



Terrain for Interactive Pedagogy through Arts

Status Report n° 1 / Year 2012



Abstract

This Status Report aims at presenting our sponsors, partners and supporters with the main activities that were carried out during the first term of 2012, i.e.: from January to April, its outcomes, as well as the major events and realizations that were accomplished by TIPA. The first section of the report shows the follow-up of the programme plan, followed by a section that will present a detailed report on the activities carried out in the field. The third section provides an analysis of the creativity classes assessment realized during the first term. The fourth section is used to explain in details the first Creative Week organized by TIPA, while the last section addresses TIPA's impact on the lives of its beneficiaries. The conclusion not only summarizes the last four months, but also sets up the goals and expectations for the next months.



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Introduction

"You've got to think about big things while you're doing small things, so that all the small things go in the right direction."
— Alvin Toffler

The busy first months of 2012 have set the tone of the year that stands in front of TIPA. A year that will be marked by a further structuration and professionalization of the organization in order to cope with the increased number of beneficiaries and the different projects that we plan to implement during 2012.

The year started with a brainstorming involving the whole team in order to set up our short and long-term objectives. This enabled the management team to come up with an Action Plan that will guide the organization in the next four years as to the path that should be taken and the actions that need to be realized in order to achieve the agreed objectives. To gain national and international recognition, seek financial stabilization, further network with other institutions and NGOs, diversify its projects, provide training, and become a centre of excellence in the education area are among TIPA's main long-term objectives that were crafted together by the team.

Following this first step, many activities were already realized: 79 creativity classes were co-facilitated in three of the schools, the corporate identity material of the organization has been finalized, the first newsletter for TIPA's fundraising campaign Sponsor a Child has been produced, a creative week was carried out involving many different

activities. Moreover, we continued our search for funds, work has also progressed in terms of our pedagogical, coaching and internship guidelines – all of which should be finalized by the end of the next term, and we continued with the implementation of our Children's Progress Report. TIPA management team also came up with a financial strategy in order to cope with the limited funds available in the first half of the year. This difficulty in getting enough funds, topped with a shortcut in human resources, unfortunately prevented us from implementing some of the actions that were initially planned for the first term.

This Status Report aims at presenting our sponsors, partners and supporters with the main activities that were carried out during the first term of 2012, i.e.: from January to April, its outcomes, as well as the major events and realizations that were accomplished by TIPA. The first section of the report shows the follow-up of the programme plan, followed by a section that will present a detailed report on the activities carried out in the field. The third section provides an analysis of the creativity classes assessment realized during the first term. The fourth section is used to explain in details the first Creative Week organized by TIPA, while the last section addresses TIPA's impact on the lives of its beneficiaries. The conclusion not only summarizes the last four months, but also sets up the goals and expectations for the next months.

1. Programme Plan Follow-up

TIPA Programme 2012				Andre Bazerque		Barkly		E. Anquetil		Guy Rozemont		Total			
				Pupils	Teachers	Pupils	Teachers	Pupils	Teachers	Pupils	Teachers	Pupils	Teachers		
Beneficiaries				Estimated (Jan - Dec)		135	8	140	9	460	17	190	8	925	42
				Actual (Jan - Apr)		116	6	0	7	418	14	149	6	683	33
Activities				Jan	Fev	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
OUTPUT 1	Objective 1: Favour the development of life skills of vulnerable children														
	1.1	Implementation of children's progress report on life skills													
	1.2	Identification & assessment of children experiencing school difficulties													
	1.3	Follow-up of children experiencing school difficulties													
OUTPUT 2	Objective 2: Strengthen the use of interactive pedagogy practices (by teachers) during school hours														
	2.1	Preparation and conduction of creativity classes in collaboration with teacher													
	2.2	Research, adjustment and elaboration of interactive teaching methods													
	2.3	Assessment of creativity classes and collaboration with teachers													
OUTPUT 3	Objective 3: Support the teaching of arts in line with the primary curriculum framework														
	3.1	Regular conduction of creativity classes													
	3.2	Support the development of artistic activities related to special events													
	3.3	Research, assessment, adjustment and elaboration of artistic activities & revision of Portfolio according to the National curriculum framework													
	3.4	Organization of Art Festivals													
	3.5	Regular art exhibitions													
OUTPUT 4	Other activities														
	4.1	Team building workshop with school staff													
	4.2	Facilit'Art Basic Training													
	4.3	Group regulations and case studies with TIPA Staff													
	4.4	Creat'Art Exhibition													
	4.5	Participation in the conference "Violence Educative Ordinaire"													
	4.6	Participation in the 18th Conference of Commonwealth Education Ministers													

✓ Done (planned) ↑ Done (not planned) X Planned but not done (yet) → In progress

2. Report on Activities

Initially planned to take place in January, the launch of TIPA's activities in the schools happened at the beginning of February due to a delay from the ZEP Unit, Ministry of Education, in authorizing TIPA to start its work in the schools. The creativity classes started in the middle of February, causing a delay in the initial planning of the terrain activities. Due to that, some of the activities, that were first thought to be realized during the first term, were postponed to the second term. Moreover, in one of the schools – Barkly – the activities were not started in the first term due to some issues experienced by the school at the beginning of the year. This partly explains the difference in the number of beneficiaries (estimated versus actual) during the first term as showed in the Programme Plan. The second reason for the difference is that we planned to extend our activities to the pre-primary level and touch around 125 pre-primary pupils in 2012. However this part of the programme has not been started yet due to time and human resources limitation. We plan to start with this project during the second term.

With this delay in the start of the activities, the team worked on reviewing the portfolio of artistic activities and on preparing the action plan during January. Following this revision, TIPA's artistic activities were submitted to the Art Inspector who sent us a letter confirming that he has reviewed, sent comments and approved TIPA's artistic activities. That represents another achievement for TIPA in terms of governmental recognition and is an important milestone in the organization's professionalization.

In February, TIPA management team held a meeting with the Art Inspectors, School Psychologists, Social Workers and Music Inspectors at the Ministry of Education (MoE). During this meeting we could present TIPA's mission, objectives and activities to other departments of the MoE and gather feedback and different point of views on our activities. This represented a great opportunity for TIPA to increase its networking possibilities and acquire experience, knowledge and insights from different stakeholders, especially at the MoE, currently our main partner.

In March, our field team started to implement the Children's Progress Report. This report was created by a researcher in Child Development Psychology that works in cooperation with TIPA. The Progress Report has two main objectives. The first one is to measure the improvement of the children taking part in the creativity classes in regard to their life skills – values carefully worked by TIPA team during its activities. The second objective of such a report is to bring awareness of such values and skills to the children and at the same time show them what is expected from them during the creativity classes. We believe that the Progress Report will be essential not only for the measurement and evaluation of our work, but it will also be one of our tools to develop the life skills in the children that we work with.

The Progress Reports were implemented for the first time in the last term of 2011 in a pilot stage, in 3 of the schools where TIPA was working. This year the implementation was started in March with all the children taking

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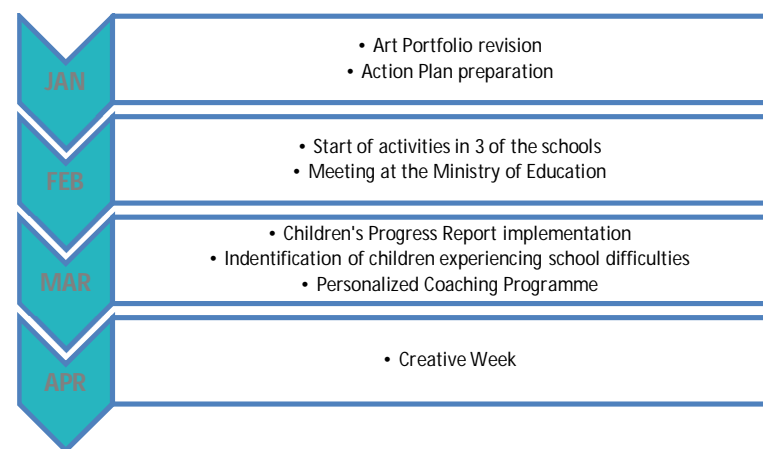
part in our activities. The time initially allocated for this part of our programme has proved insufficient and the filling in of the reports for the first term will be finalized at the beginning of the second term. In view of the longer time that the implementation of the report is taking, combined with the fact that our activities were delayed at the beginning of the year by around 3 weeks, after consulting with our researcher, we have decided not to fill in the report during the second term as initially planned. The implementation of the Progress Report has also made us change our plans regarding the art exhibitions that should have been done during the first term but were postponed to the second term.

Still in March, our field team worked on the identification of children experiencing difficulties in all schools, except Barkly where the activities had not started yet. This was not done in February due to the delay in the start of our activities in the schools. In total, 38 children have been identified so far. The data input will be finalized once the identification will be completed in collaboration with the teachers and the information will be then passed on to the head masters. During the next term, TIPA team will follow-up on these children together with the teachers, head masters and the ZEP Unit and define specific actions to work with them.

Also during March, our management team worked out a Personalized Programme that was created with the goal to facilitate the coaching of new and current Art Facilitators by the Terrain Coordinator and the Assistant Terrain Coordinator. This represents a further step in the professionalization of the organization as it will enable TIPA to carefully

coach its Art Facilitators and ensure that its programme is being carried out consistently and as planned.

Although the delay in the start of our activities forced us to make some changes in our schedule, most of the activities that were planned for the 1st term were carried out. Group regulations and case studies unfortunately were not realized due to limited funding. However, we plan to hold the first group regulation in May. In addition to the planned activities, other actions that were not initially planned were also implemented, the most significant of them being the Creative Week for which more details can be found in the fourth section.



3. Creativity Classes Assessment

In 2011 an assessment sheet has been implemented in order to evaluate the creativity classes. Art Facilitators fill in this sheet at the end of each class in order to identify strong points and areas for improvement. The assessment sheet is also an important tool for the Coach to follow the Facilitators and measure their progress along the time.

The assessment sheet has been revised and updated at the beginning of this year in order to better reflect the reality of the classes – a simplified sample of the assessment sheet can be found in the annex 1. At the end of the term, all the data collected during the 79 creativity classes conducted during the first term of 2012 was put together and an analysis was carried out in order to identify the areas that need special attention. The detailed analysis showing the average rating for which question per Facilitator, school, class and activity can be found in Table 1.

According to the analysis, the vast majority of the questions rated above 3, meaning that the Facilitator is “very satisfied” with the statement or that certain behaviour happens “all the time”. The questions rating below 3 are question 15 – that concerns the utilization of different visual, audial and tactic methods to facilitate the comprehension of the explanation – and question 24 – that concerns the utilization of relaxation techniques when the pupils are too energetic in class. Other questions rated below 3 (28, 29, 30, 35 & 39) still have a rating relatively high (close to 3) and therefore have not been given special attention at this moment.

As this is the first time that such analysis has been carried out, we will need to wait until the end of the next term to better compare the results. In any case, the low rating for questions 15 and 24 is an important sign that we should concentrate even more on the interactive pedagogy part of our action. For such reason, we will organize a working session with the Facilitators during the second term to discuss the topics related to these questions. Moreover, the coaches will follow these items closely.

Graph 1

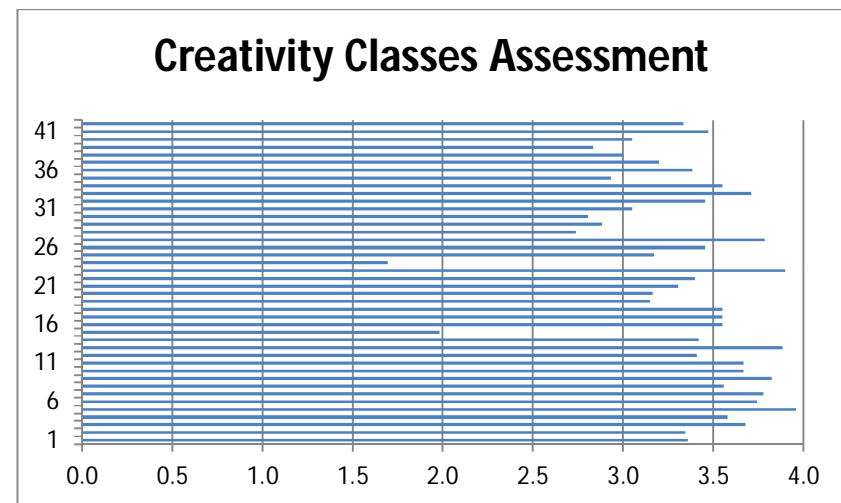


Table 1

Question	Average	FACILITATOR						SCHOOL			CLASS						ACTIVITY				
		AS	CS	JN	NP	RN	YG	AB	EA	GR	I	II	III	IV	V	VI	VI R	Presentation	Droits et Devoirs	Independence	Progress Report
1	3.4	3.0	3.7	3.8	4.0	3.1	2.8	3.0	3.4	3.7	3.4	3.7	3.6	2.4	3.2	3.1	3.0	3.3	3.4	4.0	3
2	3.3	3.0	3.5	4.0	3.4	3.0	3.1	3.0	3.5	3.4	3.6	3.5	3.4	2.9	3.0	3.1	3.3	3.4	3.4	3.0	3.0
3	3.7	4.0	4.0	4.0	4.0	3.7	2.9	3.9	3.3	3.9	4.0	4.0	4.0	3.2	3.5	2.7	2.5	3.5	3.7	4.0	4.0
4	3.6	2.7	3.6	4.0	4.0	4.0	3.8	3.0	3.8	4.0	3.4	3.5	3.6	3.6	4.0	3.8	4.0	3.7	3.5	4.0	3.0
5	4.0	4.0	4.0	3.9	3.8	4.0	4.0	4.0	4.0	3.8	3.9	3.9	4.0	4.0	4.0	4.0	4.0	3.9	4.0	4.0	4.0
6	3.7	3.4	4.0	4.0	3.7	4.0	4.0	3.5	4.0	3.8	3.6	3.7	3.7	4.0	4.0	4.0	4.0	3.9	3.8	4.0	3.0
7	3.8	3.7	4.0	4.0	3.7	4.0	n/a	3.6	4.0	3.8	3.8	3.8	3.7	n/a	4.0	4.0	4.0	3.8	4.0	4.0	3.0
8	3.6	3.7	4.0	4.0	4.0	4.0	2.5	3.5	3.5	3.8	3.8	3.9	3.9	2.6	3.8	2.5	2.7	3.5	3.7	4.0	3.0
9	3.8	4.0	4.0	3.8	3.5	3.5	3.7	3.9	3.9	3.5	3.9	3.8	3.9	3.3	4.0	3.8	3.5	3.8	3.8	4.0	4.0
10	3.7	3.6	4.0	3.8	3.0	3.8	3.6	3.7	3.8	3.2	3.6	3.7	3.7	3.4	3.7	4.0	3.5	3.6	3.7	4.0	4.0
11	3.7	4.0	3.1	3.8	2.9	3.8	4.0	4.0	3.6	3.3	3.6	3.5	3.6	4.0	3.7	4.0	4.0	3.7	3.8	2.0	4.0
12	3.4	4.0	3.5	3.1	2.5	3.9	3.2	3.8	3.4	3.0	3.4	3.4	3.4	3.3	3.7	3.7	3.3	3.4	3.3	3.0	4.0
13	3.9	4.0	3.8	4.0	4.0	4.0	3.6	4.0	3.8	3.9	3.9	3.9	3.9	3.6	4.0	3.9	3.5	3.9	3.9	3.0	4.0
14	3.4	3.0	3.0	3.7	3.3	3.9	3.9	3.2	3.5	3.5	3.3	3.0	3.1	3.9	3.8	4.0	4.0	3.5	3.4	3.3	3.0
15	2.0	2.3	1.0	1.0	3.0	3.8	1.6	2.0	1.7	2.3	1.9	2.1	1.7	2.0	2.5	1.7	2.7	1.5	2.5	1.0	2.0
16	3.6	3.3	3.9	3.9	3.8	3.3	3.1	3.3	3.7	3.5	3.7	3.7	3.7	2.9	3.2	3.4	3.5	3.5	3.7	3.7	3.0
17	3.6	4.0	2.5	4.0	4.0	3.9	3.0	3.7	3.3	3.9	3.8	3.7	3.5	3.3	3.5	3.3	3.5	3.6	3.5	3.0	4.0
18	3.6	4.0	2.5	4.0	4.0	3.8	3.0	3.7	3.3	3.9	3.8	3.6	3.6	3.3	3.3	3.3	3.5	3.6	3.4	2.7	4.0
19	3.2	3.6	3.1	2.7	3.1	4.0	2.4	3.4	3.0	3.1	3.2	3.3	3.1	2.4	3.5	3.1	3.3	2.9	3.1	4.0	4.0
20	3.2	3.3	4.0	2.9	3.8	4.0	1.1	3.1	3.2	3.3	3.2	3.4	3.6	1.5	3.0	1.8	2.5	3.4	2.7	4.0	4.0
21	3.3	3.0	2.8	3.8	3.9	3.7	3.1	3.0	3.4	3.5	3.2	3.3	3.4	3.3	3.3	3.4	3.3	3.5	3.2	3.3	3.0
22	3.4	2.7	3.1	3.5	3.8	3.8	3.9	3.0	3.7	3.2	3.1	3.3	3.2	3.7	3.8	4.0	4.0	3.5	3.3	3.3	3.0
23	3.9	4.0	4.0	3.9	3.1	4.0	4.0	4.0	4.0	3.5	3.9	3.7	3.9	4.0	4.0	4.0	4.0	3.9	3.9	4.0	4.0
24	1.7	1.0	1.7	2.0	1.5	2.0	2.4	1.3	2.0	1.8	1.1	1.1	1.8	2.4	2.0	2.1	2.3	1.6	2.0	2.0	1.0
25	3.2	3.3	2.8	4.0	3.5	3.2	2.2	3.1	3.2	3.3	3.5	3.5	3.3	2.0	3.0	2.6	3.3	3.2	3.2	2.7	3.0
26	3.5	3.7	3.4	4.0	4.0	3.1	2.0	3.5	3.4	3.6	3.8	3.8	3.8	2.3	3.0	2.0	3.7	3.6	3.1	4.0	4.0
27	3.8	4.0	4.0	4.0	4.0	3.5	2.9	4.2	3.5	3.8	4.0	4.0	4.0	2.3	5.4	2.2	2.7	3.8	3.7	4.0	4.0
28	2.7	1.7	3.1	2.9	3.6	3.5	2.6	1.9	2.9	3.5	2.5	2.7	2.7	3.1	2.8	2.7	3.3	3.0	2.7	3.0	1.0
29	2.9	1.6	4.0	2.8	2.6	3.9	2.9	2.1	3.3	2.9	2.6	2.6	2.8	3.3	3.3	3.3	3.5	2.9	2.9	4.0	2.0
30	2.8	3.0	2.7	2.1	2.9	3.7	2.9	3.0	2.6	3.0	2.6	2.7	2.6	3.4	3.3	2.7	3.5	2.9	2.6	3.0	3.0
31	3.1	3.3	2.0	4.0	2.8	3.6	2.8	3.1	3.0	3.1	3.2	3.0	2.5	3.7	3.2	2.7	3.3	3.3	3.0	n/a	3.0
32	3.5	4.0	2.7	3.4	3.6	3.8	3.2	3.8	3.1	3.7	3.5	3.5	3.3	3.6	3.5	3.3	3.5	3.6	3.2	2.7	4.0
33	3.7	4.0	3.5	3.5	3.8	3.7	3.6	3.9	3.6	3.6	3.8	3.8	3.7	3.6	3.8	3.6	3.5	3.8	3.7	2.0	4.0
34	3.6	3.3	3.4	3.9	3.3	3.6	3.7	3.4	3.7	3.4	3.4	3.5	3.5	3.6	3.7	3.9	3.5	3.6	3.5	2.3	4.0
35	2.9	1.6	3.4	4.0	3.0	4.0	3.2	2.1	3.5	3.4	2.4	2.5	2.7	3.6	3.8	3.3	3.5	3.0	3.2	2.3	2.0
36	3.4	3.3	3.1	3.9	3.0	3.8	3.0	3.3	3.5	3.3	3.4	3.4	3.4	3.3	3.5	3.1	3.5	3.4	3.4	2.0	4.0
37	3.2	2.7	4.0	3.3	4.0	3.1	2.9	2.7	2.3	2.9	2.3	2.3	2.5	2.3	1.7	1.7	2.3	2.3	2.1	1.0	2.0
38	3.0	2.7	4.0	2.4	4.0	2.9	2.4	2.7	1.8	2.7	2.1	2.1	2.2	1.7	1.7	1.4	1.8	2.0	2.0	3.0	1.0
39	2.8	2.7	3.2	2.5	3.9	2.7	2.6	2.6	2.7	3.4	2.9	2.8	3.1	2.9	2.3	2.6	2.8	2.8	2.8	3.0	3.0
40	3.1	3.4	3.0	3.1	3.4	3.1	2.4	3.0	3.0	3.1	3.3	3.2	3.2	2.7	2.7	2.6	3.0	3.2	2.9	3.0	3.0
41	3.5	4.0	4.0	2.9	3.6	3.4	3.0	3.8	3.4	3.3	3.6	3.6	3.6	3.1	3.3	3.1	3.0	3.3	3.6	4.0	4.0
Average	3.3	3.3	3.3	3.5	3.5	3.6	3.0	3.2	3.3	3.4	3.3	3.3	3.3	3.1	3.4	3.1	3.3	3.3	3.3	3.2	3.2

4. Creative Week

During the brainstorming at the beginning of this year, the TIPA team came up with the idea to organize its first Creative Week. The aim is that an edition of the Creative Week will be organized every year in April. It will be a moment for TIPA and its collaborators to pool their creativeness and energy together in order to realize many activities that will boost our action. The week will include the Team building with the teaching and non-teaching school staff, ZEP Unit and TIPA staff, an Office Building when TIPA's premises will be revitalized, a TIPA Team building workshop to strengthen TIPA's internal team and an art event – Creat'Art Exhibition. The exhibition will close the week and has the goal to bring awareness to the general public of Mauritius about TIPA's work and mission and at the same time it may also serve as a fundraising platform.

This year, the Creative Week started on the Wednesday of the second week of April with an **Office Building**. It was a great opportunity for all the TIPA staff to get together in order to improve the working environment at TIPA's office in Curepipe. It was a full day of organizing, painting, re-decorating, creating new working environments and doing the inventory of our art material. A beautiful tree full of branches and strong roots was painted at the entrance of TIPA's office representing how the organization wishes to be: a strong institution well-funded in its base and therefore able to produce many fruits. The day was a great success and the whole team was very proud of our achievements.

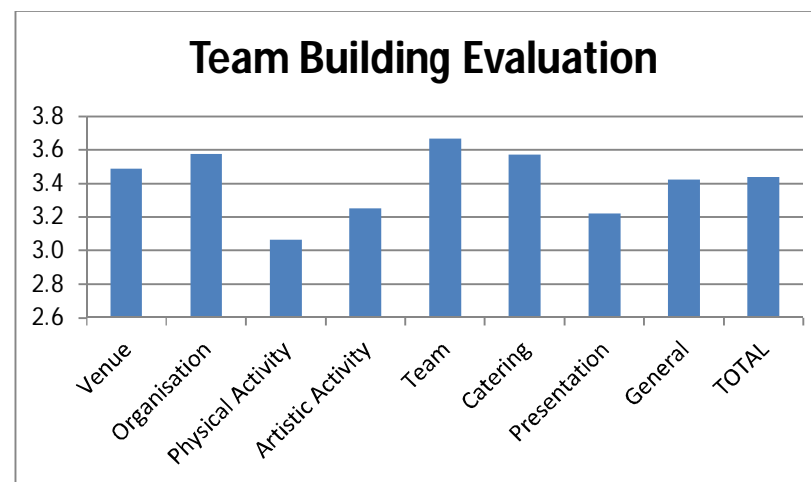
The **Team building with school staff** and ZEP Unit took place the next Monday and it was yet another great moment to get together in order to strength the ties among some of the stakeholders of TPA's programme. The day started with a quick reflexion on the theme of violence. After that, the participants were divided in groups (each school representing a team) and a competition involving a physical exercise was carried out in order to set in place a scenario that would support the activity planned for the afternoon. After the lunch, there was time for reflection on the issues that each school is facing and on possible solutions. Following the group debate, each team had to do an artistic representation of a real situation at the school that they faced in the past or that was currently in place, and at the same time they had to represent a situation where they would like to arrive – or have already achieved after working together. After that, all the teams shared their ideas by presenting their artworks to the other schools. This was a great opportunity for all the school staff to exchange experience and ideas on how to solve problems that are faced by all of them on a day-to-day basis. Many of the problems experienced by the schools are very similar and most of them reflect the background that the children are coming from: poor families, violent environments, parents that are not present all the time or that do not take part in the education of their children, etc.

At the end of the day, the participants were given time to think about actions that they wish to put in place at the beginning of the 2nd term and about ways to implement their ideas. The elements that came out of their feedback were the following:

- Strengthen team spirit through cooperation, mutual aid and sharing
- Improve their teaching practice through a better class dynamic, i.e. including more “hands-on” and creative activities, and cooperative learning (group work)
- Improve their relationship with the pupils through acceptance, by being more attentive to their needs and building trust

After that, we asked the participants to fill in a form with an evaluation of the day – table 2 shows the results in details. As it can be seen in the graph bellow, the total average of the event was 3.4, showing that most of the participants were very satisfied with the event.

Graph 2



As showed in the table, among the items with the lowest rating was the choice of the physical activity, the time allocated for both activities and the gift. Indeed, there was not enough time for the activities planned for the afternoon as we had to shorten their duration due to time limitations. In general, however, the feedback was very positive and we are glad to have achieved our main objective of the team building which was to strengthen the relationship among school staff, ZEP Unit and TIPA staff, and facilitate the sharing of experience related to common issues that are present in the schools.

Table 2

Category	Item	Degree of satisfaction (from 1 to 4)	
		per item	per category
Venue	Domaine De Lagrave	3.8	3.5
	Transport	3.5	
	Distance	3.4	
	Day and date chosen	3.4	
	Meeting Time	3.4	
Organisation	Invitation	3.7	3.6
	Start of activities	3.5	
	Team constitution	3.5	
Physical Activity	Clear explanation	3.3	3.1
	Choices of activity	3.0	
	Time allocated	2.9	
Artistic Activity	Clear explanation	3.4	3.3
	Choices of activity	3.4	
	Time allocated	2.9	
Team	Team spirit	3.7	3.7
	Competition spirit	3.6	
	Solidarity	3.6	
	Communication	3.6	
	Motivation	3.7	
Catering	Participation	3.8	3.6
	Lunch	3.7	
	Dessert	3.3	
	Drinks	3.6	
Presentation	Atmosphere	3.7	3.2
	Fair Play	3.3	
	Time allocated	3.3	
	Gift	2.8	
General	General feeling	3.5	3.4
	Objectives met	3.5	
	New encounters	3.3	
	General atmosphere	3.4	
TOTAL		3.4	

The following Tuesday was time for the TIPA team to get together in the **TIPA team building workshop** where the team had the opportunity to share the challenges and achievements in the past term. It was also a great opportunity for the team members to get to know more one another since there are many newcomers in the team, including 3 new Art Facilitators and a new Project Manager that joined the team at the beginning of this year.

The Creative Week, as well as the first term, was closed by the **Creat'Art Exhibition** that took place on the 27th of April at Bagatelle. The event had the goal to bring awareness of TIPA's work and mission to the public in Mauritius, and to promote our fundraising campaign Sponsor a Child. At the same time, the Exhibition was thought as an opportunity for sponsors, supporters and partners to see the creative minds of the TIPA staff at work since all of the team members are professional artists or have some sort of artistic talent. The two hours event was filled with short performances varying from painting and photographic exhibits to live artistic performances involving dancing, music and poetry. Between the performances the public had the opportunity to leave their mark in the exhibition by creating their own artwork while responding to the question: "What is Art?" The exhibition turned out to be a great success and we counted with the presence of several press channels which helped us to divulgate the event as well as our work.



5. Our Impact

TIPA is constantly searching for ways to evaluate the impact of our work. This helps us not only to check whether our objectives are being met, but also guide us in the continuous building of our programme. Moreover, it's very important for sponsors, partners, supporters and the field team to be able to observe how our everyday work is impacting the lives of our direct beneficiaries.

Last year in September, TIPA started to implement the Children's Progress Report (see section 2) which we believe to be an important tool to measure the effects that the creativity classes are having in the lives of the children that we work with. At the end of this year, we should be able to better analyse the data that will be collected in the reports.

But perhaps the most evident way to see and prove the impact of TIPA's work is to talk to the children, teachers and parents which have been touched in some way by our programme. In TIPA's first issue of the Sponsor a Child newsletter that was distributed at the end of March, the story of one of the children that took part in TIPA's creativity class was presented as a way to show the result of our work.

The first newsletter brought the story of Christophe, a boy who participated in TIPA's creativity classes while in STD V (2010) and STD VI (2011) at Guy Rozemont Government School. Interviews were conducted with him, his mother and teacher, and the TIPA Facilitator that guided him through the theatre workshops. Throughout the interviews, one gets the sense of the impact that TIPA's programme is having in the lives of these children, especially in terms of behaviour change and the gaining of self-confidence. His mother and teacher commented that after going through TIPA's creativity classes, Christophe became a well-behaved child, capable of better communicating with his colleagues and teacher. From his Facilitator, you learn how self-confident and full of energy Christophe is now. The boy says that while taking part in TIPA's activities he realized his desire to become a musician when he grows up.

As our organization's name suggests ("Ti pa" meaning "small step" in Mauritian Creole), although small, TIPA, step by step, is increasing the chances of these children to have a better future. There is much to be done in front of us, but we are very glad to see that our work is already bringing about positive changes!



Conclusion and Future Prospects

This Status Report aimed at summarizing a busy first term that was full of challenges, work and many achievements for TIPA. Although there was a need to change our plans due to a delay in the start of our activities, we managed to carry out most of the planned activities and realized others that had not been initially planned. The whole TIPA team worked very hard to achieve all the objectives and to respond to the demands of the terrain. Notwithstanding the overload of work that has been caused by a shortcut in human resources, all TIPA staff continues to be very motivated and eager to achieve all the goals set for 2012!

Following our Programme Plan for 2012, the next months will require further work and energy from our field team who will start the preparations for the Art Festivals that will take place in each one of the schools where we are working. Creativity classes will continue to be carried out and as from the beginning of the second term we will start our activities at Barkly Government School.

An important goal for the next term will be the launch of the pre-primary project. The pilot project is planned to be started in June in one of the schools where we are currently working. Later on the year, the project

should be expanded to the remaining schools. We also plan to start a new project following a demand from one of the ZEP cluster coordinators to intervene in the "Club de Parents" once a month at Guy Rozemont Government School. We are currently studying the possibilities of how our intervention could take place within this project.

On the top of that, one of the main focuses of TIPA management team will be the search for funds. TIPA's actions are directly linked to the availability of funds and therefore it's extremely important that enough funds are found for the continuation of the activities until the end of 2012.

In order to cope with all the work and activities during the second term, we are planning to enlarge our team with another Art Facilitator and by receiving interns at TIPA as from May. This increase in our human resources will enable us to pursue all the actions that we have planned for this year.

We would like to take this moment also to thank our sponsors, partners and supporters, without whom TIPA's actions would not become reality. We look forward to our continued cooperation during 2012!

Annexes

Annex 1 – Creativity Class Assessment Sheet (simplified version)

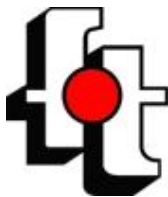
Objectif de la fiche : J'utilise cette fiche pour m'aider à suivre les différentes étapes de l'atelier. Je suis mon évolution dans chaque atelier et je repère mes points forts et mes points faibles. **Comment remplir la fiche :** Chaque fiche retrace le suivi d'une activité, et chaque colonne correspond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

Préparation de l'atelier	1	La technique artistique est adaptée au niveau des élèves
	2	Je maîtrise les étapes de l'activité
	3	J'affiche les panneaux de présence et des règlements.
	4	Je veille à ce que la disposition du mobilier/placement des élèves soit adaptée à l'activité en cours
	5	Je m'assure de la disponibilité du matériel requis pour l'activité, et en quantité nécessaire.
	6	Je m'assure que le matériel est adapté et ne comporte aucun danger pour les élèves
	7	Je veille à ce que le matériel soit accessible aux enfants
Introduction	8	J'inscris les présences/absences des élèves pendant que l'enseignant fait l'appel
	9	Je fais un récapitulatif de la session précédente
	10	Je présente l'activité du jour et m'assure que les consignes données sont claires et précises
	11	Je pose des questions aux élèves pour mettre en valeur leurs connaissances sur le thème
	12	J'expose mes attentes aux élèves (valeurs et objectifs pédagogiques)
	13	Je me positionne face aux élèves pour les consignes (intro, conclusion)
	14	Je fais une démonstration complète de la technique et donne des pistes de travail aux élèves
	15	J'utilise des supports visuels/auditifs/tactiles pour favoriser leur compréhension de la consigne
	16	Je fais attention à l'ordre des étapes dans la réalisation de l'activité
Le déroulement de l'activité	17	J'encadre tous les élèves
	18	Je me montre disponible pour tous les élèves
	19	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)
	20	Je responsabilise les élèves à travers la distribution / le rangement du matériel

	21	Je me montre attentif aux élèves en difficultés
	22	Je leur redonne la consigne si besoin et les aide à trouver des solutions.
Gestion de la classe	23	Je demande l'attention des élèves pour commencer la classe
	24	Si les élèves sont trop agités, je les invite à faire un exercice de relaxation pour les calmer.
	25	Je respecte le temps accordé à chaque partie de l'atelier (intro, déroulement, rangement, conclusion) et j'instaure des repères
Range-ment	26	Je garde au moins 5 minutes pour le rangement du matériel et de la classe
	27	J'invite les élèves à participer au rangement de sorte à les responsabiliser
Feedback	28	Je fais un retour avec les élèves sur l'activité, leur demande leur avis sur ce qui pourrait être amélioré
	29	J'invite l'enseignant à donner son avis aux élèves sur le déroulement de l'atelier et de l'activité
	30	Je fais un récapitulatif des objectifs pédagogiques et valeurs visées : comment ont-elles été sollicitées et quelle est leur utilité?
	31	J'aide l'élève à faire le lien entre les valeurs, les droits et devoirs et le tableau des présences, et leur fais réfléchir aux conséquences en cas de non-respect des règles.
Méthodes de pédagogies interactives	32	J'encourage et félicite les élèves sur leurs progrès
	33	Je sollicite la participation des élèves en posant des questions pertinentes
	34	Je stimule la réflexion chez les élèves
	35	Je favorise la participation des élèves et les débats car c'est ce qui permet l'élaboration de nouvelles règles
	36	Je mets en valeur leurs connaissances sur les thèmes abordés.
Collaboration et communication avec l'enseignant	37	J'ai une communication fluide avec l'enseignant
	38	Je communique facilement avec l'enseignant et il participe sans que je le sollicite
	39	J'ai une bonne communication avec l'enseignant sur nos rôles et notre participation respective dans l'atelier
	40	L'enseignant et moi prenons le temps de préparer les activités et l'animation.
	41	Débriefe : L'enseignant et moi prenons le temps de remplir ensemble la fiche « Daily reporting of activités »



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