



Terrain for Interactive Pedagogy through Arts

## About TIPA



TIPA is a Mauritian non-governmental and non-profit organisation (NGO) whose mission 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. Since 2007, TIPA has been working in collaboration with the Ministry of Education, teachers and school staff in ZEP schools to develop innovative teaching strategies.

### Our Vision

A dynamic society where citizens are engaged, the contribution of each one is valorised and their differences are recognized.

### Our Mission

Empower Mauritian children to become active citizens by favouring their development through the promotion of interactive pedagogy and education to art and culture.

### Our Values

- Creativity
- Openness
- Engagement
- Cooperation
- Evolution
- Dynamism
- Sustainability
- Empowerment



## Our History

TIPA was co-founded by Emilie Carosin, PhD (Researcher in psychology and education) and Angelique de La Hogue (Educationalist). It began as a pilot project in 2007 for children experiencing learning or social difficulties at Black River Government School.

The project was set up in collaboration with the Ministry of Education, ZEP (*Zones d'Education Prioritaire*) Unit, and it was based on previous research supporting the view that teaching arts using interactive pedagogy fosters the development of moral values. It was also in line with the mission of the Ministry of Education and Human Resources to promote essential life skills, critical and innovation thinking, and citizen values.

Between 2016 and 2020, TIPA implemented a Programme aiming at initiating strategies built as a strong support system for children living in poverty. TIPA positively impacted the children (ZEP Pupils and other pupils in the school neighbourhood), teachers (and other professionals in education) and parents (as well as the educational community).



## Our Statement

TIPA believes that every child has talent and potential, however many children do not benefit from appropriate education due to socio-cultural, psychological, economic and geographical inequalities in Mauritius. We work to address these inequalities by delivering a tailored programme with scientifically proven educational resources focused on three core elements: values, interactive pedagogy and arts.

Our intention is to bridge the poverty gap in Mauritius by providing educational support to underprivileged communities so every child has a chance to reach his/her full potential. Our unique value proposition is to deliver a tailored programme to three main beneficiaries, called central actors; vulnerable children in ZEP schools, educators and parents, by providing an innovative approach to the educational system based on a proven track record of nearly fifteen years.

To sustain our programme activities and impact, we strive to continuously expand our strong ecosystem of teachers, schools, psychologists, educationalists, artists, social workers, community coordinators, facilitators, volunteers, NGOs, parastatal bodies and sponsors. The highest objective via this value proposition is to positively impact on vulnerable children and their communities to ensure quality educational outcomes to all, foster citizenship values in underprivileged children and engage them to contribute to the development of the country.



## The unique developmental and systemic approach of TIPA

TIPA is the only NGO in Mauritius that has developed a systemic approach based on the 2 lenses:

- 1) Interactive Pedagogy
- 2) Theory of Change.

As a result, we have developed a fully systemic approach addressing the ecosystem of the vulnerable children. This combination has enriched our perception (from different 'maps') of our field realities, thus enlightening our response to better reach the needs of our target groups.

In addition, during the past 5 years, the team was mentored by Emilie Carosin, PhD (Researcher in psychology and Education) and developed competencies in research and impact assessment. The programme is appropriated by the team members and our quality of thinking and our thinking process is a rare competency among NGOs in Mauritius.

Since 2011, TIPA approaches training with 2 development perspectives:

- As an opportunity for continuous development of its team members
- As an occasion to share best practices with other NGOs and widen its scope of action, with a cascade effect.

As a result, TIPA is capable of constantly upgrading its actions and training other educators.

## TIPA's approach

Throughout the years, TIPA's action has been based on three core elements: *Values*, *Interactive Pedagogy* and *Arts*.

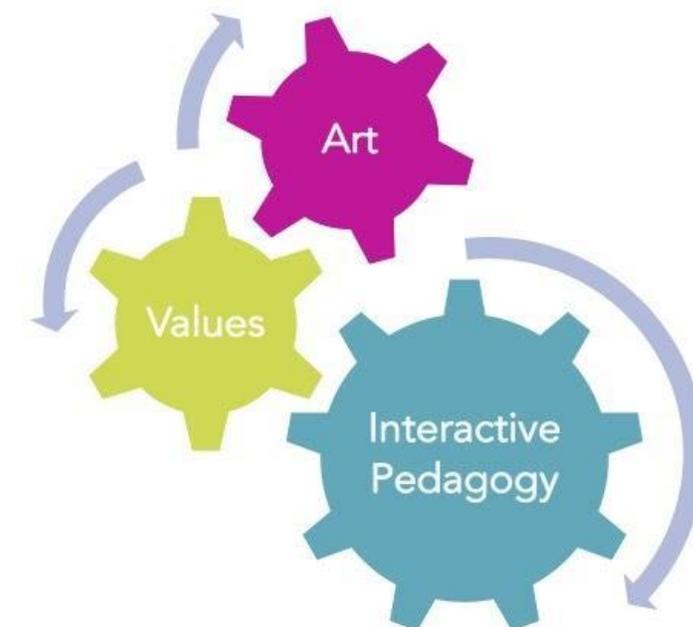
These components form TIPA's identity and are incorporated in our programme, projects and activities.

## An Interactive Pedagogy

'Interactive Pedagogy' is an approach developed by Jean-Marc Denommé et Madeleine Roy (researchers in Science of Education, in Quebec, Canada), focusing on the interactions between the pupil, the teacher and the environment.

TIPA's variation of an Interactive Pedagogy consists of the 3 following main agent: Children, Educators, Parents

This Interactive Pedagogy is fundamentally based on the interactions between these 3 agents, who are constantly in relation. Each of them acts and reacts under the influence of the 2 others.



# A Theory of Change



“Theory of Change” is a term which has known an exponential growth in the past years, mainly in the field of NGO planning and assessment. It defines an approach which is centered on the strategies of the NGO to reach certain outcomes formulated in terms of changes, rather than on the outputs and results of projects. It is rooted in a long-term vision, which includes the participation of a majority of stakeholders in a democratic manner.<sup>3</sup>

TIPA’s programme 2016 - 2020 was based on a theory of change mobilising all actors around vulnerable children; parents, teachers, non-teaching staff, ZEP Unit<sup>4</sup>, Ministry of Education, NGOs, funders, MIE<sup>5</sup>, volunteers, artists. The overall goal was : “Parents, children, teachers, MOEHR<sup>6</sup> and citizens work together to help every child achieve his potential and participate in the country’s development.” TIPA’s practice of change experienced during the past 5 years, has been analysed in order to identify the best practices on which a new Programme 2021 - 2024 was developed.

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<sup>3</sup>Keystone. (2009). *Impact Planning, Assessment and Learning Guide 3 – Learning with Constituents*. Retrieved from [http://www.keystoneaccountability.org/sites/default/files/1\\_IPAL\\_overview\\_and\\_service\\_offering\\_0.pdf](http://www.keystoneaccountability.org/sites/default/files/1_IPAL_overview_and_service_offering_0.pdf)  
[http://www.keystoneaccountability.org/sites/default/files/2\\_Developing\\_a\\_theory\\_of\\_change.pdf](http://www.keystoneaccountability.org/sites/default/files/2_Developing_a_theory_of_change.pdf)

<sup>4</sup> Zone d’Education Prioritaire

<sup>5</sup> Mauritius Institute of Education

<sup>6</sup> Ministry Of Education and Human Resources

# Programme Plan KPIs

This slide and the following one represent the KPIs included in the Programme Plan 2016 - 2020.

TIPA's achievement of these targets were assessed by consulting TIPA's annual reports, complemented by information collected from TIPA team. The results are presented in the table below:

## Total beneficiaries - direct beneficiaries.

<b>Target groups</b>	<b>Number planned</b>	<b>Number reached</b>
ZEP Children	525	1250+
Old pupils and other children	75	185
Parents (ZEP schools)	125	231
ZEP teachers	400	440+
Other ZEP school staff	30	63
Educators from other NGOs	50	64
Other teachers (MIE trainee)	600	908

# Programme Plan KPIs

## Total beneficiaries - indirect beneficiaries

Target groups	Number planned	Number reached
ZEP children (through ZEP teachers training)	6,000	4,000
Other vulnerable children (through facilitator training and networking with NGOs)	500	1,150
Other children (through MIE training)	5,000	22,100

## Total beneficiaries - collaborators

Target groups	Number planned	Number reached
Volunteers	200	230+
Artists	30	30+
NGOs	15	25
Other Institutions and financial partners.	25	50+

## Our impact on children

TIPA team, teachers and parents highlight that creativity classes have a positive effect on the behaviour and engagement of the children, boosting their self-confidence and motivation to come to school. Children appreciate the space provided to them to feel at ease and express their opinions and emotions, as a means to be understood.

The educators consulted, shared their appreciation concerning the increase of pupils' participation in creativity classes. The collaboration with TIPA add value to their class, especially by boosting self confidence of pupils and motivation to come to school. TIPA shared strategies to catch the attention of pupils and increase his interest to learn. Tools and visual and tangible. Teachers also highlighted the importance of supporting academic topics through art. The collaboration with Art facilitators was appreciated.

TIPA also follows up children in difficulties and organised focus groups with teachers to explain the procedures for child protection and by the way, reminded them on the prohibition of corporal punishment. This action took-off, when TIPA was invited by parent mediator and the team brought its expertise in child protection. Moreover, parents acting as community coordinators appreciate to be able to speak about children in difficulties and find solutions in team.

## Impact on parents

Parents appreciated TIPA's sessions and tools concerning children's rights and their responsibilities. They improved their parental practices and now realise that violence can traumatise their children. They are now able to dedicate time for each child and ask for help when needed. TIPA team highlighted that regular, monthly sessions initiated the take off of parents club and the mobilisation of key parents for the community, who became afterwards. the community coordinators.

Community coordinators appreciated the training on time management, and highlighted that working with TIPA favored their personal development. They learned successful teaching strategies and art session facilitation.

## Impact on teachers and NGO's educators

All the sessions of creativity classes were prepared jointly with teachers and co-facilitation was encouraged by TIPA Art Facilitator. Some teachers were willing to collaborate and say that TIPA's intervention add value to their class; tools and visuals are tangible. They appreciate the support for academic subjects, as well as non-judgmental approach towards teachers, children and parents.

Educators and NGO Managers were unanimous about the relevancy of the approach and positive impact of Facilit'Art training, both at a personal and professional level. NGO Managers appreciated the effective evolution of the training design, providing means to support on-field application of skills, as well as reinforcing their relationship with their staff.

## Our programme 2021-2024 segmented in three projects.

The programme 2021-2024 aims at reinforcing TIPA's actions on the field, while guiding our team on the interventions which will increase the NGO's impact on the central actors. Data collected from the impact assessment report 2016-2020 demonstrated that the application of the theory of change on the field provided further insights on how to build better participatory communities, so the vulnerable child may benefit from an **enhanced learning experience both at school and at home.**

The interventions for the programme 2021-2024 comprise of 7 activities which have been segmented into three interrelated projects:

1. Engaging children in their learning process,
2. Involving parents in children's education,
3. Encouraging educators towards a participative approach



## Total number of primary actors targeted (2021 - 2024)



ZEP children: 210

Parents - Community Coordinators: 15

Parents (ZEP schools): 100

Other parents from vulnerable socio-economic background: 20

ZEP teachers: 20

Other teachers : 150

Educators from other NGOs: 20

# TIPA 2021-2024

~ 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

## 1. Engaging children in their learning process

### Objective:

Foster children's participation so that they become active lifelong learners

### Activities:

- In schools, educational centres and communities
- Art workshops and events with children
  - Follow-up of children with difficulties
  - Networking for advocacy & awareness

## 2. Involving parents in children's education

### Objective:

Value parents' participation and encourage their engagement in children's education

### Activities:

- Parents Club & Online support to parents
- Training and follow-up of parents

## 3. Encouraging educators towards a participative approach

### Objective:

Enhance educators' professional development to develop participative methods which involve children as well as parents

### Activities:

- Facilit'Art Training (for NGO educators & management staff)
- Trainings for educators/teachers



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