Kickstarter Creative Arts Education Programme
Educational context

- Great policies, poor implementation
- Basic infrastructure lacking in many areas
- Compulsory arts education from Grades R-9, but very few skilled teachers available
Learning to learn – research findings

- Individuals who experience and learn about the arts at a young age are likelier to reap those benefits over their lifetimes (Wallace Foundation)

- Benefits for learners with arts vs only non-arts based experiences
  - the arts reach learners who are not otherwise being reached
  - the arts reach learners in WAYS that they are not otherwise being reached
  - the arts connect learners to themselves and each other
  - the arts transform the environment for learning, changing school cultures and making space for discovery and creativity across the curriculum
  - the arts connect learning experiences to the world of real work

From MacArthur Foundation’s “The Champions of Change: the impact of the arts on learning”
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CREATIVE ARTS COMPARATIVE STUDY

- RAND MERCHANT BANK APPROACHED ASSITEJ SA-TO ASSESS THE IMPACT OF A SOLID ARTS PROJECT WITHIN SCHOOLS IN SOUTH AFRICA, FROM RURAL AREAS
- TWO YEAR PILOT PROJECT (2015-2016)
- CASE STUDY TO ASSESS OUTCOMES FOR BOTH TARGET AND BENEFICIARY GROUPS-CREATIVE ARTS TEACHERS AND THEIR PUPILS, ACROSS 20 DIFFERENT SCHOOLS.
- ARTS PROJECT FEED THE ESTABLISHED FNB PRIMARY SCHOOLS EDUCATION PROJECT-INTERVENTIONS IN LITERACY, MATHEMATICS AND SCHOOL MANAGEMENT IN TWO DISTRICTS IN THE FREE STATE (FEZILE DABI AND LEJ WELEPUTSWA) AND TWO DISTRICTS IN KWAZULU NATAL (UMLAZI AND UMGUNGUNDLOVU).
CREATIVE ARTS COMPARISON STUDY

- THE PEP-40 SCHOOLS (10 FROM EACH DISTRICT) AND VARIOUS SERVICE PROVIDERS IN THE TWO PROVINCES
- ASSITEJ SA WOULD WORK WITH HALF THOSE SCHOOLS-5 PER DISTRICT IN EACH PROVINCE- 20 SCHOOLS IN TOTAL
- CREATIVE ARTS PART OF LIFESKILLS IN INTERMEDIATE PHASE -GRADE 4-6, INCLUDES:
  - MUSIC
  - DANCE
  - DRAMA AND
  - VISUAL ARTS
GOALS for Kickstarter Creative Arts programme

• CASE STUDY—ONLY FIVE SCHOOLS PER DISTRICT, COMPARATIVE RESULTS
• CREATE EDUCATIONAL TEACHER EMPOWERMENT AND ARTIST IN RESIDENCY PROGRAMME,
• TRAIN ARTIST FACILITATORS IN CAPS CURRICULUM FROM THOSE AREAS
• TRAIN TEACHERS—UNPACK CAPS POLICY AND TERMINOLOGY TO DELIVER BEST PRACTICE IN THE CLASSROOM
• ENSURE LEARNERS RECEIVE QUALITY ARTS EDUCATION
• INCREASE STATUS OF ARTS IN SCHOOLS
• SUSTAINABILITY
Schools Kwa Zulu Natal

FIVE SCHOOLS IN THE UMGUNGUNDLOVU DISTRICT:
NICHOLS PRIMARY,
EDENDALE PRIMARY,
HEMU HEMU PRIMARY,
SOMBONGANGANI PRIMARY AND
MANGQONGO PRIMARY
Schools Kwa Zulu Natal

Five schools in the Umlazi District:

MUZOMUHLE Primary,
EMBOKOODWENI Primary,
MASUKU Primary,
NOMZAMO MANDELA Primary and
PUTELLOS Primary
Schools in the Free State:

Five schools in the Fezile Dabi District:

- Reaitumela Primary, Kroonstad
- Adeline Meje Primary, Viljoenskroon
- Mokwallo Primary, Vredefort
- Ntshwepepha Primary, Parys
- Malakabeng Primary, Sasolberg
Schools

Schools in Lejweleputswa District

- Lemotso Primary, Thabong
- Lehakwe Primary, Thabong
- Setshabelo Primary, Thabong
- Moremaphofu Primary, Thabong
- Thusanong Primary, Odendaalrus
Manuals
Data monitoring and evaluation analyses

- 2015 BASELINE ASSESSMENT WAS CONDUCTED
- 2016 SITE VISITS WERE CONDUCTED TO ALL THE KS SC HOOLS, IN SEPTEMBER AND OCTOBER
- INTERVIEWS WITH PRINCIPALS, HO D’S AND CREATIVE ARTS ASSESSED THE QUALITY OF THE CREATIVE ARTS AND THE LEVEL OF TRAINING
- THE DATA COLLECTION SHOWS THERE IS A UNIFORM IMPROVEMENT OF KNOWLEDGE IN IMPLEMENTING THE CREATIVE ARTS INTERMEDIATE PHASE CAPS CURRICULUM.
- WE ALSO FOUND DEDICATED ARTS SPACES/CLASSROOMS IN SOME OF THE SCHOOLS, AS WELL AS OPPORTUNITIES FOR THE LEARNERS TO SHOWCASE THEIR PERFORMANCES, DURING ASSEMBLY AND/OR HERITAGE DAY CELEBRATIONS/PARENTS EVENINGS ETC
Question “Have you received any formal training in Creative Arts”

2015
- 11% Formal training
- 89% No Training

2016
- 100% No change in teaching

Change in Teaching
No change in teaching
Teachers observing change in their relationship with learners and how many thought this created a more effective learning environment.
How many teachers see a change in the learners?

- 100% See a change in learners
- 0% Do not see change in learners
These changes include...

- Discipline
- More compassionate
- Better listening skills
- Better peer relations
- Respect
- More interested in CA
- More curious
Mokoena Stephen, Principal, Setshabelo Primary School, Free State.

“I have observed a change in:

- learners cooperation (they listen to instructions)
- Listening skills have improved
- paying attention

The project offers an outcome based approach. If the learners are invested in the (practical) exercise, they become greatly involved and their behaviour improves. Despite the trauma and violence of their socio-economic situation, learners become invested and cooperative. There is also a sense of goal and outcome. The learners are realising that they can achieve if they follow a process – they pay attention because they want to reach the goal - this may have larger repercussions in their lives outside of the classroom.”
Jacqueline C. Mvubu, HOD Edendale Primary School,

“Discipline in class has improved. The learners know they need to raise their hands to ask a question. They know they need to listen to follow instructions. Their listening has improved in other subjects too. We also make use of arts in the English class.”
Apply methodology to other subjects...
Why this is significant... INCLUSIVE EDUCATION

- 2015, Artist facilitator in KZN identified a learner with BTL-Chris Ramdas MIETAfrica
- Teachers poor attitude towards learner
- 2016, interviewed teacher for m&e she spoke to how learner needed a different teaching style
- CA teacher now assisting other teachers to apply methodology to assist learner
Creative Arts SHOWCASES

- To celebrate the end of the project and what each school had achieved
- Hosted in all four districts
- 250 learners in total from all Five schools in each district (1000 learners in total)
- Support from both the Education Department and the Sports, Arts, Recreation and Culture Department in the FS
Photos - Showcases
Trained 51 teachers over two years; of these 35 competent to deliver quality Creative Arts lessons without assistance of facilitators.

Teachers now understand CAPS policy and terminology and can plan and implement practical lessons-HOD interview example.

Some teachers INSISTING on ONLY teaching Creative Arts in the schools-discovered their PASSION! Schools Hubs of CREATIVITY now.

Schools now setting up Arts and Drama co-curricular clubs.

Discipline- Creating together-Facilitator/teacher guiding process.

Artist Facilitators- 4 full time employment in schools, 1 full time with Department of Sport, Arts, Recreation and Culture, 3 studying full time with WITS University, Applied theatre, Department of Drama for Life.
Way Forward...

- The Kickstarter Creative Arts Education programme is returning to the same districts in 2018 to work with the schools who did not receive the intervention during the pilot.

- Extending the project to 10 schools in the Northern Cape Kimberley- Francis Baard District.

- ASSITEJ SA - writing educational textbooks for Creative Arts in Intermediate Phase (grade 4-6) using the methodology/material of Kickstarter.

Also consulting on the Arts as a strategy for teaching Life Skills across all grades, with the intended outcome of National teacher training. Aim-inclusion of arts practices in textbooks for all schools with the application of the methodology beyond Creative Arts.