



Terrain for Interactive Pedagogy through Arts

Status Report n° 2 / Year 2012

ABSTRACT

This Status Report aims at presenting our sponsors, partners and supporters with the main activities that were carried out during the second term of 2012 – i.e.: from May to August – their outcomes, as well as the major events and realizations that were accomplished by TIPA team during this period. The first section of the report shows the number of beneficiaries and the follow-up of the programme plan, followed by a section that will present a detailed report on the activities carried out on the field. The third section provides an analysis of the creativity classes assessment realized during the second term. The fourth section is used to explain in details the Art Festivals organized by TIPA in the four schools where our program is being implemented; while the last section addresses TIPA's impact on its beneficiaries. The conclusion not only summarizes the last four months, but also sets up the goals and expectations for the last months of the year 2012.



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Introduction

"Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid."

— Albert Einstein

TIPA has been going through a period of structuration and re-organization in order to cope with the expanded reach of our activities and the new goals that were set at the beginning of the year. As a result, the last term was full of challenges and hard work, but at the same time it brought many achievements that kept our motivation high throughout the months. While the new members of the team were more comfortable in their new environment and role, the staff members that were promoted to new positions at the beginning of the year gained experience and were better prepared to carry out their new tasks. Our overall efficiency therefore was higher and we managed to accomplish many tasks in a relatively short period of time.

Additionally to the regular field activities that included more than 350 creativity classes at the schools and the realization of the fourth edition of the Festival Art'la li la, the past four months represented a period of much reflection and preparation for a strategic plan that shall guide the organization for the next three years. In this sense, the whole TIPA team has brainstormed on questions such as "TIPA's role in the Mauritian society", "our vision, mission and goals", "our beneficiaries", "our values". With that, a new vision and a re-phrased mission statement were crafted together with the whole team. The latter, not far from our initial vision and mission, has the advantage of being more precise and adapted to our inspirations for the Mauritian society and children. This represented the first step in the construction of our Programme 2013-2015. In line with this initiative, six other main documents are being worked out. They will propose the basic guidelines to ensure and enhance the NGO's operations and will consist of a Charter of Ethics and five guidelines, namely: Pedagogical,

Management, Human Resources, Financial Resources and External Relations Guidelines.

Networking being one of our main objectives for 2012, the whole team has been carefully working on improving our relationships with external stakeholders. As a result, the last four months were also important in terms of networking with different government institutions such as the NEF and the ZEP Unit and other NGOs in order to improve our programme, work on common projects and share experience in our fields of action.

In terms of fundraising, the last term was relatively successful for TIPA. The organization saw the renewal of the support from most of last year's sponsors and the establishment of new sponsorships – the partnership with the Ministry of Gender Equality, Child Development and Family Welfare being among the most important and meaningful ones.

This Status Report aims at presenting the main activities, their outcomes, as well as the major events and realizations that were accomplished by TIPA team during the second term of 2012. The first section shows the number of beneficiaries and the follow-up of the programme plan, followed by a section that will present a detailed report on the activities carried out. The third section provides an analysis of the creativity classes assessment realized during the second term. The fourth section is used to explain in details the four Art Festivals 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 last months of the year.

1. Programme Plan Follow-up

A. BENEFICIARIES

TIPA Programme Plan 2012 - BENEFICIARIES										
School	ABGS		BGS		EAGS		GRGS		TOTAL	
Beneficiaries	Pupils	Teachers	Pupils	Teachers	Pupils	Teachers	Pupils	Teachers	Pupils	Teachers
Estimated (Jan - Dec)	135	8	140	9	460	17	190	8	925	42
Actual (Jan - Aug)	118	6	124	7	414	14	150	6	806	33¹

Legend

ABGS: Andre Bazerque Government School

BGS: Barkly Government School

EAGS: Emmanuel Anquetil Government School

GRGS: Guy Rozemont Government School

¹ The difference in the number of estimated and actual beneficiaries is due to the fact that the project pre-primary will be started only in the last trimester of the school year.

B. ACTIVITIES

TIPA Programme Plan 2012 - ACTIVITIES														
Month		Jan	Feb	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		X	✓	✓	✓*							
	1.3	Follow-up of children experiencing school difficulties			X	X	X ²	X	✓	X	↑	↑		
OUTPUT 2	Objective 2: Strengthen the use of interactive pedagogy practices 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			X		✓					↑		
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		X	X	X	✓	✓	X ³	✓	↑	↑		
	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								✓				
	4.7	Club de Parents					✓*		✓*		↑			
	4.8	Rio+20 Mauritius Event						✓*						
	4.9	Participation in the NEF working Group							✓*	✓*	↑			

✓ Done (planned) ✓* Done (not planned) X Not done → In progress ↑ Planned

² Reasons for not achieving this output can be found in the next section "Report on Activities".

³ Group regulation and case studies were not realized in July due to the lack of time resulted from the preparations for the Art Festival.

2. Report on Activities

The second trimester started in the middle of April and by then TIPA's activities were launched in all four schools where TIPA's programme is implemented in 2012⁴. In total, 376 creativity classes were conducted in collaboration with the teachers during the second term. In all the four schools, standards I to III worked mainly on identifying, describing and understanding the life skills of *creativity, critical thinking, cooperation, respecting others, work and materials* and *work organization* through different plastic arts activities; while standards IV to VI (including repeaters) worked with *understanding, creativity, self-confidence* and *respecting others* mainly through rehearsals and preparations for the Art Festivals. As described in TIPA Programme 2012, throughout the year, 10 values are worked with the pupils through different artistic activities (see TIPA Programme 2012 for details). Each activity requires different values and is carefully worked out to request the specific value(s) from the kids.

In May, our researcher delivered a first report/article that presented an evaluation of our self-assessment tool, the Children's Progress Report. Although further research needs to be carried out, especially in terms of longitudinal analysis in order to evaluate the progress of each child, the report confirmed the importance and high value of using such an assessment within our programme not only to evaluate the children's progress, but also as a learning tool for both pupils and educators. Moreover, the results obtained from the report allowed us to review our formative assessment tool. The filling-in process being time-consuming (3 weeks) and very demanding in terms of concentration and attention for the children, we decided to adjust the process and conduct the

⁴ TIPA activities at Barkly Government School didn't take place during the first term due to the extra time for planning and preparation that was given to this specific school (see Status Report No 1 / Year 2012).

assessment at the beginning and the end of the year from now on. The report/article from the researcher is available on demand and we are planning to organize a press conference to present it to the general public.



Still in May, we started collaborating with one of the ZEP cluster coordinators in the implementation of the project "Club de Parents" at Guy Rozemont Government School. The idea of the project is to sensitize the parents to get involved in the learning process of their children and give them ideas to do so. Two sessions have been realized so far, one in May and one in July, and we plan on carrying out at least another one during the third trimester. In average, each one of them counted with fifteen parents who participated in artistic activities

and in group discussions around the topics proposed that included “creativity in education” and “how to deal differently with our kids”. The feedback we have so far is that the parents really enjoyed participating in the artistic activities and there was a good engagement from their part during the discussions. Some of them also realized the proposed activity at home with their kids. This is another pilot project that we plan on implementing on the other three schools where we work as from next year. We shall evaluate the pilot project according to the attendance of the parents during the sessions, their feedback on the proposed activities and the inputs from the school staff and the ZEP Unit.



In June, TIPA participated in the Rio+20 Mauritius Event that took place in parallel with the United Nations Rio+20 Conference. During the event, TIPA intervened among vulnerable kids from the region of Beau Bassin by realizing several artistic and recreational activities related to environment awareness and

protection. The occasion was a good opportunity for TIPA to cooperate with other organizations, expose itself to a different public and to contribute to such an important topic as the environment. Our participation in the event was the spark for an internal reflection on the environment and also on possibilities to develop this awareness in the kids that we work with. We plan to include this topic in some of our creativity classes as from 2013, including the utilization of recycle material for the realization of artworks by the pupils.

Also in June, our Internship Procedures Manual has been finalized and approved by TIPA management team and we had an intern starting her internship with us. Our internship program aims at giving the opportunity to students and other people interested in our work to be close to the reality of social work, child development, interactive pedagogy and education to art and culture. We believe that part of our duties as NGO is to promote the third sector and give chances to people to further discover it. Moreover, the intern is expected to complete an internship project that will contribute to the NGO’s activities and in a larger sense to the promotion of social work in Mauritius.

In July, we have been invited by the National Empowerment Foundation (NEF) to participate in a brainstorming meeting that aimed at coming up with some practical solutions for the issues faced by vulnerable children in Mauritius. Following a first meeting, a working group was created consisting of NGOs in Mauritius that actively act in the area of education with vulnerable children. Besides TIPA, APEIM, ANFEN, CEDEM, Terre de Paix, SOS Children and Community Centre of Riambel are part of the group that aims at producing a road map that will define alternative education practises for early teens. The programme shall then be applied by the NEF on a national level.

During the second term we also finalized the list of children experiencing learning and/or social difficulties. A meeting with the cluster coordinator, the head master and the *parent mediateur* was conducted at Barkly. The cases

identified by our art facilitators in cooperation with the teachers were discussed one by one and specific actions were agreed upon that shall be followed through by the head master. We shall conduct similar meetings at the remaining schools during the last trimester. Although our art facilitators take in consideration the difficulties of these children during the creativity classes, we expected to be more active in terms of follow-up of these children so that their difficulties can be carefully addressed. But unfortunately we found ourselves limited by ours and the school's resources. Our management team is currently discussing and evaluating ways to be further involved with such cases.

In August, we had a meeting with the ZEP Unit management team in order to discuss topics such as cooperation with teachers and head-masters, school calendar for the last trimester, and collaboration for the next years. The meeting was a good opportunity to exchange feedback and discuss possibilities to improve our action, especially in terms of collaboration with school staff. A follow-up meeting shall take place in September with all cluster coordinators and head masters attending it. During this meeting, feedback about TIPA's work will be gathered, the collaboration procedures will be discussed and the future prospects for our collaboration shall be agreed upon.

The difference in the number of beneficiaries (estimated vs. actual) in the Programme Plan is due to the fact that the pre-primary project has not been launched yet. This project is part of TIPA Programme 2012 and aims at expanding our activities to the pre-primary level in order to start our impact from an earlier age. We believe that the sooner the kids start taking part in artistic activities that aim at developing their life skills, the easier their learning process will be. The art facilitators that will be involved in the project have gone through trainings and brainstorming sessions in order to learn about the development and behaviour of these specific aged children and also to come up with an activity programme that will be put in practise during the last trimester. This preparation period

included meetings with the Early Childhood Care and Education Authority (ECCEA) representatives in order to agree on a common project plan. We aim at launching the project in all four schools from the beginning of the third trimester on a pilot phase. An assessment of the project including feedback from the ECCEA, teachers, facilitators and the pupils will be carried out at the end of the year so that modifications can be done before the project start running on a regular basis as from 2013.

CALENDAR OF ACTIVITIES



3. Creativity Classes Assessment

As explained in our previous Status Report (n° 1/2012), our art facilitators fill in an assessment sheet at the end of each creativity class in order to identify strong points and areas for improvement related to the conduction of the creativity class, activity proposed, cooperation with the teacher, class management, etc. The assessment sheet is also an important tool for the terrain coordinators to follow the facilitators and measure their progress along the time. Further, it also serves as an evaluation tool for measuring the quality progress of the creativity classes within our programme.

The detailed analysis showing the average rating for which question per facilitator, school and class can be found in table 1 while the analysis per activity can be found in table 2. The tables also show the difference and progression in the ratings from the 1st to the 2nd Term. The questions (which were annexed in the previous Status Report) can be rated from 1 (“never” or “not satisfied”) to 4 (“all the time” or “very satisfied”). As can be observed in table 1, most of the questions have been rated above 3, showing a good level of satisfaction or occurrence of a positive behaviour. Further, it can also be noticed that most of the questions had their rating increased as compared to the first trimester. As a result, the total average is higher for the second term, showing a positive overall progression.

However, it’s important to pay attention to questions 15, 24, 29 and 40 that received an average rating below 3. Questions 15 and 24 have also been given

lower rating during the first trimester. These questions concern the utilization of different visual, audial and tactic methods to facilitate the comprehension of the explanation (question 15) and the utilization of relaxation techniques when the pupils are too energetic in class (question 24). As a follow up of the findings of the last Status Report, a working session on how to deal with difficult children and the usage of techniques for a better class management was conducted with our facilitators by members of our pedagogical team. The increased rating of both questions as compared to the last term could be a result of this session and is definitely a positive progress to be noted.

Questions 29 and 40, on the other hand, had a decrease in their rating. Both of them relate to the cooperation between facilitators and teachers and how the planning and conduction of creativity classes is done together by them. The lower ratings show us that we have to continue focusing our attention on the collaboration between these two actors, which has been an important point throughout 2012 for TIPA team. In order to make our programme sustainable, it’s very important that the cooperation between our art facilitators and the teachers is effective so that transfer of skills and sharing of experience and good practises can occur. Therefore, in view of ameliorating this cooperation and hence improving the results of our action, we plan on including different activities in our Programme 2013-2015 such as case studies and training sessions with teachers and further support them during their regular classes.

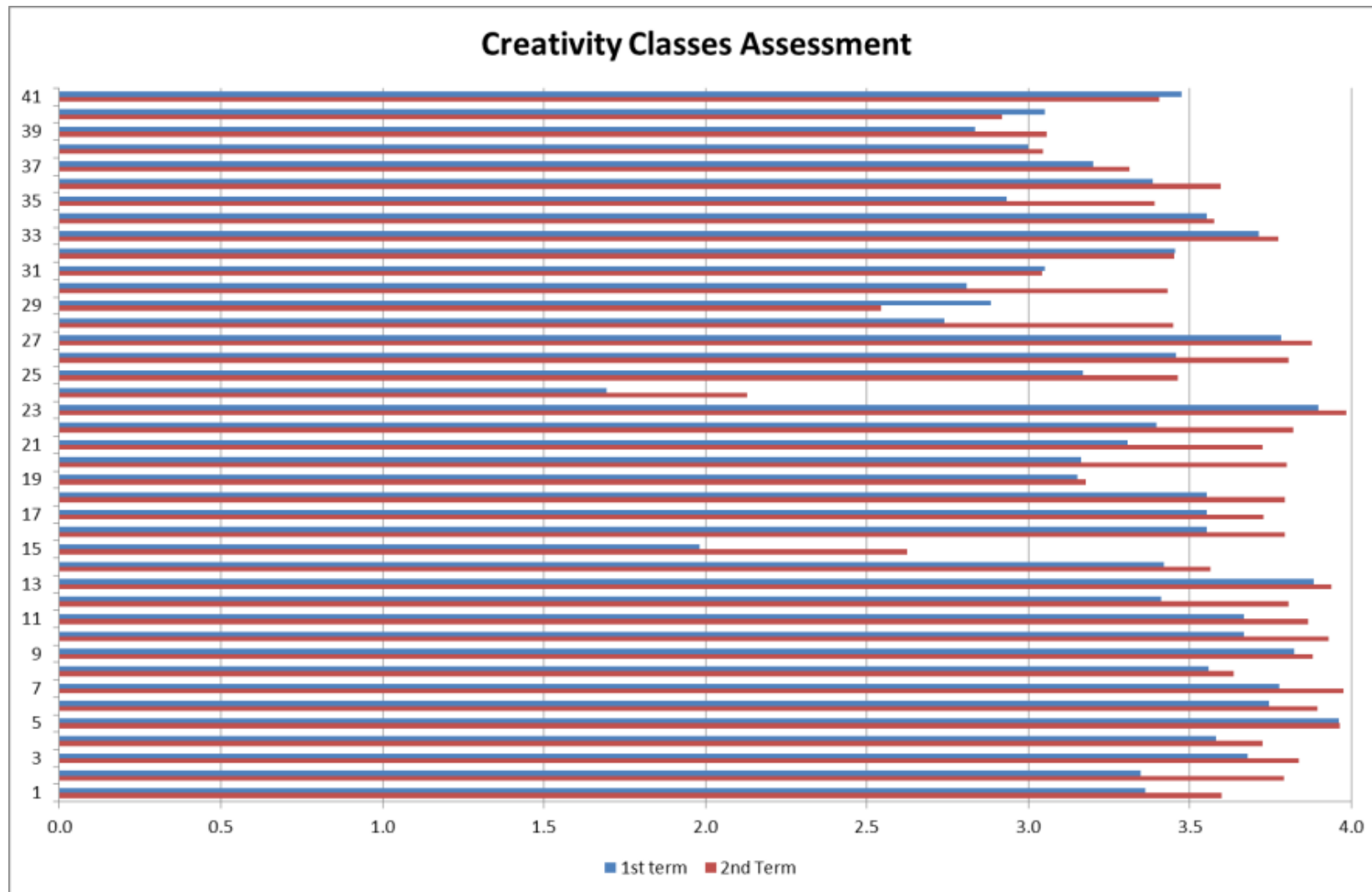


Table 2

Question	ACTIVITY																		
	ACTIVITY ON LINES	ACTIVITY ON PEACE THEMES	CHARACTERS	CLAY MODELLING	CONSTRUCTION OF ACCESSORIES	CREATIVE OBJECT	EXPLORATION OF LINES	MOBILE	MOUNTING OF ARTWORK	PORTRAIT USING TORN PAPER	PORTRAIT: DRAWING AND COLOURING	PRESENTATION	READING OF THE DRAMA PIECE	REHEARSAL	RIGHTS AND DUTIES	SMALL EXHIBITION	SPACE	STAGING	UPGRADING WORK
1	3.0	3.3	3.8	3.7	3.6	3.8	4.0	3.6	4.0	3.6	4.0	3.3	3.9	3.5	3.5	4.0	3.2	3.4	3.4
2	4.0	4.0	3.5	3.9	3.4	4.0	4.0	3.7	4.0	3.6	4.0	3.5	3.9	3.6	3.5	4.0	3.4	4.0	3.8
3	4.0	4.0	3.6	4.0	3.6	4.0	4.0	4.0	4.0	4.0	4.0	2.5	3.6	3.9	4.0	4.0	3.6	3.7	4.0
4	4.0	3.0	3.6	3.8	3.4	4.0	4.0	3.8	4.0	3.6	3.0	4.0	3.6	4.0	4.0	3.3	3.4	4.0	4.0
5	4.0	4.0	4.0	4.0	3.6	4.0	4.0	4.0	4.0	3.6	4.0	4.0	4.0	4.0	4.0	4.0	N/A	4.0	4.0
6	4.0	4.0	4.0	3.8	3.7	4.0	4.0	3.8	4.0	4.0	3.0	4.0	4.0	4.0	4.0	4.0	N/A	4.0	4.0
7	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	2.0	4.0	N/A	4.0	4.0
8	4.0	4.0	3.3	4.0	3.6	4.0	4.0	3.9	4.0	4.0	4.0	2.5	3.1	3.8	3.5	4.0	2.6	3.0	4.0
9	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	2.7	4.0	4.0	4.0	4.0	4.0	4.0
10	4.0	4.0	3.8	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.5	3.6	4.0	3.8	4.0	3.8	4.0	4.0
11	4.0	4.0	3.8	4.0	3.7	3.8	4.0	3.8	2.0	3.8	4.0	4.0	4.0	3.7	3.8	3.7	3.8	4.0	4.0
12	3.0	4.0	3.7	4.0	3.5	3.6	3.8	3.8	4.0	3.6	4.0	4.0	3.9	3.9	3.3	4.0	3.7	4.0	4.0
13	4.0	4.0	3.8	4.0	3.9	4.0	4.0	4.0	4.0	4.0	4.0	3.5	3.9	3.9	4.0	4.0	3.7	4.0	4.0
14	3.2	3.0	3.5	3.5	4.0	3.5	3.8	3.5	4.0	3.5	3.0	4.0	3.6	3.6	4.0	3.3	3.4	3.9	4.0
15	4.0	4.0	1.5	2.7	2.1	2.8	1.0	3.9	2.0	2.8	4.0	2.0	2.0	2.3	3.0	2.7	1.0	2.5	4.0
16	4.0	4.0	3.6	3.9	3.5	4.0	4.0	3.9	4.0	4.0	4.0	3.5	3.1	3.9	3.8	4.0	3.4	4.0	4.0
17	3.4	4.0	3.5	3.9	4.0	3.5	4.0	3.8	2.0	3.5	4.0	3.5	3.4	4.0	3.8	4.0	3.4	3.8	4.0
18	4.0	4.0	3.5	4.0	4.0	3.8	4.0	3.8	3.0	3.8	4.0	3.5	3.6	4.0	3.5	4.0	3.4	3.7	4.0
19	4.0	3.3	2.2	3.4	3.3	4.0	4.0	3.7	2.0	4.0	3.0	2.8	2.9	3.4	3.0	4.0	1.0	2.9	4.0
20	4.0	4.0	4.0	3.9	4.0	4.0	4.0	3.9	1.0	4.0	4.0	4.0	3.4	3.8	2.5	4.0	N/A	3.7	4.0
21	4.0	3.7	3.5	3.9	4.0	3.8	3.8	3.8	2.0	3.8	4.0	3.5	3.6	3.7	3.5	3.1	3.6	3.8	4.0
22	4.0	3.7	3.7	4.0	4.0	3.9	3.8	3.8	3.0	3.9	4.0	3.8	3.9	3.9	4.0	2.7	3.6	4.0	4.0
23	4.0	4.0	3.9	4.0	4.0	3.9	4.0	4.0	4.0	3.9	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
24	2.6	1.0	2.4	2.0	2.0	2.8	1.8	1.4	1.0	2.8	1.0	2.5	2.4	2.1	1.8	1.7	1.3	3.2	3.6
25	3.2	3.0	3.2	3.4	3.5	3.8	4.0	3.1	4.0	3.8	3.0	3.5	3.0	3.3	3.5	3.6	3.4	4.0	3.8
26	4.0	4.0	4.0	3.8	4.0	3.9	4.0	3.8	4.0	3.9	4.0	4.0	3.0	3.4	3.5	4.0	3.6	4.0	4.0
27	4.0	4.0	4.0	4.0	4.0	4.0	4.0	3.9	2.0	4.0	4.0	4.0	3.2	4.0	2.5	4.0	N/A	4.0	4.0
28	3.0	3.0	3.8	2.9	4.0	3.3	3.3	3.2	4.0	3.3	3.0	4.0	3.4	4.0	3.8	3.1	3.3	4.0	3.8
29	4.0	2.0	2.7	2.8	3.0	2.6	3.8	2.4	1.0	2.6	2.0	2.5	2.4	2.9	2.5	3.0	1.0	1.3	4.0
30	3.0	3.3	3.5	3.3	4.0	3.1	3.0	3.1	3.0	3.1	3.0	4.0	3.1	3.9	3.8	3.4	3.1	3.8	3.8
31	1.0	3.0	3.5	3.0	3.8	2.3	1.0	2.8	1.0	2.3	3.0	4.0	3.4	4.0	4.0	2.6	3.6	3.5	4.0
32	3.0	3.0	3.7	3.3	3.7	3.2	3.3	3.3	3.0	3.2	3.0	4.0	3.6	3.9	3.5	2.3	3.6	3.8	4.0
33	4.0	4.0	3.2	3.8	3.4	3.8	4.0	3.8	3.0	3.8	4.0	4.0	3.6	3.9	3.8	4.0	3.6	4.0	4.0
34	4.0	3.0	3.2	3.6	3.2	3.8	4.0	3.6	4.0	3.8	3.0	3.5	3.0	3.4	4.0	3.6	3.6	4.0	4.0
35	4.0	2.0	3.2	3.2	3.6	3.8	4.0	3.4	4.0	3.8	2.0	3.5	3.6	3.6	3.5	3.1	3.4	3.7	4.0
36	4.0	4.0	3.4	3.6	3.4	3.6	4.0	3.6	3.0	3.6	4.0	3.5	3.6	3.2	3.5	3.7	3.4	3.8	4.0
37	4.0	3.7	3.1	3.6	1.7	3.6	4.0	3.6	4.0	3.6	4.0	3.3	3.2	3.4	2.8	3.6	2.9	2.9	4.0
38	3.2	2.7	3.3	3.3	2.8	3.4	3.3	3.3	3.0	3.4	3.0	3.3	2.8	2.2	3.0	2.9	2.8	2.9	3.8
39	2.8	3.0	3.2	3.2	3.0	3.2	3.0	3.3	2.7	3.2	3.0	3.3	3.1	3.2	3.0	3.1	2.6	2.8	3.8
40	3.0	3.0	2.9	2.8	3.0	3.0	3.0	2.8	3.3	3.0	3.0	2.3	2.8	3.3	3.0	3.1	2.4	2.8	3.8
41	4.0	4.0	3.3	3.4	3.6	3.6	4.0	3.7	4.0	3.6	4.0	2.0	3.1	3.0	3.0	3.9	2.9	3.0	3.8
Average	3.6	3.5	3.5	3.6	3.5	3.6	3.6	3.6	3.2	3.6	3.5	3.5	3.4	3.6	3.4	3.5	3.1	3.6	3.9

4. Art Festivals

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

In 2012, TIPA was pleased to organize the fourth edition of its Festival Art'la li la. From this year on, the TIPA team decided to have a theme for our Art Festivals in order to cultivate the interest of the public by offering something new and innovative every year. Moreover, by having a theme, the Festival activities, decoration and programme can all be coherent with one another and go in the same direction. We have chosen the theme "colours" for this fourth edition of the Festival. Colours have the power to bring life, expression and emotion whenever they are used and they are very important in the artistic world. The activities, the decoration and the art workshops followed this theme making this a very colourful Festival! During the event, parents, children and school staff were encouraged to express their ideas on the meaning and importance of colours in their lives.



All four Festivals had a similar programme. During the morning pupils from standard IV to VI presented a theatre piece that was prepared during the first and second school term as part of their creativity classes. This year, the pieces were based on four fables of La Fontaine, namely "The ant and the grasshopper", "The fox and the crow", "The miller, his son and the donkey" and "The tortoise and the hare". The drama performances were a great opportunity for the kids to show their parents and friends what they are capable of doing and therefore helped to boost their self-confidence. Moreover, each piece had a lesson to be learnt that was discussed with the public once the performance was finished. That gave all participants the opportunity to express themselves and share their opinion. In the afternoon, pupils, parents and school staff had the

opportunity to participate in different art workshops such as *Corporal Expression, Clay Modelling, Painting, Drawing, Music, Theatre, Circus*, among others. At the end of the workshops, the participants presented their artwork to the public. The day was closed by musical performances by different local bands and artists which gave the community the opportunity to enjoy Mauritian music and valorise local artists.



The first festival took place at Andre Bazerque Government School on the 22nd of July and it was the third time that the school hosted the festival. The second festival was on the 5th of August at Emmanuel Anquetil Government School. The organization of this festival was especially challenging because it is TIPA's first year at this school. E. Anquetil is a two streams school with around 420 pupils, which obviously made all the logistics a more challenging task at hand.

Moreover, being our first year, we were not very familiar with the community around the school. Despite all that, we are glad to say that the festival was a great success at E. Anquetil and it was attended by many kids throughout the day that enjoyed nine different art workshops and four local bands. Guy Rozemont Government School was the place for the third festival that took place on the 26th of August, and TIPA celebrated its third year at this school. The last festival took place on the 2nd of September at Barkly Government School, closing the fourth edition of the Festival Art'la li la. It was also the fourth time that TIPA realized its Art Festival at this school.

Pupil's parents, friends, family, sponsors and supporters, all gave a hand to help organise the Art Festivals this year. We counted with more than 150 volunteers during the four festivals – an average of 40 volunteers per festival. They helped with the logistics, security, taking pictures, cleaning, distributing food to the children, and others tasks. Without their support, the festivals would not be as great a success as they were.

One preparation session of two hours was organized the day before each festival. The sessions were financed by the Non-State Actor – UNDP which contributes to the promotion and improvement of volunteer work in Mauritius. During the sessions, the volunteers were presented with more information about TIPA, its activities and the Festival Art'la li la itself. There was time for discussion about the importance and meaning of volunteer work and about the rights and duties of a volunteer. Moreover, the sessions served as a team building for the volunteers to get to know each other before the festival and also to get prepared for the following day in terms of tasks and programme planning. The day of the festival started with a briefing session to update the volunteers that could not be present on the preparation session. TIPA team is very grateful for all the volunteers that helped us during the Festivals and that by doing so supported our action.

5. Our Impact

As part of a process to set up our programme and strategic plan for the next three years (2013-2015), TIPA team brainstormed on important points such as “TIPA’s role in the Mauritian society”, “our vision, mission, goals and values”, “our beneficiaries”. The outcome of this process was the crafting of a new vision statement and a rephrased mission statement that better reflect our action and believes and puts us in a better place to act as an agent of change. We envision “a dynamic society where citizens are engaged, the contribution of each one is valorised and their differences are recognized” and our action therefore is realized with this vision in mind. By carrying out our creativity classes, Art Festivals, trainings, and other activities, we believe to be fulfilling our mission which is to “empower vulnerable children to become active citizens in the Mauritian society by favouring their development through the promotion of interactive pedagogy and education to art and culture”.

As well described by one of the teachers that we work with, when the kids participating in our program become adults, “they should find their place in society, be self-confident about their skills, and this should help them socialise”. Through our programme, we aim at giving the children the tools they need and developing the skills that will empower them to participate in the society and be part of its development. It’s not easy to measure and evaluate the impact of our work in this sense because there are many factors that can influence the social, moral and cognitive development of a child such as family environment, social conditions, teachers, etc. Any tentative to take credit for the positive change of a child therefore can be biased and, because of that, needs to be carefully analysed. At the same time we can see the improvements of children that participate in our creativity classes. Some of them were quite passive at the beginning of the year, but now, after months of activities, are ready to answer to

the questions made by the facilitators and actively participate during the activity. We believe that these small improvements have a positive impact in the lives of these kids as they assimilate, step-by-step, values that we carefully work through our artistic activities such as self-confidence, participation, cooperation, respect for others, etc. By working with such values, we expect these children to express themselves better, give constructive critics to their peers, and actively participate in group discussions by speaking out their opinion and thoughts.

It’s well known that to invest in education is one of the most important things a country can do in order to develop because it’s the people who will be the actual engines of any development process that might take place. Having an educated population, capable of participating in the construction of a fairer and more inclusive society is in fact a pre-condition for sustainable development. TIPA is engaged in the effort to contribute to the development process in Mauritius by helping these kids to learn life skills that should enable them to actively participate in the development of the Mauritian society. By impacting the lives of these children, we aim at producing a long-term impact that will affect not only their personal lives, but also the development of Mauritius.

We are constantly evaluating and adjusting our action to improve and increase our impact, be efficient and conceive our programme in a way that it’s sustainable. We believe that a long-term impact can only be achieved if there is a transfer of skills from our facilitators to the teachers, parents and local communities that should continue with the work started by TIPA. There is a significant amount of work to be done in this field, but the small improvements we see and the feedback from the kids, parents and school staff are the motivation behind the work that we do.

Conclusion and Future Prospects

During the last quarter TIPA has achieved many milestones ranging from the partnership with the Ministry of Gender Equality, Child Development and Family Welfare, to increased media coverage on our activities and a positive impact on our increased number of beneficiaries. That is the result of a work that has started in 2007, has been adjusted since then and is gaining momentum now. We have encountered difficulties during the path that have made us grow stronger as an organization and team and we still faces issues that put our action at risk, the lack of enough funds being the most serious of them. Despite that, all TIPA team is very motivated and eager to reach our objectives in the last months of the year so that we can start 2013 on a new level with an even more structured organization and clear goals for the next three years to come.

Much of the next months will be used for the finalization of guidelines and manual of procedures that will help in the management and organization of our internal affairs. Moreover, the management team will work on the setting up of the TIPA Programme 2013-2015 which will be the road-map for TIPA's actions and activities in the next three years. At the same, our art facilitators will be concentrated on carrying out the planned activities during the last trimester at the schools, implementing the pre-primary project, and during October and November their energies will be concentrated on the revision and setting up of our artistic activities portfolio that shall be used from next year. Our goal is a challenging one: to have one portfolio per level, i.e.: Standard 1 to 6 (including repeaters) that will be designed to be articulated with the creative books which are provided by the Mauritian Institute of Education. We are also aiming at including new subjects and themes to our creativity classes in order to make it more comprehensive, diversified and interesting for the kids. We plan to explain the new format in details during the next Status Report.

Further, we have already started preparations for two important events that will happen in November. The second edition of the Facilit'Art Training should take place in the second half of the month. The main objective of this training is to share TIPA's know-how on child development, interactive pedagogy and the realization of artistic activities with educators and other NGOs working in similar fields. The second important event will be the organization, in cooperation with the NGO SAFIRE, of a Festival on the Rights of the Child – "Festival des Droits de l'Enfant" – that will involve the presentation of a movie produced by eighteen kids taking part in SAFIRE's program, the exhibition of artworks produced by TIPA pupils on the theme "the right of liberty of expression" and a debate on the Convention on the Rights of the Child. We consider this event as an important advocacy action that we aim at realizing more often from 2013 in order to fulfil our role as promoters of children's rights in Mauritius.

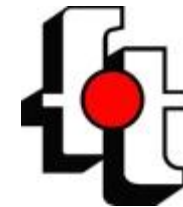
We would like to immensely thank our sponsors, partners and supporters for all the support given to us and the trust deposited on TIPA. We continuously depend on your financial and tactical assistance to carry out our action on the field and to continue pursuing our mission.

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

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



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