

LOVE BRIDGE

SUPPORTING VULNERABLE CHILDREN

Progress Report 2021 - 2022

FORTIFIED LEARNING ENVIRONMENT EXTENDED PROGRAMME (FLE EP)

FAMILY SUPPORT PROGRAMME BY LOVEBRIDGE

Results from first 6 months of intervention

1. **21.5%** of the children surveyed have progressed between August/September 2021 and March 2022.
2. **135** beneficiary families surveyed
3. **4** main identified factors contributing to academic failure:
 - children's low motivation
 - suspicion of childhood trauma
 - suspicion of learning & developmental disorders
 - lack of parental support
4. **MASCO/psychosocial** aspect to enable the children's academic progress & personal development.
5. We are at the beginning of the journey with the parents and the children. Potent changes will be seen over the **long term.**



Strong correlation between household environment/parental support, children's motivation and children's academic success.

Lovebridge objectives:

- 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

- 01 **15%** improvement in level of effort in education
- 02 **9%** increase in regularity at school
- 03 **5%** increase in punctuality
- 04 **14%** improvement on behaviour in class
- 05 **100%** of children now have proper school materials & uniforms

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

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

(% of children concerned)

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.

A CLEAR PLAN AFTER GRADE 9+

Improvement in psychosocial factors contributing to their academic progress		
Self-esteem	Willingness to learn	Collaboration with stakeholders
+3%	+3%	+2%
Executive functioning	Interest towards Education	Educational autonomy
+2%	+3%	+2%



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.

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.



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

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