

Project Completion Report

(Project of £950,00 for eight months)

Project Title	Integrating environmental education into primary school teacher training through the practice of art and science. Ako Phase 2.	
Implementer	Hantanirina Rasamimanana ENS (Ecole Normale Supérieure) at the University of Antananarivo, BP 881 Antananarivo 101, Madagascar +261 (0) 33 0290938 hrasamimanana@univ-antananarivo.mg	
Planned Start date	December 2014	
Planned End date	August 1 st , 2015	
<p>The McCrae Foundation provides £950,00 to integrate the practice of art and science in environmental education in primary school. The art part of the project is composed of a children’s show and some drawings which were performed in front of the public at the end of the school year during students' graduation. The preparation of the show has taken two entire months to be achieved.</p>		

Project Purpose

Teachers and pupils will be enabled to learn about environment through new teaching/ learning skills inspired from the use of the AKO series books, while gaining greater confidence, knowledge and expertise in art and science.

Results

The Anglican school, actually the school of the Malagasy Episcopal Church, in the suburban area of Antananarivo is the 2014-2015 Ako project partner (Figure 1). Their motto is Proverbs 3:13: *Happy is the man who becomes wise- who comes to have understanding.*



Figure 1-2. John the Baptist's School of the Malagasy Episcopal Church in the suburban area Anjanaminovola

The results of the project summarize the 21st century learning and are described in the following triangle and proved the school motto. This last is shaped by the relationship between three summits which are the Foundational knowledge (to know), the Meta knowledge (to act) and the Humanistic knowledge (to value)(Fig.2).

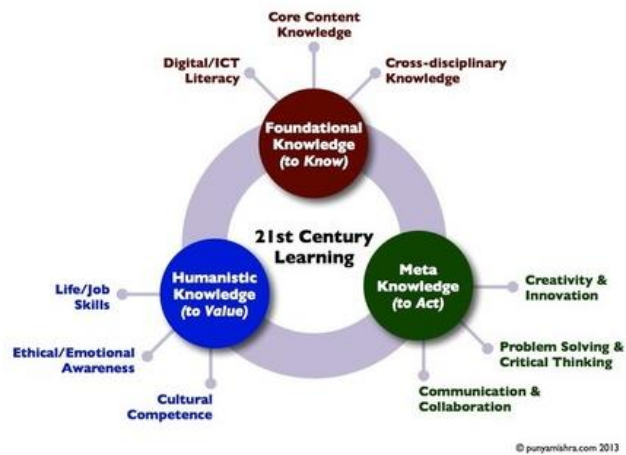


Figure 2. The didactic triangle

To be able to perform the play the students have had to learn some foundational knowledge such as:

- + Writing and Reading, they have learnt to read the Malagasy text with the right tune and to express all history by mime. They have written the text to learn it at home.
- + Mathematics: they have learnt geometry and arithmetic to calculate the drawings needed in the play.
- + Science: they have learnt Malagasy endemic plants and animals, their relationships and their ecosystem services (Figure 3).
- + Art: they have learnt drawing, painting, and sewing, cutting and sticking (Figure 4).
- + Digital/ ICT Literacy: teachers' capacity building to be able to teach the children (Figure.5)

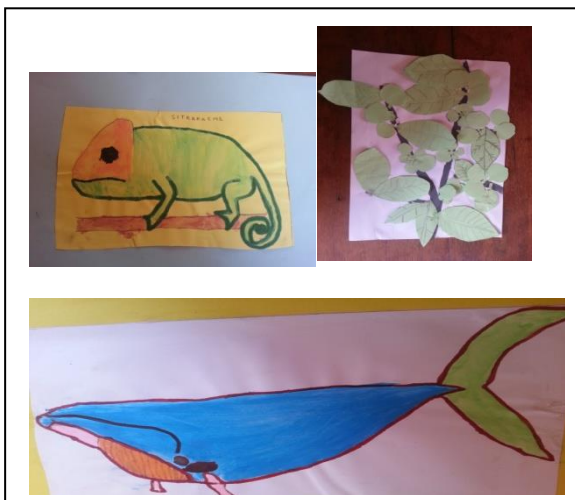


Figure 3. Drawings of endemic plants and animals



Figure 4. Sewing session



Figure 5. Teachers' capacity building in Digital/ ICT Literacy using XO Laptop offered by June Kleider

The Meta knowledge acquired and developed was demonstrated in the performance which has been organized through diverse activities following different steps such as:

- ✚ Choosing the AKO story and the kind of presentation to express it. Teachers and elder pupils have collaborated to solve those two first problems. Furry and Fuzzy, the Red Ruffed Twins was chosen to be played by mime (Figure 6).
- ✚ casting the best readers and mime players within nursery to 5th grade pupils.
- ✚ designing the role of each participant, the appropriate dresses and decoration to direct the stage.
- ✚ sewing the animals dresses, drawing the pictures of many items told in the story.
- ✚ learning the song I WILL SURVIVE, sang by a famous Malagasy artist in the IMAX 3D film "The Island of Lemurs".

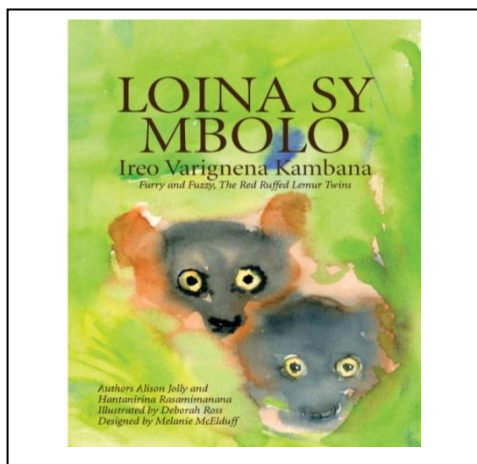


Figure 6. The chosen story book Figure 7. Inclusive education no sex distinction in every task

The Humanistic knowledge has been mostly expressed and understood during the preparation and the rehearsal of the play. During those activities the subsequent respective skills, awariness and competencies have been demonstrated by:

- ✚ the teachers understanding the importance of personal development, capacity building, and the students' initiative and creativity
- ✚ the executive staff of the Anglican school recognizing that partnership means shared tasks, initiative, responsibility and spending.
- ✚ cultural competencies: pride of having unique biodiversity and of achieving a good job, tolerance; collaboration and sharing; open-mind; inclusive education, which is new for the teachers and who have permitted

1. the girls and boys to sew together the story dresses (Figure 7). Malagasy people categorize sewing as a women task and job.
2. the young and elder pupils to paint the story items (Figure 8). Usually young children are put aside when serious performance is ongoing.



Figure 8. No age distinction in the tasks, nursery grade pupils painting the sun

The Anglican school respects the partnership agreement signed with the Ako project, so they actively and incessantly participate in every training, follow-up and evaluation sessions. They contribute to take in charge: 1) the trainer's transport and feeding; 2) their teachers subsidy during the training sessions; 3) the materials needed during the training sessions.

In short the John Baptist's school agrees the deal and has done his best to take the initiative to be innovative in their teaching/learning methods and to be open-minded; to refute any form of begness. They have taken the initiative to bring their students to the zoo to look at the red ruffed lemurs and other species, to value collaborative and friendship way of life.

The children at John the Baptist's school know the Ako book by heart and understand the significance of lemurs for Madagascar.

The trained teachers make out an innovative teaching/learning method to reach the vision and they have understood how to apply their motto Proverbs 3:13.

Our beloved Alison Jolly was right to say that **a vision without a task is but a dream, a task without a vision is drudgery. A vision with task is the hope of the world.**



Figure 9. Opening service by the school bishop Figure 10. School director welcoming the guests



Figure 11. Young actors taking place

Figure 12. Presentation of the lemurs story



Figure 13. Aunty red ruffed lemur nursing the twins Figure 14. Chameleon approaching the twins



Figure 15. Jonah Ratsimbazafy and GERP members attended the show
 Figure 16. Final with actors' introduction

Outputs delivered as planned, with the planned results		
Output Number ¹	Result	
Eg 1. Pupils enabled by the trained teachers to produce a CD (DVD) to be used on a computer. It shows an animated story.	CD about the show delivered Children had to play and understand an already written story Loina and Mbololo, the red ruffed lemurs twins.	
Eg 2. Other schools will be connected with the methods of the project through trained teachers, passing on their knowledge.	Delivered to another school around Andasibe , using in French Tsimihira, the Indri. To improve French learning. Figures beneath . Children miming the forest. Conceiving the mosquitoes. In an indri costume hand sewed.	
Eg 3. In the long term (3-10 years) there could be a change of behaviour towards the environment in the vicinity of the schools, and in the community in terms of clean road, cultivated school yards, clean and appropriate toilet...etc.	On their way.	



What evidence do you have that the benefits of the project will be sustained? Please describe

The teachers have developed their leadership taking their students to the zoo to see red ruffed lemurs in real; to include art such as sewing, drawing, singing in their school curriculum. They have learnt to discuss between them and to share some interest and improvement in their teaching methods. They do their best to allow the children to express themselves and their own creativity. They really want to change and the executive staffs of the Malagasy Episcopal Church are continuing our partnership through continuous follow-up and evaluation with more artistic shows.

What were the three main lessons identified that could be applicable to running this type of project again?

1. One cannot impose somebody to get better if this last does not want to. The teachers realized they still have more to learn and they are willing to with their directors support.
2. A project on behaviour change is a long hard job needed to be conducted with pragmatism and not only one's conviction. Behaviour change should begin by teaching people to have a vision in their life.
3. The meta and the Humanistic knowledge are essential to be a teacher however a high academic knowledge level should be required with and vice versa.

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Date	August 17th, 2015.