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## REPORT on FIELD VISIT 7-10 March 2022 at ISAMS in SFAX (Tunisia)

*Report by Inge Simoens, March 11<sup>th</sup>, 2022*

Visit by

**Inge Simoens**, head of classical music of Royal Conservatoire Antwerp / AP university college

**Jeroen Malaise**, professor of entrepreneurship & creative project + researcher of Royal Conservatoire Antwerp / AP university college

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We've been welcomed warmly by the team of ISAMS, the staff was super friendly, communicative, hospitable and helpful and was taking care of us as we were kings and queens.

After the introduction words of Ikbel Charfi, a first workshop was held **on March 7<sup>th</sup> 2022**. Inge Simoens clarified the context of the Classical Music programme in the Royal Conservatoire Antwerp, how the School of Arts is embedded in the AP University College and in the International Arts Campus deSingel, how the programme for classical music studies is build up and how the students, teachers and researcher are facilized. We explained the different areas in the study programme and more specific the learning line on entrepreneurship, connected to the (final) creative projects and interdisciplinary and socio-cultural work.

In the second part of the workshop, Jeroen Malaise explained how the content and organization of course of entrepreneurship and how the course interacts with the creative projects in the master programme. A focus was put on the collaboration with specialized and external partners, emphasizing that by working with external experts, the course always stays up-to-date, and students build up a professional network during their studies.

To support the workshops, Jeroen and Inge made two PowerPoints, which will be uploaded on the MUSAE drive. These sessions have been held both live and online and a recording was made.

**On March 8<sup>th</sup>**, Jeroen and Inge held a full day workshop with 14 students and teachers of the professional master's (mainly in visual arts). They formed interdisciplinary groups, sharing their different competences in photography, media, and visual arts. First topic, after getting to know each other's specializations in the bachelor programme, was the search for an imaginary project topic and the presentation of a pitch to the full group: what project do you want the realize and why? Then Jeroen and Inge guided the groups in the development of this project idea in terms of a business model, assisted by the ISAMS teachers. The Business Model Canvas by Alexander Osterwalder was used as guideline. At the end of the day, the groups presented their (start of the) business model to each other.

The difference in think process by the students of ISAMS, compared to the Music students at RCA / AP, was eye-opening and refreshing: e.g. not starting for a personal artistic idea, but starting from the feasibility of a project and the wishes of the clients/public.



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It was also clear that the students could immediately develop very interesting project topics, but pitching their idea was rather unfamiliar to them. In the afternoon we saw a big eager to work with the business plan, however a lack of knowledge how to handle it and an unfamiliarity to think multi-faceted. Also, the identification of possible external partners and the delineation of a specific target group was not an easy task for the students. Jeroen and Inge could immediately see a lot of opportunities to enrich the existing curriculum and a great hunger amongst the students to continue the started project work. Together with Ikbel Charfi and the teachers from ISAMS, we decided to plan a follow up online meeting in one month, to see how the students further develop their project topic.

**On March 9th** we visited the Music Academy of Sfax, with bachelor – master – doctorate programmes on music and sound design for about 300 students. Later, we attended a Research Colloquium on Artificial Intelligence connected to music education: Ikbel Charfi from ISAMS did a presentation, in which she also referred to the MUSAE project and the attendance for the RCA / AP colleagues in the hall.

In the afternoon we worked with the teacher's team of the Master of Visual arts of ISAMS ( Amir Ayadi, Dhekrayet Feki, Sonda Kammoun, Wissem Fki) and Ikbel Charfi (manager) on the curriculum: how and where to embed the MUSAE entrepreneurship modules within a rather static curriculum; how to connect the modules to project work; how staff hours could be bundled in different ways; how teamwork amongst students and amongst teachers could be intensified etc.

The intention of ISAMS is to first embed the entrepreneurship modules in the master of audiovisual arts and immediately foresee the connection between marketing, entrepreneurship, and creative projects.

Spaces in the curriculum that could be used for the entrepreneurship modules are:

- 1) *Marketing et technologie de la communication*, 3 credits, M1 sem 1 & 2
- 2) *Cours optionel*, 3 credits, M1 sem 1 ou 2
- 3) *Cours optionel*, 3 credits, M2 sem 1

To apply the theoretical knowledge in a real professional context, the subject *Méthodologie de project* could be used. At this moment the *Méthodologie de project* deals with separate projects per semester, each time with one responsible professor for the semester. The idea was suggested to spread out the projects over the three master semesters 1-2-3 and work with a team of professors who simultaneously work with a part of the students, but during the three semesters. This would give the opportunity to go deeper into the acquired entrepreneurial skills and give enough time to elaborate more substantial, more embedded, and more interdisciplinary focused projects.

**Thursday March 10<sup>th</sup>** was spent on field visits in and around the city of Sfax, where both the ISAMS team and the AP team visited possible locations to set up entrepreneurial interdisciplinary projects, e.g. in the Museum in La Médina, in Technopole and in the halls of the Music Academy. Also, the public space in the city offers several possibilities, however this would be harder to realize, given the strict legislation and the less flexible management of the city of Sfax.



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**On Friday March 11<sup>th</sup>**, the faculty of the film department of DAK university met online with the students and faculty of film at ISAMS. A programme was composed: screening 6 films, both documentary and short fiction films, than having a workshop and finally holding a discussion on the films screened and the production process structure. This excercises was intended as a learning process to show graduation projects, which are the graduates' marketing tools and business card for entry into the film industry.

Mr. Majdi El- Omari was the faculty member from DAK university who conducted the workshop. He made an introduction about the choice for these films and the role of the supervisor in the development proces. When choosing these films, the faculty of film at DAK University assumed that they would generate a great deal of detailed questions, given the topics, the production process, the technology used, the film treatment, etc. of these films.

Because of technical problems, the workshop started a bit later. This also caused problems for part of the audience to see all the film material. A number of faculty members and students of ISAMS attended the workshop. The students and staff talked about the content of the films and the role of the supervisor and structure of the films.

Also project time was discussed. They saw a difference in perception on this matter. DAK university is flexible about time because what is important is the film itself. In ISAMS the production time for a graduation film is 3 months. According to DAK, this might not be enough for a student to go through the whole process of production, from writing to final production, and end up with a good film. The workshops leader missed some deepness in the discussions. This might have several reasons: the online format, the time (Friday before the holidays) or the difference in level (3 year program in ISAMS versus 4 year program in DAK).

DAK offered to give advice and feedback on the films made by ISAMS students and invited ISAMS to send examples of films, as a follow up on the workshop.

**In general**, we experienced a lot of eager and openness and a very active and hands-on team in ISAMS. We feel that the MUSAE project forms an important part of the school live and educational development in ISAMS and we trust that the next phase of the MUSAE project will be successfully embedded.

The only activity which could not be pursued was the attendance of a class of marketing, as the responsible teacher is on maternity leave at the time of the field visit.

All key questions, raised by the MUSAE management in L'Aquila, have been answered in the meeting of March 9th. ISAMS will work them out further in detail and deliver the answers in due time to the MUSAE coordinator.

A lot of pictures and recordings of the sessions have been made, all will be uploaded by Ikbel Charfi on the MUSAE drive.



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**Annex 1:**  
**MUSAE team met at ISAMS – Sfax.**

	<b>Name</b>	<b>Position</b>	<b>Mail</b>
<b>1</b>	Ikbel Charfi	Manager	lkbel.charfi@isams.usf.tn
<b>2</b>	Amir AYADI	Teacher	amir.ayadi@isams.usf.tn
<b>3</b>	Dhekrajet Feki	Teacher	dhekrajet.feki@isams.usf.tn
<b>4</b>	Islem Belhaj Rhouma	Teacher	islem.belhaj.rhouma@isams.usf.tn
<b>5</b>	Mohamed Njeh	Teacher	Mohamed.njah@isams.usf.tn
<b>6</b>	Sonda Kammoun	Teacher	sonda.kammoun@isams.usf.tn
<b>7</b>	Wissef Fki	Teacher	Wissef.fki@isams.usf.tn
<b>8</b>	Naoufel Zribi	Administrator	Naoufel.zribi@isams.usf.tn
<b>9</b>	Ahmed Ben Arab	Technician	ahmed.benarab@usf.tn
<b>10</b>	Mohamed Jarraya	Technician	mohamed.jarraya@usf.tn
<b>11</b>	Ghada Bouzghenda	Student	ghada.bouzghenda@hotmail.com
<b>12</b>	Hichem Hadj Kacem	Student	h.k.hichem@hotmail.fr

**Annex 2:**  
**Participants to the workshop on March 8<sup>th</sup>**

Saif (masc., student)  
License photography  
Stage with television  
Now master Audiovisual

Faiza (Fem., student)  
License arts plastiques (spec. painting)  
Master photography  
Now master Audiovisual

Khoulood (Fem., Teacher)  
Recherche: at this moment topics: IA application to design – design numérique  
PHD present Arab in cinema occidentale  
Graphic designer  
Master de recherche

Yasmine (Fem., student)  
License analyste  
Stage Radio (script et montage)  
Now master Audiovisual

Sohail (Masc., student)



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License Photography  
Stage Photographer (blog sur site historique)  
Now master Audiovisual

Mohamed Aoum (Masc., student)  
License in design image  
Project on development of music house in Tunis  
Now master Audiovisual

Maryme (Fem., student)  
License photography  
Master cinema in Cartège (not finished)  
Now master Audiovisual

Imene (Fem., student)  
Now master Design image  
License publicité audiovisual (spec de design image)  
Stage multi disciplinaire (Black & White) montage & realisation

Mariem (Fem., student)  
Now master Design image  
License publicité audiovisual (spec de design image)  
Stage multi disciplinaire (Black & White) commerce electronique

Hichem (Masc., student)  
License Graphic design  
Projet Evenement Robotique  
Now master Audiovisual  
Amal (Fem., student)  
License assistant à la réalisation  
Stage: maison de la culture: capsule videos  
Now master Audiovisual

Rihab (Fem., student)  
Licence de photographie  
Stage: football club de Sfax (photographer)  
Now master Audiovisual

Dhekraet (Fem., teacher)  
Spec: Theory cinema & audiovisual

Wiem (Fem., teacher)  
Spec: Theory of design, graphiste, teacher design image and competences digitales



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**Annex 3:**  
**Pitches of the workshop on March 8<sup>th</sup>:**

**Group 1:**

Who: Maryme, Mariem, Imene, Wiem

What: Serie de court métrage, work with actors (no docu); different episodes.

Subject: le ralentissement et adolescence tardive et les personnes âgées.

Why? The world is not aware of the problems of this group of society: sensibilization

**Groupe 2:**

Who: Faiza, Amal, Hichem, Rihab

What: Program for television of you tube, with interventions and interviews of multiple artists

Subject: obstacles pour artistes

Why? Share knowledge as there are few information platforms on this topic

**Groupe 3:**

Who: Yasmine, Souhail, Mohamed

What: Series of videos

Subject: The hidden or unknown part and culture of the country of Tunisia

Why: Tunisian people don't know their country and the richness of the nature and culture: sensibilization

**Groupe 4:**

Who: Saif, Dhekryet, Khoulood

What: short movie (court métrage), with actors, presenting a family on the walk

Subject: Pollution and the relation to climate change, specifically on pollution of the seaside.

Why: to improve the behavior of the people regarding pollution: sensibilization

**Annex 4:**

**Session 9 March 2022 on the curricula and where to embed the module of MUSAE - entrepreneurship.**

Present:

Ikbel Charfi	Manager ISAMS	Ikbel.charfi@isams.usf.tn
Amir Ayadi	Teacher ISAMS	amir.ayadi@isams.usf.tn
Dhekryet Feki	Teacher ISAMS	dhekryet.feki@isams.usf.tn
Sonda Kammoun	Teacher ISAMS	sonda.kammoun@isams.usf.tn
Wissef Fki	Teacher ISAMS	Wissef.fki@isams.usf.tn
Inge Simoens	Manager KCA/AP	Inge.simoens@ap.be
Jeroen Malaise	Teacher KCA/AP	Jeroen.malaise@ap.be

**1. Curriculum of ISEMS:**



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### **Master de recherche 120 crédits / 2 years**

En Design

En Arts plastiques

### **Master professionnel 120 crédits / 2 years**

En design Espace -> architecteur d'intérieur

En design Produit -> creation industrielle / creation Mode

En design Image -> publicité graphique / audiovisuelle

En arts plastiques -> photographie/ céramique / sculpture

### **Licences (bachelor programmes) -> 180 crédits / 3 years**

En Arts plastiques: Céramique / Peinture / Sculpture / Photographie / Tissage / Gravure / Mozaiques

En Design:

Espace -> architecture d'intérieur

Produit -> mobilier/ creation industrielle / mode/ textiel

Design image -> publicité graphique

En technologies de l'audiovisuel et des médias numérique:

Cinema et audiovisuel -> assistant à la réalisation et à la production

Arts et médiation -> communication et multimedia

## **2. Courses which could be linked to MUSAE-modules**

### Master 1, sem 1 and 2:

1° Marketing et technologies de la communication, 3 crédits

➔ Is at this moment about general marketing competences, not applied to the arts

➔ 1 professor teaches the course in all programmes of the school (in maternity leave)

2° Cours optionel: this is a subject of 3 crédits that can be filled out by the school (all other subjects are determined by the model that the state implies. The subject changes yearly, according to the needs of the students on that moment.

3° Methodology de projet 1 and 2 (7 + 7 crédits) – could be used to apply the knowledge, learned in the course of entrepreneurship, via interdisciplinary creative projects.

### Master 2, semester 1



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1° Methodology de projet 3 (7 crédits) – could be used to apply the knowledge, learned in the course of entrepreneurship, via interdisciplinary creative projects

2° Gestion et organisation professionnelle, 3 crédits (specialized information per discipline e.g. how does printing house work, given by contracted teachers with small assignments.

3° Cours optionel - Specifique institution, 3 credits: Digital Marketing & entrepreneurschip. Still to be designed.