



Terrain for Interactive Pedagogy through Arts



2016
ANNUAL REPORT

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NGO PRESIDENT'S WORD

Year 2016 was one which left us walking on all fours. The amount of work completed was consequent but rewarding for us ! On behalf of the Managing Committee, I would like to pay tribute to the courage, strength, commitment and passion driving the whole team. Our mission is to empower vulnerable children to become active and responsible citizens of the Mauritian society by instilling in them values related to arts. Over the past few years, I have been one of the witnesses of the work done by the whole team.

I saw children gaining inner powers of determination, critical thinking and hope. I saw potential active citizens to be. I also saw parents' rising participation in the education of their children and in their society. They believe in the actions we fought for and they are engaged in the cause. TIPA's pedagogical involvement in ZEP's schools is being acknowledged and has proved its worth. Demands for the NGO to collaborate on various other projects are strong signals of recognition and appreciation.

Consequently, we are now facing new opportunities of sharing TIPA's educational approach by giving more trainings and workshops towards a wider audience. The NGO has always kept its firm values and stayed true to itself in any situations. More than ever in 2017, those values will need to stay strong, as new challenges are yet to come.

With the recent changes in the national CSR funding policy, our modus operandi will have to be reviewed. We are at the dawn of a new scenery, and we need to adapt to survive. Working closely together with all our NGO partners is essential! Our passion to uplift the society we live in has been driving us till now, irrespective of our calls for action, values and mission. This collective force is a powerful component of social change! We are all in the same boat heading in the same direction.

The children followed by TIPA are driven by daring dreams. Their eyes shine with the hope of a better future. Let us continue in providing the necessary tools for them to paint the picture they wish, a colourful future!

Evan Sohun



FOREWORD

This year, we launched our new Programme Plan 2016 - 2020, that includes 13 actions grouped in 4 Projects. It represented a real challenge for the TIPA team, as besides the development of 6 new actions, we engaged in deepening the current ones, aiming at the empowerment of the central actors (children, parents and educators) and partner by involving them in the elaboration, implementation and evaluation process of each action.

This paradigm shift created an emulation in the educational community, that made it possible for our small team to carry out the projects planned. I am very pleased to present this 2016 Annual Report and share with you the exciting work accomplished by a motivated TIPA team (of 7 staff) and hundreds of valuable collaborators!

This report starts with a timeline of activities in 2016 and presents the major actors and partners of our programme. The core section of the report presents for each action : the preconditions of change, impact, highlights, feedback and perspectives. Finally, a presentation of the financial resources received and invested in our actions 2016, as well as a thank you note of our financial supporters will conclude this report.

During this year 2016, the TIPA team greatly evolved; developing new skills and tools. I would like to address special thanks to Dr. Emilie Carosin (Researcher) for continuously triggering the staff in the improvement of our pedagogical approach, as well as involving us in the impact assessment process. Thanks also to Bruneau Woomed for coaching each of us and unleashing our potential. We also appreciated the support of Jacquemine Latham Koenig for the team regulation.

I am proud to be part of such a dynamic and engaged team !

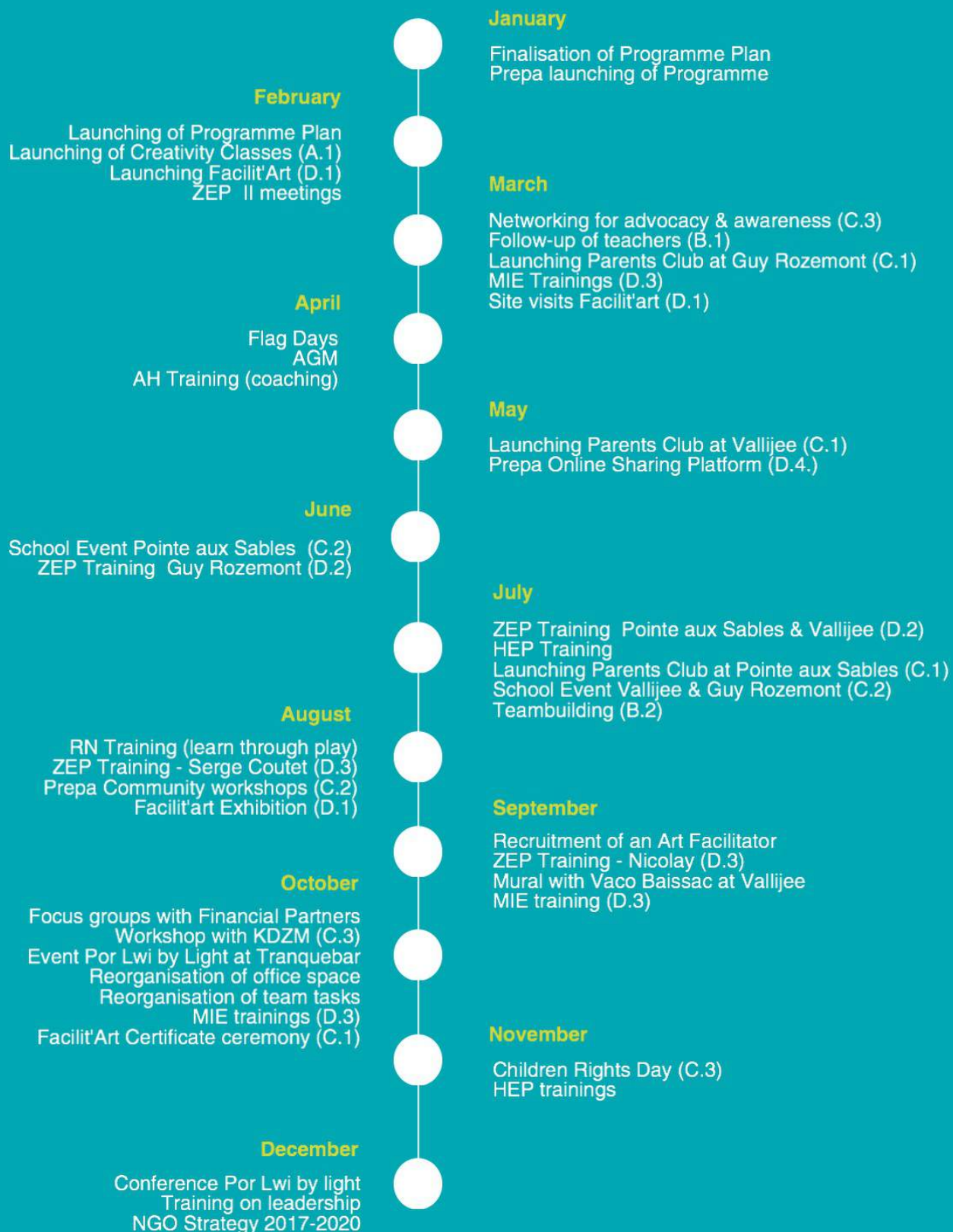
Enjoy the reading,

Angélique De La Hogue
TIPA Programme Manager



TIPA staff

HIGHLIGHTS 2016



ACTORS IMPACTED

OUR VISION OF SUCCESS

Parents, children, teachers, MOEHR and citizens work together to help every child achieve his potential and participate in the country's development

In consultation with actors and partners we have developed conditions and pre-conditions of change for each of them, to reach our vision. We present below the number of actors and related activities mobilised to work towards our vision.



Children feel respected, are confident and express themselves freely. They are self-motivated and want to participate.

410 ZEP children reached through Creativity Classes and School Events



School events



Creativity classes



Teachers feel confident about their profession, they have good relationships with parents, pupils and colleagues

16 ZEP teachers reached through creativity classes & team building

60 ZEP school staff reached through ZEP II tutorials



Team Building



ZEP II training



Parents are engaged in their child's education; they have good relationships and trust the school staff.

93 parents reached through parents club



Parents' club



Educators (NGO Facilitators and other teachers) develop methods and tools in collaboration with colleagues, to involve children and parents in activities

21 educators reached through Facilit'Art Training

308 teachers through MIE and HEP Trainings.



Facilit'Art training



MIE training

OUR PARTNERS

ZEP Unit, Ministry of Education

The ZEP Unit has trusted TIPA's action for 10 years now and we are honored to be part of the ZEP 2 Programme since 2015. This programme includes four axes : Continuous professional development, Parents support programme, Ressource centre & Research.

Under the continuous professional development axe, TIPA has developed a model for school tutorials aimed at reinforcing collaboration within the school staff and promoting a positive school atmosphere. Piloted in two schools it will be implemented in all ZEP schools in 2017 !

We thank the ZEP Unit and Ministry of education for this opportunity to contribute actively to the improvement of the education sector.

Mauritius Institute of Education

Since 2015, TIPA has been collaborating with the MIE to train teachers (in service and trainees). This collaboration has led to a joint training manual on values education in 2015 and training activities for seminars in 2015 and 2016.

For the year 2017, several activities will be developed : seminars for trainees, elaboration of class activities for values education, values education content for teacher of the Holistic Education Programme (HEP).

TIPA is honored to be entrusted by the MIE to contribute to teachers' training and to shape teaching culture in Mauritius.

Financial Partners

Our sponsors represent valuable partners in the implementation of our actions. In addition to the funding of activities, the involvement of the companies' staff represent a real support to the TIPA team.

This year, financial partners got further involved in the schools, with the children, school staff and parents, namely in school events and in the mural painting at Vallijee Government School.

Financial partners are also actively involved in shaping our actions by giving ideas and participating to our focus groups. This strengthened partnership deeply energised the TIPA team and brought a holistic support to TIPA's action.

We believe regular interactions between the different stakeholders will strengthen the social fabric of the NGO and thus guaranty the success of the programme.

Artists

The faithful involvement of artists in school and class events, as well as, training of facilitators is essential in sharing and developing our cultural identity.

The contact with artists represents a real opening on our world and it's beauty. They bring new perspectives to both children and facilitators that feel empowered and valued in their capacity to create and to contemplate beauty.

TIPA is grateful for their sensibility and engagement to address social issues. Their direct and indirect support adds value to the activities carried by the NGO.

In 2017, TIPA really wishes to develop stronger partnerships with artists by inviting them to contribute to enhancing the quality of our activities.

PARTNERS' VOICE



"[...] I take this opportunity to say my appreciation of the NGO TIPA and to its collaborators for the work accomplished, a contributory work aiming at the development of the Mauritian society. This contribution stands more particularly in the training of teachers, accompanying the parents and the support for the education of all our children, without distinction. [...]"

TIPA's action joins the reform which I want to bring to the education system, this action aiming at the holistic development of the child, in particular concerning art education and the development of citizenship values".

Honourable Leela Devi Dookun-Luchoomun, Minister of Education

Extract translated from the speech delivered at the TIPA Programme's launching.

"We value the contribution of TIPA and so far the trainees have responded positively to these valuable interactions. TIPA complements our training programmes in particular the non-award seminar sessions where trainees are able to discuss and interact with professionals from various sectors with diverse interests. The issues discussed in particular children rights and interactive pedagogy through Arts, from TIPA are particularly appreciated."

Miss Pritee Auckloo, MIE Senior Lecturer



"I would like to say thank you to you, because I think that you are doing great job, I think it is hard work that is constantly getting motivating, getting new ideas, nothing is never just routine. It is mostly creative; it is a pleasure to work with you."

Nicky Mckenzie, Financial Partner - Investec

Focus groups with financial partners.

"We are proud to be an active sponsor of TIPA's action through the HOPE jewel since 2012. We believe Jewellery is an ART and we are happy to support the action of TIPA helping vulnerable children through ART. Vulnerable children & their parents are at the center of TIPA's actions and TIPA's quarterly reports are fundamental to see how the funds are being used. The dedicated team of TIPA is doing a very noble work for our society in general".

Ravi Jetshan, Artist & Financial Partner - Ravior





A.1. Creativity Classes and B.3. Collaboration with teachers

OUR VISION OF CHANGE



Children feel respected, are confident and express themselves freely. They are self-motivated and want to participate.

Pre-conditions needed to reach our vision :



Children are aware that they have rights & responsibilities, they are invited to participate and express themselves.



The ZEP Project, school and TIPA provide moments & resources for educators to search for, use and share educational tools and activities that value children and their progress in class, with their colleagues



Artists are invited think on artistic education and suggest activities to improve artistic and cultural education in school and neighbourhood

Creativity classes during 2016

were conducted in 3 ZEP schools : Guy Rozemont G.S, Vallijee G.S and Pointe aux Sables G.S

OUR ACTIONS



From January to October 2016, TIPA facilitated **280 creativity classes and 62 planning sessions with teachers**



410 children participated



14 teachers prepared and facilitated creativity classes



more than 350 parents received the children's Progress Reports



2 teachers (followed-up from 2015) prepared and facilitated creativity classes autonomously



1 artist, Vaco Baissac was invited to plan and facilitate creativity classes in collaboration with 2 teachers, 3 mothers and facilitator



7 teachers implemented TIPA tool (pano prezans ek drwa ek responsabilite) in their regular classes

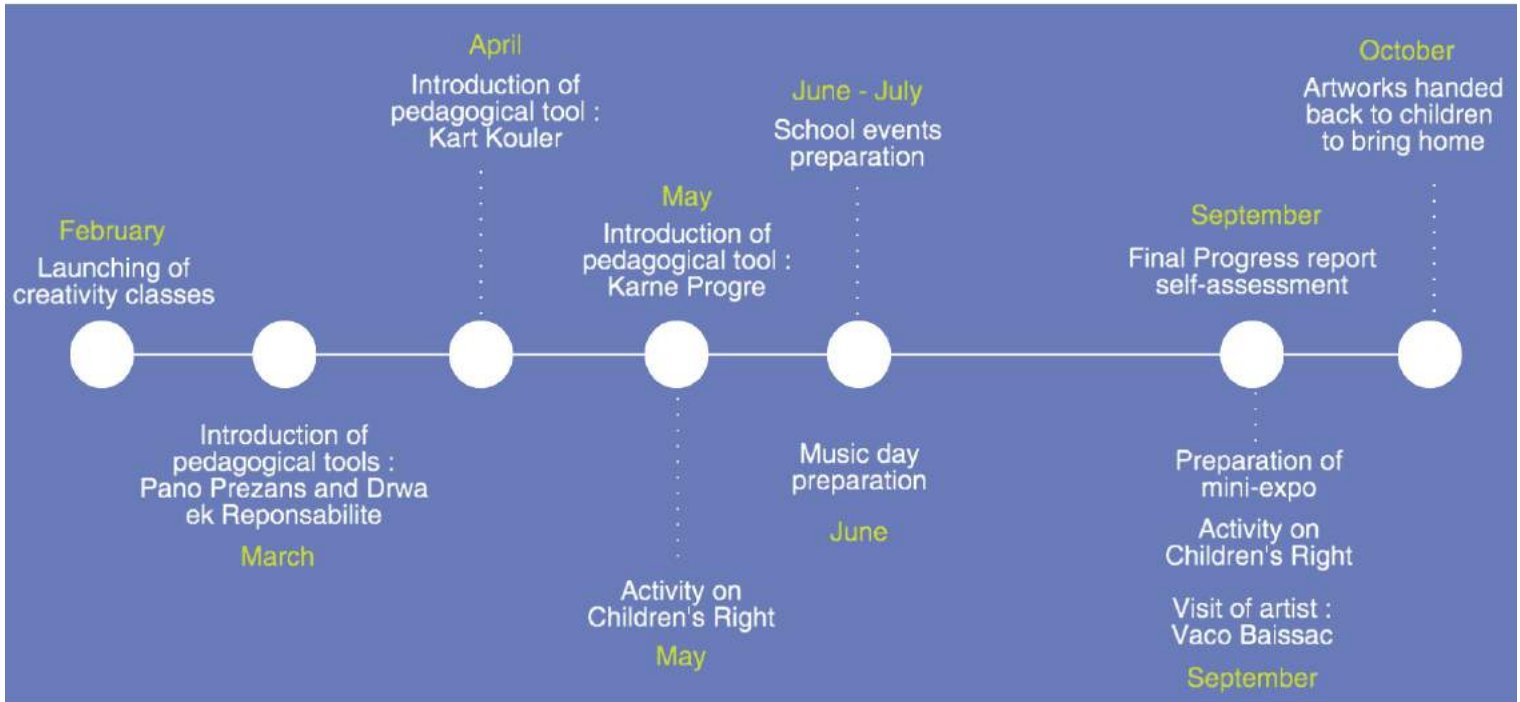


3 mothers created a wall mural with children on the theme of "Dreams"



3 teachers created their own kart kouler (inspired from TIPA tool) for their regular classes

CREATIVITY CLASSES HIGHLIGHTS



Feedback from Creativity classes was collected during weekly terrain meetings between TIPA facilitators and terrain coordinator. Interviews with teachers were also conducted by TIPA terrain coordinator.

Launching of new pedagogical tools : Kart Kouler and Karne Progre

The Kart Kouler tool which consists of emoticons that the child can raise to express himself, really enhanced the communication between children, teachers and Art Facilitators. Children are able to express their feelings and difficulties during creativity classes, and are not afraid to ask for help from the educators.

As one teacher highlighted, karne progre, which is a self-assessment tool, is the first report that includes the children and invites him to express their achievements and reflect on their educational development in the creativity classes.

Activities on Children's rights

Children were invited to express themselves on their rights. They felt confident to share and discuss their living conditions and how sometimes their rights were not respected by adults. It brought consciousness and helped them become aware of their rights.

They were eager to express their interpretation of their rights and suggested alternatives to ensure that they are respected as children.

Collaboration with artist, Vaco Baissac

It was a great honor for the school staff, children and TIPA to welcome a reknown artist as Vaco Baisac. For the first time an artist has been involved in the creativity classes since planning sessions with teachers and parents. This collaboration experience was very valuable for teachers, parents and artists who felt recognised and valued for their contribution to children's education.



OUR IMPACT



"I like doing activities taught and I am really glad when i'm in TIPA classes".

Std III pupil

"I really liked when they asked us to do puppets. I had once tried once in private tuitions but had not succeed. Now I can do it in creativity classes".

Std VI pupil

"In parallel to the activities done (in creativity classes), I work on pedagogy and try to put emphasis on (children's) cognitive development to influence their life in general. This impacts on the class, children are more attentive".

STD III ZEP school teacher



"My child shows great interest to come to school on the day when there is creativity class with TIPA and I have seen progress in his attitude and behaviour".

"Activities done by TIPA should have been implemented in school long time ago, as it helps them participate and express themselves. I noticed that my child is not afraid to talk anymore".

Parents

"There has been an increase in the CPE result 2016, TIPA has contributed in this positive result for those children have been benefited creativity classes since they are in std I. There is also the Daily reporting book which informs about creativity classes activities and how children are at the center of all the work done".

School Head Master



THINGS TO REMEMBER

2016 was a year rich in collaboration with teachers in terms of planning of activities, sharing of difficulties and implementation of tools and methods to improve class management. Facilitators were more attentive to the teachers requests. This contributed to a better synergy aiming at enhancing children's participation. Pupils are now actively involved in creativity classes and some even contribute to the planning of activities by suggesting themes, artistic material and techniques. Pupils' participation and success was celebrated throughout the year. This contributed to reinforcing their self-confidence and motivated them to deepen their understanding and expression of participation and respect.

As one teacher expressed during an end-of-year staff meeting, the artistic activities and pedagogical tools implemented by TIPA also helped them anticipate the Nine-year schooling reform in terms of fostering pupils participation and creativity.

PERSPECTIVES

For the year 2017, the TIPA team will focus on accompanying and working together with teachers to facilitate creativity classes and implement pedagogical tools. The daily reporting tools, as well as the artistic activities will be prepared and enriched by both teachers and art facilitators.

Following further feedback received from the ZEP cluster coordinator, the terrain team is working on reviewing TIPA's support in school so as to be more attentive to teachers' needs and difficulties.



Creativity classes for 2017

TIPA's pedagogical tool guide will be updated to reflect the dynamic collaboration between teachers and Art facilitators. It will incorporate new sections such as planning, conduction and assessment of creativity classes via the portfolio and daily reporting booklet.

You want to offer your advice on tool development, contact Nathalie: nathalie@tipa.mu



Support a child or school

Help us provide materials and human resources to support creativity classes in ZEP schools. By donating Rs 3,945 every year you can cover art material and human resource costs for one vulnerable child participating in TIPA's creativity classes in ZEP schools.



A.2. Class & school events

OUR VISION OF CHANGE



Children feel respected, are confident and express themselves freely. They are self-motivated and want to participate.

Pre-conditions needed to reach our vision :



Children are aware that they have rights & responsibilities, they are invited to participate and express themselves.



The ZEP Project, school and TIPA provide moments & resources for educators to search for, use and share educational tools and activities that value children and their progress in class, with their colleagues



Artists are invited think on artistic education and suggest activities to improve artistic and cultural education in school and neighbourhood

OUR ACTIONS



2 music days, 1 school festival and 2 end of year mini-expo were organised



28 teachers prepared and organised shows with pupils for the events



1 drama representation for the launching of the school garden at Vallijee Government School



7 parents helped organising mini-expo



410 children were valued during the events



3 artists facilitated Art workshops at Vallijee G.S



more than 350 parents attended the events



1 artist : Menwar did music show at Pointe aux Sables G.S

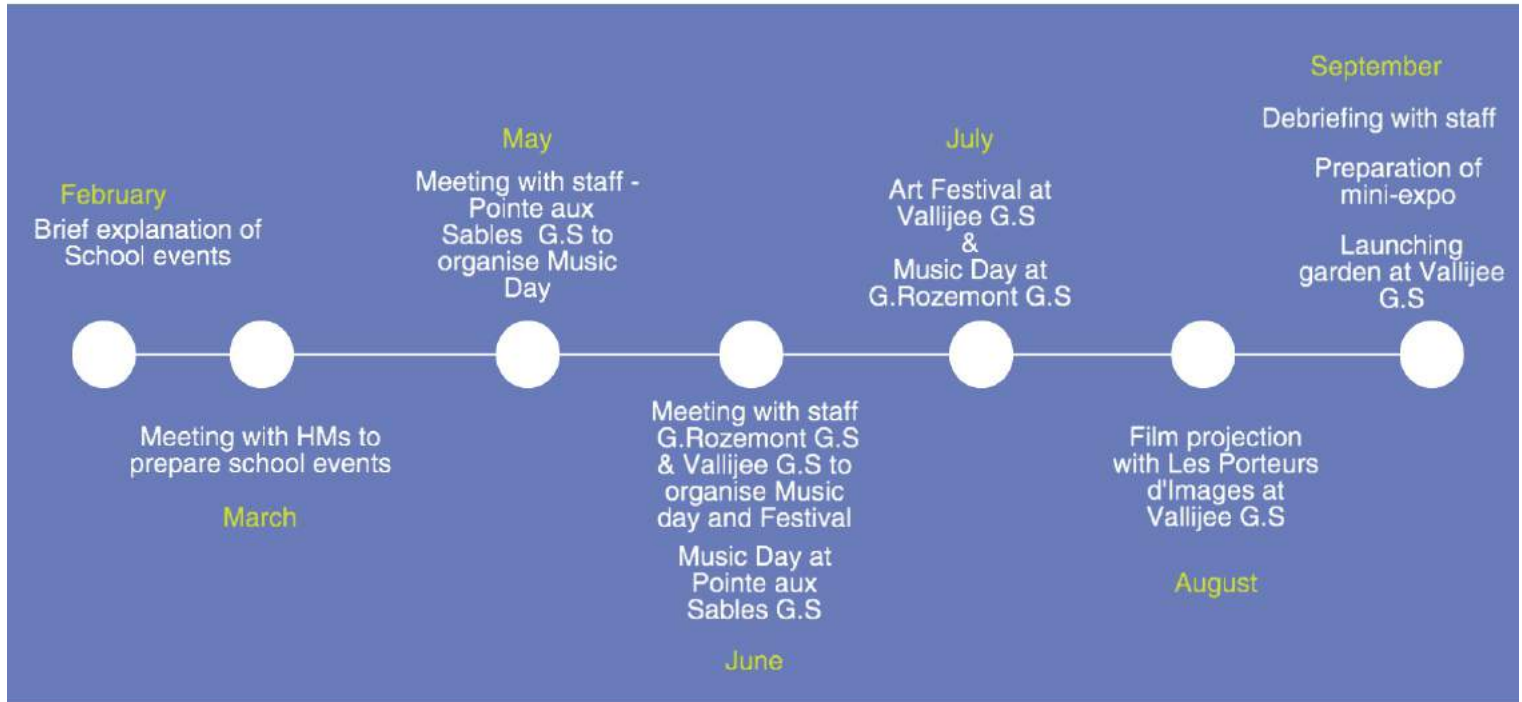


22 volunteers helped during the events



Artistic NGO - Porteurs d'Images presented short movies to Std III to VI pupils at Vallijee G.S

CLASS & SCHOOL EVENTS HIGHLIGHTS



Feedback meetings with pupils, school staff, parents and artists were held after events to collect their impressions and recommendations for future events.

First school event at Pointe aux Sables G.S

For the first time at Pointe aux Sables G.S, parents received invitation card for the Music day at school. They were proud to see the performance of their children. Children and teachers felt valued by the good quality of logistic materials (podium and sound system) installed.

Pupils were also very happy to go on stage and perform with Mauritian artist - Menwar.

First Art Festival at Vallijee G.S

The school dedicated a full day to value and celebrate children's artistic achievements. Parents were enthusiast to discover their children's artworks.

Pupils were proud to present their drama shows embellished by accessories they had made in class. They enjoyed discovering new artistic forms with Mauritian artists.

Parents presented a show about activities done in parents club, aiming to sensitize and encourage other parents to join.

First open music day at Guy Rozemont G.S

Pupils were surprised and excited to see the podium (that had been installed during the night) when they entered school premises in the morning. Like in the other schools, pupils were eager to go on stage and show what they had prepared with their teachers. Parents appreciated the performance of their children and valued the efforts of teachers involve in the preparation.



OUR IMPACT



"I was happy and proud to come on stage and to present the drama show and participated in the different art workshops".

Pupil

"The pupils were valued with a podium and the sound system like professionals".

"Even if I could not discuss with the parents, I was pleasantly surprised by their presence".

ZEP school teachers



"The pupils were not shy and I appreciated receiving an invitation card to come and see the show it was the first time".

"The day was very nice and I like to receive a lunch and do artistic activities with my child".

Parents

"I did not expect such a pleasant day with the presence of parents in the school premises. I think with the help of TIPA we can organise another event where parents will be invited at the end of the year".

School Head Master



THINGS TO REMEMBER

For the first time, the events were done on a school day, so as to allow teacher to participate to the organisation. Their contribution was very appreciated, as well as their dedication to prepare the different shows with their pupils.

Volunteers played an important role in the smooth running of the day from the preparation of the show to the cleaning up. Their help was also valuable to support the artistic workshops with Mauritian Artists.

PERSPECTIVES 2017

With the help of the school staff, TIPA identified the following perspectives to ensure better collaboration in the organisation of the school events :

- School events should be scheduled on Fridays (in order to reduce pupils' high absenteeism rate at the end of the week).
- At least one month of preparation (before the event) should be planned with the teachers and other partners
- School events should include artistic activities and workshops designed especially for pre-primary pupils.
- Mini-expos should be planned separately (to school festivals) to allow parents to fully appreciate their children's work.



Class and School events 2017

TIPA wishes to empower school staff and parents to organise school events and cover all logistic aspects (podium and sound system set up). The TIPA team, on their side, will focus on motivating classes throughout the year to present their achievements and suggest warm up activities during morning assembly .



Contribute to School events

Help us value children's artworks by providing materials and equipments such as sound system, podium and exhibition boards.

Contribute to the festivities by offering food and beverages to pupils, school staff and parents.

Contact Jany at jany@tipa.mu.



B.1. - Teambuilding

OUR VISION OF CHANGE



Teachers feel confident about their profession, they have good relationships with parents, pupils and colleagues.

Pre-conditions needed to reach our vision :



Teachers' job is valued by parents, children, colleagues, TIPA and society in general recognizes the positive impact they have on children's education.



School "managers" plan moments to brainstorm ways to improve children's education and school life in collaboration with parents, colleagues, NGOs and CSRs.



The Ministry of Education and ZEP Unit spreads successful collaborations between parents, teachers & NGOs to other school communities.

PARTICIPANTS



11 teachers



13 non teaching staff



1 cluster coordinator



1 School Inspector



1 Parent mediator



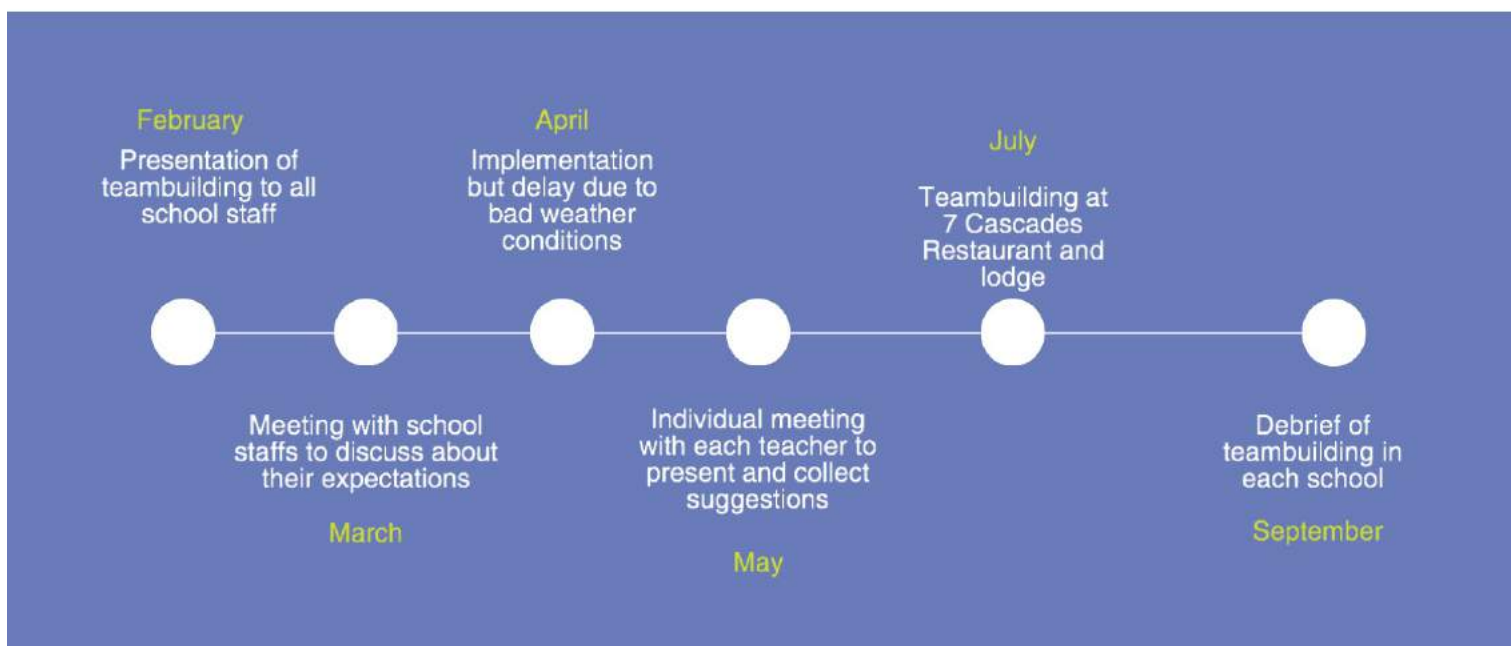
3 parents

2 PTA presidents and 1 parent involved in school



6 TIPA staff

TEAM BUILDING HIGHLIGHTS



The following highlights are drawn from the participants' feedback collected at the end of the team building using Barefoot guide's inside story method, and in September during the debriefing meetings.

Teachers' motivation

Teachers' motivation and involvement played an important part in the organisation of team buildings. They gave valuable ideas in terms of games and were eager to participate. Unfortunately, the team building had to be postponed due to bad weather conditions and this considerably impacted the teachers' motivation to come, with less than 50 % attending the team building. As a result, TIPA will pay particular attention to the choice of venue and period in the future to avoid similar experiences.

Teachers' enthusiasm

Teachers thanked TIPA for giving them the opportunity to discover new places and to bond with their colleagues in a relaxing environment. They were happy to have an activity dedicated to them and enjoyed sharing experiences with colleagues from other schools, and meet again colleagues from their training.



Get to know TIPA

The team building was an opportunity to learn more about TIPA's action, especially the pedagogical tools used in class as they were implemented during the team building. As a result, school and ZEP staff that were not directly involved in facilitating creativity classes understood the relevance of the action.

The debriefing with all the members of the school staff in September was an opportunity to share pictures and anecdotes from the day with the ones that were not present and arouse their interest for next year's Team Building.

OUR IMPACT



(The team building was) "a good opportunity to get to know others in a pleasant environment .

School Head Master

"A particular attention was given to every staff during the presence call, this gave ideas to welcome children in the morning".

ZEP cluster coordinator



(It was) "Awesome it started in the bus, felt at ease and forgot everything. Really stressless".

Teacher / Non-teaching school staff

"I never thought I would be able to overcome my fears (and do the challenging activities during the team building) but with the help of the team I could do it".

Parent



THINGS TO REMEMBER

TIPA team was very touched by the active participation of all staff present during the team building. Participants felt valued by the beautiful venue where the team building was organised.

Interaction between participants was very rich although they came from different backgrounds and had different job positions. They worked as a team and helped one another to overcome the team challenges. Each participant's ideas was valued and welcomed.

The team building contributed to better communication between the school staff and TIPA team.



PERSPECTIVES 2017

The Team building debriefing held with school staff helped identify areas of improvement for the future team building. They suggested :

- to brainstorm on a more welcoming name for the event
- to show pictures of the last team building to arouse teachers curiosity and interest
- to invite CSR partners
- to collect teachers financial contribution before the event to guaranty their presence.



Host a team building event

By welcoming school staff in your domain, hotel or nature parc, you will directly contribute to improving their collaborative skills. With a better team spirit, we believe that the school staff will tend to enhance school atmosphere, thus providing a better collaborative environment for children to learn and succeed.



Support a team building event

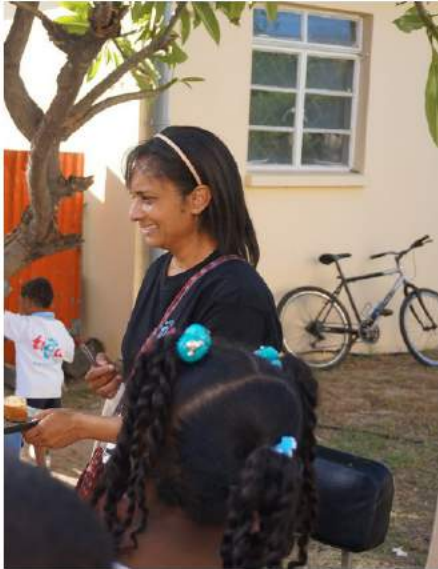
Teachers and other school staff hold one of the most important jobs in the world. Contribute to value them by offering your services in terms of event management, food catering, material support, transport for teachers, etc.

Contact Jany for more info on how you can help : jany@tipa.mu



B.2. School locality site visits (new)

OUR VISION OF CHANGE



ZEP Teachers feel confident about their profession, they have good relationships with parents, pupils and colleagues

Pre-conditions needed to reach our vision :



Educators visit the neighbourhood, meet parents, recognize their capacity and ask for their contribution in their children's education.



Parents are welcomed in schools to meet educators and ask about their children's progress in class



The Ministry of Education & ZEP Unit recognize and consult the different actors (school staff, parents, NGOs, etc.) to identify difficulties and opportunities in the Mauritian Educational system.

Actions implemented

One-off visits were undertaken to prepare for site visits :

TIPA's Terrain Coordinator, participated to a site visit at Tranquebar with the school's Parent Mediator. An Art Facilitator visited the school localities. And the Programme Manager was received by a couple of parents for the joint preparation of a conference.

Parents met were welcoming and expressed their appreciation. The visits will contribute to structure and implement yearly site visits with the school staff.

Perspectives

In 2017, TIPA will encourage teachers to participate to visits in the school locality, together with the TIPA team to meet parents, recognize their capacity and ask for their contribution in their children's education. These visits will also be an opportunity to deepen our knowledge of the pupils' environment, to know more about their social life, in order to better understand the issues faced in their everyday life.

We also hope that meeting parents and other adults of the school neighbourhood, will encourage participation in Club des Parents and Community Programme.



B.4. Follow-up of children with difficulties (new)

OUR VISION OF CHANGE



School staff work together with parents, colleague (teachers, social workers, psychologists etc.) NGOs and CSR to find common solutions to improve their pupils' education.

Pre-conditions needed to reach our vision :



School managers & school staff are aware of their capacities and procedures and find ways to improve children's follow up and school life



School "managers" plan moments to brainstorm ways to improve children's education and school life in collaboration with parents, colleagues, NGOs and CSRs.



The Ministry of Education & ZEP Unit recognize and consult the different actors (school staff, parents, NGOs, etc.) to identify difficulties and opportunities in the Mauritian Educational system.

Actions implemented

TIPA Art Facilitators identified, in collaboration with the teachers, pupils that seem to face particular behavioural difficulties in class ; recurrent aggressiveness, severe inhibition, sexualised behaviours etc. TIPA's Terrain Coordinator referred these cases to the schools Head Masters, during their regular meetings:

During the Children rights' day activities, TIPA brainstormed with other NGOs on the needs to help follow-up educational, developmental, psychological and social issues faced by children.

Perspectives

TIPA will lead the development of a child protection protocol with other NGOs that will comprise, among others, the following steps:

- Know the law, rules and regulations concerning child protection
- Define the term "children in difficulty"
- Collect information on the children's situation in the localities where the Programme is implemented
- Identify the services and institutions dealing with the child protection
- Identify difficulties that can be tackle together with HM
- Process cases according to law.



C.1. Parents' Club

OUR VISION OF CHANGE



Parents are engaged in their child's education; they have good relationships with and trust the school staff.

Pre-conditions needed to reach our vision :



Parents are aware of the difficulties and opportunities they meet concerning their children's education.



Parents are aware of their capacities and find ways of improving their involvement in their children's education.



Parents are welcomed in schools to meet educators and ask about their children's progress in class



The Ministry of Education & ZEP Unit recognize and consult the different actors (school staff, parents, NGOs, etc.) to identify difficulties and opportunities in the Mauritian Educational system.

Parents Club during 2016

were held in three schools



13 Parents' Club sessions
were organized with and for 93 parents



6 mothers
planned the activities with TIPA terrain team



12 parents
organized class & school events with the school and TIPA staff



2 mothers
facilitated creativity classes during ZEP teachers' training



9 mothers
supported creativity classes during ZEP teachers' training with TIPA facilitators

OUR ACTIONS



15 activities
were shared with parents to do at home with their families



2 professionnels
held specialized workshops on health, gender equality

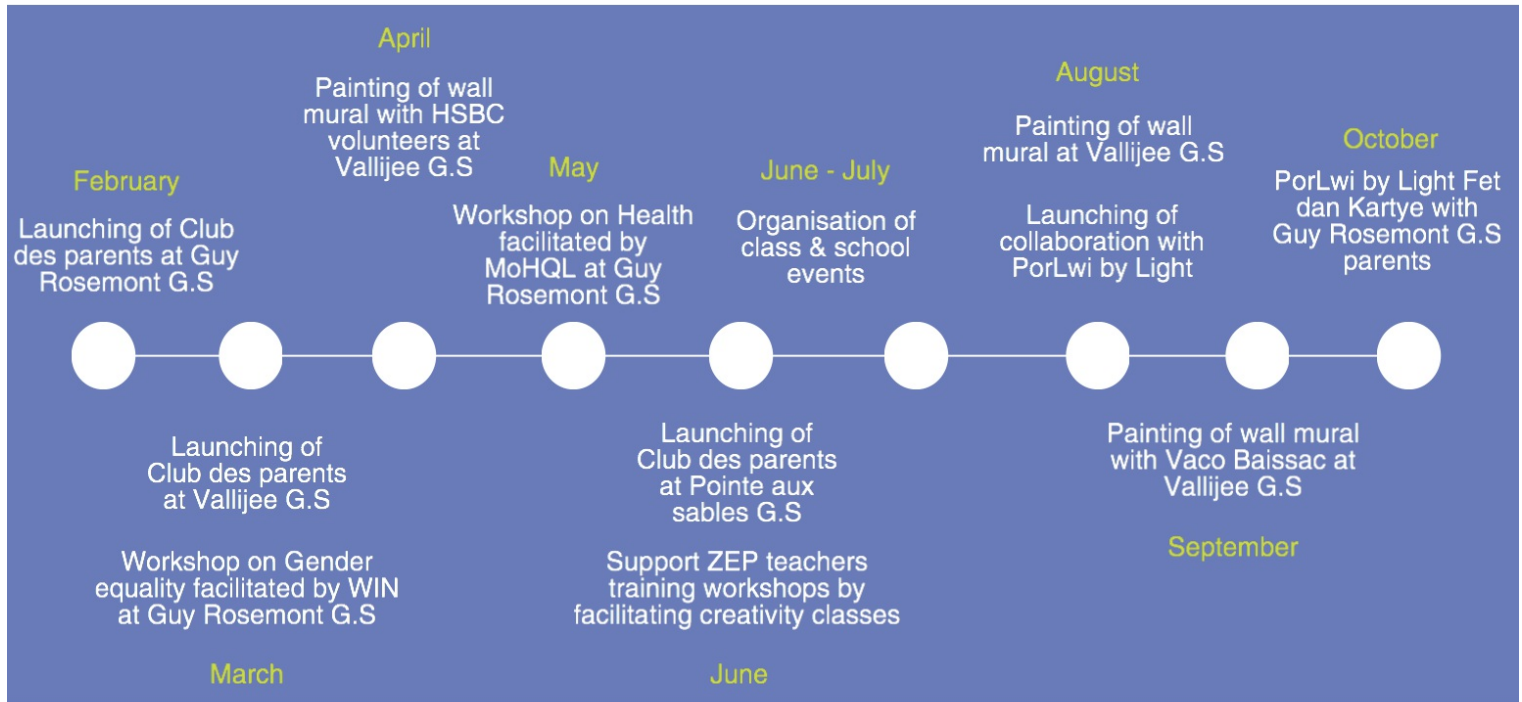


3 artists
collaborated with parents for PorLwi by Light "Fet dan kartie" around Guy Rosemont G.S



5 community members were mobilised
by parents to volunteer on PorLwi by Light "Fet dan kartie" around Guy Rosemont G.S

PARENTS' CLUB HIGHLIGHTS



Wall mural at Vallijee Government School

Parents started a mural painting on the school walls. They were supported by volunteers from HSBC. The firm sponsored the wall mural painting at Vallijee.

It was a long term work of several sessions involving 25 parents, 6 volunteers, 2 teachers, 49 pupils, 1 Art Facilitator and Vaco Baissac, a local artist.

Facilitating creativity classes during ZEP teachers' training workshop

2 mothers have been involved and empowered for the first time by the TIPA team to prepare and facilitate creativity classes for 2 classes in other schools (than the one their child attends).

This experience is very significant and valuable as it opens the way for more exchange between ZEP school communities with parents as major actors. Moreover TIPA team members now know they can count on parents' invaluable support to conduct artistic activities with children.



Collaboration with PorLwi by Light to organise Fet dan kartie

Parents were fully involved in the organisation of PorLwi by light : they federated artists from the neighborhood, invited parents and promoted the event. PorLwi by Light team members were attentive to the parents' needs and wishes and encouraged parents' involvement since the beginning of the project. Such collaboration based on mutual respect and valuing of one another is what Club des Parents wishes to promote in future partnerships.

OUR IMPACT



Now I know when my children come from school, how as parents we should welcome them, ask them what they have done at school. How we take time to sit with them and do something together. Parents Club has helped me to develop my creativity and helped to share it with my family.

Parent from Parents' Club in Guy Rosemont Govt. School

What I appreciated most is that for me, Parents Club are helping us as parents to have a better communication with our children and we can help them more effectively in their education.

Parent from Parents' Club in Pointes aux Sables Govt. School



It's my first session with the Parents Club but I'm happy I finally came because my child always mention TIPA but I had no idea what it was. Now I have come to know what she is doing at school, in creativity classes.

Parent from Parents' Club in Vallijee Govt. School

Parents club has helped for effective communication between parents and school management. It enables information to circulate in the school community.

Deputy Headmaster at Guy Rozemont Govt. School



THINGS TO REMEMBER

Parents have expressed their joy in participating in Parents' Club, since it helps them in several ways. First of all, they get a moment to relax. ... Secondly, they spend time on their personal development and find ways to express their creativity. Thirdly, the artistic activities help them bond better with their children and understand how to value the artwork they bring at home. Finally, the club des parents represents a genuine moment where they can discuss, help and give advice to one another on parental skills.

Three mothers : Juanita Perle, Josic Fineau from Tranquebar and Maurina Charles from Vallijee have been involved in preparing the Parents' Club activities. Their output have been very valuable as they understand and know the conditions in which parents live.

Juanita said that she was very honored to be part of the Parents' Club planning team as she felt her ideas and opinions were valued. Being part of a team and having the opportunity to decide on educational activities helped her relate better with teachers and feel as responsible as the latter for her children's education. She puts emphasis on the importance of being a spokesperson for the parents. Maurina expressed her satisfaction regarding the involvement of parents in the Club and how it positively impacted children that are happy to see their parents' commitment in their education.

Josic found it very interesting to participate in Parents' Club planning as everyone's idea was heard. She also highlighted the fact that parents' participation in organising Parents' Club activities helped TIPA team stay informed of what's happening in the neighborhood and make preparation more fluid.

PERSPECTIVES

For 2017, TIPA will support parents to organise specific workshops and / or activities related to their needs and wishes. These activities will aim at strengthening relationships between parents and children and contribute to community building. Parents from parents club will facilitate communication between TIPA and the other parents in the locality. They will contribute in the implementation of the project Neighbourhood Site visit.



Strategies

For the year 2017 TIPA in collaboration with the Parent Mediator will find out new strategies to increase the number of participants in the Parents Club.

Together we have the objective to encourage autonomy of the group.



Help sustain Parents' Club

Help us provide required material and equipments for parents to enjoy art activities at home with their children by partnering up on Club des parents.

As an artist or professional, you can also offer your help to facilitate activities dedicated to parents.



C.2. Community workshops (new)

OUR VISION OF CHANGE



Parents are engaged in their child's education; they have good relationships with and trust the school staff.

Pre-conditions needed to reach our vision :



Old pupils are aware of their artistic skills, they think and implement activities with the TIPA team, parents, artists and volunteers to sensitize the school community to TIPA's action.



Parents are aware of their capacities and find ways of improving their involvement in their children's education.



Artists are invited think on artistic education and suggest activities to improve artistic and cultural education in school and neighbourhood



Members and volunteers are invited to think about difficulties encountered in children's education and suggest sensitization activities

Actions implemented

Parents' Club have been identified as a potential springboard for community workshops. Indeed, partnerships developed with other structures such as PorLwi by Light, have showed the potential that can emerge when joining forces and empowering parents.

Funding opportunities have been identified and applications sent in order to collect the necessary resources to empower and coach parents and develop partnerships.

Perspectives

The Community Workshops will be built in close collaboration with parents from the school locality. Actions will be consolidated by offering training to parents as well as volunteers in order to ensure an empowering movement and sustainability of the action.

Parents of Guy Rosemont G.S. have already identified key actions they want to develop for the school community such as building a recreational area and developing after school workshops for parents and children.



C.3. Advocacy & Awareness

OUR VISION OF CHANGE



Credit Photo: Daren Govinden

Volunteers engage in educational activities and advocacy with social actors.

NGOs network and cooperate to help the Ministry in its educational mission.

Pre-conditions needed to reach our vision :



Members and volunteers are invited to think about difficulties encountered in children's education and suggest sensitization activities



NGOs know and recognize each NGO capacity and develop actions/activities in cooperation to improve synergy in the educational system



NGOs meet and think together on the needs and opportunities concerning children's education

OUR ACTIONS



145 volunteers
contributed to the Flag days



6270 online supporters
reached via facebook



Networking with 10 NGOs
via the Kolektif Drwa Zanfan Morisien



9 Press interviews, 6 radio and 1 video interviews
given on TIPA's actions



7 Newspaper articles, 1 radio, and 3 video interviews
published with KDZM on Children Rights



11 short videos on education subjects
published on parents.mu website



2 training workshops
held with 70 NGO members on children rights day



3 Newspaper articles
on creativity, discrimination, non-violent schools



1125 children
were reached by trained NGO members via activities on children rights



1 conference
on art for social bonding, held with Por Lwi by light

ADVOCACY & AWARENESS HIGHLIGHTS

February

Launching of the
TIPA Programme
2016-2020

April

Flag days

October

Training
workshops on
Children Rights

November

Children Rights
Day

December

Publication of
videos on
parents.mu

December

Conference with
Por Lwi by light

Training on Children Rights

The preparation of Children's Right Day in 2016 was highlighted by the commitment of 10 NGOs to develop a child protection protocole. TIPA was honored to facilitate two workshops for KDZM (Kolektif Drwa Zanfan Morisien) members to brainstorm on existing resources and potential actions to protect children against violence and substance abuse, and to conduct activities to sensitize children and the population to their rights.



Credit Photo: Daren Govinden

Children Rights Day

The focal point of the International Day of Children's Rights was the children's march at the Caudan Waterfront where one could witness children's empowerment to take possession and fight for the respect of their rights. In collaboration with KDZM members, TIPA organised art workshops where xxx children created posters to sensitise citizens to their rights. The event was held at Caudan Waterfront, and covered in direct by Radio 1 with special interviews on children's protection from violence and substance abuse.

Website parents.mu

TIPA was invited to produce educational content for 11 short videos that are showcased on the first mauritian website for parents. This collaboration represents the opportunity to reach a wider audience of parents and extend TIPA impact on Mauritian families. It also recognises TIPA's expertise and skills in the field of artistic education and child development.

OUR IMPACT



To have the occasion to participate in this type of event, is what I like most; and to know that we are doing it for children in difficulties. I think that the youth should participate more in volunteering.

Volunteer for the Flag Days

THE NGO TIPA contributed a lot into the KDZM in 2016: Firstly in the management of the meetings: writing of schedules, attendance and minutes, as well as in writing press articles on problems in connection with children rights. TIPA also got involved in activities upstream of the day the rights of the Child by creating workshops with several NGOs, giving them tools so that they could work with their beneficiaries. During the Children Rights International Day in Caudan, the TIPA team organised and facilitated workshops, and got involved in several media interventions. Thanks to their support, the KDZM was able to make this event of November 2016, a constructive and deep one for a real appropriation of some of their rights, by the children.

BRAVO and THANKS to the TIPA team members.

Mélanie Vigier de Latour Bérenger - Partner KDZM



I feel proud, seeing all these NGOs speaking about violence since yesterday. I am proud because we are speaking and combatting for children's well being. I was motivated to come today create activities [...]. It was really amazing; thank you to the whole team.

NGO Educator participant to training KDZM

The themes that were covered are vital to protect children. It deeply touched me, mainly violence, as in my childhood, there was much violence and now also. [...] I felt that you came to join me where I was, I am happy to see that everything that I have done until today, is continuing; there are young people coming. Continue on this way and make this video on children's rights [...] If you could have a "KDZM van" to go everywhere in Mauritius. [...]

NGO Educator participant to training KDZM



THINGS TO REMEMBER

The TIPA team is very grateful to all the volunteers that supported us in several ways. Launching our new programme plan was a big challenge that was made possible by the contribution of all these helpful hands and hearts !

Networking with local NGOs via Kolektif Drwa Zanfan (KDZM) network proved to be very stimulating and encouraging for TIPA team and actions. Sharing good practices and brainstorming with other NGOs to find sustainable and relevant solutions for the challenges encountered in the fight for children's rights, has confirmed TIPA's intention of being an active member of the local NGO community. By putting its skills and knowledge in the field of education and fight against poverty, TIPA wishes to contribute to dynamising and professionalising the local NGO sector.

The media content (articles, video interviews, short online videos) created by TIPA and published at a national level extended the impact of our actions by sensitising Mauritian citizens to the importance of artistic education and to the potential of each Mauritian child, regardless of his or her socio-economic background.

Thank you to KDZM collaborators, Parents.mu, Caudan Waterfront, Radio 1 and the media for your valuable support in our advocacy and awareness actions!

PERSPECTIVES 2017

During 2017, we will encourage more volunteers to get involved to think about difficulties encountered in children's education and suggest sensitisation activities. We also plan to further develop advocacy and awareness initiatives with our NGO collaborators.



Child Protection Protocol

After a first brainstorming session with NGO members and the KDZM, we are setting up a committee to elaborate a Child Protection Protocol. If you are interested with advocacy and Children Rights, come and join us on this project !

Contact Angelique :
angelique@tipa.mu



Volunteer

TIPA needs helping hands and hearts to advocate for children's rights and education to art and culture. Come join us, participate in our training of volunteers and develop skills to empower vulnerable groups.

Contact Christelle:
christelle@tipa.mu



D.1. Facilit'Art Training

OUR VISION OF CHANGE



Educators (NGO Facilitators and other teachers) develop methods and tools in collaboration with colleagues to involve children and parents in activities.

Pre-conditions needed to reach our vision :



Educators are aware of the importance of collaboration/group work, develop skills and tools accordingly.



Educators recognize the value of parents & children and how important is their participation in activities



Artists are invited think on artistic education and suggest activities to improve artistic and cultural education

OUR ACTIONS



From January to December 2016, TIPA facilitated
14 training sessions



2 Follow-up sessions
were held with 20 educators



21 participants were trained
including 5 participants from 2015 who continued their training



257 children
were reached by the trained educators



14 educators and 1 project coordinator
obtained a participation certificate



Training content was shared with
20 NGO employees



14 lecturers
gave specialised training



70 parents
participated to NGO activities



3 artists
facilitated training workshops

FACILIT'ART HIGHLIGHTS



The following highlights draw from participants' feedback that were collected via questionnaires, video interviews and follow-up meeting sessions.

Answering participants' needs

Participants were excited to learn new pedagogical approaches and to discover their artistic skills. They were eager to plan and implement structured artistic activities in class as a way to value children and encourage their participation. They now see assessment as a tool to improve their educational practices and contribute to their professional development.

They particularly appreciated training sessions on communication, which contributed to a better working atmosphere and enhanced collaboration with their colleagues.

Tailored coaching sessions

Participants appreciated site visits with the training coordinator as a means to reflect on their practices and benefit from relevant recommendations. It helped them to consolidate learning and adjust pedagogical tools for a better relationship with colleagues, children and parents.

Coaching sessions also helps TIPA further its understanding of the participants' work context as well as their needs in terms of training.

Follow-up

Follow-up sessions with participants allowed them to share best practices, as well as challenges encountered on the field. Together, they brainstormed solutions to tackle their difficulties by sharing experiences and making the most of available resources, including educational tools and methods covered during the training. This exercise also helped them identify and communicate their training and coaching needs to the TIPA training coordinator.

Exhibition of artworks and pedagogical tools

The involvement of participants in preparing, mounting and presenting the exhibition of their artworks, reinforced the team spirit and collaboration between NGOs. Valuing their artworks helped understand the importance of valuing children's artwork.



OUR IMPACT



"Facilit'Art training really helped us widen the scope of activities done, which are really interesting to children. For example today, we tried something new (...) and it captivated their attention (...) they enjoyed doing it and got a lot of satisfaction out of it, just like we did".

Grace, educator at OpenMind

"the values, the skills are goals (...) to encourage the child to be ambitious, keep on his work and finish it. It also helps the child gain consciousness of what he/she is doing and how to use that in his/her work"

Kateleen, educator at Vent d'un Reve



"I think it's really important to work with parents (...) why ? Because at home, most of the time they are tired after work, they don't have time to be with their children, play with them, do something fun so (having them participate in class) help strengthen this familial bond to develop their qualities, this is really important"

Jacques-Henri, educator at La Ruche

"The interviews carried out with the participants showed that the training contributed to improving relationships between educators, parents, children that represent the main actors in a child's education. The strengthening of this core triad directly impacted the quality of the participants' educational intervention."

Emilie Carosin, Doctor in Child Development Psychology, Consultant for TIPA



THINGS TO REMEMBER

Participating in this training helped facilitators consider their beneficiaries as main actors and partners of the action. The focus on the resources of children and parents led them to change perspective and reconsider their relationship with the families they work with. They now acknowledge the importance of regular communication with parents and have implemented at least one artistic activity for families. The feedback they received from parents was very encouraging to build up stronger collaborations.

This impact on parents, adds to enhanced communication with colleagues and confirms the importance of the training to improve relationship between members of the educational community at a local level (i.e : around NGOs) and national level (i.e : sharing of practices between NGO facilitators).

TIPA team thanks the European Union - Decentralised Cooperation Programme for their financial support on this training project

Have a look at Facilit'Art Certificate Ceremony

PERSPECTIVES

Facilit'Art Training will be offered from May to September 2017 and will be open to NGO educators, teachers and artists working with vulnerable children. The training will offer a tailored approach to educators' needs in terms of development of pedagogical tools and improvement of their teaching practice. Moreover, monthly sharing sessions will be included with the aim of building a community of practice to discuss on-field pedagogical issues and search for solutions together.

Considering the participants suggestions, the training programme will include:

- More sessions on communication, reflexivity, art workshops (exploration of art techniques and medium), psychological development of the child, and understanding of the beneficiaries' social context;
- More follow-up sessions with TIPA;
- Training for parents;
- Coordination of site visits among NGOs so as to encourage sharing of experience.



Register for 2017

You work with vulnerable children and wish to develop skills in the elaboration and conduction of artistic activities? Facilit'Art Training will help you develop pedagogical skills for the teaching of Arts based on interactive pedagogy.

For more info and registration, write to camille@tipa.mu.



Participate via funding

TIPA intends to conduct training sessions with parents reached by different NGOs. We believe that parents' potential need to be recognized, and that working on a positive educator-parent relationship can help the parents get involved in their child's education. You wish to contribute? Contact us on info@tipa.mu



D.2. ZEP workshops

OUR VISION OF CHANGE



Educators (NGO Facilitators and other teachers) develop methods and tools in collaboration with colleagues to involve children and parents in activities.

Pre-conditions needed to reach our vision :



The ZEP Project, TIPA and school provide moments & resources for educators to search for, use and share educational tools and activities that value children and their progress in class with their colleagues



The Ministry of Education & ZEP Unit recognize and consult the different actors (school staff, parents, NGOs, etc.) to identify difficulties and opportunities in the Mauritian Educational system.



The Ministry of Education and ZEP Unit spreads successful collaborations between parents, teachers & NGOs to other school communities.

OUR ACTIONS



From January to December 2016, TIPA facilitated
3 Workshops with Teachers
2 Workshops for the ZEP II project



3 themes were addressed :
Valorisation, Reconnecting to the school through Arts and Promoting a positive school atmosphere



60 school staff participated in discussions and groupworks



12 parents and 23 ZEP staff helped in facilitating creativity classes for children during the school staff workshops



4 TIPA staff, 3 ZEP staff and 1 ZEP II team member facilitated the workshops



2 artists facilitated creativity classes with children

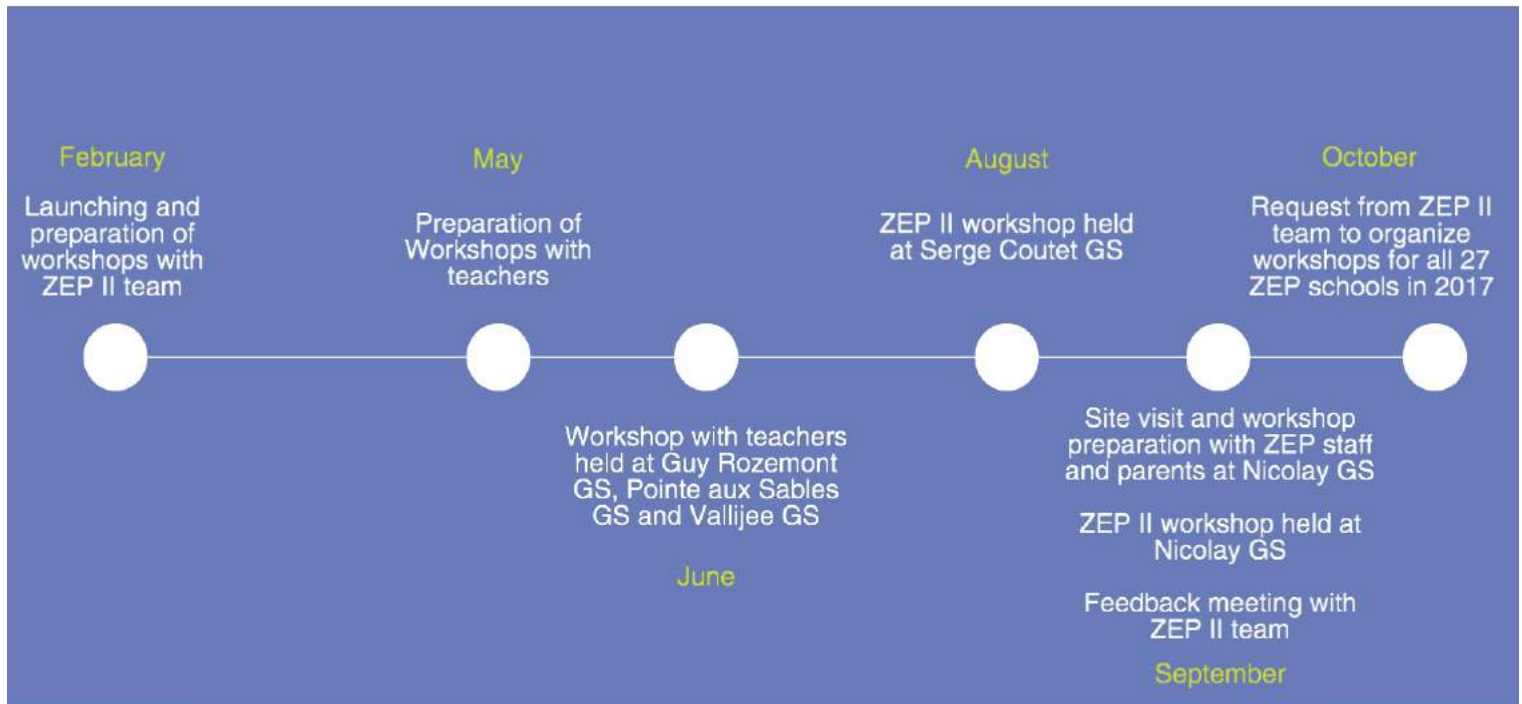


1,036 children impacted by the school staff after the workshops



686 children participated in creativity classes during the school staff workshops

ZEP II workshops HIGHLIGHTS



Reinforcing the teacher-child positive relationship

Teachers reflected on the impact of valorisation on the child's motivation. They trustfully shared personal life experiences which positively or negatively marked their childhood and could therefore relate to their pupils' experience and attitude in class. They reviewed the reward scheme (set up in collaboration with TIPA art facilitators) as a means of giving value to the children and thought about other means of valorisation such as praising and encouragements, listening and respecting children's ideas and feelings, helping them become self-confident, promoting self esteem.

Encouraging the staff to share their values and vision for their school

Teaching and non-teaching staff at Serge Coutet GS brainstormed on the values they deemed necessary to ensure a collaborative school atmosphere. Sharing their views and creating a collective artwork reinforced the team spirit; the artistic activity fostered life skills such as respect for others and cooperation. As part of the ZEP II programme, this workshop was a pilot project to be replicated in all ZEP schools in 2017.



Helping school staff understand and relate to the children's behaviour

The workshop at Nicolay GS was conducted in response to the tense relationship between pupils and school staff. The staff learned how the brain works and how to help children manage emotions; they reflected on the importance of valorization and rights and responsibilities for a collective establishment of class rules. This initiative allowed the staff to step back on the school atmosphere, however another session would be needed to discuss the issue more in-depth and look for ways of re-motivating teachers.

Creativity classes as a means for children to reflect on their school

Children at Nicolay GS were encouraged by TIPA team to think about their "dream school" so as to identify the aspects of their actual school life they like and those they are unsatisfied about; they interpreted their ideas through drawing and coloring. They also participated in workshops (organised by ZEP II team) which aimed at helping them reflect on necessary life skills for living together.

OUR IMPACT



Workshop at Nicolay GS: "...Teachers were able to freely express their views on teaching and share their frustrations. The workshop provided a platform for guided self-reflection... I think that the ZEP II team should work on a Part II of that workshop to follow up on the work done and to offer tools to those teachers."

Ridwana Timol, Neuropsychologist and ZEP II team member

Workshop at Serge Coutet GS: "...The activities selected struck a good balance between reflection on school values and team building. The workshop was well-coordinated and teachers were receptive. The artistic activity was accessible enough to be fun and challenging enough to inspire creativity and the stretching of interpersonal boundaries within teams. Well done TIPA!"

Ridwana Timol, Neuropsychologist and ZEP II team member



"It was a magical adventure because our dream as parents is to see what our children do at school. TIPA gave us the opportunity to conduct a class and we experienced what teachers live with the pupils: trying to get their attention, make them listen and understand, it is a lot of work but which is worth it. We also saw that teachers play an important role in a child's life, in other words they are the base in the beginning of the child's life"

Juanita Perle, Parent

"The children were very enthusiastic and interested in the modeling activity which was interactive and fulfilling. Modelling clay is a medium which favors children's concentration and participation. Volunteer parents and ZEP staff collaborated and participated so as to ensure smooth running of the art workshop. Our educational system would be better if Art was integrated in different subjects. I feel that a creative education is more interesting."

Jacques-Henri Dick, Artist



THINGS TO REMEMBER

The workshop conducted at Serge Coutet G.S emphasized the importance of team building activities to enhance communication between members of the school staff and strengthen their sense of belonging. The impact of the workshop on the school staff relationships encouraged the ZEP II team to plan similar workshops in the 26 other ZEP schools.

Since the workshop led at Nicolay GS did not meet the Head Master's and teachers' expectations, we realized that the process to prepare workshops is important : the best way would be to consult the Head Master and some teachers beforehand so as to develop a tailor made content which would better meet the participants' needs.

These workshops with teachers enabled us to identify the following most efficient ways of favoring their participation: groupworks to find solutions for the difficulties encountered, collective work to develop pedagogical tools to help daily teaching practice, build from teachers' experience so that they can relate to children's behaviour through their own personal life experience.

Since the written feedback obtained through the "Inside story" (Barefoot Guide's exercise) did not meet our expectations, TIPA team is also searching for new ways of collecting feedback at the end of training sessions and workshops.

PERSPECTIVES

In the context of the ZEP II project, half-day workshops are scheduled for all 27 ZEP schools in 2017 and 2018. Moreover, the ZEP II team plans to provide a follow-up to the teachers aiming at helping them improve their teaching practice through a positive approach and development of pedagogical tools adapted to their pupils' needs.



Next workshops themes

The first tutorial will be about reconnecting to the school through Arts. The following other themes will be developed for implementation in 2017-2018: Valorisation, Boosting creativity, Collaborating with parents.



Support school staff follow-up

TIPA and ZEP II team will develop an individual follow-up plan for ZEP teachers. This will include a follow-up tool, follow-up sessions and site visits. You want to contribute to this movement for the improvement of teachers' teaching practice ?

Contact us on camille@tipa.mu



D.3. MIE training

OUR VISION OF CHANGE



MIE favours collaborative and participative approaches in teachers' training and follow up

Pre-conditions needed to reach our vision :



MIE consults teachers and other education actors on the field to identify needs and opportunities concerning teacher's training



MIE includes new trainers/lecturers, tools and courses on collaborative and participative approaches in the teacher's training and follow up



Educators recognize the value of parents & children and how important is their participation in activities

OUR ACTIONS



From January to December 2016, TIPA facilitated **5 training sessions**



Themes addressed :
Interactive Pedagogy, Children's rights and collaboration with parents



58 trainee teachers from Rodrigues participated in training sessions



1,450 children potentially impacted when teachers will be in service



2 TIPA staff facilitated the workshops

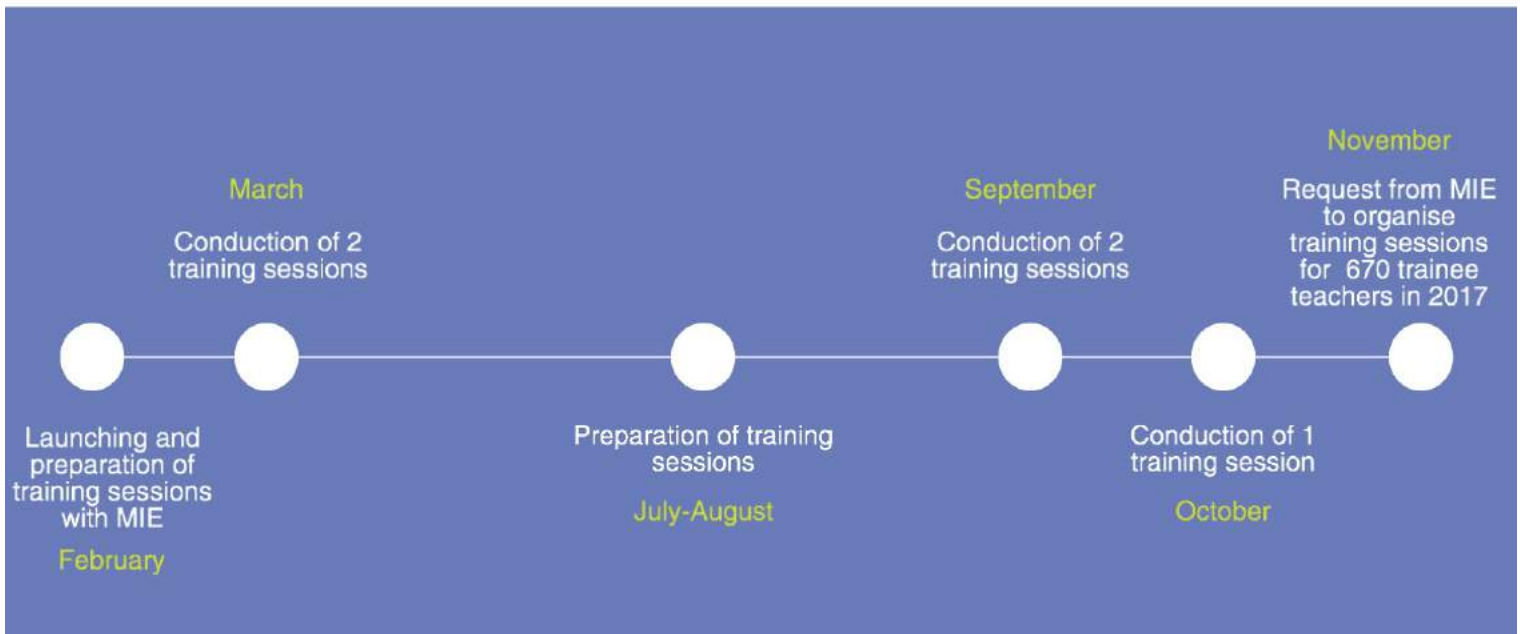


1,450 parents potentially impacted when teachers will be in service



1 MIE lecturer collaborated with TIPA to prepare the training sessions

MIE training HIGHLIGHTS



Highlights below present participants' feedback recorded via assessment sheets and Barefoot Guide's free writing exercise

New approach and teaching tips

Trainee teachers were eager to learn about Interactive Pedagogy; they became aware of the intricate relationship between the educator, the child and his environment (especially parents).

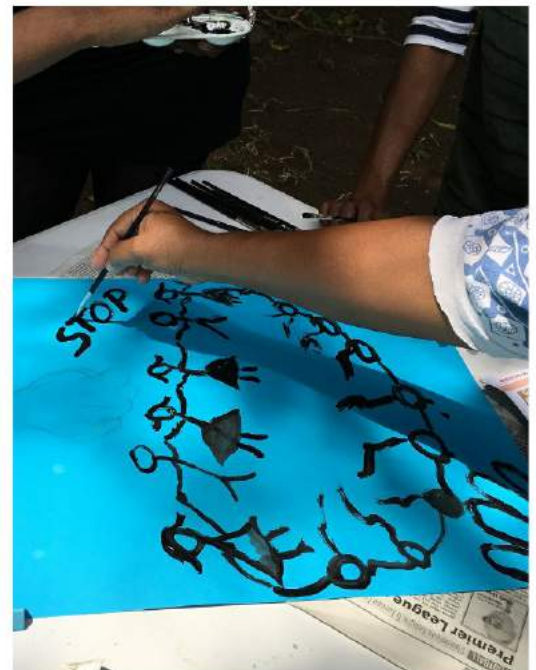
The importance of giving value to the child for the establishment of a positive relationship and learning atmosphere was related to trainee's experience and they brainstormed on activities to do so.

They also identified ways to value and involve them in school activities, and look forward to collaboration.

Raising awareness on children's rights and responsibilities

Upon MIE's request, TIPA focused on deepening trainee teachers' awareness and knowledge of Children's rights. The participants responded positively to the exploration of the Convention of Children's Rights and to the discussions on children's responsibilities in class. They shared their on-field observations which raised awareness on flouted children's rights.

The trainee teachers also engaged with enthusiasm in a role-play on the establishment of class rules together with the children, they believe such activity can help in building mutual respect.



Groupworks and hands-on activities for stimulating workshops

Participants enjoyed TIPA's teaching strategy: each session included short activities and groupworks. Trainee teachers engaged in dynamic discussions to develop a tool aiming at reinforcing pupils' positive behaviour in class. They also took pleasure in creating artworks which they will be able to repeat with the children and parents. Basically, they appreciated the opportunity to express their opinions through sharing and enjoyed exploring their own creativity.

OUR IMPACT



"We value the contribution of TIPA and so far the trainees have responded positively to these valuable interactions. TIPA complements our training programmes in particular the non-award seminar sessions where trainees are able to discuss and interact with professionals from various sectors with diverse interests. The issues discussed in particular children rights and interactive pedagogy through Arts, from TIPA are particularly appreciated."

Pritee Auckloo, Senior lecturer, MIE

"I feel TIPA is doing a good job and these seminars should be done in almost every school so as to reinstate children's rights and responsibilities because some children and teachers do not take these rights and responsibilities into consideration... I personally believe more emphasis should be put on rights and responsibilities. TIPA was right to chose the MIE for the seminar since we are the futur teachers."

MIE trainee



"TIPA's session improved my knowledge of relevant aspects which I did not even think about. Nowadays it is important that teachers are well trained to do a good job. Today's session, for example, raised an important aspect concerning the relationship with parents. It is not always easy and sometimes there are conflicts but we came out with ideas and activities that can be done to improve this relationship."

MIE trainee

"I feel that I am able to stand up in front of a class and give value to the children no matter where they come from and their skin color... I feel good concerning my relationship with my colleagues because I was able to express myself."

MIE trainee



THINGS TO REMEMBER

It was important for trainee teachers to express their opinions freely and be listened to. They linked the course content to their internship experience in schools; they shared and discussed valuable on-field observations concerning children's rights and teacher-pupil relationships they witnessed. Upcoming training sessions will therefore include longer time slots for sharing of experience related to the topic so as to reinforce the learning process.

The participants recognized the value of hands-on artistic activities which they consider is lacking in their overall MIE training. Experiencing the activities helped them understand how these encourage children self expression and collaboration with parents.

Trainee teachers also expressed how hard it is to leave their family for 2yrs of training in Mauritius. TIPA transmitted the students' request to benefit from a Teachers Diploma Programme in Rodrigues Island.

PERSPECTIVES

MIE trainings for 2017 will comprise of 9hrs workshop with trainee teachers in the Teachers Diploma Programme (TDP) in Values and Civic Education module, over the 1st semester.

TIPA will also conduct 6hrs training sessions on Arts and Values with trainee teachers recruited for the Holistic Education Programme (HEP).



4 training themes

Development and transmission of values using interactive pedagogy and positive reinforcement, role of teachers in the promotion of values and civic education, tools and techniques for the evaluation of values and civic education, art and values are themes which will be addressed with the aim to help teachers conceive activities to explore and develop awareness of values in pupils using interactive pedagogy.



Support school staff follow-up after workshops

TIPA will offer on-field support to teachers for interactive pedagogy approach and setting up of pedagogical tools. This will be done through follow-up sessions and site visits. You want to contribute to this movement for the improvement of teachers' teaching practice ?

Contact us on camille@tipa.mu



D.4. Online sharing platform (new)

OUR VISION OF CHANGE



Educators (NGO Facilitators and other teachers) develop methods and tools in collaboration with colleagues to involve children and parents in activities.

Pre-conditions needed to reach our vision :



Educators are aware of the importance of collaboration/group work. They develop skills and tools accordingly.



MIE includes new trainers/lecturers, tools and courses on collaborative and participative approaches in the teacher's training and follow up



Artists are invited think on artistic education and suggest activities to improve artistic and cultural education in school and neighbourhood

Actions implemented

Members of the TIPA team together with the research consultant in psychology met with Aberyswyft University staff and Aurora company to brainstorm on the structure of an online collaborative tool.

Meetings with volunteers have been organised to survey educators needs in terms of sharing of artistic activities.

Perspectives

TIPA will organise focus groups with educators, artists and parents to identify their needs in terms of content, as well as, concerning the type of sharing platform, that will better suit their usage and context.

After this survey, we will identify the contents that TIPA can share and those that we will further need to develop.

We will also need to work in collaboration with programme developers to provide relevant online tools to educators.



D.5. HEP (Holistic Education Programme) workshops

OUR VISION OF CHANGE



The Ministry of Education encourages collaboration among education actors: teachers, parents, NGOs etc.

Pre-conditions needed to reach our vision :



The Ministry of Education & ZEP Unit recognize and consult the different actors (school staff, parents, NGOs, etc.) to identify difficulties and opportunities in the Mauritian Educational system



Educators are aware of the importance of collaboration/group work. They, develop skills and tools accordingly



Educators recognize the value of parents & children and how important is their participation in activities

OUR ACTIONS



From January to December 2016, TIPA facilitated

14 workshops with HEP participants



3 themes were addressed :

Valorisation and positive reinforcement,
Development of values through Drama,
Development of values through Visual Arts



250 trainee HEP teachers participated

in discussions and groupworks



6,250 children

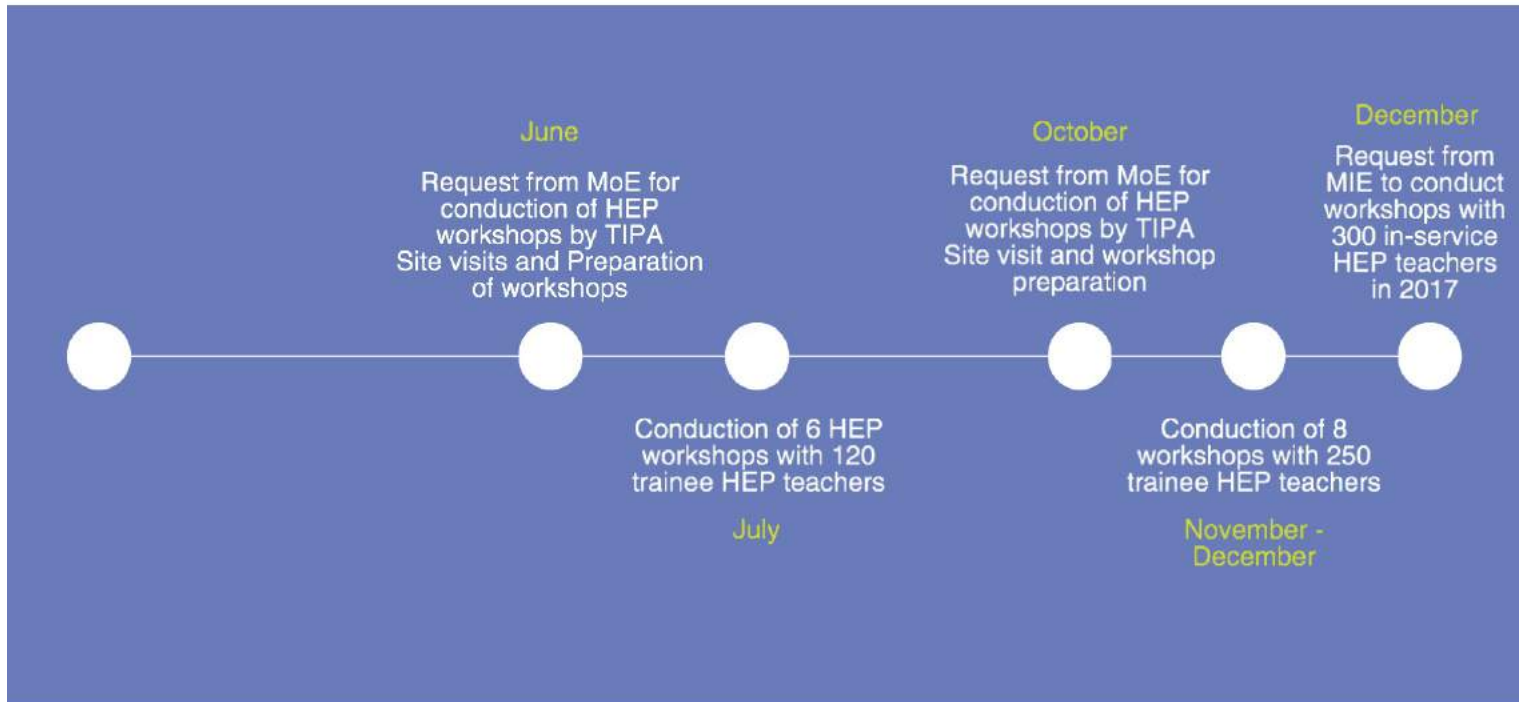
potentially impacted by the HEP staff



6 TIPA staff

facilitated the workshops

HEP workshops HIGHLIGHTS



Reinforcing the teacher-child positive relationship

Participants trustfully shared personal life experiences which positively or negatively marked their childhood. Relating to their own stories helped them understand the impact of valorisation on the child's motivation. They brainstormed on ideas to give value to children once they will be practicing on - field.

Participation, respect and collaboration as values fostered through drama and visual arts

TIPA Art Facilitators encouraged the trainee teachers to engage in artistic activities so as to understand how drama and visual arts can foster values such as participation, respect and collaboration. This experience was meant for participants to be able to repeat these pedagogical activities with the children once they are recruited as HEP teachers.



OUR IMPACT



"The intervention of TIPA on the various occasions have greatly enhanced the personal development of the trainees and contributed to their the own holistic growth. I have found TIPA to be reliable and well prepared for their sessions. The teaching team of TIPA are motivated and the teaching methods used by them are engaging."

Sarah Rawat-Currimjee, Adviser on Policies and Strategies for the Holistic Development of Learners, MoE

"The course was very interesting. I got to know about valorisation and how it can help a child. In fact, it helped me understand how to deal with children at school, as I was unaware. TIPA creates awareness. Thank you"

HEP Participant



"Great experience... I got the opportunity to work in collaboration with someone else. We learnt how to work simultaneously, share ideas... We became aware of our creative skills and how we can use this technique in class with our pupils."

HEP Participant

"I appreciated TIPA team; I liked the way you organized and delivered your message. I also enjoyed sharing with the group on past experiences and I am happy to have the chance to be "coached" by you for a better understanding of the child and how to give them value."

HEP Participant



THINGS TO REMEMBER

These workshops confirmed TIPA team's conviction that motivation is essential for teachers to engage fully in their pedagogical practice. Since enrollment of HEP trainees was based on a youth employment scheme, the participants' degree of interest in the programme varied considerably. The lack of motivation of some trainees was sometimes an obstacle to group dynamic.

TIPA team therefore feels a content review is needed for workshops with trainee teachers. A triggering introduction will be included, aiming at helping participants identify elements of motivation. This would also help TIPA facilitators to be aware of the participants' expectations and limitations.

Since time limit was a hindrance to quality content development, TIPA also believes that a minimum of 6hrs should be allocated to each theme so as to introduce and develop the content properly i.e with participants' involvement in group activities to ensure efficient learning.

Moreover, a follow-up of participants should be included in the programme so as to meet teachers' demand for guidance and advice on planning and conduction of artistic activities for life skills' development.

PERSPECTIVES

In the context of the Ministry of Education's HEP project, the MIE requested from TIPA a 6h intervention with over 300 HEP in-service teachers in April 2017.



Next workshops themes

Development of values through Arts and Interactive pedagogy will be addressed with the aim to help HEP teachers conceive activities to explore and develop awareness of values in pupils using Arts and interactive pedagogy.



Support school staff follow-up

TIPA will offer on-field support to teachers for interactive pedagogy approach and setting up of pedagogical tools. This will be done through follow-up sessions and site visits. You want to contribute to this movement for the improvement of teachers' teaching practice ?

Contact us on camille@tipa.mu

FINANCIAL RESOURCES

FUNDS RECEIVED

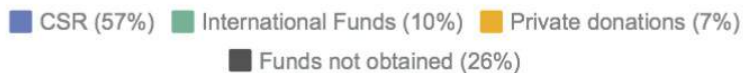


Financial resources are essential for our Programme implementation, as well as in kind contributions and volunteer support.

This year again, TIPA invested much energy and effort in fundraising, reaching Rs 5,294,850 over the Rs 7,182,144 budgeted in 2016. Funds were not obtained for 26% of our budget ; consequently several new actions such as Online Sharing Platform, Follow-up of children in difficulties and Community workshops could not be implemented, as planned.

In 2017, we will have to face further challenges in financing our Programme, due to changes in the National CSR policy.

More than ever, we count our sponsors' encouragements and support to sustain our work, while exploring new funding opportunities.



COST DISTRIBUTION



WHAT'S NEXT ?

Following the first year implementation of our Programme 2016-2020, TIPA's Managing Committee and staff are elaborating an NGO Strategy, to enhance TIPA's operating system, that is Governance, Management, Human Resources, Financial Resources and External Relations. This strategy aims at improving the NGOs efficiency, in order to better support our actions on the field.



Professionalising the NGO

We are developing new actions such as the training of TIPA staff, based on a human resources projection of the Programme needs. The TIPA team is engaging in the elaboration of a Charter of Ethics, including internal rules and good governance policy.

Business continuity and a risk management protocole will be elaborated, as well as improved financial management, partnerships and networking. Exciting!



Partner up !

TIPA is looking for partners to support it's intervention in ZEP schools and communities. Support us through contributions in kind (paint, stationery, etc) or via donations (individual or CSR).

You can also create awareness and provide financial support by reaching to your colleagues and friends to organise fundraising events such as "tombolas", "bingos" etc.

GET IN TOUCH WITH US



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THANK YOU

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Ministry of Education, more particularly the ZEP II team for their engagement in improving the educational sector in Mauritius.

Thank you to the children, parents, educators, NGOs and financial partners for their valuable involvement and support.



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