Introduction

This report describes and analyses a unique experience carried out at the Camp Levieux Primary School for the past two and a half years. Designed in the form of a specific project, this experience took the challenge of addressing the issue of behaviour problems of a number of children at school and the ways in which the necessary conditions had to be created through a community-based action led by Terre de Paix and involving all the stakeholders. The project on the whole turned out to be a most conclusive experience that will need further support for its development.

1. Origin of the project (attach docs)

The intervention of Terre de Paix at the camp Levieux Government School in 2005 addressed a felt need of the school and the community. It pertained to an unmanageable situation of the school as regards behaviour problems depicted by a number of children and their parents.
The concept paper presented to the UNDP in 2005 (See annex I) mentioned the original tasks of the initial project in the following terms:

1. *"Containment of behaviour problems depicted in around 20 children (10% of school population)*
2. *Attainment of a workable school environment for teachers and the other children of the school*
3. *Acquisition of education skills in terms of literacy, numeracy and creative arts for the targeted children"*

2. The first inferences

The concept paper referred as well to the evaluation process in October 2006. The work carried out from a community perspective had yielded indeed good results. More importantly, this initiative had clearly opened the way to a number of innovative practices aimed at forging a viable partnership among the school, parents and the community. In this regard and based on the one and a half year experience of the project, a specific action-oriented programme was submitted to the UNDP based on the concept of **capacity building** so as to reinforce the tradition of the project at school and to develop its capacities to position itself as an inspiring model taking into consideration the fact that many other schools were and are still experiencing unmanageable situations due to behaviour problems of children and parents. A proposal was thus explicated on the following lines and details:

"The following proposal can be construed as the way forward toward
(a) Further developing the project at Camp Levieux Government School and

(b) At the same time, rendering this particular experience accessible to other schools in the form of a support and complementary training programme.

The proposal rests basically on the same methodology used to achieve the results obtained at Camp Levieux. We believe therefore that the basic requirements for the project to continue in the first instance and to develop its full potential subsequently are to:

1. *Allow for the project to continue at Camp Levieux on the lines expressed in proposal 1 annexed.*
2. *Disseminate the experience and the methodology used to a number of stakeholders at various levels of decisions and action. The teachers, deputy head teachers, head teachers, and the cluster coordinators are to be targeted in priority in this respect.*
3. *Address a number of themes relating to the current situation at school"*

The proposal met with a favourable response from the UNDP in February 2008 on basically the same lines developed in the concept paper.

3. Confirmation of action

This confirmation of action of the project at Camp Levieux materialised on the basis of:
a. A memorandum of understanding between Terre de Paix, the UNDP and the Ministry of Education and Human Resources in February 2007.
b. A detailed action plan for 2007 from Terre de Paix, the executing agency submitted to the UNDP. (See annex II)

4. Mid-way evaluation

A mid-way evaluation in June 2007 recalled the major outputs contained in the action plan as follows:

"1. Maintaining a workable school environment in connection with the serious behaviour problems encountered in the past.

2. Exploring the potential of sustaining this workable school environment through a programme of capacity building at various levels.

3. Consolidating and documenting methodologies in view of sharing the experience with other schools

4. Evaluating the impact of the project"

The following results were furthermore noted (see annex III):

"1. Maintaining a workable school environment in connection with the serious behaviour problems encountered in the past.

The result:

The general situation has continued to improve."

"2. Exploring the potential of sustaining this workable school environment through a programme of capacity building at various levels.

The result:

(a) Not much has been achieved as far as capacity building is concerned in connection with the school leadership and the teaching personnel.

(b) The work with parents has been reinforced and this has contributed to the workable school environment in general."

"3. Consolidating and documenting methodologies in view of sharing the experience with other schools

The result:

The documentation of the project is ongoing. Sufficient materials are by now available for sharing to take place with other schools.

However, this initiative is still awaiting arrangements to be made with respective school authorities for it to start."

"4. Evaluating the impact of the project

The result:

Quantitative and qualitative indicators are currently being worked out. Some inferences are however possible at this stage:

1. *The felt need by the school authorities has decreased in as much as behaviour problems from children and aggressive attitude from parents have been contained.*
2. *The need for better organisation and leadership at school warrants attention.*
3. *The potential for parents' involvement has always existed and when explored through contacts, visits, counselling and group activities, have indeed produced good results both in terms of parents' capacity to understand their situation and condition and to act in more productive ways (empowerment) and in terms of children's general behaviour and prospects."*

5. Second half-year evaluation

The following briefly describes the results to the outputs of the project from June to December 2007:

1. Maintaining a workable school environment in connection with the serious behaviour problems encountered in the past.

From June to November 2007, the general school environment had remained very stable at Camp Levieux Government School. Two years back, a chaotic situation prevailed whereby, aggressive behaviours were common features in the relation children to children, children to teachers and the school authority and parents to teachers.
***note to the result*: The same mode of intervention was applied during this period. That is, (a) working with six selected children at school once a week through exposing them to music, movement education and mother tongue-based literacy, (b) taking charge of 3 children at the special school structure at Terre de Paix and (c) working with parents both at school and in the community through meetings at school, home visits and outdoor seminar activities.**

2. Exploring the potential of sustaining this workable school environment through a programme of capacity building at various levels.

a. The school authorities still did not see this output as a priority. Very little progress has been achieved on this count.
b. Work with parents has continued with the objective to keep the parents interested in the follow-up of their children. One major new decision was to reinforce the work at community level with the setting up of a group of volunteers in Camp Levieux. This decision materialised in the taking charge of 20 children of Std VI and Repeaters twice weekly at the local community hall for their preparation for the CPE examinations.
***The results:* Parents continued to show a cooperative attitude toward the school. They showed further interest in the programme aimed at better preparing children for the CPE examinations.**
Note to the result:
There was no real interest from the school authorities to go deeper in the issue of behaviour problems and violence at school. Understandably, the new management had not lived through the hard times met by previous managements and despite several attempts at initiating some actions toward children from lower classes in a proactive way, no enthusiastic response was obtained.

3. Consolidating and documenting methodologies in view of sharing the experience with other schools

This documentation is now ready and some of its elements have indeed been tested at Nicolay Government School for preliminaries, at Rev Espitalier Noel for preliminaries and focal group discussions and for presentations at two meetings with company delegates at the initiative of the JEC-ZEP coordinating body. In August 2007, arrangements had been made for intervention at other schools. Due to time constraints on the one hand and to the poor response of other schools in the process of identifying behaviour problems as a major concern at school, this work has not met with the expected results except at the Rev Espitalier Noel Government School where the process of profiling has been completed and a specific programme is now being implemented since end of January 2008.

4. Evaluating the impact of the project

The general approach used in the conception and implementation of this project has significantly blurred the difference between quantitative and qualitative indicators in measuring progress or lack of progress. The indicators used would refer both to qualitative and quantitative measures.

A. Quantitative and qualitative appropriation of project	**Adherence to project**	**Attendance and participation at meetings**	**Informal contacts with instructors**	**Attendance and participation at outings/seminars**	**Impact on family life**
(i) Parents In the first instance, has allowed parents to express themselves on how they perceive their children in relation with the school services	+++ Demonstrated by their readiness to consent for the enlistment of their children in the programme	++ as regards attendance +++ as regards participation. Have participated in all discussions in connection with respective child's progress and difficulties	++ Made full use of the availability of instructors at school to reinforce the first contacts and the subsequent follow-up of children	+++ as regards both attendance and participation. Developed impressive insight of their harsh social reality and showed good capacity to understand condition of respective child and object of intervention	++ condition of child was back on the agenda at family level with renewed attempts in most difficult cases to try yet other strategies
(ii) School authorities	+++ in the beginning + by the phasing out of the programme. This may well be due to the change of 3 heads of school in two and a half years.	+++ at the start of the process in the elaboration of the project itself and moves to obtain the necessary authorisations from the ministry. The motivation however faded with time	+++ in the beginning but reached + by the phasing out period	+++ in the beginning but reached + by the phasing out period	Not applicable

Teachers	++ at the inception of the project then decreased dramatically on issues of children's rights. The transfer of some teachers remedied somehow to the situation but still the new comers have not been able to fully adhere to the project as they had not lived through the hardship of the situation at the beginning of the project	++ at the inception of the project. Some of them participated in the project write-up and canvassed for authorisation by the authorities at ministry's level.	++ in the beginning but faded as time went by	+ in the beginning but became –ve when it came to discussing children's rights. Have not been able to decide on which specific topics they could be empowered.	Not applicable
Children	+++ at the very start, have shown great acceptance for the activities of the programme	+++ For both attendance at school which had in general improved for these children, and participation in activities with the example of a lethargic child suddenly showing keen interest in school activities	+++ The relation with instructors have all through been on the high side	+++ Children have always showed keen interest in outing activities especially those organised with their parents.	++ has generally been beneficial for the family. Specific cases have may be cited as real success in terms of proving new hope to the parents. Some other children are still the object of great concern to the family despite the programme.
Parent Teachers Association	+++ mainly through the personal initiative of its president to turn to Terre de Paix for advice to handle behaviour problems at school	+++ has provided its support all through both in terms of attendance and participation. Has been a key element in mobilising the parents and the community	+++ has followed –up constantly	+++ by the end of the project some other members of the PTA as well had started to feel interested by the activities of the project especially the community-base activities.	+++ the project has provided the PTA with the opportunity to work more closely with the parents, especially those with most serious socio-economic problems.

B. Curbing aggressive behaviour at school	**Number of new cases in the programme**	**Capacity to handle difficult cases at alternative setting**	**Request from parents for post-primary care of children in the programme**	**The phasing out process at school**	
	± Has not increased. This may tally with the fact that the general school environment has greatly improved throughout the duration of the programme. The school authorities and the teachers have not on the other hand responded positively to the need for early detection.	++ Both in terms of the procedure to identify children with most serious behaviour problems, to assess through case conference each case, to involve parents in the decision on the one hand and in terms of taking charge of these children at the Atelier du Savoir of Terre de Pax on the other hand, the process had worked well.	++ Some parents in the project have preferred to send their children to the special education and training structure of Terre de Paix after their schooling at Camp Levieux Government School.	+ This has been carried out in a rather smooth way. The school authorities still recall this project as a good initiative a point in time. For reasons that still have to be studied, the programme no longer fits the mindset of the school.	
C. Capacity to mobilise further resources	**UNDP**	**Parent substitute**	**New community project**	**Town Council of Beau-bassin Rose-Hill**	
++	After one and a half year existence, the project had benefited from the financial support of the UNDP mainly in its capacity building aspects	A child with severe family dysfunctions was able to benefit for a period of time from the support of a parent substitute.	Qualified volunteers in education have helped set up an "accompagnement scolaire" programme in the community for children sitting for the CPE exams in 2007. this programme will resume this year by end of February	The town council has put at the disposal of the project the social hall in the community for the purpose of the programme of "accompagnement scolaire"	
D. Capacity to become inspiring model	**Presence and mention at Zep Council**	**Presentations at MCCI/ZEP**	**Intervention at Nicolay Government School**	**Profiling of Rev Espitalier Government School**	
	The project was presented at the Zep Council early in 2007. a brief appraisal report was made at the second meeting of 2007 which met with encouraging remarks of the Minister of Education and human Resources	The project was presented twice at two meetings of the MCCI/ZEP company delegates in the presence of other stakeholders.	The methodology of the project was put to test at yet another seminar organised by the Nicolay Government School in 2007 in view of helping the various stakeholders to identify the magnitude of behaviour problem at the school. Advice was provided as well during the crisis situation of the school after discussion with the school authorities and the SDU.	At the request of the Ministry of Education and with the support of Fondation Nouveau Regard, a profiling process started in November 2007, which has lead to the setting up of a specific intervention at the school this year on the same lines and using the same methodology as at Camp Levieux.	
E.Adherence to time-frame in submission of report	**Action plan**	**Mid way report**	**One-year report**		

	Was submitted in February shortly after the endorsement of the MoU	Was submitted together with the financial report in June 2007	A brief highlight was submitted on request to the ZEP unit in January. This report is currently being submitted		

6. Inferences at this stage

1. This project has reinforced an innovative approach to education based on a community perspective with a view of working in partnership with all other stakeholders. The project has first and foremost benefited from the innovative experience of the proximal school and training structure of Terre de Paix The Atelier du Savoir) in favour of children ejected out of the mainstream system of education and training.
2. A number of practices have been put to test and the relevant conclusions drawn. They all show the merits of opening the school to the parents and the community through a coherent project and a plan of action
3. Mother tongue–based activities with emphasis on creativity are indeed most promising in handling aggressive behaviour among children. Freedom of expression in a structured way through these activities represents in fact a cornerstone to addressing behaviour problems at school and in the family
4. Empowerment of parents through a caring relation with school helps in containing violence at school
5. The project is now well documented and its methodology at nearly all stages have been tested at another school than Camp Levieux
6. The critical amount of experience has been obtained for it to be replicated in adaptive forms at other school settings
7. Experience through exposure to other school authorities and other schooling stakeholders has revealed the magnitude of behaviour problems. Generally speaking, it would concern 15% of the school population of ZEP schools but is not restricted to ZEP schools.
8. It is however a concern that a majority of school authorities at school level, are still at a denial stage when it comes to measure the magnitude of the problem. The problems exist. However, there is no felt need as yet for a coherent plan of action.
9. Increased exposure to this type of experience will surely help raise consciousness on the issue of violence at school, in particular.

7. The way forward as conclusion

The following lines of action are to be followed and/or contemplated in an endeavour to efficiently take advantage of what has been achieved up to now through the project:

1. Phasing out from the direct intervention at Camp Levieux will have to ensure a still greater implication in the community. The conditions have been created for the project to thrive through the newly developed "accompagnement scolaire" project. Moreover, children from the Camp Levieux community that are still attending the special education structure of Terre de Paix provide as well the necessary mandate for our intervention there.
2. The direct intervention at Rev Espitalier Noel Government School is now well under way. There is need to support it further in the development of its capacities to serve as inspiring model for other structures as well
3. Other schools will no doubt be interested with the experience. The process of profiling must continue at worst in the form of sharing the experience with others and at best in the form taken at Rev E. Noel School. Then the training of other resource persons for direct intervention will have to be addressed adequately.
4. The experience is now rich enough for consideration at the mainstream level of training by the relevant institutions.
5. The necessary funding has to be harnessed to meet the needs of the various programmes.