

MUSAE field visit - Palestina

08-11/05/2022

European partners present:

- JAMK: Heikki Pusa and Pia Kreus
 - L'AQ: Enrico Arias, Giorgio Nascetti and Silvano Manganaro
 - AP/KCA: Inge Simoens and Jeroen Malaise
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Programme Sunday 08/05/2022 in Bethlehem

Work meeting with the European delegates and Nuha Khoury (DAK)
At 16.00-20.00 in Hotel Manger Square

Agenda:

1. Check and refine the schedule for the Palestinian field visits
2. WP 3: what is realized, what should still be done
3. Prepare handover to WP 4
4. WP 4: identify leader, prepare content and methodology
5. Content discussion on the preparatory programme for UZ teachers

1. Check and refine the schedule for the Palestinian field visits

Programme Sunday 08/05/2022 at 16.00, Bethlehem

Work meeting with the European delegates and Nuha (DAK)
Location: Manger Square Hotel Bethlehem

Programme Monday 09/05/2022 in Faculty of Art, Music and Design , BirZeit University, BirZeit

Time	Activity
9:30-10:00	Coffee and welcome – Faculty Meeting Room 108
10:00-11:30	Project discussion (Timeline, challenges, work package details)
11:30-12:30	Meeting with Dr. Amir Khalil – Office of Grands / external relations
12:30-13:30	Lunch Break
13:30-14:30	Working on the curriculum issues/ Tour in BZU and Palestinian museum
15:00-16:00	Working on the curriculum issues
16:00-17:00	Tour in the old city of Ramallah

Programme Tuesday 10/05/2022 at Dar al-Kalima University, Bethlehem

Time	Activity
8:45-9.00	Coffee and welcome
9:00-11:15	Films shown and discussion with faculty and students about the films and the MUSAE project
11:15-12:15	University Facility tour
12:15-13:15	Meeting with the Academic council, with the Deputy Minister of Education Dr. Basri Saleeh IT: presentation on the Bologna System by Alvaro Lopez Ferreira FIN: presentation about the WP3
13:15-14:00	Lunch
14:00-16:00	Meeting partners from PPU and BZU (zoom for BZU) IT: presentation on the Bologna System by Alvaro Lopez Ferreira Update of the project by Pia Kreus Discussions with all Palestinian partner representatives

Programme Wednesday 11/05/2022 at Bethlehem

Time	Activity
9:00-12:00	Tour of the old city

2. Practical issues to be solved

- **Budget problem:** we need to shift budgets. Coordinator needs to ask permission from Brussels office with a written confirmation that we can reallocate the budgets. Money for travel available but not enough working days are available.
→ **Pia** informs Federica
- What happens with lead of the project when **Federica is on mother leave?**
→ **Enrico** checks with Anna Tozzi and the Conservatoire of L'Aquila.
- **Absence Nuha** in DAK: June till end of August 2022. Replacement in the office is foreseen.

3. WP 3: what is realized, what should still be done

WP 3 objective

- Developments of the modules
- Adoption of the new modules and teaching materials by academic authorities
- Selection of the students to mobilities from PC to EU

So far:

1. Collected material for develop the modules
2. Implement to modules in the course programme 22-23 in the partner countries
3. Field visits

Feedback from Tunisia visit

See report on the Drive

Feedback from Field visit Uzbekistan

Problem arises in Uzbekistan:

Need for academic certificates for the Uzbekistan teachers of State Conservatory, in order to be able to teach the modules in Uzbekistan. JAMK will organize a short course to the Uzbeki teachers in June. Jeroen could be involved.

TTPU: has good entrepreneurship programme in English, but they are in no way connected to arts.

NIFAD: Fine arts academy has the modules and the mindset for entrepreneurship. Arts management programme started 3 years ago. International perspective should grow.

4. Work still to perform:

- ➔ All partners need descriptions and translation of the courses
 - ➔ All partners need to have the qualifications (certificates) to start the courses
 - ➔ All this should be settled by September
 - ➔ When should the modules be started / finished? Fall and winter 2022 (it should be before the final event)
 - ➔ Plan the two Intensive project weeks
 - ➔ Plan Final event : start up in autumn 2022 and event in fall 2023 ? Work path should start as soon as possible.
5. **Student selection fall 2022:** 48 students from partner countries X 2 X 1 week (during the pilot delivering of new modules) – however: plenty of young Palestinian students have no passport/visa
➔ **check** with PC universities and Federica. Maybe organize the two weeks in partner country Palestina?

4. WP 4: leading partner, prepare content and methodology

1. **Changes in responsibility of WP's.** DAK replaced Tunis in WP3. Who will lead WP4 (originally DAK)? Needs to be discussed with Consaq and Federica (project leader)
AP can bring in skills and experience to coach and develop international and multidisciplinary projects, however, they will not lead WP 4 (as they were leading WP2)

2. Content

3. **Commencing event (online)** to link teachers PC and to students PC:
 Creation of international and multidisciplinary groups of students for the preparation of a creative event: structure and methods of cooperation
 PC teachers coached by EU partners
4. Organise **two trainings in EU**: to cooperate and collaborate with European students. **Where?**
 Finland? L'Aquila? Antwerp? Palestina? These should be creative weeks, where students implement the skills they learned in the modules. We need at least 6 students in each PC university. To do: -> **work out call with selection criteria**
 → **Jeroen** will present a call by end May (l'Aquila), with information on language (English), timeline, tasks (roadmap, business model etc..)
5. **Final event** for the students (teachers should also be involved). **What and where? Or online?**
 → planning an international and interdisciplinary event (one week within M18\24)

Inclusion of online assessment methods and tools in the contents of WP4 so that the actions will not be limited to the delivery aspects only;

5. Visit L'Aquila

Sunday: arrival 29/05/2022

Monday 30 and Tue 31/05/2022: working days in l'Aquila

Wednesday 1/6/2022 is festive day

Extra programme for Palestinian delegation needed. Enrico takes care of this.

On the agenda:

- Presentation of the call for the collection of the students
- Description of the modules

Dissemination

2023 fall:

Identification of specific local and international events in which the project results will be disseminated by each partner and by the consortium as a whole as a complement to the dissemination and exploitation plan.

Accreditation

The only problem is UZ State conservatorium (course doesn't exist yet)

Internal experts

To do: Make a list: Who is the teacher(s) per school?

Important to introduce the business model / process model to the local teachers in l'Aquila

- **Jeroen and Pia** propose/discuss model

Meeting Birzeit University 9/05/2022

1. Project discussion (Timeline, challenges, work package details)

BirZeit university: new MUSAE team

- Yasid El Rifai – Dean faculty Art, Music and design
- Dennis – instructor Design project + entrepreneurship
- May – head of interior design
- Heather – teacher in music programme
- Ahmet - Artist and filmteacher
- Tania – administrative colleague

1. Round of presentation

2. Short overview of work done in WP 2 and WP 3 by Pia Kreus and Inge Simoens

3. Presentation of BirZeit - Faculty

University of BirZeit started in 70'. In total 16.000 students, 2.000 staf members. Offer in Bachelor – master – PhD

The faculty (300 students) was created 4 years ago, in 2017-2018, with music programme and visual art programme. In 2018-2019 the design programme was launched: fashion, product design and visual communication. This year interior architecture started as a 4th branch. Soon Animation and cinema production will be launched.

Bachelor = 4 years (final diploma – semester system). Master = 2 year. PHD = 4 years.

In 2016 the Edward Zait conservatoire was brought under the umbrella of the university University with an Arabic music programme and started with 10 students. Every year 10 new students start, which is few, therefor they have opened up to western music. Both disciplines have some common courses. They have 2 full time teachers.

Arab Instruments: Oud, Kanoon, Vocal studies, Arabic percussion, Arabic violin

Western music (since this year): flute, piano, violin.

Ambition of BirZeit University: bring in local knowledge and involve context outside of the university, so student are in the future able to contribute in the society. At this moment, alumni leave Palestine to work abroad.

4. Elements of Entrepreneurship in the Design programme

Dennis: The programme wants student to develop their own artistic projects and become independent (rather than having them to work for companies). In B1 and B2 the programme focuses on core competences on design

Embedded in Bachelor 3:

Entrepreneurship, innovation and design - B3 sem 1

- Theoretical approach: information on business models, trends
- Canvasses: practical application in small groups, setting up company's and business plan (basically imaginary project plans)

Branding and design in B3 sem 2

- Adding the branding element to the company's they created in sem 1

The MUSAE modules will be implemented in these subjects, to strengthen the current courses. Pia is afraid that the content of Dennis' courses is already too complicated.

Dennis might not get a visa to reach l'Aquila -> make sure he and May can follow l'Aquila online (Enrico)

5. The MUSAE modules

There will not be one 'perfect' MUSAE module which is obligatory for everyone. Instead, there will be a minimum common content, which is the starting point for all PC's. More important is that students develop basic knowledge on entrepreneurship, so they can understand each other. Intercultural communication, enhance entrepreneurship, foster employability of women. Brussels will evaluate the student activities, there is no need for an obligatory similar curriculum in al PC.

Pia emphasizes that we should not be teaching too much theory, the models should be simple and foster the set-up of well-functioning concepts. Important is setting up common language and understanding between students and teachers in all PC universities.

Students being part of the joint module will be evaluated on a certain set of criteria to be set up.

The L'Aquila meeting will deal with the content of the modules.

The project was written 4 years ago, the situation now is totally different. There is a need to shift the content / assumptions.

6. WP 4

Pia proposes to involve students from the different disciplines in the current courses (not only Design) so mixed disciplines are present. Inge proposes to offer the modules to students of Interior design, Visual Arts programme (and maybe Music programme) as an optional course, so the delegation of BirZeit university is multi-disciplinary. Pia proposes to also involve 1 or 2 students from business department. This is important with a view on the final event in WP 4.

6. Meeting with Amir Khalil, Head of university international relations office

The university is very active in international programmes, in Erasmus+ and other European programmes. Also ICM is involved: international credit mobility: student and teacher mobility. At this moment 25 Birzeit students study in Europe. BirZeit university has more than 500 international partners.

Challenges:

1. Increasing problems for mobility due to political situation, Israeli government more and more refuse to give study visa. Therefor they offer short programmes of 3 months, combined with online teaching.
2. European conditions have changed. EU implies restricted measures = conditionally in terms of funding.

Open for bilateral agreements between the partners in het MUSAE project.

Current collaborations in Belgium: ULC, Gent, Leuven, Antwerp, St. Lucas.

TO DO Inge: Make contact with AP university – visual arts! e.g. Global Minds.

History:

1924 private school -> Jordanian government -> Israel government -> 1972 separate university
Liberal university: Democracy, freedom and community outreach are important topic: cooperate with companies and local communities.
Collaborate with NGO's working on refugees, legal law services, ...
Use American credits (not European ECTS)
BirZeit fosters democracy and has elections for student council, workers union, administrative body.

Areas in which BirZeit university wishes to establish more partners: social sciences, medicine and nursing, engineering, IT. JAMK can offer connections to BirZeit on nursing, ICT and cyber security. Conditions to be able to teach: University degree + additional teachers 60 credits programme.

3 types of universities in Palestine

- Public university (BirZeit university, works with board of trustees, should receive 20% funding by government but actually, they don't receive any money since 2016)
- Private university
- Governmental university (all funded from state, more political influence)

Quality assurance is monitored by Ministry, run by a separate QA body ACAP, applicable for all types of universities.

Academic freedom to set up new programme? Heavy procedure of about 3 years, similar to Europe.
Academic freedom to change existing modules? Depends on the size of change: less than 20% change of the structure of the course plan can be decided within the Academy council. If more, you need to have permission from ACAP. The changes due to MUSAE are very small, can be done easily.

[7. Afternoon work meeting with Dennis and May](#)

Current curricula at the faculty – Design programme

BA 1 and 2 :

- Basic skills like drawing skills
- Theoretical class: history of arts, design production, design principles, colour theory etc (1h per week) - to prepare for the studio Work
- Studio work

BA 3 adding of entrepreneurship and branding/design

B4 final project: sem 1 concept and mostly practical research – sem 2 present project

Discipline accents during the programme:

B1 focus visual communication

B2 fashion design

B3 visual communication + product design

Visual Design is a young discipline in Palestine, Dennis is the first Palestine, graduated in 2012 with Design Management diploma. They choose for conceptual design and a more individual approach. (Instead of applied design)

Market situation:

Pressure of parents to choose for scientific degrees (law, engineering, law) , choosing cultural subject is not evident, esp. music. Palestinian market is owned by big companies in insurance, bank and telecommunication.

Teaching methodology:

Manifesto of the university implies studiowork, learning by doing, critical thinking, critical thinking. Teaching by showing, discussions. There are two parts in the curricula: Theory classes or Studio classes. Studio classes have more credits.

Entrance level is really low when it comes to art (hardly pre-education in the country), so extra attendance for remediation in the first bachelor year. First year is treated as propedeuse year, after 1-year clear decision on the continuation of the studies. The material and advice from EU partners should fit the Palestinian narrow framework.

Suitable courses to implement the MUSAE module:

Advise of Pia is to start from the existing course of Dennis, make the teaching model more simply Advise to implement students of other art discipline into the classes of Dennis (or have Dennis teaching part of the classes in the other disciplines)

4 courses in BirZeit university are connected to the MUSAE topic

- Arts Management Project (compulsory in Ba Music – MUSI 3301) – by Heather
- Development Professional skills (elective in Ba visual arts – COVA 437) – next year by Dennis
- Entrepreneurship & Innovation (compulsory in Ba design - DSGN 4320) by Dennis
- Branding design (compulsory in Ba design – DSGN 3320) by Dennis

One future course will be developed based on the module MUSAE:

- Project Management for Interior Desgin (compulsory in Ba interior design – DSIN 4240) by Yasid – future subject, not active yet

By implementing the MUSAE modules in all 4 courses, BirZeit can have students from different disciplines, participating in WP 4.

Pia, Jeroen and Dennis have a discussion on evaluation criteria for the course(s)

Suggestion for development of future curriculum:

to create a faculty subject on “Entrepreneurship and interdisciplinary creative project work”, with 3 parts

- common theory classes,
- separate discipline organized application classes and
- common interdisciplinary project set-ups.

Event Experience

Pia proposes the methodology for entrepreneurship, based on Event Experience

Tuesday 10/05/2022 in Dar Al Kalima

1. Presentation and discussion of 7 movies of the students

Films presented:

- The 4th floor - Fiction

- Ambiance - Fiction
- Area C - Fiction
- Swansan - Fiction
- Coffe Pot - Fiction
- Bint il Balad - Documentary

Vision

The movies are showing the people in the real life in politics, society, even in the fiction films. Young Palestinians want to change and develop the life and country, but there are always a lot of factors that prevent young persons from this. None of the films show propaganda, they tell human stories. Film students also serve as actors in the films.

Place in the curriculum

The film result is a production project outside of the teaching courses, over a longer period of time. Students must find their own collaborators (scriptwriters) and produce the movie themselves (e.g. organize the needed budget) and post-production. It is apart from the final graduation project. The school teaches fiction and documentary. One of the students is invited for Cannes festival. The quality of the films is outstanding.

Entrepreneurial skills

are fully integrated already in the programme in different subjects. The final project of the students is a visit card to the professional field and the industry.

It's clear that the MUSAE programme will need a specific angle in this programme. The product (films) is excellent. Central question for MUSAE is what are the extra elements needed so that the chances of the students and alumni grow? e.g. a professional publication plan

Interdisciplinarity

students collaborate on a natural way with other art disciplines.

Financial support / industry

There is no film industry in Palestine, the school counts on the graduates to push up the industry. At this moment there are no commercial films. Palestinian capital companies are only interested in profit. A cultural fund (the Danish Foundation) offers 10.000 US dollars scholarship per project accepted. So they mostly have to search for coproduction partners in Europe. This causes different problems as the legislation then requires crew from and film days in the coproduction partner country. Apart from this, there are 2 Arab funds and 2 Palestinian funds.

Pia suggests focusing on international industry, to afterwards have more visibility within the country. The school collaborates with INSAS (Bruxelles). We suggest to also contact RITCS.

Follow up

- ➔ DAK asks to connect to the course Film scoring (Music) in Europe -> Inge/Jeroen : introduce Mathias Coppens & Wim Henderickx (AP / KCA). Student Saif is musician and filmmaker -> check possibilities qua mobility funding.
- ➔ DAK invites European institutes to have their composition / music students collaborate with the DAK students. Check if we can collaborate through internships after graduation or within existing courses in the European partners.

- ➔ The vision of the programme at this moment is not producing films for the world, they produce for themselves. The European team (Pia and Jeroen) emphasizes to more embrace the commercial part in the vision, in terms of wanted target group, needed external partners, speak international common language, distribution, marketing and promotion. An artist can become more unique by knowing the world around. Focusing on the commercial part does not mean that you strip down on the artistic level.
- ➔ Palestinian films don't reach the local Palestinian people. This is not surprising. In art the rarity aspect is important in order to offer an experience to the target group, to escape from the reality. The movies that the students promote don't serve this goal.
- ➔ What do the students think is lacking in the current
 - More and deepen the professional technical courses
 - Add the marketing and communication strategies, know more about the international industry and about how to reach the attention of the major labels and film festivals. (Elevator pitch)
 - Organize / participate to showcases for investors
 - Collaborate with international filmmakers around the world
 - Internships in the field
 - Collaboration with screen scoring (music for film)

Teachers Henna and Sa'Ed will join the meeting in l'Aquila.

2. Meeting with the Academic Council of DAK

1. Presentation round

Academic Council of DAK; and Pia Kreus, Heikki Pusa, Inge Simoens, Jeroen Malaise, Giorgio Nascetti, Silvano Manganaro, Enrico Arias, Nuha Khoury,

2. Intention of the meeting

Nuha explains the MUSAE project to the Academic Council and explains the role of the Ac council within MUSAE: to make content advice to the University Council about the content and accreditation of the MUSAE Modules, being implemented in the curricula at DAK.

A second outcome of the meeting is the set-up MOU's to work out collaborations between DAK and the European schools, on bi-lateral basis.

3. WP 3 – curriculum development

Pia explains the WP 3 on creating the understanding the skills and opportunities and networks, in order to be able to develop business ideas. By enhancing cross cultural communication within the students of the PC, 48 students will be in the pilot stage of the teaching of the modules. The projects also affects the academic staff: apart from teaching modules for the teachers, we want to develop their abilities to enhance the entrepreneurial mind with their students.

Objectives of the work package 3 aims at

- Development of the Module

- Adaption of the module and the teaching material to the specific schools
- Selection of the students to participate to WP 4

Each institution has at this moment an entrepreneurial course in the existing programmes, except Uzbekistan State Conservatory. The WP3 team has collected the existing course description

To realize in L'Aquila

- A mutual understanding of the use and the terminology (e.g. entrepreneurship, innovation, idea, concept creation to begin with)
- A mutual understanding on the evaluation criteria between institution and the documentation for the detailed and content related module initiation.
- Simplify the actions and work towards the same minimum methodology and criteria.
- Share teacher material
- Decide on the criteria needs which should be in line with the phenomenon to be taught. E.g. which kind of end product will we evaluate.

Key questions to consider when further working on WP 3

- Choose the students for the pilot (interdisciplinary)
- International context (international positioning and internal governance)
- Programme design (objectives, structure, course catalogue, workloads, content, timing)
- Delivery mode (e.g. study entry requirements, quality of pedagogy)
- Assessment methods and items
- Corporate interactions (connections to external partners)
- Overall quality assurance

How will the teachers be trained to teach the modules?

Most of the teachers that we met up till now (except State Cons Uzbekistan) already have expertise and skills. MUSAЕ will provide a concept tool for the teachers involved. We will support the expert teachers that they first realize their already existing skills and then further exploit their competences with the interaction of international and intercultural sharing. The module will focus on changing the mind-set of student into a entrepreneurial mindset, which is common in almost all European HEI programmes.

How can the module be implemented /attached in the DAK programmes?

Entrepreneurial thinking should be interwoven in all courses in all programmes, as this is the case since 20 years in European programme: one cannot organize a curriculum anymore without enhancing the employability of the students during the programme. It's about developing a mind-set, a prospective, an attitude, and should not be a theoretical course.

In the film programme, the module (1 credit) will be added in the course *Final project*.

Elements of the module (from one lecture to a whole course) should be implemented in all other programmes as well, pref. in the graduation projects, which serves as a business card for the students.

The AC identifies a need for knowledge on opportunities, on intellectual properties, on contracts & rights, on international networks. Pia emphasizes that the key is to bring students from interdisciplinary branches together so they can reinforce each other in a complementary and interactive way. To gain from the MUSAЕ cooperation, the current teachers will need to be able to adapt and downsize, so teachers and students from all PCs will have a mutual basis on knowledge, terminology etc.

The AC-members should identify the elements of entrepreneurship that need to be implemented in which course. A discussion develops on the fact whether there should be a separate new subject on entrepreneurship, on top of fostering the entrepreneurial attitude in all courses.

Changing the mentality of the teachers is a key to success. The WP2 ‘retraining the teachers’ to place to meet this need, however it happened online due to Covid. The module material should be inspiring the teachers in their daily artistic practice.

Practical issues to work on and in Italy

The teaching methodology (the “minimum” amount of joint methodology) will be delivered to the teachers at the meeting at the end of this months, as a basis for the teachers to adapt their own teaching material. More extensive must be prepared and collected at the national level to serve the needs in best possible way. What is expecting in L’Aquila is the scheduling of the student and staff mobilities, the ideation how to start the actual teaching, when and how. Joint opening sessions online needed in order to serve as “*international ice breakers*” and creating the international working community for the staff and students. This will include decisions regarding e.g. the used communicating tools etc. A pool of experts should be considered and organised to serve as guest speakers in their field of expertise, markets etc. All materials of the meetings and photos to PPU in order to disseminate the outcomes to our official webpages etc.

- By Sept/October the students will be travelling to the first ISP. To be looked upon in the PC: translation, adaption etc.
- A joint minimum criteria for the assessment of student work
- Ideation of final event could be started

The memo was written on the behalf of the European partners by
Inge Simoens