

LOVEBRIDGE



PROGRESS REPORT 2021-2022

This report is an evaluation of the progress of beneficiary families having more than six months of psychosocial accompaniment.

This annual evaluation exercise is part of our continuous improvement process and its purpose is to improve our interventions for the coming year based on the outcomes of our direct findings.

The aim of sharing this internal evaluation with stakeholders is to communicate on the results of our accompaniment and on our continuous efforts to respond to rapidly evolving situations on the ground.

EXECUTIVE SUMMARY

Fortified Learning Environment Extended Programme (FLE EP)

Family Support Programme by Lovebridge (FSP)

Results from the first 6 months of intervention

1. 21.5% of the children surveyed for this report have progressed on the education pillar between August/September 2021 and March 2022, based on our team's assessment.
2. The 4 main identified factors contributing to academic failure are:
 - children's low motivation
 - suspicion of childhood trauma
 - suspicion of learning and developmental disorders
 - lack of parental support
3. The objectives of the FSP are to improve results in English, French and Maths as well as on the Psychosocial aspect.
4. After 6 months intervention it is too early to obtain tangible results but the results in this first report are promising.

TABLE OF CONTENTS

Progress report 2021-2022

1. ABOUT LOVEBRIDGE

1.1 Co-Chairmen of Lovebridge	p01
1.2 A Public Private Partnership	p02
1.3 Who we are	p03
1.4 Lovebridge Family Support Programme	p04
1.5 The Ecosystem	p05
1.6 The Family Unit	p06

2. METHODOLOGY

2.1 The Evaluation Process	p07
2.2 Survey Demographic 2021 - 2022	p09
2.3 General Profile of Beneficiary Families	p11

3. RESULTS

3.1 Traffic Lights of FLE EP Children	p13
3.2 Traffic Lights of Parents	p14
3.3 Education & MASCO/Psychosocial Pillars	p15
3.3.1 Education	p16
3.4 Factors contributing to academic failure	p21
3.5 MASCO = Mindset change leading to behavioural change	p22
3.6 MASCO/Psychosocial aspect among the FLE EP students	p24
3.7 MASCO/Psychosocial aspect & Parental Support	p25
3.8 Learnings	p26
3.9 A Relationship based Approach	p28
3.10 Results on other pillars	p29

4. YOUTH INTERVENTION PROGRAMME

5. TEAMWORK AROUND THE CHILD

5.1 Improving teamwork	p34
------------------------	-----

6. CONCLUSION

7. RECOMMENDATIONS

8. WORD OF CHIEF SERVING OFFICER

p36

1. ABOUT LOVEBRIDGE

1.1 Co-Chairmen of Lovebridge



Raj Makoond



Kevin Ramkaloan

1.2 A Public Private Partnership



Lovebridge is a Public Private Partnership and runs under the stewardship of Business Mauritius.

The Lovebridge Board is made up of representatives of the private sector, of Business Mauritius, of the Ministry of Finance, Economic Planning and Development and of the Ministry of Social Integration, Social Security and National Solidarity. The role of Board members is to ensure, on a voluntary basis, the smooth running of the organisation.

1. Mr. Deonanan (Raj) Makoond, Co-Chairman
2. Mr. Kevin Ramkaloan (Business Mauritius), Co-Chairman
3. Mr. Dhirujsing (Dhiruj) Ramluggun (Business Mauritius), Company Secretary
4. Mr. Eric Adam, Member of the Board
5. Mrs. Danielle Wong, Member of the Board
6. Mr. Pradeep Dursun, Member of the Board
7. Mr. Jacques d'Unienville, Member of the Board
8. Mr. Hector Espitalier-Noël, Member of the Board
9. Mr. Patrick Dean Ah-Chuen, Member of the Board
10. Mr. Jean Edouard David Ramsay, Member of the Board
11. Mrs. Audrey D'Hotman de Villiers-Desjardins, Member of the Board
12. Miss Malikabye Seetaram (Ministry of Finance, Economic Planning and Development)
13. Mr. Ramanaidoo Sokappadu (Ministry of Finance, Economic Planning and Development)
14. Mrs. Jeanne Lan Hing Po (Ministry of Social Integration, Social Security and National Solidarity)

1.3 Who we are

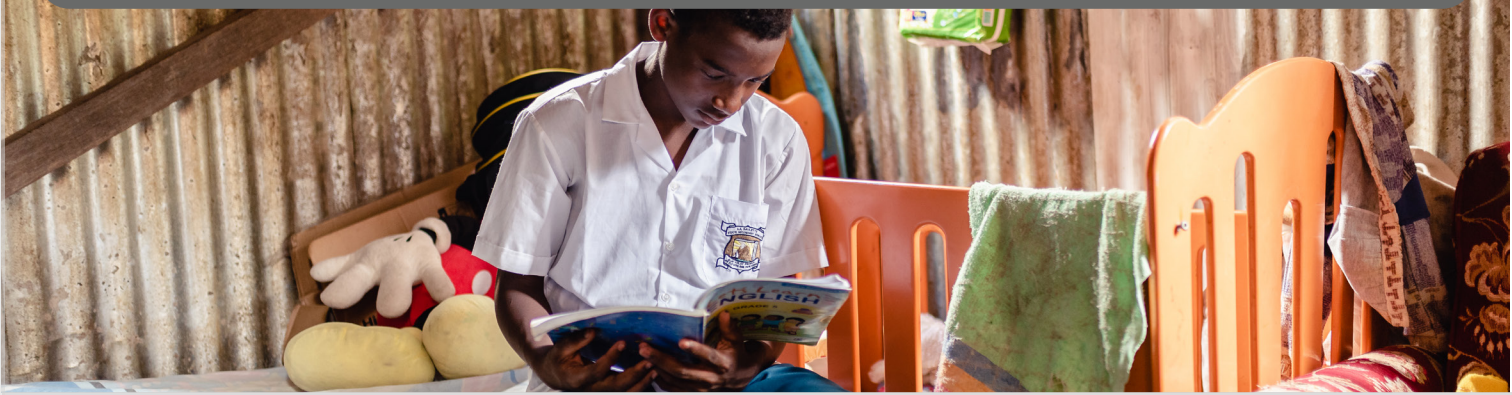
- On the field since 2012
- Specialised in the structured psychosocial accompaniment of vulnerable families and families living in poverty
- Multidisciplinary team on the field (social workers & field workers, psychologists & counsellors, field coordinators & support staff)
- Intervention on six fundamental interconnected pillars



Since July 2021, Lovebridge provides psychosocial support to children registered in the Fortified Learning Environment Extended Programme (FLE EP) and their parents/responsible parties. The Lovebridge team intervenes at the family level for the creation of a more conducive learning environment at home and for the personal development of the child, and indirectly, of his/her siblings.

The children supported have been identified by the Mauritius Institute of Education as the lowest academic achievers after having failed the Primary School Achievement Certificate (PSAC). Their participation and that of their parents in the Lovebridge Family Support Programme is voluntary and their full involvement is mandatory for the success of the programme.

1.4 Lovebridge Family Support Programme



Lovebridge works closely with the families, the FLE EP tutors, and the school staff for the children's academic progress, while providing support to the parents/responsible parties in their daily struggles.

We believe that there is a strong correlation between the household environment/ parental support, the children's own motivation and the children's academic success.

Our objectives in the Fortified Learning Environment Extended Programme are:

1. Improved results in English, French and Maths
2. Progress on MASCO/Psychosocial as a base for a successful life
3. Progress of families on other interconnected pillars

Ways to reach these objectives:

1. To help build an educational continuum between school and home
2. To support parents in building a more conducive learning and development environment at home for the child
3. To help the child in building/consolidating a healthy self-esteem, have a vision/clear plan for the future and acquire lifeskills

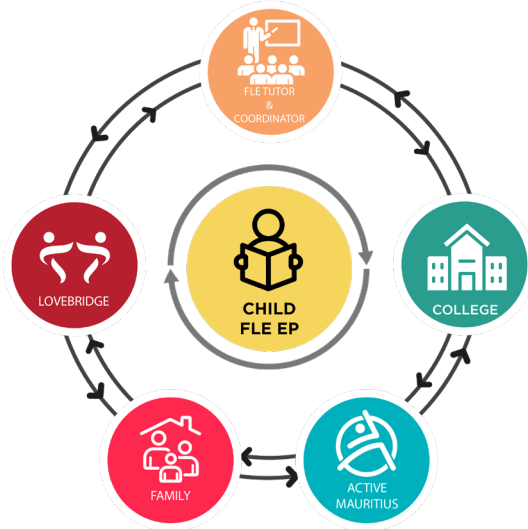
1.5 The Ecosystem

OVERALL OBJECTIVES OF THE FLE EP



Psychosocial results are as important as academic results for children’s development.

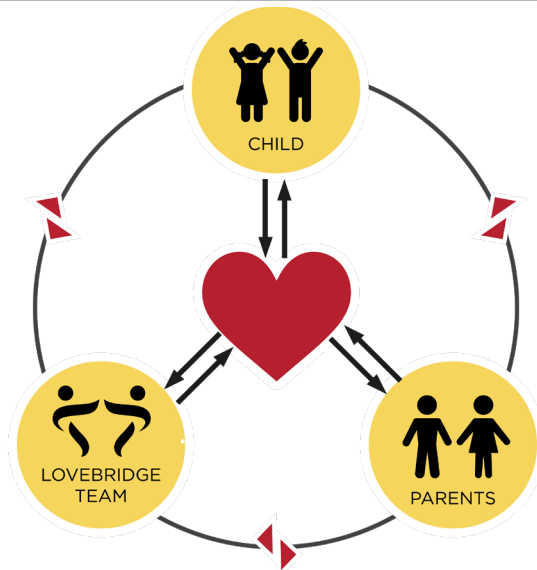
SUPPORT SYSTEM AROUND THE CHILD/ TEAMWORK



Coordinated work among stakeholders is important for the progress of the child.

1.6 The Family Unit

LOVEBRIDGE FAMILY CELL



The child, the parents and the Lovebridge team work together for the creation of a more conducive learning environment at home.

A CLEAR PLAN AFTER GRADE 9+



Different options for the child after Grade 9+ (NCE).

2. METHODOLOGY

2.1 The Evaluation Process

A structured monitoring and evaluation system has been developed and implemented at Lovebridge to ensure coherent and systematic tracking of the annual progress of beneficiary families.

The results of Lovebridge progress reports are derived from two sources of data:

1. **Cellule Data Sheet (CDS)**

- A booklet attributed to each beneficiary family. It is a compilation of more than 150 Key Performance Indicators (KPIs) on the 6 pillars on which Lovebridge intervenes
- The ratings on the different KPIs are done on an annual basis by the Lovebridge team. These ratings are given based on the case reviews and observations of the team members

2. **Beneficiary Evaluation Questionnaire**

- The questionnaire has been divided into two parts:
 - Part A: administered to the parent/responsible party
 - Part B: administered to the FLE EP child

A correlation between both sources of data is done in order to assess the progress of beneficiary families, this from their own perspective as well as from that of the Lovebridge team. Beneficiaries' perceptions of their progress is generally more positive than the team's professional perspective.

Only families having more than six months of psychosocial accompaniment are assessed, as it takes a minimum of six months for a relationship to build and to witness tangible results.

This internal evaluation is part of our continuous improvement process and serves to align our interventions for the coming year based on the outcomes of our direct findings.

**INPUT
DOCUMENTS**



**BENEFICIARY
QUESTIONNAIRE**

**CELLULE DATA
SHEET (CDS)**



**SYSTEM FOR
PROCESSING**



**CORRELATION
OF DATA**



**OUTPUT
REPORT**



YEARLY REPORT

The process of data collection and analysis

2.2 Survey Demographics 2021-2022

This Progress Report is a correlation of data collected from each family's Cellule Data Sheet (CDS - list of KPIs) and a Beneficiary Evaluation Questionnaire.

PROGRESS REPORT DATA

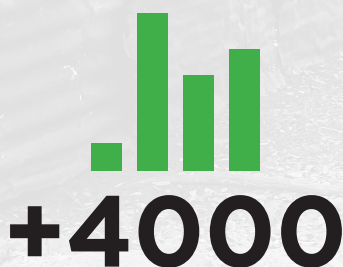
135

Families enrolled in the project
between August/September
2021 and March 2022

120

Parents and children surveyed
through the
Beneficiary Evaluation Questionnaire

2021-2022 RESULTS



Hours on
the field



Parents



Single parent
households
(53%)



Children
Surveyed



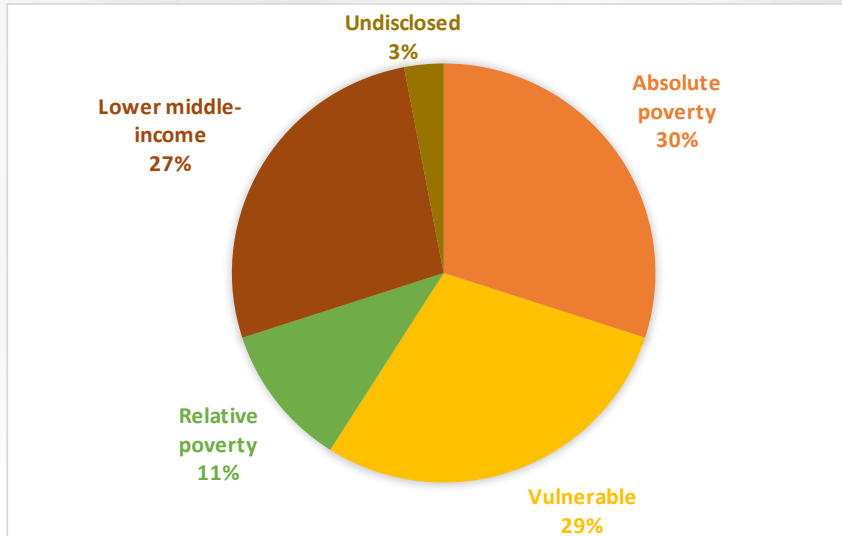
Evaluation questionnaires are administered to beneficiary families during face to face interviews. This method allows a more in-depth understanding of the responses.

2.3 General Profile of Beneficiary Families

The group of **135 families surveyed** serves as a sample for the population of children registered in the Fortified Learning Environment Extended Programme (FLE EP).

The main findings in terms of demographics are:

1. They come from **diverse socio-economic backgrounds**



Absolute Poverty:
< Rs. 10,500

Vulnerable:
Rs. 10,500 - Rs. 14,000

Relative Poverty:
Rs. 14,000 - Rs. 18,000

2. **15%** of families are **registered on the Social Registry of Mauritius (SRM)**, with 12% additional families identified as eligible yet not registered.

3. **23%** **unemployment rate** among employable adults.

4. **36%** of **parents/responsible parties** have never attended school and **32%** have only completed primary school level.

5. Families are composed of an average of **3.8 individuals per household**.

6. **53%** Single parent households.

7. **51%** of houses are not up to minimum standards.

8. On the Food & nutrition pillar:

- . **16%** of children regularly attend school without lunch
- . **70%** of households considered not autonomous

To address the issue, Lovebridge has provided food packs to all families.

9. Health

Mental health: 243 sessions with Lovebridge psychologists (Including 138 sessions with FLE EP students) + **15 group sessions with FLE EP students.**

Physical health: Distribution of Covid-19 health packs to all Lovebridge families.

Other data as at end March 2022:

- Number of FLE EP beneficiary families: 237
- Number of FLE EP children: 238
- *Number of Boys:* 139
- *Number of Girls:* 99
- *Age:* 11 - 14
- *Grades:* 7 - 8
- Number of Educational Zones covered: 4
- Number of Secondary schools covered: 63

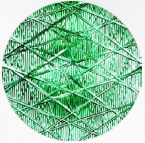
“

« Mo zanfan inn bien sanze...
Lovebridge inn amenn enn
lalimier kot nou »

3. RESULTS

3.1 Traffic Lights of FLE EP Children

25% of children in Green

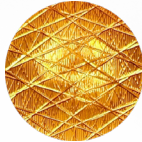


- a. Relationship established with Lovebridge team
- b. Progress on Education: Literacy & Numeracy
- c. Progress on MASCO/Psychosocial aspects



2 criteria out of 3

64% of children in Orange

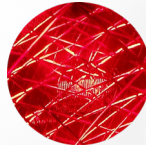


- a.
- b.
- c.



either or

11% of children in Red



- a.
- b.
- c.

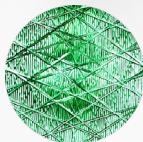


neither

The traffic light system enables the systematic tracking of beneficiary progress on a monthly basis. This system enables us to respond in real time to changing family situations.

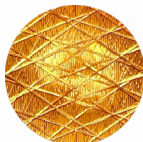
3.2 Traffic Lights of Parents

28% of parents in Green



- a. Relationship established with Lovebridge team
 - b. Progress on MASCO/Psychosocial aspects in relation to Education
 - c. Progress on other pillars
- } 2 criteria out of 3

60% of parents in Orange



- a.
 - b.
 - c.
- } either or

12% of parents in Red



- a.
 - b.
 - c.
- } neither

The traffic Lights results are considered as reasonable and encouraging after only 6 months of accompaniment. More tangible results will be achieved over the medium to long term.

3.3 Education & MASCO/Psychosocial pillars

Results on Education & MASCO/Psychosocial Pillars

Based on:

I. Academic Results

II. Lovebridge evaluation on education

I. MASCO/Psychosocial aspects of the **parents** in **respect to the Education Pillar**

II. MASCO/Psychosocial aspects of **children** in **respect to the Education Pillar**

3.3.1 Education

Academic Results

2021 has been a challenging year for children in terms of education, with schools closed for several months. To note that due to disruptions in school calendar, results have been obtained only for **55 of the 135 children** and results for the rest of the children are incomplete or unavailable. It is expected that more reliable school results will be obtained in 2023.

MATHS

Grade	Current Year
A	5
B	5
C	12
D	27
E	2
F	5

ENGLISH

Grade	Current Year
A	2
B	7
C	13
D	26
E	3
F	8

FRENCH

Grade	Current Year
A	3
B	6
C	8
D	29
E	4
F	6

LIFESKILLS

Grade	Current Year
A	10
B	9
C	14
D	7
E	0
F	4

BENEFICIARIES' PERCEPTION OF THEIR PROGRESS ON EDUCATION

(Parents' Questionnaire)

	POSITIVE RESPONSES (%)
«Ki linportans ledikasyon ena pou ou?	98%
« Eski ou trouv ou zanfan inn fer progre dan so ledikasyon depi lafami dan Lovebridge dan:	
Anglais / Français / Maths	80%
Socio emotional / Lifeskills	63%
« Depi ou fami dan Lovebridge, eski ou zanfan :	
Al pli souvan lekòl?	68%
Ariv lekòl ler ki bizin?	58%
Donn plis letan so ledikasyon?	59%
Plis ekout profeser?	65%

Other actions taken to improve academic achievement:

- Distribution of school materials, uniforms, shoes and school bags to all FLE EP students

BENEFICIARIES' PERCEPTION OF THEIR PROGRESS ON EDUCATION

(Children's Questionnaire)

	POSITIVE RESPONSES (%)
« Eski to santi tou pe pas bien dan lekol kote aprann? »	83%
« Eski to santi tou pe pas bien dan lekol ek to bann kamarad ek profeser? »	74%
« Ki to panse pou fer apre Grade 9+? »	
Kontign lekol (rant dan mainstream)	33%
Al enn lekol teknik / aprann enn metie	38%
Vinn enn sportif profesyonel	6%
Vinn enn artiste profesyonel	3%
Al travay / fer enn metie / rod enn ti boulo	10%
Nanye / res lakaz	0%
Pa kone / pa ankore kone	8%
Lezot opsyon (marye, gagn zanfan...)	2%

Lovebridge Evaluation on Education

Based on our weekly visits to children in the FLE EP, we have been able to assess, to some degree, the level of academic progress of the children as well as their motivation in sustaining their academic efforts.

21.5% of the children have progressed on the education pillar.

In the absence of academic results for all the FLE EP children during the survey period, this progress is based on the following:

According to the school teachers and the FLE EP tutors, the children have progressed on the following during the period under report

According to School
Teachers
% Progress

According to FLE EP
Tutors
% Progress

Behaviour in
class

+14%

+14%

Level of effort in
education

+15%

+16%

Other indicators:

Increase in regularity
at school

: +9% progress

Increase in punctuality

: +5% progress

Conclusion on education pillar

These first results, after 6 months of accompaniment, are promising and show that providing psychosocial support makes a difference in the interest of the children in their education and in their behaviour at school.

The focus for 2022 - 2023 is the setting up of study areas within each housing unit.



“

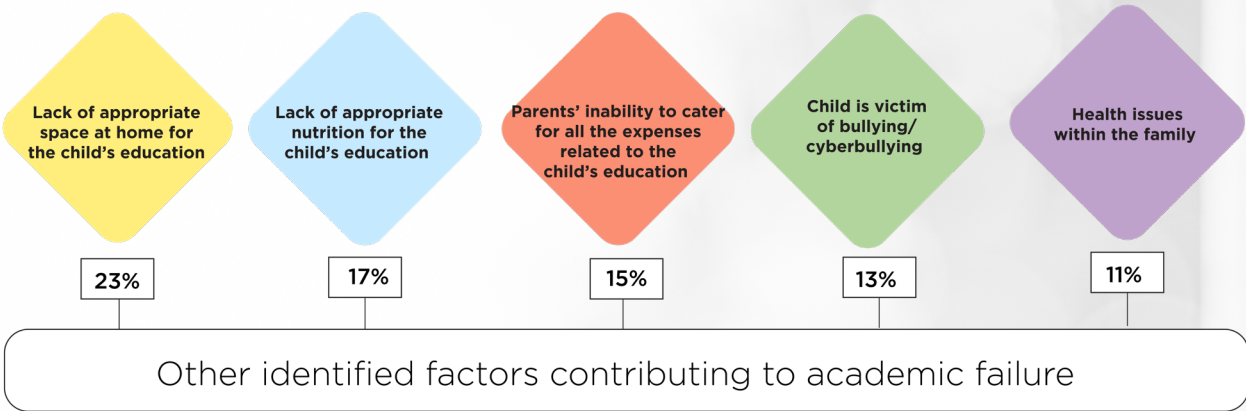
*« Lovebridge crwar dan
mwa ek mo senti mwa
gagne la fors »*

3.4 Factors contributing to academic failure

The 4 main identified factors contributing to the children’s academic failure

Children’s low motivation 55%	Suspicion of childhood trauma 50%
Suspicion of learning and developmental disorders 50%	Lack of parental support 34%

(% of children concerned)



The identification of those factors makes it possible to implement more targeted actions on the field.

**Data obtained from CDS*

3.5 MASCO = Mindset change → Behavioural change

The Psychosocial/MASCO pillar has been identified as the main driver of change. Mindset change leading to behavioural change is a long term process that involves both a structured psychosocial approach and the beneficiaries' full participation. In this regard, constant progress, even at a slow pace, remains our priority as this will lead to progress on the other pillars

Lovebridge psychologists have developed simple & practical tools inspired by Cognitive Behavioural Therapy (CBT) to:

1. help beneficiaries « unlearn » old patterns, that do not serve or grow them anymore
2. « learn » new positive ones, which will help them progress in the medium term
3. sustainably break out of the poverty cycle or prevent vulnerability over the long term

This is achieved through beneficiaries' own, enhanced motivation, improved positive attitude, increased willingness to acquire new skills/know-how, while maintaining and growing their courage during their journey.

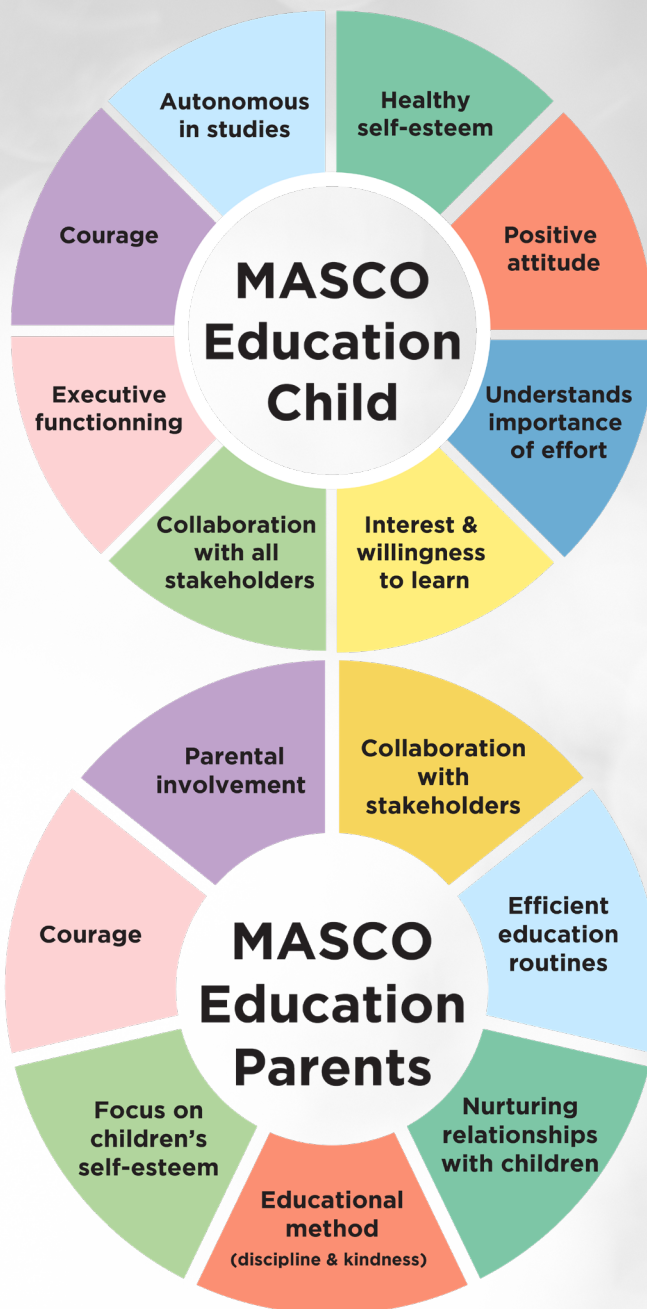
Motivation

Attitude

Skills / know-how

COurage

MASCO/Psychosocial priority areas in relation to Education pillar



3.6 MASCO/Psychosocial aspect among the FLE EP students

We have further developed the psychosocial pillar by relating it to Education both for the young beneficiaries and their parents.

Hence, on the MASCO pillar among the FLE EP students in relation to education, results show an improvement in psychosocial factors contributing to their academic progress.

Self-esteem +3%	Willingness to learn +3%	Collaboration with stakeholders +2%
Executive functioning +2%	Interest towards Education +3%	Educational autonomy +2%

**Data obtained from CDS*

Children’s feedback on the MASCO pillar (Beneficiary Questionnaire)

POSITIVE
RESPONSES
(%)

Depi ki Lovebridge pe akonpagn twa ek to fami, eski:

To ena plis konfians an tomem?	86%
To aprann ek to fer devwar par tomem?	79%

**Data obtained from Beneficiary questionnaire*

3.7 MASCO/Psychosocial aspect and Parental Support

Parental support is essential for the academic progress of children. Results on the MASCO pillar among parents in relation to education show:

1. **2%** progress in the parents' Motivation & Attitude
2. **1%** progress in Skills & know-how in educational follow-up

**Data obtained from CDS*

Parents' feedback on the MASCO pillar (Beneficiary Questionnaire)

**POSITIVE
RESPONSES
(%)**

« Depi ou dan Lovebridge eski,

Ou zanfan ena plis konfians an limem? **82%**

Ou ena plis kontak ek lekòl? (profesè ek tite) **61%**

Ou pas enn letan ek ou zanfan kan li rantrè apre lekòl? **79%**

Ou truve ki ou zanfan pe interese pou aprann? **78%**

Ou zanfan pli organize? **82%**

**Data obtained from Beneficiary Questionnaire*

Conclusion on MASCO/Psychosocial pillar:

The feedbacks from the beneficiaries are more positive than Lovebridge's point of view because it is the first time that the families benefit from a close psychosocial accompaniment. According to our field experience since 2012, major changes on this pillar will be seen after 2 to 3 years of accompaniment.

3.8 Learnings

Education Pillar

- The fight against academic failure acts as prevention against future vulnerabilities or situations of poverty for the children concerned.
- Lovebridge is at an early stage of its intervention and teamwork among stakeholders and with the families themselves is crucial for the children to progress.

MASCO/Psychosocial aspect

- According to our analysis of the 4 main factors contributing to academic failure among FLE EP students, the psychosocial aspect for parents and the children themselves is of prime importance to improve the children's academic performance and their self-esteem.
- Both parents and children will need to develop their understanding and acceptance of the role that MASCO plays in academic success & self-development and participate fully in its advancement.
- Our aim is to deepen our identification of the underlying issues in relation to MASCO within each individual family and, thereupon, seek to address them as far as possible.



« Mo rekonpans, se trouv
rezilta mo zefor ek sakrifis
ki pe reflekte lor sourir mo
zanfan »



3.9 A relationship based approach



The development of a relationship between the families and the Lovebridge team can take between 6 months to 1 year.

Mutual trust between the children and the field staff is essential to drive the children's motivation. Particularly with youth, this connection can take time to develop.

Rating after 6 months intervention

Quality of relationship between children and Lovebridge team: 5.67

“

Children:

« *Eski to santi twa pros ek an konfians ek lekip Lovebridge?* » **92% YES**

“

Parents:

« *Eski ou satisfè ounn rant dan proze Lovebridge?* » **96% YES**

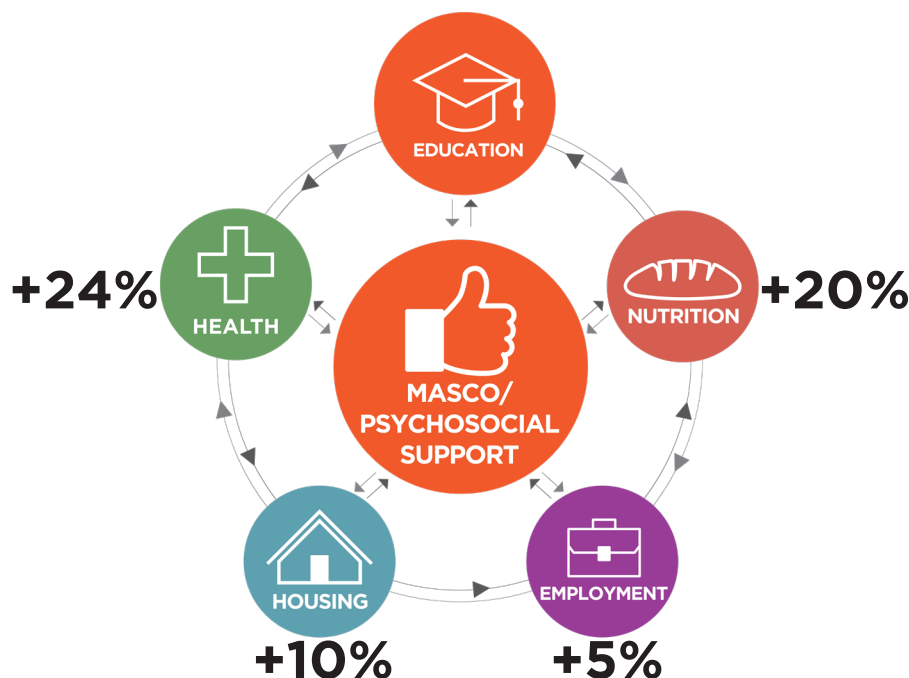
“

Parents:

« *Eski ou panse ou kapasite pou soutenir ou bann zanfan dan zot ledikasyon ek dan zot devlopman personel inn sanze depi Lovebridge pe akonpagn ou?* » **92% YES**

3.10 Results on other pillars

Lovebridge psychosocial accompaniment has enabled the families to progress on other fundamental interconnected pillars:



**Data obtained from CDS*

% of families who have progressed on the pillars as compared to baseline

The other pillars contribute to the academic progress of the children and their enhancement will be among Lovebridge's top priorities for 2022 - 2023. The household environment for each beneficiary family is unique and complex. As such, action plans around the other pillars are individualised and require beneficiary participation.



***Breaking generational poverty and reducing vulnerabilities
through education and by reinforcing the children's self esteem***

4. YOUTH INTERVENTION PROGRAMME

Group sessions are organised for the FLE EP beneficiaries. Being part of a group, having peers to interact with, share ideas and difficulties, helps to build and strengthen social relationships. The YIP encourages problem solving through group activities and discussions. Youth also learn empathy and cooperation to achieve a common goal. The topics are prepared in advance and are consistent with what young people request as training. We develop the content of the training sessions inhouse and with the help of other NGOs specialised on the topics identified.

As at end March 2022

- Number of YIP sessions done : 20
- Number of Themes covered : 4
 - . Know myself and know others
 - . Self-esteem
 - . Love and relationships
 - . Prevention of substance abuse

- Number of participants : 312

Evaluation of the programme on a sample of 71 children

- «Eski to kontan program ki nou'nn fer?» : 97%
- «Eski to'nn aprann nouvo kitsoz?» : 99%

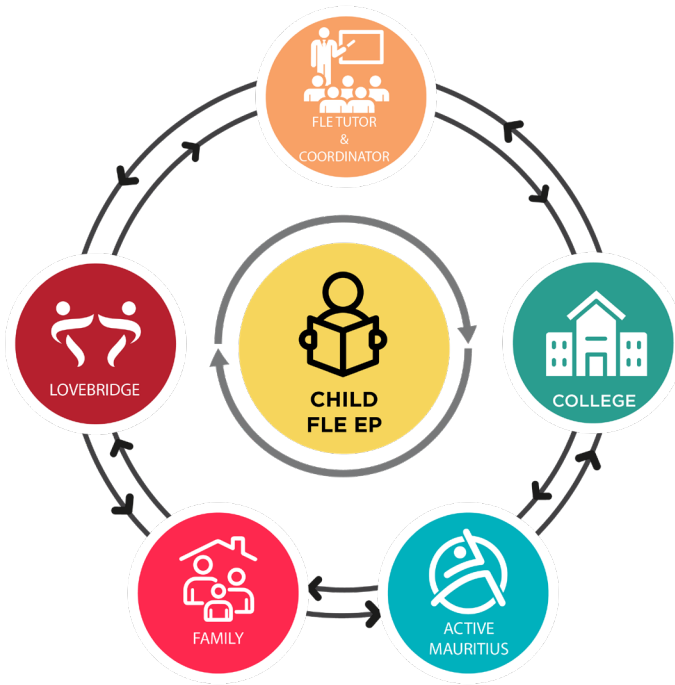




« Ki bann zafer to'nn aprann? »
« Ki nou ena valer »



5. TEAMWORK AROUND THE CHILD



The various stakeholders working in collaboration for the academic and psychosocial development of the child.

We are at the beginning of a collaborative work among the various stakeholders.

Meetings have been held with the FLE EP coordinators & tutors as well as with the school teachers, facilitators and managers with the aim of providing a coordinated support to the FLE EP child.

“

« Explikasyon mo gagn ek titer li diferan ek li pli bon »

”

“Eski to santi ki to titer pe ed twa aprann pli bien, gagn meyer rezilta lekol?”

85%

We also partner with Active Mauritius in the organisation of the YIP sessions. These sessions take place in the facilities of the Mauritius Sports Council. The youth are present not only for fun physical activities and the discovery of new sports, but the activities proposed also have an educational purpose.

”

“Bann aktivite ti serye”

*“Zame mo ti panse mo pou
fer kayak enn zour”*

5.1 Improving Teamwork

This collaboration among the stakeholders is not yet optimal but is in progress.

Recommendations to improve teamwork:

1. Setting up of systematic routine meetings between stakeholders with a clear agenda and shared objectives
2. Development of common Vision, Mission and Values for shared objectives and culture
3. Including parents in routine meetings for a coherent follow up of the child at home leading to a more conducive learning environment.



6. CONCLUSION

1. Encouraging first results but we are still at the beginning of a long term project.
2. These first six months have enabled us to align our psychosocial method to the families' and children's profiles.
3. Teamwork among stakeholders still needs to be improved.
4. MASCO/psychosocial aspect and the household environment are essential for academic progress.
5. More reliable school results are needed to measure the academic progress of the children in 2023.

7. RECOMMENDATIONS

1. Early screening of learning and developmental disorders in primary school is encouraged. The children can then be referred to more appropriate academic structures as required.
2. A systematic and regular follow up by psychologists is recommended for all children in the FLE EP.
3. As children's and parents' motivation impact academic results, it is recommended that psychosocial accompaniment by trained and experienced social work practitioners be implemented as from primary school.



Priscille Noël
Chief Serving Officer

For decades now, academic failure has been a source of concern for parents, students, school staff, authorities, and stakeholders... Our school system has tried to address the issue in various ways yet the issue persists...

Education has been, since 2012, one of the fundamental pillars of Lovebridge intervention, as it is one of the main tools to break the cycle of generational poverty. Lovebridge has joined the fight against academic failure on a national scale in July 2021, this by bringing its support to families with children in the FLE EP.

Our current 2021-2022 report provides recommendations on the way forward in the support to the children in the FLE EP as well as outlines the intervention of Lovebridge in this regard.


The Lovebridge staff stands determined to support both children and parents in their efforts towards academic progress, the children's personal development, and the families' overall advancement.







One Team. One Mission.



On behalf of Lovebridge
beneficiaries and team,
we thank all stakeholders
who have contributed to the
progress of families.



LOVEBRIDGE

Support Office

Les Kocottes
Lots No. 5a & 5b
Old Post Office Road, 81406
St. Pierre

(+230) 5 448 1111 / 434 3261
info@lovebridge.mu

 **lovebridgeproject**

www.lovebridge.mu