## Re Fry Submission

## **Educational Creative Industries, Development in Timor-Leste**

The original ADRA submission (which requested an award of \$328,799) contained a series of curriculum development activities (see below). However, as the project had not secured a local partner that could provide the material basis that would have allowed the curriculum to be delivered, the funds for this activity were withheld. The award given (\$242,224) was just for the research aspects of the project. The situation has changed, with the formalisation of a partnership between Griffith University and the Ministry of Education of East Timor now in hand to create an indigenous based college of creative industries. This is likely to eventually be attached to the prospective National Museum and Cultural Centre (this is an established practice, for instance, the Royal College of Art in London is attached to the Victoria and Albert Museum). Prior to this facility arriving, temporary accommodation has been offered by the Department of Education of East Timor. Because of these changed circumstances, we now request that amount assigned for curriculum development (\$86,575) be released.

We think it is very important to utilise the extraordinary support the project has won – from people in remote mountain villages to government ministers. The basic aim of the project is to create employment opportunities for young people. It is seen to have this potential and more. Having created the most comprehensive documentation of Timorese material culture in the country, the project is being viewed as a key agent of national cultural regeneration. As such, it is well known throughout the entire country. Material has been documented from 59 towns and villages visited. That the project is recognised as already having established a very considerable educational resource during its first year is central to why a partnership is being mooted by the East Timor Government.

Our research nationwide and internationally has produced a database of 14,000 entries – visual and written documentation of material cultural artefacts (jewellery, wood carving, sculpture, weaving (tais), ceramics, musical instruments, etc, as well as traditional architectural design, construction detail, carved and graphic decoration). It also contains 120 key contacts, approximately 60 of which are craft-workers, many of whom have expressed verbal interest in being skill mentors.

This comprehensive resource can deliver three things:

- 1. a foundation upon which to develop a design curriculum;
- 2. a resource (with interface design) that can be turned into a major research resource for students and for media production;
- 3. a resource for product innovation.

Undertaking curriculum development would mean the already designated activity of scoping material and infrastructure support for the set-up of an institution would expand into a more detailed and substantial year-long exercise. The outcome would be a curriculum based upon the project's content being utilised as an educational reference resource, exemplary material content and provision of human resources (especially a network of identified craft-worker mentors) – ready to go forward for elaboration and accreditation in year three.

The items removed from original application are listed here. In view of work done and changed circumstances in East Timor (to be outlined) we would wish to revise them.

Project component – year 1	When undertaken	When outputs	Team actor
Initial Curriculum design for Years 1 and 2 on the basis of programs developed for potentially viable products across a number of media and practices.	Month 10-11	Week 3, Month 12	PI with COI support

Project component – year 2	When undertaken	When outputs	Team actor
System design of communications infrastructure - intercultural communication - studio-to-studio video conferencing	Months 3-4	Last week, Month 4	Pl and COI
Trials/tests and evaluation of second level prototypes	Month 5-6	Week 2, Month 7	Pl and COI
Strategic planning for curriculum content design and development	Months 6-12	Last week, Month 12	Pl and COI

Project component – year 3	When undertaken	When outputs	Team actor
Student program content – detailed design and development for year 2	Months 1-6	Last week, Month 6	Pl and COI
Staff professional development content development – programs and workshops across all media	Month 7-12	Last week, Month 12	Pl and COI

Two major circumstantial changes have taken place in the country that alter how we would approach curriculum development. First is the relation with the prospective National Museum which would itself become a teaching and work experience resource, as well as the means of putting exhibition design and curatorial practice into the program. The second is the potential for design and production for the educational radio and television station that the Ministry of Education has just created for nationwide broadcasting. Not only does this development create production potential using the existing visual resources of our project (over 6,000 photographs, 27 hours of video with access to an additional 70 hours, plus links to the Film School at Griffith University (which includes an animation department), but also the kind of creative industry program content that could be produced would act as a major means to recruit students and promote the institution.

## Revised program to add to current work plan

Project component – year 2	When undertaken	When outputs	Team actor
Initial Curriculum design for Years 1 and 2 on the basis of programs developed for potentially viable products across a number of media and practices.	Month 3-10	Week 3, Month 12	PI with COI support
System design of communications infrastructure - intercultural communication, database development and interface design - film/TV institutional linkage between Dili and Brisbane	Months 4-11	Last week, Month11	PI and COI with partner staff relations
Trials/tests and evaluation of craft object prototypes and media concepts (all years)	Month 5-9	Week 2, Month 10	Pl and COI
Strategic planning for curriculum content design and development	Months 6-12	Last week, Month 12	Pl and COI

Project component – year 3	When undertaken	When outputs	Team actor
Student program content – detailed design and development for all	Months 1-6	Last week, Month 6	Pl and COI
Staff professional development content development – programs and workshops across all media	Month 7-12	Last week, Month 12	PI and COI

The staffing implications based on an increased workload are:-

- s.47F (RA 2.2) would remain 0.5 in year 3 (currently 3yr budgeted 0.3)
- s.47F
   (RA 1.2) would increase from 0.3 in years 2 and 3 to 0.5
- An additional RA 1.2 at 0.5 would be recruited for 6 months of year 2 and all of year 3