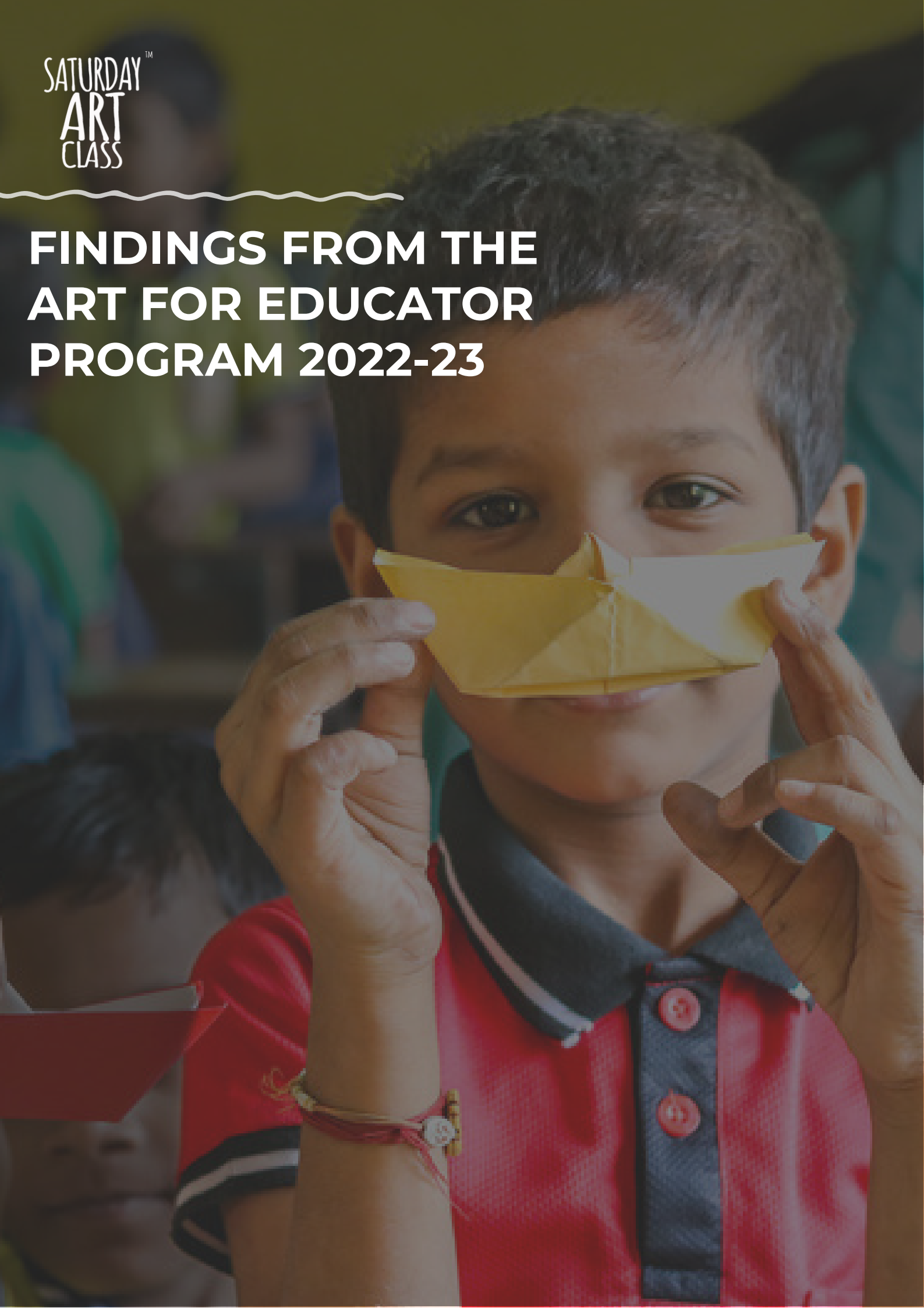


SATURDAYTM
ART
CLASS

FINDINGS FROM THE ART FOR EDUCATOR PROGRAM 2022-23





ADDING HE(ART) TO EDUCATION

4 QUALITY EDUCATION 					

National Education Policy 2020

A NOTE FROM OUR FOUNDERS

"There is much talk about excellence in academic education and the importance of better scores in literacy and numeracy but this will amount to nothing if we don't pay attention to developing our children's creative and emotional capacities alongside".

The year 2022-23 has been a year of growth for Saturday Art Class. We were just coming out of the pandemic in 2021-22, when we realized that there had been a shift in the ecosystem. This shift, necessitated by the adversities the population faced due to the pandemic, was positive, in alignment with the vision & mission of Saturday Art Class.

The post pandemic world saw students finding it hard to relate to academics & educators struggling to connect with children at an emotional level. Methods & mediums that could facilitate ways in which students could ease back into the system were welcomed. Learning through social, emotional and visual-arts engagement proved to be one such effective mechanism & its growing need amongst education institutions enabled arts based organizations such as Saturday Art Class to conduct programs at scale across the country. The emphasis on arts in the National Education Policy 2020, only enabled the dialogue further.

As our work on the ground grew, we onboarded distinguished, passionate changemakers from diverse backgrounds to join our team and affect change through their work at SArC. By May 2022, our office in Mumbai became a beautiful space, where as leaders we found inspiration in our collective & the diversity it presented. A growing team also enabled growing impact on the ground. We onboarded new partnerships for our educator training program Art For Educator and expanded our reach across Mumbai, Pune, Aurangabad, Ahmedabad & Delhi.

Additionally our digital workbook, 'In My Mind', reached out to a million users across the country & the globe.

After 6 years of Saturday Art Class, what still keeps us motivated to carry on our work at Saturday Art Class is the students' reaction to the engagement, their eagerness to know more, their own innate expressions, their honesty in expressing them & most importantly the urgent need for an intervention like this. Even today, stories of our students from the ground keep us going. Seeing a student who struggled with expressing emotions, now hosting workshops, to talk about emotion regulation through art feels like a considerable achievement or witnessing a 10 year old student derive more meaning out of a Piet Mondrian painting than any adult that I have come across, makes us believe in the power of giving children access, realigns our belief in building space for creativity in education.

Our impact would not have been possible without the support of our partners, donors, advisors and most importantly our educators & students. It is through their unwavering support, wisdom & belief in us to make a positive difference, that keeps us thriving despite the challenges that are presented.

Through this report, we wish to commemorate their collective contribution in enabling & encouraging Saturday Art Class to create a positive impact on the ground. As we move forward into the next year, our hope is that we continue to build & grow until access to visual-arts becomes the norm in all schools, regardless of the socio-economic realities of a child.

**Gratitude & love,
Chhavi & Manasi**



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ABOUT US

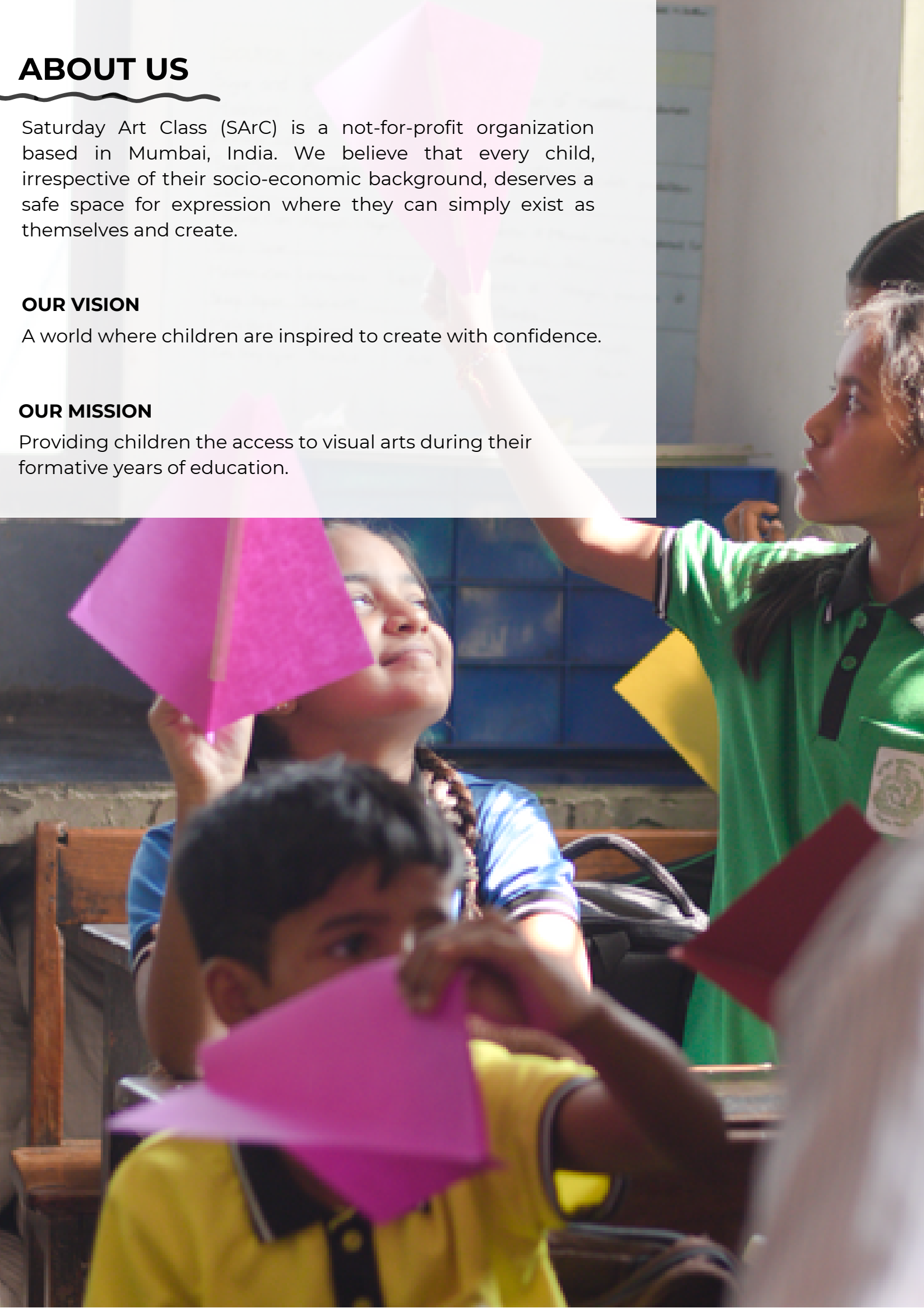
Saturday Art Class (SArC) is a not-for-profit organization based in Mumbai, India. We believe that every child, irrespective of their socio-economic background, deserves a safe space for expression where they can simply exist as themselves and create.

OUR VISION

A world where children are inspired to create with confidence.

OUR MISSION

Providing children the access to visual arts during their formative years of education.



THE CURRENT REALITY

99th

is India's ranks in the Global Creativity Index which ranks countries based on creativity, technology, talent, and tolerance into an overall score.

3 out of 4

government schools within the Municipal Corporation of Greater Mumbai do not have an art teacher, in spite of art being a compulsory period for grades 3 to 8.

98.2%

Educators we have worked with in the academic year 2022-23 showed a strong belief in visual arts being a catalyst for building skills in children.



For the next ten years, skills and competencies such as creativity, collaboration, critical thinking, emotional intelligence etc. are in high demand across workplaces.



However, in education, there is a lack of focus to holistically and creatively developing children, especially those from underserved communities. Instead, academic growth takes precedence.



Despite teachers believing in the importance of visual arts in building skills in children, there continues to remain a gap in the teacher training infrastructure to implement holistic education effectively.



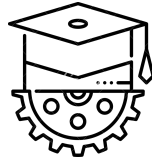
Certain reforms exist within the National Education Policy 2020 to make 'education more experiential, holistic, integrated, inquiry-driven', but their implementation is possible only by 2030 - 2040 and until then current factors of learning would not remain relevant.



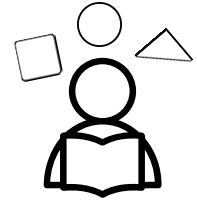
OUR SOLUTION



Saturday Art Class works as the bridge to solve problems at the systemic level as well as problems faced by children in the Indian education system.



Our programs aim to strengthen and capacitate education systems with creative safe spaces that are inclusive of students and educators.



This enables children to develop key social emotional learning skills such as communication, collaboration, perseverance, imagination and critical thinking that will help them thrive creatively, socially and emotionally.

This has been our overall impact from 2017- till date



18,527+

Students were given access to visual arts



2,195

Educators trained



60+

Partnerships initiated



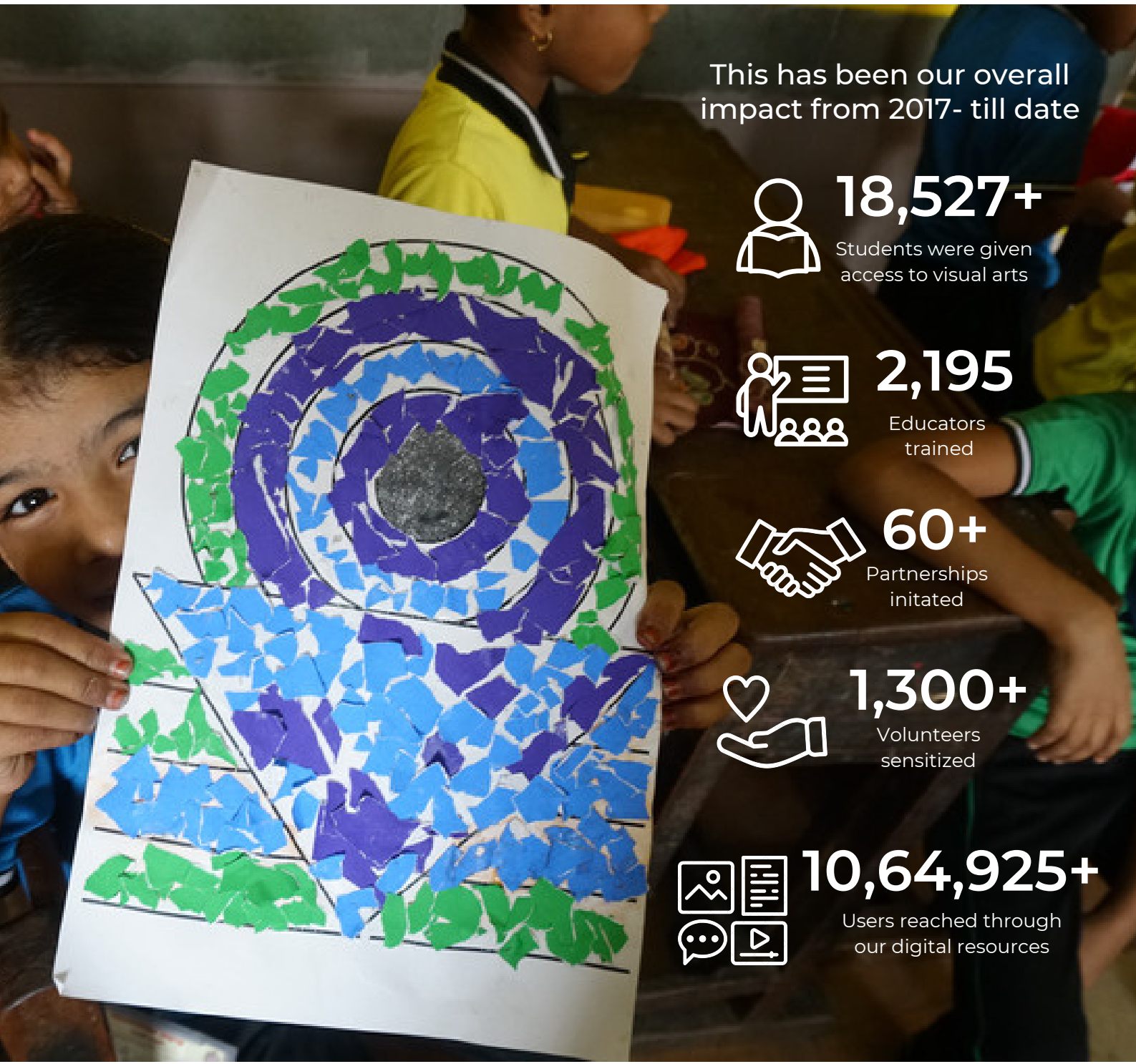
1,300+

Volunteers sensitized



10,64,925+

Users reached through our digital resources



ART FOR EDUCATOR: PROGRAM OVERVIEW

"The children have developed an 'I CAN' mindset and are open to learning and trying new things. They feel excited and enthusiastic. They enjoy learning about the different ways to create art. Since the art sessions have started, the children either have learned to ask for help, share or find alternative methods when creating art."

Adellina Andrew, Grade 2, Asarwa Public School, Ahmedabad

The Art for Educator program partners with non-profit organizations and schools to train educators in low-income communities. Our goal is to develop creative visual arts facilitators who can effectively implement art classes with students. We provide our curriculum, tools, and resources to support this process. Impact is measured through assessments of educator and student growth throughout the year.

ART FOR EDUCATOR: PROGRAM MODEL



Stage 1: Building Partnerships

We partner with education organizations intervening in low-income communities.



Stage 2a: Capacity Building & Training

We train educators to develop mindsets and skills required to facilitate creative processes and become Creative Visual Arts Facilitators.



Stage 2b: Tools and resources - Implementation of our Flagship Curriculum

We provide educators with our curriculum, along with various tools & resources, in order to effectively implement art classes with students.



Stage 3: Student & Educator Assessment

We measure educator and student growth throughout the year & also capacitate educators to assess their students' growth.



WE GREW ACROSS INDIA

KUTCH

DELHI

AHMEDABAD

AURANGABAD

MUMBAI

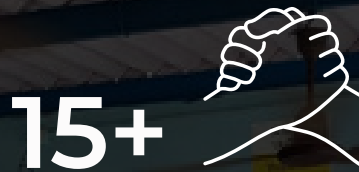
PUNE



ART FOR EDUCATOR IMPACT OVERVIEW 2022-23



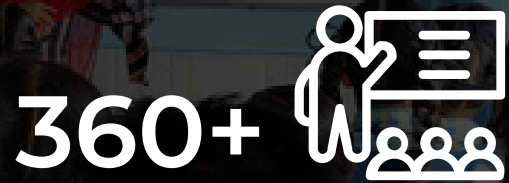
Flagship programs
initiated



15+
Long term partnerships
initiated with educational
organizations across India



10,100+
Children from govt/low income
schools across the nation got
access to visual arts and social-
emotional learning this year!



360+
Academic educators were trained
and supported in becoming Creative
Visual Arts Facilitators

Our Art for Educator, our flagship year-long
intervention program, saw the following impact:

8.3%

Growth in our
students on our
Student Behavior
Assessment Scale.

17.8%

Growth in academic
educators' capacity to
build student outcomes
was observed as a result
of their efficient
facilitation of art classes.

94%

Students experienced a
sense of joy in their art
classes, underscoring
the importance and
value of visual arts that
created joyful learning
spaces.


94.6%

Academic educators
trained by us said that
our training helped and
enabled them to easily
facilitate the visual arts
curriculum for the first
time.

OUR CURRICULUM

"Art helps build my student's creative thinking skills. Before Saturday Art Class, I never knew the creative thoughts or thoughts/ideas in general that my students had, because they never had a chance to express themselves. I was surprised when I taught one of my students the spiral line, he connected that to a galaxy and drew a solar system. I could never have imagined or expected him to have such complex thoughts like that."

Sushma Teacher, 2nd Grade Educator, MPS Varsha Nagar School



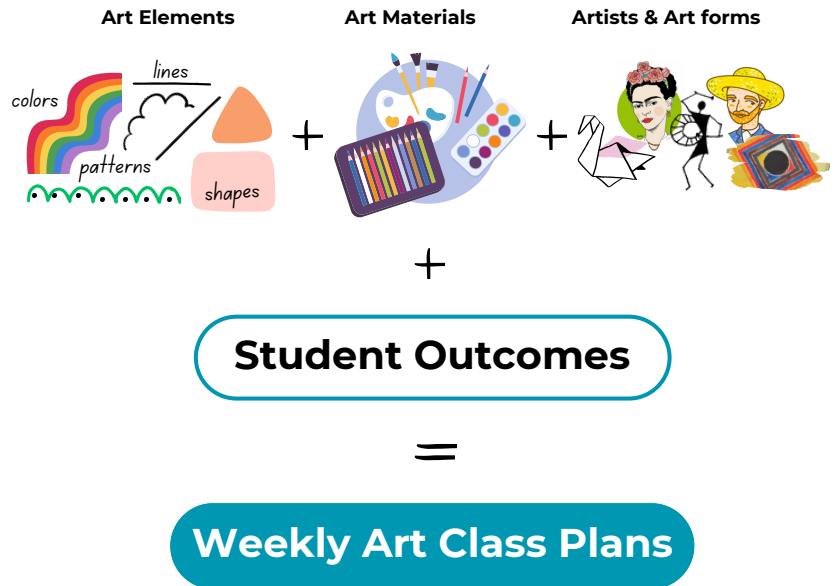
The Saturday Art Class curriculum aims to use art to foster communication, perseverance, collaboration, imagination, and critical thinking in children. It helps them express their ideas, feelings, and experiences through visual and tactile forms while exploring different art media. The curriculum also promotes their understanding of creative processes and develops their skills and techniques for inventiveness and individuality. Furthermore, it enables them to experience the excitement and fulfillment of creativity and appreciate the visual arts.






Curriculum overview:

Throughout the academic year, 255+ classrooms radiated with creativity as educators and the Saturday Art Class team implemented the Saturday Art Class curriculum. We saw educators as well as students adapt and make these art classes their own and create artworks rich with expression, imagination and stories.

Through our Weekly Art Class Plans, students gained knowledge of key art elements and refined their creative milestones through a range of art materials and techniques as well as explored stories and styles of various artists and artforms. Access to this creative experience and journey led to us collaboratively building 6 key student outcomes.



Student outcomes that we aim to build

 <p>Joy</p>	 <p>Critical thinking</p>	 <p>Collaboration</p>
 <p>Imagination</p>	 <p>Communication</p>	 <p>Perseverance</p>

OUR TRAININGS

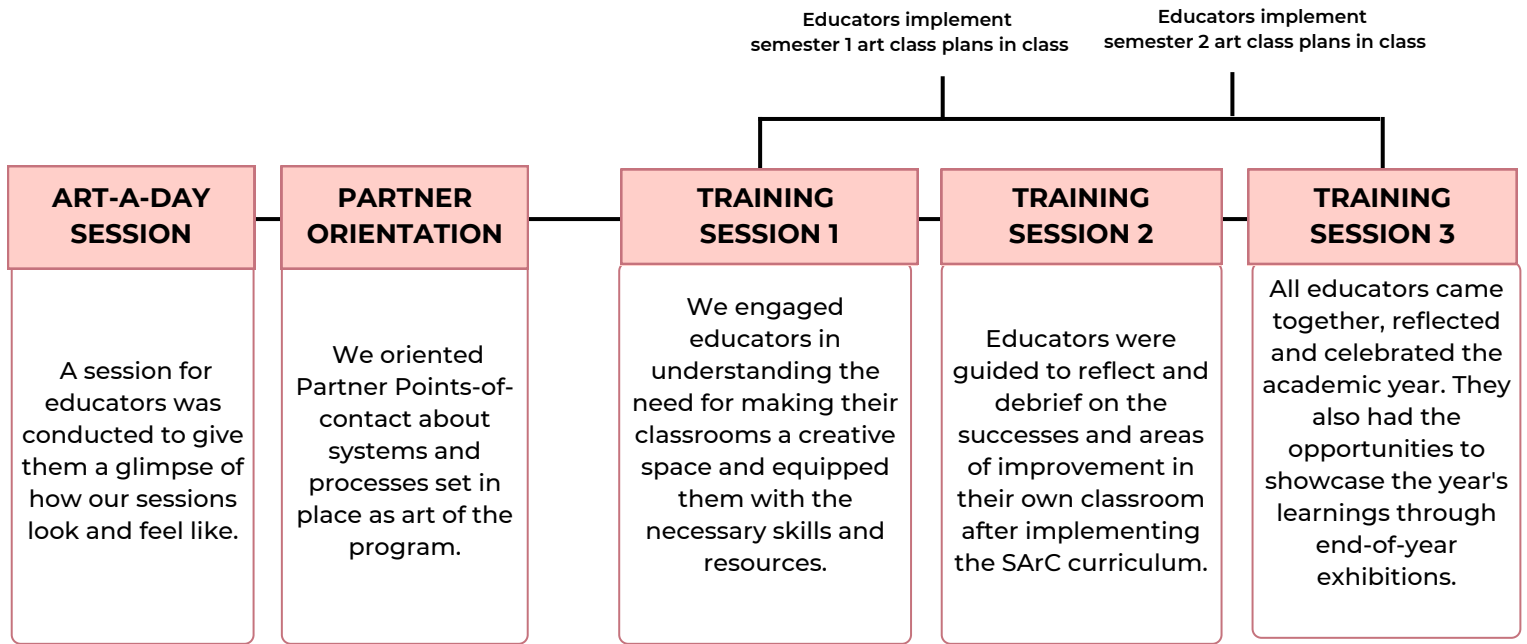
"Through Saturday Art Class, I have seen many changes and growth in my students. For eg: They now know different colors such as Primary, Secondary, and many different things. I have seen their creativity and stories. I have a girl in my class who is unable to read and write but in art classes I have seen her grow so much, her creativity comes out then."

Jyoti Teacher, 4th Grade Educator, Barefoot Education Foundation

We believe that everyone is an artist. Our Art for Educator program trains educators to become Visual Art Facilitation Practitioners, creating a safe and inclusive space where students can express themselves creatively. Through our student-centered approach, educators gain the tools and techniques to promote critical thinking, problem-solving, and communication skills. The positive impact of visual arts and social-emotional learning has been seen in both educators and students, and we are committed to unlocking the potential of every student through art.



Educator Training Overview:



Educator capacities we focused on:

				
Creating a safe learning environment for children	Build mindsets and skills to break down creative processes	Encouragement and motivation during the creative process	Participation and engagement in the creative process	Initiative to create group learning opportunities

Our Art for Educator partners:



Here's a snapshot of what students experienced through the Art for Educator Program



They Explored

The students explored diverse artists from their community, country, and around the world, which helped them build a positive cultural identity and a holistic perspective. Using various art materials and tools refined their motor skills and understanding of multidimensional art.

They Imagined

Art classes included inquiry-based questions and prompts that sparked students' imagination, thoughts, and ideas. By exploring artists, their stories, and techniques, students made personal connections to their own lives and expressed themselves uniquely.



They Created

Students created 8000+ artworks expressing their thoughts, feelings, and unique representations. They experimented with techniques and tools, problem-solved, and used resourcefulness or recycled materials as alternatives.

They Shared

Students reflected on their creations and described their artwork, why they made it, and shared their experience and process. They started by sharing in pairs or small groups, which grew their confidence to share with larger groups or the whole class with pride.



Beyond the Program: From classroom to reality!

Beyond our program, we also curated and contextualized content for students in order to expose them to various opportunities and experiences.

360 Van Gogh Immersive

The SARc team conducted an art class where students explored Dutch painter, Vincent van Gogh's work, his use of striking colors, bold brushstrokes and stories behind his paintings.

Students re-created some of the artist's well-known paintings into their own colorful versions using a finger-painting method. Students then took their recreations to the Van Gogh Immersive that visited India.

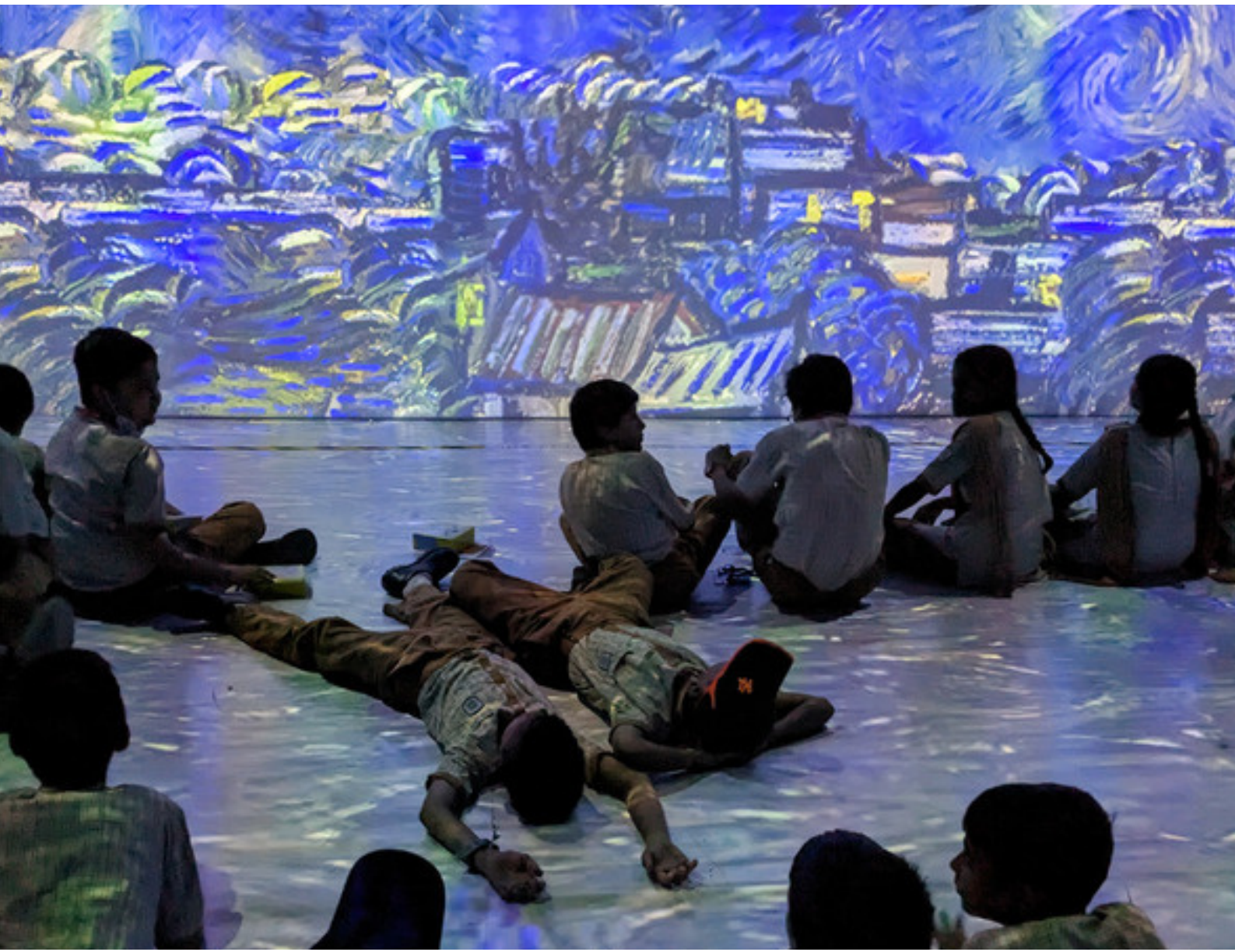
They saw the artists paintings come alive in digital animations. This unique way of connecting with the paintings brought them immense joy and pride in making their own artworks.

WOLF Jaipur's Enchanted Garden

Our students worked alongside artists Ritu and Surya Singh a.k.a WOLF Jaipur in an installation called - 'An Enchanted Garden' displayed at a flea market in Jio World Drive, BKC.

Rooted in WOLF's belief of not leaving anything behind and the practice of reusing scrap material to create something beautiful, our students worked with pieces of denim, cable wires and parts of exhaust fans to create beautiful natural elements that contributed to the making of the garden!

This exposure helped students understand the importance of recycling materials and reducing waste; thereby working towards saving the planet and sustaining spaces for tomorrow!



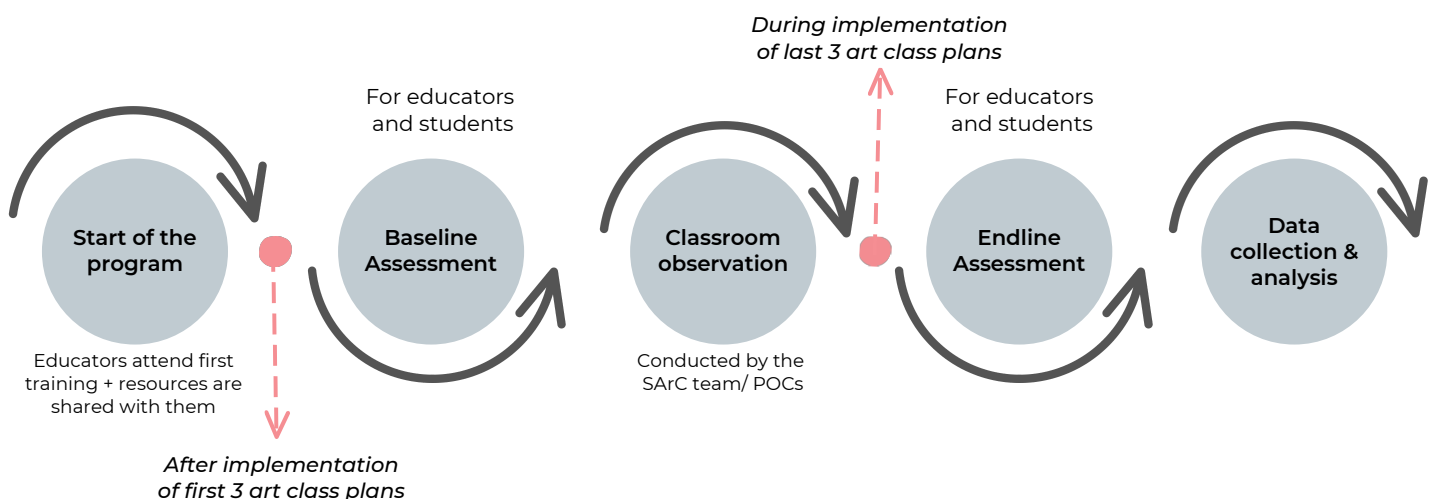


Insights from our Art for Educator Program: What emerged in our classrooms throughout the academic year!

Educator and Student Assessment and Methodology

- In order to assess the impact of our training and curriculum that was disseminated through the *Art for Educator* program, we assessed the growth on desired outcomes in our students and capacities in our educators.
- We conducted a Baseline assessment after the execution of the first three weekly art class plans of our curriculum in the classroom by the educators. The Endline assessments were conducted during the execution of the last three weekly art class plans.
- The classrooms for a sample study were selected by our point of contact from partner organizations.

Following is a representation of how our assessments were scheduled from the Art for Educator program's perspective:

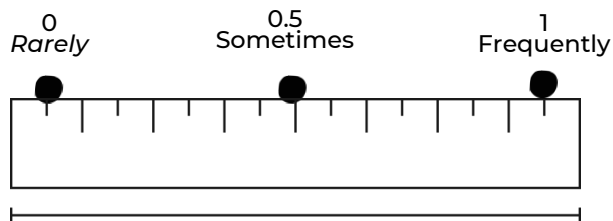


- A SARc team member or a partner manager observed students and educators while the SARc curriculum was being implemented to assess the classroom.
- Students were assessed on 11 behavioral parameters and Educators were assessed on 12 behavioral parameters that are aligned to building the desired student outcomes in students.
- These behavioral parameters were designed to quantify the visibility of respective outcomes in both students and educators.

Student Behaviour Assessment

Each student outcome i.e. Joy, Imagination, Communication, Collaboration, Perseverance, Critical Thinking is defined by a set of actions/behaviours that students showed in the classroom while they were engaged in the art class.

- Since behaviors can be subjective in nature, for general observations, 80% of the class showcasing a behavior is considered as the final data.
- The assessor uses the scale showed below to mark the visibility of the behaviors in the classroom i.e. Behaviors' been shown rarely, sometimes or frequently.

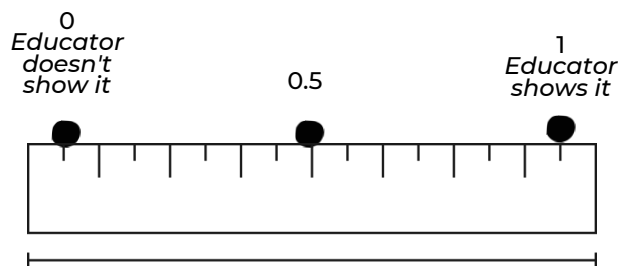


Student behavior assessment scale

Educator Behaviour Assessment

The educator capacities that we are tracking is mapped to educators' behavior's that we can observe when the educators are facilitating an art class.

- The visibility of the behaviors' in the classroom are marked on the assessment scale based on - Educator showing the behaviour and Educator not showing the behaviors'.
- The assessor marks the educator behavior's based on its visibility in the classroom using the scale shown below.



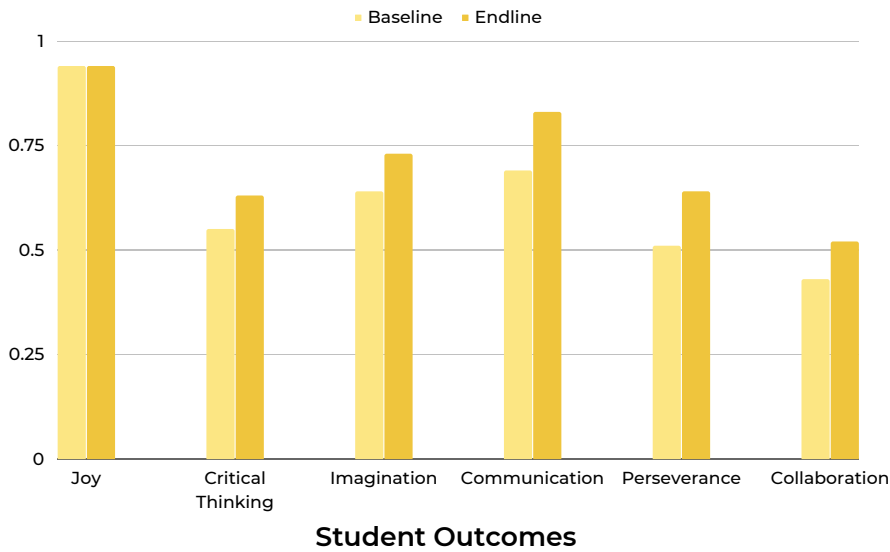
Educator behavior assessment scale

We have further linked educator capacities to their ability to building the desired student outcomes:

Educator Capacities	Student Outcomes
Create a safe and joyous learning environment for students	Joy
Build mindsets and skills to break down creative processes	Imagination , Communication
Encourage and motivate students during the creative process	Perseverance, Communication
Take initiative to create group learning opportunities	Collaboration
Participate and engage in the creative process with our students	Critical Thinking, Imagination



Findings from our Student Behavioural Assessments



This table also gives us details of the students' scores from baseline to endline.

Outcomes	Baseline	Endline	Growth (%)
Joy	0.94	0.94	-
Critical Thinking	0.55	0.63	8%
Imagination	0.64	0.73	9%
Communication	0.69	0.80	11%
Perseverance	0.51	0.64	13%
Collaboration	0.43	0.52	9%

Points for each outcomes are assigned based on the behaviors' shown in the classroom (0=rarely, 0.5=sometimes, 1= frequently)

**The data is a representation of a sample studied*

Trends from the assessment data

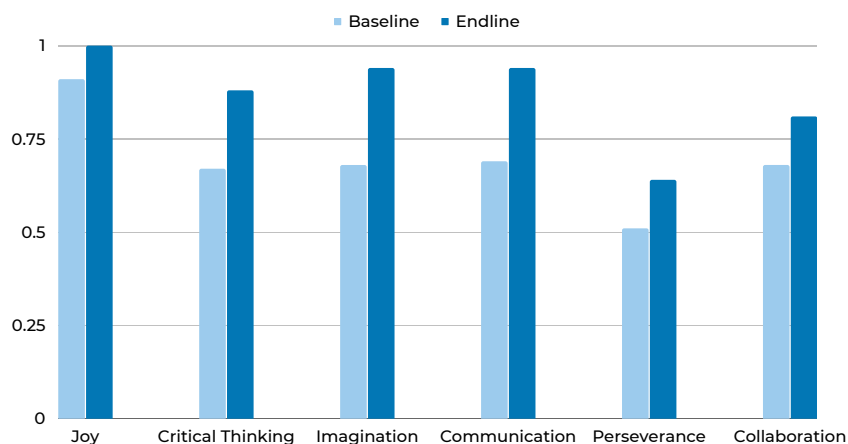
- Student behavior assessment data reveals positive trends with an average growth of 8.3% across all outcomes over 9 months.
- Behaviors are becoming more visible, with a shift towards being seen frequently in the classroom. (above 0.5 on the scale)
- Joy in art classes has emerged as a critical experience for students.
- Overall, we have witnessed an 8% growth in students' ability to give rationale to their thought processes and a 9% growth in their imagination skills, enabling them to create unique artworks. Moreover, an 11% improvement in communication skills and a 9% growth in collaborative abilities were observed, with perseverance outcomes showing a remarkable 13% growth.

The visibility of the behaviors in classroom with Saturday Art Class interventions can be attributed to, but not limited to the following:

- Students enjoy the engaging themes and prompts, which expose them to diverse art forms and topics.
- They freely express themselves through their artwork without needing input from others.
- Sharing and collaborative spaces allow them to share and discuss their thought processes and creations.



Findings from our Educator Behavioural Assessments



Educator capacities to build student outcomes

The analysis of this data from Educator behavior assessment showed the following trends:

- On an average, we have witnessed a growth of 17.8% on our educator behavior scale from baseline to endline.
- The highest growth has been witnessed in outcomes on Imagination (26%), Communication (25%) and Critical Thinking (21%).
- One of the highlights from our collected data shows that all educators are able to facilitate a joyous space for their students.

The growth in these behaviors can be attributed but not limited to:

- Our trainings helped educators show behaviors that enable growth in student outcomes more often in their classrooms.
- Academic educators trained by Saturday Art Class are able to guide students through a creative process that involves a break down of creative steps.
- Educators model their own thoughts, ideas and artworks to encourage and motivate students.
- Educators take initiatives to create group opportunities when students are engaged in the classroom.

This table also gives us details of the educators scores from baseline to endline.

Outcomes	Baseline	Endline	Growth
Joy	0.91	1.00	9%
Critical Thinking	0.67	0.88	21%
Imagination	0.68	0.94	26%
Communication	0.69	0.94	25%
Perseverance	0.51	0.64	13%
Collaboration	0.68	0.81	13%

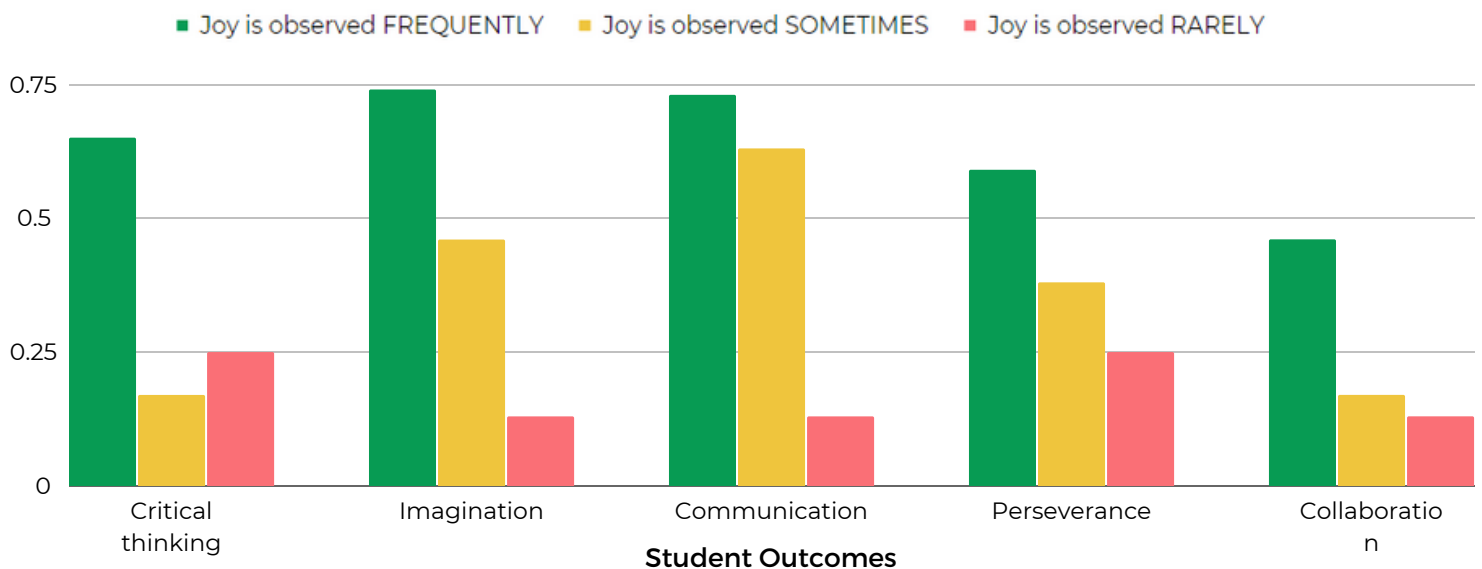
Points for each outcome is assigned to the behaviors' shown in the classroom (0=Educator doesn't show it, 1=Educator shows it)

**The data is a representation of a sample studied*

The timeline for visibility of these behaviors varies depending on certain factors such as that of the instructional delivery and understanding, attendance rate and such. However, research suggests that these innate skills takes at least an intervention of 1-3 years for substantial growth to be visible.



Joy as an outcome emerged in our classrooms!



While analyzing the data, we initially discovered a pattern during our baseline studies. We inferred that where the classroom was a joyful space (Joy was seen frequently), the other outcomes- critical thinking, communication, collaboration, creativity, perseverance did well, but if the classroom ever lacked joy (Joy was seen rarely), the class performed badly in all other outcomes.

To testify the same & correlate the information, We went through some of the anecdotal testimonials that children & educators had given about the program. Most students spoke of how the teacher was nice to them during this class and how happy the space felt. There weren't many responses that spoke of behavior improving. Consistently, they all spoke of happiness. The trend therefore shows that happy classrooms do improve learning levels.

This learning has been crucial for Saturday Art Class as a social emotional learning organization. We have consciously started taking steps towards building joy.

Joy is now the first student outcome we speak of when we talk to educators during our training. It holds an important place in curriculum design. We discovered this during our baseline assessment and it has been 6 months since we have implemented prioritizing joy in classrooms & the endline data shows that this holds true. In order to better student outcomes, we do not need much, except for the educator to be more compassionate & for the classroom space to be joyous. What's beautiful in all this is something as simple as access to visual-arts engagement can help build joyous spaces.

**The data is a representation of sample classrooms studied during Baseline Assessments*



End of year Art Showcases

Our end-of-year exhibitions showcased the achievements of the educators and children we worked with, in collaboration with our partner organizations and classrooms that had a Saturday Art Class intervention. The exhibitions displayed student artworks and interactive stalls, where students and educators briefed attendees about the artists and art forms learned as part of the Saturday Art Class curriculum.

In addition, we facilitated workshops for both children and adults, bringing them together to create joyful artworks inspired by modern artists. Attendees were also invited to draw and paint at art stations set up at the exhibition, helping them engage with art materials and spend time creating an artwork for themselves.

[CLICK HERE TO SEE GLIMPSES FROM ONE OF OUR END OF YEAR SHOWCASES!](#)



ART SHAALA WITH PRATHAM EDUCATION FOUNDATION UNDER OUR ART FOR EDUCATOR PROGRAM

"Through Art Shaala, I learnt how to make children do art in a simple and happy manner."

"I learnt different shapes, new art styles and got a lot of new experience."

Art Shaala Youth Participants, Aurangabad

Saturday Art Class partnered with Pratham Digi to launch the innovative Art Shaala program, which aims to create safe and creative spaces for children to engage in visual arts activities. Through a collaboration with the PraDigi Creativity Club, we worked to provide children from various villages in Aurangabad with access to arts engagement by training youth from their communities. Our team developed a comprehensive selection process, training module, and curriculum for Art Shaala. After completing our training, the youth facilitated art activities for children in their respective villages. Furthermore, we organized Art Camps that brought together both children and youth for a range of exciting art exposure activities.

An Overview of the Art Shaala Program



The Saturday Art Class in partnership with Pratham Digi came together to implement the Art Shaala program for villages across Aurangabad. We contextualised our Art for Educator program keeping the youth educators' (aged 15-25) and the geographic context in centre. We conducted a two-day intensive training program for youth selected from 120 villages in Aurangabad, India. The training equipped the youth with the skills and knowledge to experience art, facilitate art sessions, create their own artworks, and exhibit them to their peers and mentors. The program also provided an opportunity for the youth to interact in large groups and learn from their peers in smaller groups. The training aimed to support youth educators in understanding art elements and using them to conduct art activities in their respective villages to bring out creativity, imagination, and self-expression in children. As a result, Art Shaala was successfully implemented in their villages, benefiting 1000+ children.



120+

Youth educators
were trained



1000+

Children were given
access to visual arts

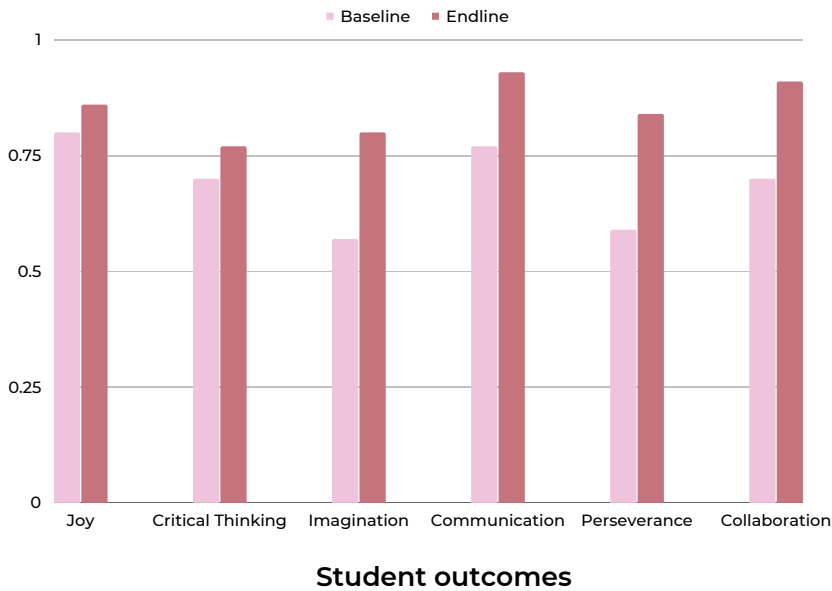


50+

Villages reached in
Aurangabad



Findings from Art Shaala Program with Pratham Education Foundation



This table also gives us details of the students' scores from baseline to endline.

Outcomes	Baseline	Endline	Growth (%)
Joy	0.80	0.86	6%
Critical Thinking	0.70	0.77	7%
Imagination	0.57	0.80	23%
Communication	0.77	0.93	16%
Perseverance	0.59	0.84	25%
Collaboration	0.70	0.91	20%

Points for each outcomes are assigned based on the behaviors' shown in the classroom (0=rarely, 0.5=sometimes, 1= frequently)

By implementing visual art and social-emotional learning interventions for children in villages, we have witnessed the following growth in outcomes of the children.

- On an average, we have witnessed a growth of 17% on our student behavior scale from baseline to endline i.e; Children are now being able to show these behaviors more frequently.
- The program witnessed the highest growth in imagination and perseverance, with a growth rate of 23% and 25%, respectively. Children frequently exhibited these two behaviors, which could be attributed to the facilitation of lesson plans by youths that created spaces for children to use their imagination to create unique artworks.
- 100% children showed growth across all behaviors that lead to the presence of higher development of important life skills.
- This further brings out the importance and the need for visual-arts-based engagements for all children across varied geographies and demographics.





Art Camps with Youth & Children from the Art Shaala

Following the implementation of Art Shaala led by our youth, we organized a series of Art Camps that provided a space for both children and youth to come together, explore, express, create, and share their thoughts, ideas, and creations. During the Art Camps, children created artworks inspired by the works of artists such as Etel Adnan and Henri Matisse, and experimented with various art forms such as origami and collagraphy. The youth educators were also exposed to various art techniques that have the potential to be transformed into lucrative career paths, including Stop Motion Animation, Furniture making using Corrugated sheets, and Branding and Design Packaging. The Art Camps not only provided a platform for artistic expression, but also served as a valuable space for youth development and engagement.



170+

Children were part of our Art Camps



75+

Youths given exposure to art as a career path



By integrating weekly art class plans, educators have been able to establish an immersive learning environment in their classrooms. Over the course of 9 months, we have witnessed substantial growth which serves as a testament to the fact that providing students with continuous access to visual arts within education in our classrooms can equip them with lifelong learning skills, enabling them to be well-prepared for the future.

Imagine a world where every child is empowered to unleash their creativity and express themselves freely. Imagine a world where schools and classrooms are filled with creative tools and joy. Imagine a world where educators are equipped with the skills and techniques to foster imaginative thinking in their students. Imagine a space where children who once struggled to find their voice are now thriving, empowered with creative expression.

This is the world that Saturday Art Class is working to create through our Art For Educator Program. We believe that by giving educators the tools and training, they can inspire creativity in our children.

OUR GOALS GOING FORWARD



Impacting 30,000 students and 600 educators across India through our *Art for Educator* program in the academic year 2023-24.

Leveraging technology via our Whatsapp chatbot to better support educators we train, thereby enabling impact at scale.



Publishing reports and findings through research on the impact of visual arts on learning worldwide through our upcoming quarterly, open-source publication.



OUR TEAM



MANASI MEHAN
Co-founder and
Chief Executive Officer



CHHAVI KHANDELWAL
Co-founder and
Chief Design Officer



KRUTIKA KHARE
Manager, Partnerships
and Training



RUKHMINI BHATIA
Manager, Curriculum



TANUSHREE PATEL
Manager, Monitoring and
Evaluation



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