

DISCUSSION PAPER 9:

ARTS EDUCATION AND TRAINING SECTOR (ARTISTS IN SCHOOL PROGRAMME, SETA'S, TVET COLLEGES', BURSARIES FOR ARTS AND CULTURE).

If education provides the premise for the creative industries, then it would appear that the KZN is well-served with institutions that provide training in the various fields. However, key skills shortages are in management, leadership and entrepreneurship. This represents an opportunity for the KZN to develop world-class training in these areas at least one of its tertiary institutions, and so form the basis to attract students from around the country and indeed, from around the developing world.

It would appear that no institutions in KZN track their graduates to determine whether they find employment in the sector or not, how soon they find such employment, what kinds of jobs they are likely to take up within the sector or in other sectors, how long they remain within the sector, whether they remain in the province or migrate to other provinces or abroad, etc. This should be the subject of a more comprehensive study by CCIFSA together with education institutions and the Department of Basic Education.

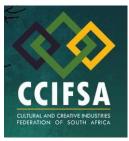
In a country in which arts education has been pushed to the periphery, with very little investment in human resources with regard to arts and culture learning area, arts practitioners are best positioned to transfer their artistic skills to both the educators and the learners.

While many self-employed arts practitioners have committed themselves to sharing their skills and knowledge in their communities, the potential role of **Artists in School (AiS)** is often not effectively realised due to skills gaps on the part of artists and educators, and a lack of awareness of their potential role and value on the part of schools.

Community Arts Centres (CACs) are well positioned to be the pioneers of effective Artists in School initiatives throughout the KZN province – as they are located in almost all 11 districts. However, arts practitioners also need to upskill with accredited facilitation skills to be able to interpret and align the CAPS arts education in schools whilst complementing arts educators. The AiS initiative is centered on the idea that arts practitioners have the potential to serve as a valuable vehicle in the implementation of the arts and culture subject in the public schools, as well as making a contribution to the professional development of educators.

Arts in Schools education practice involves skilled, professional artists of all disciplines working for and with schools in the making, receiving and interpreting of wide range of arts experiences. It is rather disappointing though that very few TVET consider arts education as important in their curriculum designs.

Assuming that there is a number of schools that do art, drama and music, it is likely that little more than 100 schools offer an arts subject at matric level. Community Arts



Centres are well positioned to provide solid arts education – however – proper good governance structure need to be existing including compliance with lengthy and frustrating accreditation processes of SETAs such as CATTTHSETA and MICT-SETA. Arts/Culture Management is one of the critical skills in South Africa!

Funding for Arts Education:

There are numerous international donors and foundations that provide funding for NGOs in South Africa, some of whom support the arts and culture sector too. The principal donors towards local arts and culture projects though, are six or seven key governments. These are Sweden through the Swedish-South African partnership; the Netherlands government through its embassy and the Arts and Culture Trust of which it is a founding member; Pro Helvetia and the Swiss Development Corporation; Britain, through the British Council; France through the French Institute; and the Flemish government through its support for various community arts and policy projects. The British Council and French Institute generally support projects that they either initiate directly while the Flemish government supports projects and initiatives in association with the national Department of Sport Arts and Culture (DSAC). The Swedish, Swiss, Netherlands and Norwegian governments have application processes for local projects to solicit funds from them or their agents.

DISCUSSION:

Arts Education accreditation – involves CATTTHSETA and MICT-SETA.

Engage TVET and QCTO about courses relating to Arts and Culture Management.