



Executive Agency, Education, Audiovisual and Culture

MAPSI

Managing
Art Projects with
Societal Impact

Managing Art Projects with Societal Impact

Final Report

Public Part

Project information

Project acronym: MAPSI
Project title: Managing Art Projects with Societal Impact
Project number: 540176-LLP-1-2013-1-EE -ERASMUS-EQR
Sub-programme or KA: Erasmus Multilateral Projects
Project website: www.mapsi.eu

Reporting period: From 01.10.2013
To 31.03.2016

Report version: 1
Date of preparation: 25.05.2016

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This project has been funded with support from the European Commission.

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Executive Summary

The overall aim of the project Managing Art Projects with Societal Impact is to develop content and understanding for a joint specialization module, mediating a new knowledge gathered by the project on different needs and experiences from various stakeholders: existing projects, potential employers and students, and deliver a joint field of specialization into the context of cultural/art management master programmes in Europe.

More particularly, we aimed to:

1. Create an innovative field of specialization in the context of art/cultural management master programmes that trains the future managers and mediators for art projects with societal impact
2. New learning materials and content that contribute to the European art/cultural management education
3. Conception of a new integrated model for interactive study & internships
4. Dissemination of the results to a wider audience

The main outcome of the project is a new training module, consisting of:

- 1) MAPSI Academy, rotating in the future from one country to another

During the project partners piloted the new field of specialization and analyzed the results for further experimenting. As a result, a core intensive period that unites all students from all partner academics in an Intensive MAPSI Academy with visiting lecturers on art and society management was organized. Course provided introduction to the field, both academic research and practical examples and enabled the students to learn each other which help to ensure good collaboration.

- 2) E-learning

In hand with the development of the Study Book also learning content to the virtual learning environment was developed to deepen the knowledge after MAPSI Academy. As a result, the students from partner schools are engaged to learn in virtual setting. Content and exercises have been created to the virtual environment to be used as part of lectures.

- 3) Internships

As a result of the project a new pedagogical model to deepen the integration and interaction between the study and internships was developed, describing the theoretical base, main concepts, agreement templates for internship partners (students, teachers, working life supervisors), and learning tasks. Also, pilot internships were carried out during the project life-span and learning outcomes achieved by the students, the potential improvements in competences were discussed.

- 4) Study Book and Guide Book

Study Book is targeted mainly for teachers and students of cultural management, cultural policy and social services; youth workers; arts and development. The book can be used as course book for learning and teaching managing arts projects with societal impact, offering new insight and structured way of teaching the management. The study book is opening up the topic and provides the toolbox of managing arts project with social impact and provides interdisciplinary approach to the issue and gathers competences of authors from different universities of different disciplines with enriching cases as real life examples. The book can be used both in bachelor and master level, though mainly master's levels has been kept in focus.

Guide Book is a practical tool for practitioners already working in the field.

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1. Project Objectives

The overall aim of the project Managing Art Projects with Societal Impact was to develop content and understanding for a joint specialization module, mediating a new knowledge gathered by the project on different needs and experiences from various stakeholders: existing projects, potential employers and students, and deliver a joint field of specialization into the context of cultural/art management master programmes in Europe.

More particularly, project aimed to:

1. Create an innovative field of specialization in the context of art/cultural management master programmes that trains the future managers and mediators for art projects with societal impact

MAPSI aimed to construct an European module with a blend curriculum offering current and future art management master students seminal education that allow them to respond to a growing demand in labour markets for specialization in art and society interaction.

MAPSI strives for an innovative education going beyond national borders. We intended to train future professionals that have specialized skills for the growing demand to interact between the art field and other sectors of society and capabilities of reflection on one own experience.

2. New learning materials and content that contribute to the European art/cultural management education

The MAPSI network aspires to contribute to the understanding and development of European education and understanding of activities in the context of “using” art for societal purposes.

This hub of students, academics, stakeholders and policy makers allow an exchange of know-how about the specificities and gained experiences within the art & society domain. It offers the opportunity to evaluate the current activities and art/cultural management master curriculum based on new gained through the projects.

3. Conception of a new integrated model for interactive study & internships

The MAPSI partner’s schools/universities developed an integrated specialization module which build a novel module for integrating an interactive internship that enable better linkage to the study content and internship, as well as add an international dimension both to the teaching and internship activity, all that using the virtual learning platform and international collaboration.

4. Dissemination of the results to a wider audience

The results of the project and the insights from piloting will be disseminated to other master programmes and stakeholders by existing networks, for example ENCATC and AIMAC as well as national and other local relevant organizations. The wide network of Cultural Management alumni for all the project partners will be engaged in the dissemination work as well.

2. Project Approach

MAPSI Identifies and develops a new study content based on understanding:

- the current art projects with societal impact, focusing art investments as economic projects (Spain), art and ethnic minorities, (Estonia), and art and special age groups in society, namely elderly and children (Finland) including all art forms (e.g. visual arts, music, theatre)
- the needs of actors engaging in art project with societal aims, as potential employers
- the needs and current competencies of students in cultural or art management master programmes

The project carried out a study-case analyze on selected art projects with societal impact to research and analyze the experiences and to establish the key success factors and the required skills and competences. Moreover, potential employers with some experience with art&society activity were interviewed in the process of study-case development. The current students in respective art/cultural management master programmes participated in a workshop to establish their current knowledge on the topic and their perspectives on the skills and competences needed. The case, interviews and workshop analysis were shared as part of the Study Book, academic papers and through a jointly created virtual working platform with jointly established content formula.

1) MAPSI built learning content in the form of study book and content in virtual learning platform for creating a field of specialization into the management, mediating and facilitating, art projects with societal impact in the context of current art/cultural management master programmes.

The data and reports, academic papers gathered during the research activities were adapted as learning content to the virtual learning environment, as well as a joint writing of a study book and case analyses.

2) MAPSI created a new pedagogical model to deepen the integration and interaction between the study and internships.

The Laurea “learning by developing”-pedagogy was a starting point to develop a new model for integrating the internship with studying. The model was piloted during the project in the context of piloting the new specialization as a whole.

3) Piloting the new field of specialization and analyze the results for further experimenting

The partners applied the new content and materials first by piloting: a core intensive period that unites students, academics and stakeholders in an Intensive Summer School, within an extensive e-learning module with visiting lecturers on art and society management integrated closely to the international internship.

3. Project Outcomes & Results

The main outcomes of the project is new training module, consisting of:

1) Summer-school (MAPSI Academy), rotating in the future from one county to another

During the project partners are piloting the new field of specialization and analyse the results for further experimenting. As a result, a core intensive period that unites all students from all partner academics in an Intensive Summer School with visiting lecturers on art and society management is organized. Summer-school provide introduction to the field, both academic research and practical examples and enable the students to learn each other which will help to ensure good collaboration.

2) E-learning

In hand with the development of the Study Book also learning content to the virtual learning environment is developed to deepen the knowledge after summer-school. As a result, the students from partner schools will engage to learn in virtual setting. Content and exercises were created to the virtual environment to be used as part of lectures.

3) Internships

As a result of the project a new pedagogical model to deepen the integration and interaction between the study and internships is developed, describing the theoretical base, main concepts, agreement templates for internship partners (students, teachers, working life supervisors), and learning tasks. Also, pilot internships were carried out during the project life-span, after that, learning outcomes achieved by the students, the potential improvements in competences analysed.

4) Study Book and Guide Book

Study Book is targeted mainly for teachers and students of cultural management, cultural policy and social services; youth workers; arts and development. The book can be used as course book for learning and teaching managing arts projects with societal impact, offering new insight and structured way of teaching the management. The study book is opening up the topic and provides the toolbox of managing arts project with social impact and provides interdisciplinary approach to the issue and gathers competences of authors from different universities of different disciplines with enriching cases as real life examples. The book can be used both in bachelor and master level, though mainly master's levels has been kept in focus.

Guide Book is a practical tool for practitioners already working in the field.

These main outcomes of the project were supported by management, quality assessment and dissemination and exploitation activities/outcomes.

- Smooth managing was assuring the functioning of the project in accordance with set aims and objectives.
- The aim of the quality planning was to set up a common system and standards of quality assurance measures to be adopted for internal and external evaluation of project activities, future specialization module and internship model. The evaluation of the project was a continuous process to make adjustments if needed and ensure good quality of the project.
- The aim of the dissemination was to give visibility to the project, disseminate the results, and offer a useful tool for recruitment of potential participants in the main activities of MAPSI. This is, together with the actions established in the sustainability WP, one of the ways to assure that MAPSI has an impact on society itself, and that the predefined community of users and target groups are effectively reached and engaged.
- Exploitation WP helps to sustain project results and outcomes after the project, setting up an exploitation strategy and plan of activities on national and international levels.

4. Partnerships

MAPSI is an Erasmus multilateral project based on multilateral partnership of three applicant countries (Finland, Estonia, Spain).

The MAPSI network unites outstanding EU schools/universities in the field of art/cultural management and art for society activities, each with specific expertise, strengths and proficiencies. By enlarging and improving their individual curricula and pedagogy into an innovative, new EU-level blended specialization module in art /cultural management masters programmes, it creates knowledge and competences with a growing need in society. Each partner in the Consortium provides different knowledge in art projects with social impact on international level.

- EAMT as the leading Partner has expertise in running CoPeCo (Erasmus LLP joint study programme) project. EAMT and EBS bring a unique experience in the state academy and business school collaboration in terms of a joint MA programme and entrepreneurship. The programme is international, interdisciplinary and flexible with a special emphasis on management of culture and creative industries. The MA programme is intended for those interested in managing cultural institutions and organizing projects. Using active learning methods and lively discussion, the course offers students a chance to engage in cultural discourse, learn about creative industries and cultural entrepreneurship and provides access to creative networks. The programme also takes on cultural policy questions and gives tools to the students to participate in the relevant policy discussion.
- Laurea brings an extensive pedagogical, practical and academic expertise within LbD (learning by developing) in social projects with artistic content. LbD model is built on a development project that is genuinely rooted in the working life, which aims to produce new practises and whose progress requires collaboration between lecturers, students and working life experts. LbD melds together the two main functions of universities of applied sciences: professional education (learning) and teaching based on research (developing).
- Sibelius Academy contributes in the high level of music and arts management education and research activities as well as virtual learning methods. The department of arts management will be the main organizer of the intensive summer school in which the new curriculum is experimented within the students from all participating universities. Development of various distance learning methods and investments on the technical equipment for effective distance learning have been strongly emphasized during the previous years and currently there are good technical and pedagogical capabilities available at the Sibelius Academy.
- UPV/EHU ensures the dissemination of the project results to the other sectors through its knowledge in art investments as economic projects, ICT tools and connection to third sector organizations and communities.

Project partners from Estonia and Finland have an experience of more than 10 years of cooperation both in Cultural management and music education and research field, practicing Erasmus and Nordplus exchanges and participating in the same EU-funded projects with entrepreneurial focus, sharing international professors and preparing students for the same labor market. Partners from Spain and Japan have been in close cooperation with professor Annukka Jyrämä in different research projects.

5. Plans for the Future

In the Exploitation Strategy tools to sustain project outcomes (module, and its elements (summer school, e learning platform, internship model), Study Book/Guide Book, conferences, website) are outlined and suggestions made.

1) Summer-school. Four partner universities out of 5 are committed to take the responsibility for organizing the summer-school. EAMT takes the responsibility to organize the next summer-school (provides rooms, and covers catering costs) in January 2017, including course marketing and administration. Summer school is renamed because of the timing to MAPSI intensive academy. In four universities (Sibelius, EAMT, Laurea, EBS), the MAPSI summer school will be selective subject, integrated to curricula. As a result of statutory rules (language barrier, general structure and orientation of the summer-school programme) and practical barriers (funding) it will not be integrated to the curricula of UPV/EHU and UPV/EHU students can join the programme as guest students. Partners are willing to open up the course for other universities to widen the network: maximum number of students participating in on-spot summer school is 30 including 5 students from other universities. All partners update the course materials in e-platform. Organizing university takes the lead to coordinate the whole process (administrative organization and content upgrading).

2) E-course. After piloting of an e-course a Moodle was chosen as open access platform that is most widely used learning platform and guarantees free equal rights for all partners, provides flexibility and has all functional features we need (no need to pay extra for development). In addition, know-how and not one-company based system guarantees that after the project we don't face technical problems that can be solved based only on one company. As a result, all adjustment proposed during the piloting, we integrated to Moodle platform.

E-course will be integrated to the curricula of EAMT, Sibelius and Laurea and EBS. In EAMT, Laurea, UPV/EHU and Sibelius there will be a contact person (lecturer, professor or coordinator of the programme) for the platform and the workload will be included to the overall workload of the responsible person. Those students who are interested in the MAPSI in EBS options are join as additional student; if participating in EBS-EMTA joint programme where EMTA is the leading partner, these students are enrolled by EMTA as visiting students. The next e-course will be in Sept-December 2017. Frequency of the e-course will be every second year, following summer school (MAPSI Intensive Academy) held in January 2017. Maximum no of students participating in the e-course will be 80, minimum 15. If not all places are filled with partner university students, consortium decided to offer free places for other universities through our networks.

3) Internships. In three partner universities (Laurea, Sibelius, EBS) students are free to choose their internship topic and are invited to carry MAPSI internship through as part of the existing curriculum. In EAMT a separate MAPSI internship course will be available. Regarding the human resource and finances to carry out internships, the workload of responsible teachers will be included in the normal workload of a lecturer and/or professor. Also international internships will be coordinated and included to the existing work-load. In case on Laurea, the International Planning Officers give students practical help with international internships and lecturers acts as tutors in the similar way as in domestic internships. In EBS mentoring MAPSI internships will be dealt with case by case, or through the joint programme with EAMT. For the international internships Erasmus programme can be used as funding resource to cover students travel and accommodation. To ensure information sharing, there is a contact person in each university to share experiences regarding the internship model developed within the project – feedback, problems, further planning, creation of internship groups (also international).

4) Study Book and Guide Book. E-versions can be easily distributed after project and adjustment made if necessary. The Study Book can be used both in bachelor and master level, though mainly masters levels has been kept in focus. As Study Book is bases for the e-course, it was decided that the content of the Study Book should be revised before the next e-course held in autumn 2017.

Both publications are freely available to download after having registered in ISSUU platform. This would allow us to keep track of the audience and characteristics of the real readers. In addition,

MAPSI project presentation and the book launching took place in EAMT on 19th of April during annual ANMA (Rectors of Music academies of the Baltic Sea region) meeting that gathered ca 100 leaders, managers and teacher from music academies from Nordic and Baltic region. Guide Book is translated also into Spanish that increases dissemination level of the material. As both deliveries were ready by the end of the project, we have seen great performance in distribution numbers after the project.

5) Events and conferences. Knowledge of the MAPSI will spread due to the conferences, network is growing connecting people in this fields for further contacts and cooperation. The keynote speakers invited are chosen according to MAPSI topic and treated as "MAPSI ambassadors" after project. Also, presentations are uploaded to MAPSI Youtube channel to increase visibility of the topic. Part of the MAPSI sustainability is to integrate the topic to the existing events. Biggest event is EGOS, European Group of Organizational Studies, annual conference that will be organized at 2018 by EBS. EBS has discussed possibilities to add MAPSI sub-track to the EGOS Colloquium 2018 in Tallinn with EGOS Chair Silviya Svejnova.

6) Web/site and FB. MAPSI web-site is linked with existing pages, also info will be updated and reflects the results of MAPSI project. From practical side, it is easier to deliver information about MAPSI summer school/e-learning module through universities own intranet/study system. On the other hand, for external students/target groups the web-site could serve as a good place to share information about MAPSI courses and topics. There will be a continuing information flow on FB, so that FB could serve as information point for MAPSI topics. FB will be used as additional info source for MAPSI module students and contact persons/MAPSI teachers from universities to share the relevant information.

6. Contribution to EU policies

EU Commission has been supporting the joint programmes and multiple/double/joint degrees as good developing practices. The Erasmus page says among other things that: Politicians at the European level have recognised that education and training are essential to the development of today's knowledge society and economy. The EU's strategy emphasises countries working together and learning from each other. With each EU Member State responsible for its own education and training systems, Union- level policies are designed to support national actions and help address common challenges such as: ageing societies, skills deficits among the workforce, and global competition. These areas demand joint responses and countries can benefit from sharing experiences. The long-term strategic objectives of EU education and training policies are:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

MAPSI relates to all four abovementioned points in its academic quality, methodical approach, dissemination and sustaining methods. Last but not least, the consortium partners bring their own unique expertise for each of these points. MAPSI would not be possible without European cooperation, it has social interaction and cross-border knowledge exchange at its core.

The project contributes to the Higher Education in Europe in the following way:

a) Closing the gap of providing specialized employees for art projects with societal impact – population of Europe is aging steadily, but the creative industries sector on the other hand is supporting the development of entrepreneurship rather than work in public sector. Therefore higher education institutions need to focus more on engaging the students in the public social sphere institutions. The partners think that interaction between institutions and staff from Spain, Finland and Estonia will be profitable for all, due to different socio-cultural backgrounds and joint aims.

b) Closer collaboration with various organizations and between organizations with same focus but different approach in different countries

Especially important is the cooperation between working unions of different fields: creative fields (music, theatre, dance, visual arts, design), social fields, entrepreneurship, which function at the moment of very different pretences and often for different aims/reasons. At the moment there is no fixed standard / code of conduct for professional cultural managers. In the context of managing projects with societal impact this code becomes even more important to develop on a European level. Also in the context of joint EU market.

c) New learning module for new needs and new internships

The problematic of internships - paid, not paid, intellectual property and related questions, working time and investing time by the employers, motivation to take on interns. Often internships are not well placed in the studies and rather formal, no sustainable results and learning by development.

d) Masters students get awareness and new competencies, melting in a unique way business and arts for social needs

Students become more confident, expert, but also socially responsible citizens for EU.

