established during the half-day workshop held on the 9th of May 2011, for the year 2011, are presented on the next page. They represent a framework for our NGO's intervention in the ZEP Schools, and will help us in developing accurate procedures that will fit the needs of the collaboration goals set for the implementation of the TIPA Programme. On a larger scale, our aim is to provide a collaboration structure between the ZEP Unit and our NGO that will act as a model for other State - NGO collaborations.

# Collaboration goals

*For the implementation of the TIPA Programme at Aimé Césaire G.S, André Bazerque G.S, Barkly G.S and Guy Rozemont G.S in 2011.*

## **1. To reduce absenteeism :**

Use the Reward Scheme in all the classes : TIPA will work on a poster model that can be printed and used by the teachers. TIPA can also provide Stamps and Stickers to teachers if needed.

As suggested during the meeting, a reward certificate or something similar can be given to parents when their children attend school regularly.

## **2. To mobilize the school community :**

Each teacher and facilitator can work together to motivate 5 parents per class to volunteer during school festivals and to ensure communication with the other parents. The list of parents and their contact numbers shall be given to our Terrain Coordinator, Zakiyya, to meet with the parents prior to festivals.

During Art Festivals, parents will be invited to testify on the implementation of the programme.

## **3. Value Children's Artwork**

Children's artwork shall be exhibited in class, in the schools during open days and shall also be displayed/presented during festivals, in order for parents to see their kids' work. Moreover as suggested by the creativity classes inspector, Mr Dowlut, children shall be invited to present their artworks during the afternoon assembly.

## **4. Conduction of Creativity Classes and use of «The Arts» books.**

Teachers shall conduct creativity classes with the support of the TIPA facilitators. If the facilitators are absent of school, it is expected that the teachers facilitate the creativity classes on their own. At the end of the year, it is expected that teachers be empowered to facilitate creativity classes and prepare creative activities from the creativity books. It is also expected that teachers report on the way the creativity books have been used in class and the links that have been made with the activities developed with the TIPA facilitators.

## Conclusion and future prospects

During the first term, our team has engaged in setting up landmarks for our action and intervention. Through our years of experience in the ZEP schools, we have learnt that a solid structure and clear landmarks are essential to guide our action and make the most of our intervention. The year 2010, was the year, where our team learnt to accept its limits and scope of action. 2011 seems to be the year where we shall learn how to work within our limits. This is why we need landmarks: Landmarks to remind us of our responsibilities and limits; landmarks to remind us where we have to engage in collaborative work to strengthen our action and to complement each other in this educative enterprise.

Our last status report's guidelines for the year 2011 were to engage in:

- Fostering effective communication between the stakeholders and state actors,
- Providing regular assessment and adjustment of the action to fit the ZEP needs,
- Developing a tailor-made collaboration structure.

The activities and assessments reported in this report shows that we are on the right path towards meeting the objectives set up in 2010. However, as the assessments have prove us once again, it is essential to carry continuous assessments of the quality of the services and activities that we provide to the ZEP Unit and more specifically to the four ZEP schools where our programme has been implemented.

In order to sustain the efforts made to develop a tailor-made collaboration structure that will fit the ZEP needs, our NGO needs to equip itself with corresponding administrative and financial procedures that will guarantee the viability of our action. This is why we recommend for the coming school terms that, in parallel with the practical field procedures, emphasis be put on:

- The procedures concerning our fund raising activities,
- The procedures ensuring administrative and financial sustainability of our NGO.

We believe that the contribution of experienced local and international NGOs will be of a significant help in this initiative. This is why our NGO will need to build a professional network that will enable us, not only to benefit from other NGO's advice but also to share our best practices with them. We hope that we will have the means and resources to carry out this proposal as it surely represents a step forward in contributing to the recognition and value of the NGO Sector in our country.

## Annexes

1. Workshop Guidelines
2. Workshop Assessment Sheet
3. Reporting Sheet
4. In school procedures

### Annexe 1 - Workshop Guidelines in French – Draft 1

#### Draft 1 Workshop Guidelines ou Structure des sessions d'ateliers

« Quelles sont les fonctions des repères donnés en atelier « classe de créativité » ? »

#### Question de départ :

En quoi les actions de l'animateur et de l'enseignant constituent des repères et des guides pour l'enfant et pour les compétences que nous cherchons à développer ?

**Objectif** : Justifier l'utilité des méthodes pédagogiques employées, l'influence que ces dernières peuvent avoir sur le développement et l'apprentissage des élèves.

#### Introduction

1. Appel des enfants
  - Renforcer la présence régulière des enfants
  - Renforcer l'identité des enfants et l'importance de leur présence
  - Connaitre/mémoriser le nom de chaque enfant
  - Rituel marquant le début de l'activité (attirer l'attention des enfants)
  - Affirmer l'identité de l'enfant (redire le symbole)
  
2. Récapitulatif de l'activité précédente – qu'est-ce qui a été fait la semaine dernière ? Qu'est-ce qu'on a appris ? Quelle valeur a été sollicitée ?
  - S'assurer que l'enfant se souvienne de la session précédente - mémorisation
  - S'assurer que l'enfant ait compris les valeurs et l'activité – **compréhension**
  - Permet d'instaurer des repères temporels dans le programme et de faire le lien avec les nouvelles activités.
  - Enfants absents : Information et réintégration dans le groupe.

### 3. Présentation de l'activité actuelle

- Placer l'activité dans une suite cohérente (par rapport aux activités précédentes : Comment l'activité passée aide à travailler celle prévue, etc.)
- Induire que l'apprentissage se fait dans la continuité
- Valoriser l'activité
- Lancer la dynamique de l'action du jour
- Stimuler la participation (questions/réponses)
- Mettre en valeur les connaissances de l'enfant sur le thème.

### 4. Attentes de l'animateur (valeur et objectif pédagogique). Explication si nécessaire

- Impliquer l'enfant dans son apprentissage des valeurs et des aptitudes techniques
- S'assurer que l'enfant ait compris les attentes (ce qui va être fait et pourquoi)
- Informer les enfants des attentes des animateurs afin qu'ils sollicitent les compétences appropriées à l'activité.

### 5. Introduction de l'activité avec des questions sur le thème

- Stimuler la réflexion des enfants
- Mettre en valeur les connaissances des enfants sur le thème
- (Métacognition) : Partir des connaissances des enfants pour expliquer l'activité permet d'avoir de bonnes bases pour l'activité et permet à l'enfant d'associer les nouveaux apprentissages avec ses connaissances existantes.
- Favoriser la participation des élèves

### 6. Consigne et démonstration

- Explication du déroulement de l'activité
- Guider l'enfant dans la réalisation
- Support visuel, auditif ou tactile à l'explication, favorisant la compréhension de la consigne
- Donne des repères à l'enfant sur les étapes à suivre et la façon dont il doit organiser son travail.
- Met l'emphase sur l'organisation nécessaire à la réalisation de tout exercice- **Organisation**
- Familiariser les enfants aux termes artistiques et aux médiums utilisés et à la raison pour laquelle des médiums ou matériaux différents sont choisis pour chaque activité- Identifier l'utilité et adapter.
- Valoriser le matériel - **Respect du matériel**
- Stimuler et mettre en avant les connaissances des enfants au sujet du matériel
- Insiste sur le fait que chaque objet a une identité et une utilité pratique particulière.
- Aider l'enfant à faire le lien entre le résultat attendu et le matériel choisi

## Déroulement

1. Distribution du matériel
  - Découverte du matériel tactile
  - **Note** : Déplacer les enfants pourrait provoquer l'agitation.
  - Responsabiliser l'enfant
  - Mode d'utilisation du matériel-sécurité
  
2. Etapes de réalisation de l'activité
  - Favoriser la compréhension de chaque partie de l'activité
  - Faciliter la réalisation de la tâche
  - Développer l'organisation du travail.
  - Structurer l'activité
  - Favorise la mise en confiance : animateur fait en même temps que l'enfant.
  - Présenter la finalité de l'activité tout en valorisant la créativité.
  
3. Encadrement des élèves
  - Apporter un soutien technique
  - S'assurer de la compréhension de la consigne et de la réalisation de la tâche
  - Accorder une attention particulière aux enfants en difficultés
  - Valoriser l'élève et son travail
  - Susciter des réflexions sur la façon dont l'élève organise son travail
  - S'adapter au rythme des enfants.
  - Développer l'entraide entre élèves.



## Rangement

1. Ramassage du matériel et des œuvres
  - Marquer la fin de l'activité
  - Mise en condition de la prochaine étape – focaliser l'attention des enfants
  - Responsabiliser les enfants
  - Organisation du groupe : prendre conscience du rôle et respect de la classe.
  - Respect du matériel
  - Respect de l'autre
  - Développer la notion de classement et d'organisation
  - Organisation du groupe
  - Propreté

## Conclusion

- **Pour l'animateur**
    - Vérifier la compréhension des élèves.
    - Se rendre compte de l'avancée de l'activité (ou en sont les enfants dans la réalisation de l'activité)
    - Aider l'élève à trouver des solutions par rapport a ses faiblesses.
  - **Pour l'enseignant**
    - Découvrir une autre approche d'enseignement
    - Permettre d'établir un rapport avec les élèves en valorisant leurs points forts
1. Retour sur l'activité - prof / animateur / élèves
    - Présentation des œuvres – valorisation du travail effectué
    - Apprendre à faire des critiques constructives et à accepter les critiques :
      - Développer la capacité à expliquer ce qu'on fait et pourquoi on le fait
      - Développer la capacité à reconnaître ses réussites et forces/ faiblesses et limites.

- Que l'enfant puisse expliquer sa démarche dans la réalisation de l'activité tout en faisant le lien avec la consigne :
- Dans le feedback, reprendre des questions telles que:
- Quelle est la différence entre ton œuvre et celles de tes amis ?
  - Ton dessin est-il en lien avec la consigne ou pas?

- Propositions d'amélioration du travail
- Impliquer l'enfant dans son apprentissage technique et artistique
- S'assurer que les objectifs pédagogiques ont été atteints
- Favoriser la participation
- Evaluer les étapes/repères précédents et à quel point ces derniers ont été utiles pour les élèves.

## 2. Retour sur les valeurs et comportements – prof / animateur / élèves

- Inclure l'enfant dans son apprentissage des valeurs
- Aider l'enfant à faire le lien avec le tableau des droits et devoirs
- Renforcer le « bon comportement » de l'enfant
- Favoriser la participation et la bonne «entente » en classe

## 3. Brève présentation de la session suivante

- Aiguiser la curiosité des enfants
- Favoriser une attitude anticipative de la prochaine session
- Inscrire les activités dans des repères temporels
- Préparer les élèves

### ❖ En quoi chaque étape de l'atelier constitue-t-elle un repère pour l'enfant ?

- Un rituel pour les élèves (si les étapes sont respectées)
- Chaque étape met l'emphase sur une ou plusieurs valeurs

<b>Étapes de l'atelier</b>	<b>Valeurs travaillées</b>
<b>Introduction</b>	<b>Participation</b> <b>Respect de l'autre</b> <b>Compréhension</b> <b>Organisation</b>
<b>Déroulement</b>	<b>Confiance en soi</b> <b>Entraide/Coopération</b> <b>Organisation</b> <b>Créativité</b>

<b>Rangement</b>	<b>Respect du matériel</b> <b>Organisation</b> <b>Organisation du groupe</b> <b>Respect de l'autre</b> <b>Respect du matériel</b>
<b>Conclusion</b>	<b>Confiance en soi</b> <b>Respect de l'autre</b> <b>Participation</b> <b>Esprit critique</b> <b>Compréhension</b> <b>Droits et Devoirs</b>

- Guide le comportement de l'enfant
- Justifie la valeur/les valeurs travaillées(s).
- Sont des repères pour des enfants qui n'en ont point.

❖ **Quelles sont les conséquences en cas d'oubli d'une ou plusieurs étapes ?**

- Rituel interrompu-déstabilise l'enfant/son comportement ainsi que l'animateur.
- Certaines valeurs ne sont pas sollicitées.

**REFLEXION**

- Est-ce que l'on sollicite des valeurs ou des compétences ?
- Comment peut-on faire le lien entre les étapes et la classification des compétences dans le bulletin ?

## Annexe 2 - Workshop Assessment Sheet or “Fiche Atelier”

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

**Nom de l'activité :**

**Modifications apportées :**

		Date					Date				
		Classe/Ecole					Classe/Ecole				
<b>Préparation de l'atelier</b>	La technique artistique est adaptée au niveau des élèves						<b>Introduction</b>	J'inscris les présences/absences des élèves pendant que l'enseignant fait l'appel			
	Je maîtrise les étapes de l'activité							Je fais un récapitulatif de la session précédente			
	Je colle les panneaux de présence et des règlements au mur.							Je présente l'activité du jour et m'assure de la compréhension des élèves			
	Je veille à ce que la disposition du mobilier/placement des élèves soit adaptée au travail en groupe							Je pose des questions aux élèves pour mettre en valeur leurs connaissances sur le thème			
	Je m'assure de la disponibilité du matériel requis pour l'activité, et en quantité nécessaire.							J'expose mes attentes aux élèves (valeurs et objectifs pédagogiques)			
	Je m'assure que le matériel est adapté							Je me positionne face aux élèves pour les consignes (intro, conclusion)			
	Je m'assure que le matériel ne comporte aucun danger pour les élèves							Je m'assure que les consignes sont claires et précises			
	Je veille à ce que la disposition du matériel soit adaptée à la bonne circulation des élèves							Je fais une démonstration complète de la technique et donne des pistes de travail aux élèves			

<b>Introduction</b>	J'utilise des supports visuels/auditifs/tactiles pour favoriser leur compréhension de la consigne				<b>Feedback</b>	Je fais un retour avec les élèves sur l'activité			
	Je responsabilise l'élève à travers la distribution du matériel					J'insiste pour qu'ils donnent leur avis sur ce qui pourrait être amélioré			
	Je fais attention à l'ordre des étapes dans la réalisation de l'activité					Je fais un retour avec l'enseignant et fait le bilan sur les points forts et faibles de l'atelier et de l'activité			
						Je fais un récapitulatif des objectifs pédagogiques et compétences visées : comment elles ont été sollicitées et quelle est leur utilité ?			
<b>Le déroulement de l'activité</b>	J'encadre les élèves				<b>Méthodes de pédagogies Interactives</b>	J'aide l'élève à faire le lien entre les compétences et les tableaux des droits et devoirs et présence.			
	Je me montre disponible pour tous les élèves					J'encourage et félicite chaque élève ou la classe sur leurs progrès			
	J'aide les élèves à s'organiser à gérer leur temps (je préviens du temps dont ils disposent ou qu'il reste pour l'activité)					Je sollicite la participation des élèves en posant des questions pertinentes			
	Je me montre attentif aux élèves en difficultés					Je stimule la réflexion chez les élèves			
	Je leur redonne la consigne si besoin et les aide à trouver des solutions.					Je favorise la participation des élèves et les débats car c'est ce qui permet l'élaboration de nouvelles règles			
<b>Gestion de la classe</b>	Je demande l'attention des élèves pour commencer la classe				<b>Collaboration et communication avec l'enseignant</b>	Je mets en valeur leurs connaissances sur les thèmes abordés.			
	Si les élèves sont trop agités, je les invite à faire un exercice de relaxation pour les calmer.					Je ressens des difficultés de communication avec l'enseignant			
	J'invite les élèves à revoir leurs posters des règlements et je les fais réfléchir aux conséquences en cas de leurs non-respects.					J'ai une communication limitée avec l'enseignant et sollicite souvent sa participation			
	Je respecte le temps accordé à chaque partie de l'atelier (intro, déroulement, rangement, conclusion) et j'instaure des repères (ou rituels) pour les différentes parties					J'ai une bonne communication avec l'enseignant sur nos rôles et notre participation respective dans l'atelier			
<b>Rangement</b>	Je garde au moins 10 minutes pour le rangement du matériel et de la classe				<b>Collaboration et communication avec l'enseignant</b>	J'ai une bonne communication avec l'enseignant et je prends le temps de préparer les activités et l'animation			
	J'invite les élèves à participer au rangement					J'ai préparé l'activité avec l'enseignant			



## Annexe 3 - Reporting Sheet

### T.I.P.A REPORTING OF ACTIVITIES

Date:

Facilitator's name:

School:

<u>ACTIVITY PLANNED</u>	
<b>Class:</b> <b>Teacher:</b>	<b>Class:</b> <b>Teacher:</b>
<u>ACTIVITY DONE</u>	
<b>Class:</b> <b>Teacher:</b>	<b>Class:</b> <b>Teacher:</b>
<u>COMMENTS</u>	



## Annexe 4 - In school procedures

**TC:** Terrain Coordinator

**HM / DHM:** Head Master/ Deputy Head Master

### I. Implementation Procedures

#### 1.1 Implementation Process

1. The End of Year Status Report is produced in November and discussed with the ZEP Unit. Following the discussion, amendments are made to the project and the implementation strategy is chosen. Implementation Procedures (Draft 1) are written by the Project Manager and sent to the ZEP Manager.
2. A first meeting is held between the Head Masters and the ZEP Unit where the schools are presented as well as the TIPA Programme.
3. A second meeting, preferably in December, with the HMs and ZEP Unit is held where the End of Year Status Report and proposed activities are presented for approval.
4. A third meeting shall be held between the parties to take into account the implementation procedures. Following this meeting, the Project Manager shall incorporate the suggestions and comments of the HMs and ZEP Unit into the implementation procedures (Draft 2). A Staff meeting date (in January) shall be chosen to present the TIPA Programme and team to the school staff.
5. In January, staff meetings will be held in the schools, where, the TIPA team shall be invited to present the programme objectives and to discuss on the roles and functions of collaborators.
6. Following the staff meetings, the TC shall meet with the HMs to work on the time table for the creative classes.
7. For the implementation procedures of the creative classes see pt II. Creative Classes.
8. After one month of intervention, a meeting will be set with the HM to review the collaboration procedures. The Collaboration procedures (Draft 3 and final) shall then be produced.
9. The coaching of the facilitators by the TCs shall start in February (except for the in-training facilitators whose coaching will start when the creative classes will begin). Coaching/Follow-up sheets shall be filled and discussed with the facilitators. A copy of the coaching sheet shall be given to the HM.

## 1.2 Presentation of the TIPA Programme to the school staff

1. At the beginning of the year, the TC shall arrange a meeting with the HM to present the program to the school staff.
2. During this meeting:
  - a. the TIPA staff shall present the programme objectives and the proposed activities.
  - b. the school staff and TIPA staff shall brainstorm on collaboration goals.
  - c. They shall establish a frame of intervention as well and identify the roles and functions of each stakeholder (facilitator, teachers, TCs, HMs, etc.)

## 1.3 Records on the Facilitators

At the beginning of the year, the TC shall give the contact details of the facilitators and TIPA Team to the HM. The CV's of each person shall be attached as well.

## II. Creative Classes

### 2.1 Preparation of creative classes' activities by the facilitators

1. The Facilitators and Terrain coordinators shall start reviewing the Portfolio and Portfolio Guidelines in *October (Year -1 – before implementation of the programme in January)*.
2. The Terrain Coordinators shall provide a new draft of guidelines for the Portfolio<sup>3</sup> to the facilitators at the end of September.
3. This 1st Draft of the Portfolio Guidelines shall be discussed during a first meeting between terrain coordinators and facilitators (beginning of October). The terrain coordinator shall take into consideration the facilitators' suggestions and shall prepare a second draft of the Portfolio Guidelines mid-October.
4. A second meeting between facilitators and terrain coordinators shall be held one week after the first meeting where the Framework of activities shall be discussed. A list of activities shall be worked out during this meeting.
5. A third meeting (at the end of October- beginning of November) shall be held between the terrain coordinators and facilitators. The TC shall present the School Calendar and the Calendar of activities provided by TIPA. The list of activities developed in the 2nd meeting shall be detailed. A list of proposed activities and goals shall be sent to the art inspector and to an artist to review.
6. The 4th meeting (beginning of November) shall include the TC, facilitators, the art inspector and one artist from each discipline (drama + fine arts). The inspector and artists shall review the activities and discuss them with the team. A selection of activities shall be made.
7. The 5th meeting (beginning of November) between facilitators and TC shall be held to dispatch the work. Each facilitator shall develop a number of activities.

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<sup>3</sup> The portfolio Guidelines document will provide a description of the type of activities and pedagogical tools that shall be implemented in the schools.

8. The facilitators shall work independently on developing the activities, they shall then meet with the TC in individual meetings, and afterwards re-adjust their activities (Portfolio of Activities Draft 1)
9. The portfolio Draft 1 shall be reviewed in a 6th meeting (beginning of December) with the support and advice of the art inspector.
10. Facilitators shall work again individually to adjust their activities and write the Portfolio of Activities Draft 2 (to be delivered in January).
11. *In January*, the facilitators shall proceed to in class observations and provide a list of the pedagogical methods used by the teachers that would ease collaboration. They shall also work in identifying children experiencing difficulties in collaboration with the teachers.

*At the beginning of every trimester*

1. The Facilitators shall meet the teachers individually during a 1st meeting to present the activities developed and set their respective roles within the collaboration framework.
2. A second meeting between facilitators and teachers shall consist of reviewing the activities (prepared by the facilitators in the portfolio + the activities in «The Arts» book) and discuss about class organization.
3. The Facilitators shall then work on adjusting activities according to the suggestions and comments of the teachers and write the Portfolio Draft 3 (per school term). The 3rd Draft shall then be reviewed by the terrain coordinators.
4. A final version of the portfolio shall be sent to graphic designers for the page layout and printing (per school term).
5. A third “preparation of activity” meeting (in-between the creativity classes) shall be held between the facilitators and teachers to define the roles and functions of each stakeholder during the class and thoroughly prepare the first/next activity.
6. “Preparation of activity” meeting times shall be set up between teachers and facilitators according to their availabilities and shall be held every week to prepare the next activity.

## 2.2 Conduction of Activities

4. The Teachers and Facilitators shall co-facilitate the Creativity Classes.
5. The roles and functions of the Teacher and Facilitator shall be decided prior to the class during the “preparation of activity” meeting (cf. 2.1 – 16 & 17).
- 6. Facilitators are not allowed to manage a creativity class on their own if the teacher is absent, nor should they manage or be responsible for any class left unattended.**
7. In the absence of teachers, **only** activities for special events (mother's day, festival, etc) shall be done with the help of the HM/DHM to avoid putting the children in situation of failure. **Any** other request to facilitate the creativity class in the absence of teachers should be asked by the HM to the TC or Project Manager for approval.
8. Facilitators are not allowed to conduct or facilitate any academic activities. However they shall provide their support to teachers in preparing creative academic activities upon request and if they are available to do so. This point shall be discussed between the facilitator and TC for approval. If the request is not approved, reasons shall be given by the facilitator and TC (to the concerned teacher).

### **2.3 Reporting on creative classes**

1. At the beginning of each term facilitators shall send a provisional calendar of activities to the TC.
2. The TC shall submit Term wise provisional work plan calendars of the creative classes activities to the HM.
3. At the end of each class, the facilitators shall fill in a workshop assessment grid to assess their work.
4. They shall also fill in a Daily reporting sheet on the activities done. One copy of the Daily Reporting sheet shall be submitted to the HM at the end of the day and one copy to the TC at the end of the week.
5. In case of non-submission of the reports on the day of the activity (due to lack of time or other factors), the facilitators shall submit the report the following week.

### **2.4 Frequency of Intervention and changes in time table**

1. The HM and TC shall set the hours for the creativity classes at the beginning of the year (see implementation procedures No.6).
2. Facilitators shall not exceed the time allocated for workshops.
3. Teachers as well are kindly requested to respect the time allocated for the creative classes.
4. Any request for permanent changes concerning the time or duration of the workshops should be discussed between the HM and TC.
5. The facilitator shall inform the TC of any temporary change in the time table (requested by the teacher of HM) due to special events.

### **2.5 Coaching, Observation and Assessment of Creativity Classes**

1. The TC or ATC shall attend at least two creativity classes per month per facilitator. For in-training facilitators, the ATC shall attend at least two creativity classes per week. The coaching sessions with the in-training facilitators can be increased or reduced upon request of the in-training facilitator or ATC.
2. The TC or ATC shall not interfere during the workshop or class. However, if the time allocated is not respected or if any major problem arises, the TC can intervene to help the facilitator.
3. The workshop assessment sheet shall be filled by the TC/ATC and Facilitator after the class (based on the TC/ATC observation notes and facilitator's insight)
4. A copy of the observation sheet and discussion details shall be given to the facilitator at the end of each meeting.
5. The TC/ATC shall keep a record of the observations per facilitator and shall report the latter to each facilitator and to the project manager, at the end of each trimester.

### III. Communication and Conflict Resolution

#### 3.1 Communication

1. Between the HM and Facilitators :

Once every month, the HM or the facilitator can convene a meeting to talk about daily matters, children experiencing school difficulties, etc.

2. Between the HM and Terrain Coordinators

Once every month the terrain coordinator shall arrange a meeting with the HM to follow-up the programme implementation and to talk about any arising matters.

#### 3.2 SIU Meetings, PTA Meetings, Parents Meetings or Staff Meetings

1. The HM shall inform the TC of any SIU Meeting.

2. During the SIU Meetings, the TC shall report on the activities done during the last months.

3. The HM shall extend the invitation to TIPA collaborators for any formal meetings with parents.

4. The HM shall inform TIPA collaborators of any staff meetings and invite the facilitators or terrain coordinators if needed.

#### 3.3 Changes in School Staff

1. An "induction course" between the Cluster Coordinator/Inspector, HM and the Terrain Coordinator shall be planned for the posting of any new comers (members of the staff), except in case of temporary teacher replacement.

2. The HM shall inform the TIPA Team of any new comers or any change in the school leadership/ management and plan the induction course.

#### 3.4 Arising conflicts

*On the facilitators' side and with the school staff:*

Conflicts with the school staff concerning ideas, pedagogical methods, tools or ways of proceeding shall be addressed at school after reflection and if needed shall be discussed with the TIPA team during remote teams, case studies or regulation sessions.

*On the HM or school staff side concerning the facilitators:*

In case of any human resource conflict:

2. The HM shall 1st contact the TC

3. The TC shall address the issue with the concerned parties.

4. If needed a meeting shall be set with the TC or TIPA Project Manager and facilitator.

5. If needed, a meeting shall be held between the ZEP representative, School HM Project Manager and TC.

*Within the TIPA Team:*

Conflicts concerning ideas, pedagogical methods, tools, ways of proceeding or any other matter between the team members shall be addressed personally or dealt with during the facilitators or management meetings and if needed shall be discussed during remote/ regulation session.

*Between the Team and Board Members:*

Conflict concerning ideas or ways of proceeding shall be addressed directly or discussed in front of a third party (psychoanalyst).

#### **IV. Administrative Issues**

##### **4.1 Attendance, Absence & Lateness of Facilitators**

1. The facilitators shall sign an attending sheet (or in the teacher's book) upon arrival in schools.
2. Whenever an absence or lateness is known at least one week before, the facilitator shall verbally inform :
  - i. the TIPA Terrain Coordinator (TC)
  - ii. the school's Head Master or Deputy Head Master (HM/DHM)
  - iii. the Teachers concerned (by sms or verbally)
3. Whenever it is on a day to day basis:
  - a. The Facilitator shall call the TIPA Terrain Coordinator and send an sms to the Admin Officer
  - b. The TC shall inform the HM/DHM before 9 a.m (if possible)
  - c. The Facilitator shall also send an sms to the Teachers concerned
4. In both cases the facilitator shall ensure the good communication of his absence and lateness and shall keep a record of it in the attendance book.

##### **4.2 Absence & Lateness of Teachers**

1. Whenever an absence or lateness is known at least one week before:
  - i. The teacher shall verbally inform the facilitator (or send an sms).
2. Whenever it is on a day to day basis:
  - a. the teacher shall send an sms to the facilitator.

If the facilitator has no classes or meetings planned on the day the teacher is absent, he/she is allowed to work in the TIPA Premises or in the school. However, he shall not be responsible for any class or teacher replacement (see procedures 2.2).

#### 4.4 Organization of extraordinary events

1. If the organization of extraordinary events requires an additional resource person, The HM shall first check if the Resource Person is available from any other ministry (ex: Drama Unit of MoAC). If needed, the TIPA team shall help in building a close collaboration between the two Units.
  2. If this "special event" requires the hiring of any new facilitator, prior approval should be obtained from the ministry.
- A Resource person can be made available by the TIPA team upon request and presentation of the school needs, one month before the date of the "special event".

### **Sponsors**

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