

# THE FIELD BAND FOUNDATION ACADEMY



## 1 BACKGROUND AND MOTIVATION FOR THE FBF ACADEMY

Given its Purpose and geographic areas of operation, the FBF, like many youth development programmes, has faced formidable challenges. Despite this, its remarkable growth and a wealth of formal and anecdotal evidence suggest that the FBF has developed a workable operating formula and that the concept is also appealing to a wide range of stakeholders, including donors.

## 2 PROFILE OF THE FBF ACADEMY STUDENT

The parents of the targeted youth are poorly educated and struggling for survival which impacts on their relationship with their children. Fathers are often absent and grandparents are regularly given the responsibility to look after frustrated young people whose future seems bleak due to lack of resources for advancement in life. Alcohol, drugs, crime and abuse all add to the challenges faced by these young people, the result has been considerable break down of the social fabric of these societies.

The general education to which our members have access is of a very poor quality and even when they have passed their final exams at school some are still struggling to read and write. When it comes to broader issues such as problem solving, concepts of teaching, public relations, numeracy etc. they are completely lost. Upon leaving school they are unable to find employment and although they might be able to access tertiary institutions, the failure rate is so high that ultimately they only reap disappointment and a sense of failure and so the cycle of poverty and frustration is perpetuated.

They might be semi literate and lack basic skills, be traumatised by the death of parents, family and friends from AIDS, emotionally exhausted by the demands of survival in a socially strained community BUT they are talented, young and eager to change their own circumstances and that of the people around them. This is the key to success for the FBF Academy; they know that to break the cycle of frustration and poverty it requires action and commitment on their part. They speak more than 2 African languages, as well as being able to communicate in English and Afrikaans. They come from societies which comprises of people from many cultures, and are thus accepting of differences amongst people.

The Academy identifies, from within FBF member ranks, marginalized youth who show leadership potential and a willingness to work to change their circumstances. The programme is designed to break the cycle of frustration and poverty so that young people who would not have had an opportunity in life, are better equipped with skills and able to access employment. They will also be in a position to contribute to the reconstruction of their communities.

The targeted youth attending the FBF Academy are between the ages of 18 and 26. All will be from economically and socially challenged communities in SA. The youth from these communities need individual attention and careful support to assist them to get to a point where self education can start and a meaningful phase of development entered into. This of course depends on the motivation of each individual but most of the participants will have been in the FBF programme already. This means that fertile ground for development has already been created and the chance of success is therefore dramatically increased.

### 3 CURRICULUM DESIGN

The Curriculum design comprises four skills development areas, identified as learning areas:

- The Teaching Skills learning area focuses on the development of practical teaching skills and critical self-reflection
- The Leadership learning area equips tutor-learners with an understanding of the concepts of leadership as well as the practical manifestation of leadership
- The Management learning area is designed to help tutor-learners plan and manage their administrative tasks confidently and effectively
- The Arts learning area is dedicated to the development of theoretical and practical skills required for the improved imparting of music / dance expertise to FBF members, and an understanding of the positive contribution arts can make in healing damaged communities.

TEACHING SKILLS 30%	LEADERSHIP 20%	MANAGEMENT 20%	ARTS 30%
Planning with purpose	Global citizenship	Performance management	Music practical, theory, ear training & history
The learning process	Language & communication	Events management	Dance practical, technique & history
Roles & relationships	Social entrepreneurship	General planning & business admin	Show design
Tracking progress	Leadership roles / ethics	Financial literacy	Performance principles & concert production
Motivating learners	Problem-solving	Computer literacy	Conducting and interpretation
Levels of learning	Career guidance	SHEQ	Improvisation
Multiple intelligences	Peer counselling	Proactive planning	Teaching methods
Assessments	Understanding FBF	Implementation	Instrument care/ repair

A key characteristic of the curriculum design is *integration*, whereby all learning areas are interrelated either by topic, skill, theme or manner of assessment undertaken. Another important aspect is the interactive, learner-led developmental approach to knowledge and skills construction. The process by which learning takes place at the Academy focuses to a significant extent on learning how to help others learn.

Few NGO's in SA work within the frameworks and systems available under the auspices of the National Skills Act. The FBF has chosen to rise to this challenge and will offer learners access to a fully accredited and compliant qualification that will be quality assured by the ETDP Seta. The Arts components of the curriculum will use existing and registered qualifications as a framework guide. The materials for the curriculum in the Leadership, Management and Teaching learning areas use

the NQF as a framework as far as possible, but are being custom developed to meet the specific needs of FBF and its learners.

Assessments are a critical component of any curriculum. Initial pre-entry assessments are undertaken in the broad areas of Leadership, Communication and Arts to establish entry levels. There will be ongoing assessment throughout the programme using a range of assessment tools, with a certificate awarded at the end. Exit assessments with benchmarks for achievement are established within each Learning Area and for the programme overall. Educators themselves are assessed on a 360° basis to continually hone their effectiveness.

In many ways, the FBF Academy is breaking new ground. After the successful pilot in 2009, the first year of the FBF Academy has been in process during 2010 and judging from the very meaningful response from the learners we are confident that the impact of the training will be effective and useful.

## 5 STAFFING

Delivery of the courses are by FBF educators including teachers from our international exchange programmes. A certain number of curriculum slots are filled by the service providers and guests to provide challenge and variety. The arts curriculum follows the Royal Schools of Music practical and theory exams, which are universally accepted.

The staff complement for 2010 consists of:

- Coordinating Administrative Officer (Norwegian)
- Administrative assistant (Ex FBF member)
- Two teachers who will cover all the academic subjects. (South African)
- Five Norwegian music teachers
- Flemish show design and marching percussion instructors (Belgium)
- African music specialists (South African)
- African (and other) dance specialists

## 6 CONCLUSION

The projected outcome is that the FBF Academy graduate will be a confident, well-rounded young person who is a competent projects officer able to work in the FBF structures and in the NGO sector. With a range of competencies spanning English language / communication, planning and administration, basic computer skills, basic financial literacy, and arts disciplines, the Academy graduate will be a leader able to take responsibility for their own lives and contribute meaningfully to their community and beyond.

The qualification they will receive will also allow them to enter into tertiary institutions and be ready for the challenges that they will face there. In other words they will be able to cope with the rigors of University where self-discipline and self development plays a vital role. So for those who have higher aspirations, the FBF Academy will prepare them well and set them up for success.

They will also be equipped to fulfil their full potential as citizens and create lifetime opportunities beyond the scope and context of the FBF, becoming contributors to a Winning Nation.