

Application

1. General information

Project number

Project number UTF-2024/10028

Project title

Resonating Rights - How Music Gives Voice and Fights Social Exclusion

Project summary

Resonating Rights aims to facilitate new dialogues across ethnomusicology, music therapy, music performance, music education and human rights studies. By developing community-centered curriculum and short-term courses, our objective is to internationalize students in these disciplines. Through bilateral collaboration between Norwegian and Brazilian universities, we seek to enhance music studies and human rights education. Our aim is to develop more participatory and socially relevant courses in music studies with a shared emphasis on how music can foster diversity, give voice and help fight social exclusion and advance human rights. Our project will devise a model for implementing inclusive practices in arts education and the social sciences.

With the goal of fortifying our newly formed partnership, we anticipate that **Resonating Rights** will lead to increased collaboration between our institutions and the creation of a promising exchange model for reciprocal student mobility. The project will be a key component in delivering truly interdisciplinary hands-on course materials that could potentially be integrated into several other disciplines, targeting arts education in general, as well as the social sciences and humanities through its shared emphasis on voice, social inclusion and cultural diversity.

The project will be executed in three stages: 1) mutual academic staff mobility, contributing to the development of a durable partnership and exchange of educational experiences through workshop teaching, 2) a reciprocal blended learning intensive workshop model, facilitating small interdisciplinary student projects between Norwegian and Brazilian students and offering internationalization-at-home opportunities, and 3) a new course curriculum that will be tested and co-developed through the project, and that can easily be integrated into the study program structure at the participating institutions. In all stages, online learning platforms will facilitate teamwork, knowledge exchange, and curriculum development.

By drawing on insights from the broader interdisciplinary field of Human Rights, and its close link to the UN's sustainability goals, we hope that we can develop more inclusive and participatory music courses in all fields modelled on diversity. We also believe that increased collaboration between these fields of music study, and the interdisciplinary field of human rights research, will improve research and teaching in the wider field of music.

We anticipate the project to also serve as a cornerstone for future research collaborations between our institutions, as the partnership constellation is rooted in mutual research interests and individual collaboration among researchers. Lastly, **Resonating Rights** will offer crucial internationalization perspectives from outside the EEA to our institutions, particularly since arts education has lacked international perspectives since the introduction of study fees in Norway in 2023.

Discipline area(s)

- 1: Musicology/musical studies (107)
- 2: Sociology (202)
- 3: Cultural sciences (103)
- 4: Other social sciences (216)

Is the project interdisciplinary?

Yes

Earmarked funds - Is this project considered to clearly fall within one of the following thematic fields?**Oceans and coastal areas**

No

Climate, the environment, and energy

No

Educational level**What level of education is the project aimed at?**

Higher education, bachelor's degree level

Higher education, master's degree level

PhD education

Planned duration of the project**Planned duration of the project**

01/2025 - 02/2028

Connection with other projects**Funding source****Comment**

This is a new project initiative. Our Faculty of Fine Art, Music and Design at UiB has currently no formalised institutional collaboration with Brazilian higher education institutions.

2. Applicant, Partners and Participants

2.1 Applicant

Applicant

UNIVERSITY OF BERGEN (NO)

Responsible entity

Responsible entity: The Grieg Academy - Department of Music

Person with legal responsibility

Name: Rolvsjord, Randi
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Project coordinator

Name: Krüger, Viggo
Gender: Male
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Administrative contact person

Name: De Ridder, Thomas
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Phone number: +4791638017

Financial contact person

Name: Kolesnyk, Svitlana
Position: financial adviser
E-mail: svitlana.kolesnyk@uib.no
Phone number: +4755582088

2.2 Main partner institution outside Norway

Main partner institution outside Norway

Federal University of Rio de Janeiro (BR-UFRJ)

Responsible entity

Responsible entity: School of Music

Head of unit

Name: Silveira, Ronal
Gender: Male
Email: gabinete@musica.ufrj.br

Project coordinator

Name: Alvares, Thelma
Gender: Female
E-mail: tsydalvares@gmail.com
Address:

2.3 Partners

Partners

Institution: BR-Federal University of Paraíba (BR)
:
Unit: Center of Communication, Tourism and Arts
Contact person: Silva, Ulises
Gender: Male
Position: Director
Email: diretor@ccta.ufpb.br

Institution: BR-Federal University of Southern Bahia (BR)
:
Unit: Center for Arts and Communication
Contact person: Belisário, Bernard
Gender: Male
Position: Dean for the Arts
Email: bernard@ufsb.edu.br

Institution: NO-UNIVERSITETET I SØRØST-NORGE (NO)
:
Unit: Fakultet for Humaniora Idretts- og Utdanningsvitenskap
Contact person: Kjendlie, Per-Ludvik
Gender: Male
Position: Dekan
Email: Per-Ludvik.Kjendlie@usn.no

Non-academic partners

Does the project include non-academic partners?

No

2.4 Participants

Participants in the project

Name:	Alvares, Thelma Beatriz Sydenstricker
Gender:	Female
Degree:	PhD
Position:	Professor of Music Education and Music Therapy
Institution:	BR-Federal University of Rio de Janeiro
Name:	Araujo, Samuel
Gender:	Male
Degree:	PhD
Position:	Professor of Ethnomusicology
Institution:	BR-Federal University of Rio de Janeiro
Name:	Bøhler, Kjetil Klette
Gender:	Male
Degree:	PhD
Position:	Professor of Music
Institution:	NO-UNIVERSITETET I SØRØST-NORGE
Name:	da Paz, Aline
Gender:	Female
Degree:	PhD
Position:	Professor of Music Education
Institution:	BR-Federal University of Rio de Janeiro
Name:	De Ridder, Thomas
Gender:	Male
Degree:	Master
Position:	Research coordinator at the Faculty of Fine Art, Music and Design, UiB
Institution:	NO-UNIVERSITY OF BERGEN
Name:	Fjelle, Espen
Gender:	Male
Degree:	
Position:	Teacher
Institution:	NO-UNIVERSITETET I SØRØST-NORGE
Name:	Hjørnevik, Kjetil
Gender:	Male
Degree:	PhD
Position:	Associate professor of Music Therapy
Institution:	NO-UNIVERSITY OF BERGEN
Name:	Håndlykken-Luz, Åsne
Gender:	Female
Degree:	PhD
Position:	Associate Professor
Institution:	NO-UNIVERSITETET I SØRØST-NORGE
Name:	Krüger, Viggo
Gender:	Male
Degree:	PhD
Position:	Associate professor of Music Therapy and Center leader for GAMUT (The Grieg Academy Music Therapy Research Centre)
Institution:	NO-UNIVERSITY OF BERGEN

Name:	Martins, José Henrique
Gender:	Male
Degree:	PhD
Position:	Professor of Piano – Musical Performance
Institution:	BR-Federal University of Paraíba
Name:	Metell, Maren
Gender:	Female
Degree:	PhD
Position:	Postdoctoral researcher, music therapist
Institution:	NO-UNIVERSITY OF BERGEN
Name:	Mezzanotti, Gabriela
Gender:	Female
Degree:	PhD
Position:	Associate Professor in Social Sciences
Institution:	NO-UNIVERSITETET I SØRØST-NORGE
Name:	Pereira de Tugny, Rosangela
Gender:	Female
Degree:	PhD
Position:	Professor for the Arts (Ethnomusicology; Anthropology; Pedagogies for the Arts; Music Education)
Institution:	BR-Federal University of Southern Bahia
Name:	Puig, Daniel
Gender:	Male
Degree:	PhD
Position:	Professor at the Center for Arts and Communication and coordinator of the Bachelor's Degree in Sound, Image and Movement
Institution:	BR-Federal University of Southern Bahia
Name:	Ribeiro, Fábio Henrique
Gender:	Male
Degree:	PhD
Position:	Professor of Ethnomusicology – Musical performance
Institution:	BR-Federal University of Paraíba
Name:	Rotevatn, Jarle Lars
Gender:	Male
Degree:	
Position:	Assistant Professor and Coordinator for the bachelor's degree in music or composition
Institution:	NO-UNIVERSITY OF BERGEN
Name:	Runsjø, Pål
Gender:	Male
Degree:	
Position:	Associate Professor
Institution:	NO-UNIVERSITETET I SØRØST-NORGE
Name:	Silva Queiroz, Luis Ricardo
Gender:	Male
Degree:	PhD
Position:	Associate Professor of Ethnomusicology, Music Education, and Acoustic Guitar
Institution:	BR-Federal University of Paraíba

Name:	Souza, Leonardo
Gender:	Male
Degree:	PhD
Position:	Professor for the Arts (Arts & Technology; Technologies for the Scene; Pedagogies for the Arts)
Institution:	BR-Federal University of Southern Bahia

3. Project description

3.1 Relevance of the project

Relevance of the project

Background and needs of the project

Our partnership originates from an existing research collaboration between individual researchers in both countries. This collaboration has now been further developed into an educational partnership collaboration between 2 HEIs in Norway (NOR) and 3 in Brazil (BRA) offering a varied mix of music & art education programs.

Our mutual interest lies in establishing a robust partnership to modernize music education in both NOR and BRA. Through reciprocal mobility and innovative course design, we aim to rejuvenate our educational programs. By incorporating transversal elements and addressing real-world issues, we anticipate that **Resonating Rights** will directly lead to the innovation of our educational offerings. This will ensure that our education is more closely linked to real-world problems and societal issues. We value the impact that music and the arts can have as significant contributors and catalysts in society.

The proposed project aims to enhance collaboration in higher education by bringing innovative perspectives for a sustainable future (Panorama Strategy, p. 10). By including different disciplines in the project and co-creating a cross-disciplinary elective/course, we align closely with the UN Sustainable Development Goals. Our project specifically targets UN sustainability goals 3: Good Health and Well-being, 4: Quality Education, 10: Reduced Inequalities, 16: Peace, Justice and Strong Institutions, and 17: Partnerships for the Goals.

The set of activities chosen for the project will expose our students to community-based research methods and provide them with international perspectives. These perspectives can be embedded in their internship period later in their studies (Panorama, priority 1, p. 7). The project will also provide them with training in setting up cross-sector collaborations with organizations outside academia, focusing on social innovation (Panorama, priority 2). Through this project, our goal is to train future music therapists, musicians, (ethno)musicologists, music educators, and professionals in human rights and cultural diversity. We aim to equip them with international perspectives by exposing them to communities vastly different from their home settings.

International cooperation is an important catalyst for embedding sustainability and new international knowledge in our study programs, making them more international. The results of this project will yield tangible course materials, potentially benefiting other study programs at our institutions. Therefore, we will strive to develop content that can easily be embedded in own organizations. Furthermore, the project provides excellent opportunities for students to study or undertake training/internships abroad and have more institutionally relevant mobility integrated into their studies. Students will be motivated to become cultural entrepreneurs and directly contribute to developing social innovation models.

The project's alignment with other activities/measures and any innovative elements

Currently, there is limited cooperation between USN and UiB in music studies. By establishing an interdisciplinary, student-centered project that leverages the strengths of each institution, we aim to design a course that will foster closer ties and facilitate future cooperation. Both institutions aspire to incorporate innovative elements into their education, ensuring our offerings are grounded in real-life situations and equip our students with international experience and methods for using music and the arts to address societal challenges.

UiB offers an integrated music therapy (MT) program in Norway, emphasizing community-based education with close formalized collaboration with the wider national health service system. While students gain practical experience, there is a need for more international perspectives. Our project aims to bridge this gap by providing more international internships and exchanges, aligning with the recent evaluation of our five-year MT program.

USN has an established bilateral research collaboration with BRA and a robust portfolio of cooperation projects with Panorama countries. However, these collaborations have not yet extended to the field of music studies. Our project not only expands USN's collaboration with BRA, but also introduces internationalization opportunities for music and human rights students across various programs, from year courses to BA and MA degrees.

Our three BRA partners bring diverse perspectives to music studies, spanning performing arts, ethnomusicology, music therapy, and cross-disciplinary arts education. This diversity enriches our collaboration, with each institution contributing unique knowledge and experience. All partners are interested in developing an interaction among music studies areas to develop human rights through music and raise awareness around culture movement in mental health. Partners have also expressed interest in learning more about music education in Norway, particularly the significant role of music therapy and the field of ethnomusicology. Our partner institutions collaborate with vulnerable groups in Brazilian society, such as different quilombola communities (descendants from Afro-Brazilian slave communities in Paraíba/Rio), indigenous people (Sul da Bahia) and marginalized black groups (Rio de Janeiro), and will play a key role in facilitating collaboration with partners outside academia and developing topics and challenges for study trips and internships for NOR students in BRA.

All partners have a genuine interest in establishing collaboration between our institutions. Within the field of the arts and music education, there are fewer formalized cooperation opportunities, and these fields also have some of the highest tuition fees in the Norwegian education system, especially for students outside the EEA. Programs like UTFORSK provide rare chances to incorporate international perspectives beyond the EU into our education.

3.2 Design and implementation

Design and implementation

Activities, measures and approaches to achieve the project results

Resonating Rights seeks to foster a sustainable partnership between BRA and NOR institutions. This is achieved through balanced, reciprocal mobility activities, which are designed to enable short-term workshop mobility to both countries. The primary goal of the project is to collaboratively develop a course that is of high relevance to all partners. Therefore, the workshops and short-term mobility in 2026 and 2027 are not just exchanges, but a co-creative process where students, staff, and local NGOs work together to develop a curriculum that can be incorporated into the study program structure at our institutions. To facilitate this, the first project year will be dedicated to reciprocal staff mobility. Staff members will 1) conduct

workshops at partner institutions and 2) familiarize themselves with local NGOs and user groups. This will help designing the framework for the blended learning course.

From 2026 to 2027, we plan to implement a blended learning course in Brazil ('26) and Norway ('27). Each of these two courses will commence with a digital matchmaking event between BRA and NOR students, followed by a physical mobility to respectively Brazil ('26) and Norway ('27) and a final digital case presentation of student projects. The core element of the physical exchange will be problem- and challenge-based learning, allowing our students to participate on the music actions that we develop together with local communities/NGOs. Music therapists, music educators, ethnomusicologists and students in music performance will collectively shape the interdisciplinary course content.

Reciprocal semester mobility in the autumn semester will add another dimension to our project, ensuring continuity in our partnership collaboration and enhancing the internationalization-at-home aspect of our overall study programs. Given that arts and music programs typically have fewer students on semester exchange, we plan to bring in one to two students for a semester mobility. This will broaden the horizons of more students at our institutions by immersing them in international environments and diverse methods of music and arts engagement.

From fall 2027, our focus will shift to evaluating the project results and refining the curriculum for regular courses after the project period. We also aim to showcase the outcomes of the blended courses through local student-led symposiums "Music & Inclusion" in '28, featuring the student cases from the challenge-based learning mobilities.

Milestone plan

Activity	Start year	Start month	End year	End month
Project management and monitoring	2025	Jan	2028	Feb
Project meetings, both digital and physical	2025	Jan	2028	Feb
Reciprocal staff mobility exchange with workshop facilitation	2025	Mar	2025	Jun
Course development initial stage	2025	Mar	2025	Dec
Course development: design and evaluation	2025	Mar	2027	Oct
Project dissemination & communication	2025	May	2028	Feb
Project dissemination & website	2025	May	2028	Feb
Reciprocal semester student exchange: internship and study exchange	2025	Aug	2027	Dec
Semester exchange from Brazil to Norway	2025	Aug	2027	Dec
One month staff mobility exchange	2025	Sep	2027	Nov
Blended learning course with physical two-week workshop in Brazil	2026	Jan	2026	Mar
Implementation of blended learning course with short term mobility	2026	Jan	2027	May
Implementation phase of the course	2026	Feb	2027	May
Semester exchange from Norway to Brazil	2026	Aug	2027	Dec
Blended learning course with physical two-week workshop in Norway	2027	Mar	2027	May
Revision of the curriculum	2027	May	2027	Oct
Student symposiums "Music & Inclusion"	2027	Nov	2028	Feb
Launch of the revised curriculum	2028	Jan	2028	Jan

Risk factors in the project and measures to reduce them

We have identified several internal risks (IR) and external risks (ER) that could potentially hinder the implementation of our project, and have devised measures to mitigate these risks (M):

IR1: Student Recruitment - Not enough qualified students for semester exchanges

M: We will recruit across our study programs, aiming for balanced exchange distribution. Semester mobility aligns with our program structure's mobility windows. Students must apply early and adhere to our selection procedures.

IR2: Student Recruitment - Lower participation of students in workshops

M: We will promote the elective course and associated international workshops from '25. With students from five institutions in BRA and NOR eligible to apply, we have flexibility in participation and affiliation. Our target numbers are based on previous projects (UTFORSK, NORPART and EURASIA).

IR3: Staff Recruitment - Staff unavailable due to high workload

M: We will engage a diverse staff group from partners in the workshops. Staff involvement will rotate yearly, distributing workload and fostering curriculum co-development. Sufficient staff are involved to handle project leadership or work packages if needed. Course development is secured via dedicated educational resources (own contribution + funded).

IR4: Language and Cultural Challenges

M: Key project staff are proficient in Portuguese and English, and all coordinators have excellent English skills. Workshops will include English-proficient BRA students, promoting multilingual collaboration. Bilingual students will co-facilitate workshops to enhance engagement.

ER1: Unforeseen Changes in Political and Economic Situation

M: We will maintain open dialogue with embassies, consulates and have good monitoring of all travels.

ER2: Future Pandemic or Global Crisis disrupt Planned Mobility

M: Our project's blended learning model can transition to a fully digital format using tools from our Erasmus+ project "Music4Change". However, semester exchanges may be cancelled or postponed as needed.

ER3: Digital Tools & Platforms and Physical Infrastructure

M: We will focus on developing digital platforms and optimizing learning through digital tools. We will utilize our digital learning experience from other international projects coordinated by USN and UiB. All partners' digital infrastructure, including labs, studios, green room will be accessible during workshops, enabling alternative digital presentation formats for students.

The needs and interests of target groups and how they will be safeguarded

Music therapy (MT) education in NO is renowned for its robust research-based curriculum that includes numerous practical components and fieldwork, grounded in a solid theoretical, community-based framework. Within MT and cultural studies, there is a clear focus on the user perspective and marginalized groups in society, yet first and foremost within a Nordic perspective. Music studies at USN integrate diverse perspectives, including MT, politics, cultural diversity, and performances of marginalized communities' music. Students in NO have expressed a desire for an educational focus that includes perspectives from outside EU.

Addressing these concerns requires fostering collaborations with underrepresented Global South partners in our study programs.

This project aims to diversify our student groups and reform thinking and behavior in the arts & music studies, moving towards a more inclusive, equitable space. Students of MT and human rights are keen to find internship opportunities abroad, and our collaboration with local NGOs in BRA offers excellent opportunities for internships and semester exchanges. Moreover, students within music and performing arts are seeking hands-on experience with global challenges like health issues, diversity & inclusion, social justice. Public engagement is an effective tool for enhancing skills within music practices and advancing knowledge to tackle global challenges.

This project will explore how arts are incorporated in various social & cultural contexts, using a range of approaches and skills. This will provide insight into creative processes, theories, and working methods. The project's methodology, which includes workshops and reciprocal study visits involving interaction with local communities, is key to achieving these goals. Increased internationalization-at-home is also one of the project outcomes.

Our BRA partners have gained international experience and have ongoing collaboration with European HEIs. They share a strong interest in expanding their collaboration with European HEIs, and would like to learn more about the more formalized role MT has within music education and non-medicinal health services. BRA students are interested in learning more about community-based MT in the Norwegian national context.

All partners have the belief that music contributes to human and social development, and through mutual knowledge exchange, we expect to build stronger educational and social curriculum in BRA and NOR.

3.3 Project group and collaborative structures

The project group and collaborative structures

Key personnel for the implementation of the project

Our well gender-balanced team is fully committed to the project's success, **each contributing with unique expertise**:

Project coord. Krüger (**human rights, social justice, health**) will, together with Metell (**children and families**), Hjørnevik (**mental health, MT in prison**) and Rotevatn (**perf. arts**) make up the team from UiB. The project, coordinated by our MT program and linked to our GAMUT research center, emphasizes community MT, participatory methods, and health promotion through music communities. Our research addresses global challenges, inclusive practices, and marginalized groups, all which are core elements of our project.

The USN team, led by Bøhler (**musicology, sociology**) includes Håndlykken-Luz (**human rights, Latin-Am.**) Fjelle & Runsjø (**music studies**) and Mezzanotti (**migration, indigenous rights**). USN's focus on ethnomusicology & human rights shapes our workshops, prompting students to reflect on how music can actively diminish societal disparities and advocate inclusive practices.

Our BRA partners each represent core areas that complement our project's focus on MT, (ethno)musicology, and perf. arts:

Alvares (**public health, MT**) will lead the team from The Federal University of Rio de Janeiro, together with Araujo (**ethnomusicol., music and politics**) and da Paz (**music edu., music & woman**). The team from Rio is deeply committed to using music as a path to human/social

development, and they actively collaborate with communities that include individuals with e.g. special needs and mental disorders.

Silva Queiroz (**music & welfare, ethnomusicol.**) is our partner contact from the Federal University of Paraíba and is joined by Martins (**perf. arts**) and Ribeiro (**perf. arts, ethnomusicol.**). Their focus lies in the intersection of music, welfare, and performance. They actively engage with local schools, artists, and vulnerable communities, using their music programs as a platform to advocate for social justice and human rights.

Puig (**art & music edu., technology**) coordinates the team from the Federal University of Southern Bahia, a relatively new HEI offering an interdisciplinary program, integrating (audio)visual arts and sound creation. Their educational approach emphasizes collaboration with traditional communities, aiming for authentic inclusion of historically underrepresented groups. E. Pereira de Tugny (**ethnomusicol., anthropol.**) and Souza (**arts & technology**) complement the team.

Involvement, interaction and division of work between the project partners

The institutional coordinators in our project team are experienced researchers and teaching staff, all eager to engage in this extensive five-partner collaboration. The interdisciplinary nature of our project has attracted several complementary partners. All coordinators have experience in curriculum development and higher education program management. As an explorative project, we aim to innovate and experiment with our educational offerings, revitalizing our music studies to reflect the changing role of musicians in society.

The core team, comprising Krüger (UiB), Bøhler (USN), and BRA coordinators Queiroz (Paraíba), Puig (Bahia), and Alvares (Rio), will manage the project and ensure the integration of educational results at the partner HEIs. They will also coordinate the planned workshops and semester exchanges. The team's proficiency in English and Portuguese facilitates the co-creative process of the workshops and the integration of semester students at our campuses. The progress of our planned activities and deliverables will be tracked in digital project meetings, as outlined in the Gantt-chart.

Our efforts to establish new international partnerships and enhance knowledge of artistic and music education within a multidisciplinary field, particularly by incorporating marginalized groups, aligns with our partner HEI's strategies. The commitment letters not only pledge support for this collaboration but also reflect our project's ethos, naming colleagues who will actively contribute to our project's success.

Key contributors plan to write scholarly articles evaluating the courses and challenge-based learning in our project. These articles will identify lessons and best practices for cross-cultural music research in community-based MT (Krüger, Bøhler, Alvares), music education (Queiroz, Bøhler, Puig), ethnomusicology (Bøhler, Krüger, Puig, Queiroz), and artistic research (Runsjø, Bøhler, Puig). Other scholars may also contribute.

UiB faculty administration will back the project with a dedicated administrative coordinator (De Ridder). Leveraging our experience with similar projects like UTFORSK, EURASIA, NORPART, NORHED, and ERASMUS+, we will implement mobility activities within this project using proven administrative solutions. Furthermore, students will be engaged from the beginning, co-creating the curriculum, participating in dissemination efforts, and showcasing their final work at local student symposiums as the project's ultimate deliverable.

3.4 Project results and impact

Results plan

Nummer	Resultat	Planlagt ferdigstilt (år)	Oppnådd
1	Successfull reciprocal workshop facilitation and staff mobility in BRA and NOR	2025	
2	Launch of the reciprocal semester exchange between NOR and BRA institutions	2025	
3	Completion of the workshop model for the blended-learning workshops in BRA and NOR in '26 and '27	2026	
4	Completed workshop in Brazil and blended-learning course in '26	2026	
5	Completed workshop in Norway and blended-learning course in '27	2027	
6	Revision of curriculum and blended-learning workshop model	2027	
7	Successfull completion of the reciprocal semester mobility exchange	2027	
8	Launch of the curriculum (so it can be integrated in the study programme structure at partner HEIs)	2028	
9	Successfull organisation of the student symposiums "Music & Inclusion" at partner HEIs	2028	

Courses

Course name:	Music & rights: An Interdisciplinary Approach to Music, Community, and Human Rights
Course code/ID:	Possible codes for the course are MUF200, MUTP2XX or MUVXXX at the Grieg Academy
Description:	<p>Our project centres on an interdisciplinary elective course, co-designed by students and staff, rooted in societal challenges and research into BRA and NOR musical contexts. The workshops, part of the course, will foster the development of a blended learning course, uniting students from various backgrounds. The workshops and related digital learning activities constitute about 40% of a 10 ECTS course, totalling around 120 hours.</p> <p>LEARNING OUTCOME: Upon course completion, students will have I) KNOWLEDGE of international human rights' origins and current state and their link to music, perspectives on musicking, and strategies for using music to address social injustice/political matters. II) SKILLS in working with vulnerable societal groups and NGOs, an enhanced entrepreneurial skillset, understanding of social ecology, and insight into innovative methodologies. III) GENERAL COMPETENCE in understanding music's societal role, reflecting on their practice/ethical issues, and devising solutions for using music as societal outreach.</p>

Our elective's PEDAGOGICAL APPROACH includes lectures, group work, discussions, and e-learning. Participating students present their home country's music and topics, fostering cross-disciplinary and cross-cultural dialogues, e.g. BRA students in Norway could host a workshop-concert, introducing NOR students to Brazilian rhythms and their relevance in music therapy, ethnomusicology, and human rights. Peer-learning is a central element of our project.

ASSESSMENT will be based on group work, case presentations, and we will open for multimodal portfolio assessment, allowing students to contribute individually through performance, paper, or oral presentation.

STUDY PROGRAMME: The course, an open elective for music students at UiB, will be available for BA students in music performance, composition, musicology, and the 5 year MT programme. It encourages reflection on music's role in human rights and social justice, aligning with the UN convention.

The course's SUSTAINABILITY is expected to continue as a 200-level elective at UiB, focusing on project/group work. The curriculum will also be integrated into our partners' existing courses. We may apply for follow-up projects targeting other countries via Nordplus, Erasmus+, or Norpart for NOR institutions.

As detailed in the budget section, we'll use in-house educational technology and DIGITAL COLLABORATION solutions for our blended learning course, facilitated by platforms like Teams, Notion, and Canvas.

Level:

Bachelor

Fields of education and training (ISCED):

Musicology/musical studies

Course delivery mode:

Hybrid

Language of teaching:

English, Portuguese, Norwegian

ECTS Credits:

10,00

Start:

Spring 2026

Institution(s) offering the degree:

BR-Federal University of Paraíba
BR-Federal University of Rio de Janeiro
BR-Federal University of Southern Bahia
NO-UNIVERSITETET I SØRØST-NORGE
NO-UNIVERSITY OF BERGEN

Comments:

Resonating Rights aims to create an elective for music students at The Grieg Academy, with content from workshops and a co-developed curriculum. This content can be integrated into our partner institutions' educational structures, although it may not equate to an equivalent number of ECTS credit points as mentioned above and may be incorporated into existing courses. USN is interested in making this course an elective for their music programmes and by expanding the focus on musical diversity, groove and rhythm and musical political dynamics in dialogue with the focus mentioned above. Our BRA partners have flexible educational structures that can easily incorporate the proposed courses and project's results.

Given our partnership's size and the need to streamline our project outcomes into a post-project course, we will use 2025 to develop our elective's framework. This explorative design will allow the course to evolve with the project and integrate seamlessly into our educational offerings. Our inclusive approach will weave the course material into all our institutions' educational structures, emphasizing research-based education. This ensures effective integration of new knowledge into our broader arts education.

Planned student mobility

Type	From	To	Start	Number of travelers	Duration	Level
Joint seminars/workshops	Brazil (BR)	Norway (NO)	May/2027	24	0m, 2w, 0d	Bachelor
<p>LA5: UiB will host a two-week workshop in Bergen, welcoming 24 students and 4 staff members from our three Brazilian partner institutions. The mobility opportunities will be evenly distributed among our Brazilian partners (indicatively 8 students and 1 staff member each). USN will also participate in the workshop, traveling from Southern-Norway to Bergen. To support this travel, we have allocated a lump sum of 106 399 NOK for travel and accommodation expenses, which is estimated to cover costs for about 9 students and 1 staff member from USN. Since this is intra-institutional mobility within Norway, these student numbers are not included in the planned student mobility overview. Therefore, the actual physical mobility will be slightly higher than what is listed in the table.</p> <p>The second workshop will build upon the foundation established in the first. Students who attended the first workshop in 2026 will be encouraged to contribute to the development of the second, which will blend experiences from our Brazil workshop within the Norwegian context. As previously mentioned, our Brazilian partners are keen to understand how music therapy is integrated into the Norwegian system and how music activities are organized to promote the voices of vulnerable societal groups in Norway. This workshop will, for the first time, bring together students from all five partner institutions in the project, significantly contributing to the internationalization-at-home for Norwegian students at UiB. We plan to incorporate all disciplines from our music education at the Grieg Academy into this workshop. Additionally, students from our arts and design department will be invited to contribute.</p> <p>Students will be recruited from a diverse range of study programs, including music therapy, musicology, performing arts, music studies, and human rights studies. This ensures the formation of a group with varied backgrounds. The workshop will incorporate a blended learning approach. Students will engage in digital meetings prior to the workshop to develop a case for further exploration during the workshop (LA4). Post-workshop, students will continue to work on their project cases, which will be digitally presented after the physical mobility phase (LA6). The blended learning component will commence one month prior to the workshop mobility and conclude one month after the study trip to Norway. The student projects will be presented at the local student symposiums in 2028 (DI1).</p> <p>Short-term mobility through workshops is a crucial part of our project, aiming to foster joint projects with professionals and multidisciplinary activities in public spaces. These activities will engage local communities and NGOs in Bergen and Vestland County, with whom our music therapy program collaborates with. We plan to attract and involve such partners during the first project year, anticipating valuable contributions from our non-academic collaborators.</p> <p>For more details on the outcomes of such workshop mobility and our pedagogical approach, please refer to the description for LA2. The outcomes from the first workshop in Brazil in 2026 and subsequent workshop in Bergen in 2027 will inform the revision of the curriculum (ED2). This revision is scheduled to take place from May to October 2027, with the launch of the new curriculum expected in January 2028 (ED3).</p> <p>It's important to note that all students participating in the mobility will receive accreditation at their home institution. This is possible because the curricula at both partner institutions are similar and can accommodate the planned joint activities.</p>						
Joint seminars/workshops	Norway (NO)	Brazil (BR)	Mar/2026	20	0m, 2w, 0d	Bachelor
<p>LA2: A two-week workshop will be organized between Norway and Brazil, involving 20 students and 4 staff members from USN and UiB. The mobility opportunities will be evenly distributed among the Norwegian partners. Students will be recruited from a diverse range of study programs, including music therapy, ethnomusicology, performing arts, music studies, and human rights studies. This ensures the formation of a group with varied backgrounds. The workshop will incorporate a blended learning approach. Students will participate in digital meetings before the workshops to develop a case that will be further explored during the workshop (LA1). After the workshop, students will continue working on their project cases, which will be presented digitally following the physical mobility phase (LA3). The blended learning component will begin one month before the workshop mobility and conclude one month after the study trip to Brazil. Student projects will be showcased during the local student symposiums in 2028 (DI1).</p> <p>Short-term mobility is a crucial part of the project. The objectives of this workshop mobility include the development of joint co-created projects with professionals and participation in multidisciplinary activities. These</p>						

Type	From	To	Start	Number of travelers	Duration	Level
<p>activities will be conducted in public spaces and will involve local communities and NGOs with whom our partner institutions in Brazil collaborate with.</p> <p>In our practice-based field, this activity enhances professional training and offers valuable experiences for students. It emphasizes student-led activities in community-based music practices and supports this pedagogical approach through workshops. Students gain insights into cultural heritages and secure international exposure. The mobility is based on existing teaching activities, with students working alongside local peers. The short-term mobility allows for knowledge collection from workshops, informing curriculum development for a new elective course. The new course will be tested out with assigned workshops both in Brazil and UiB in 2027.</p> <p>All the students on mobility will be accredited at their home institution since the curricula at both partners are similar and can entail the planned joint activities.</p>						
Semester mobility	Brazil (BR)	Norway (NO)	Aug/2025	1	5m, 0w, 0d	Bachelor
<p>EX1: semester exchange to Norway for 1 student from one of our Brazilian partners. The project will stimulate mutual exchange between the partners, with Brazilian students spending one semester of their BA/MA studies at either USN or UiB. Relevant disciplines for the semester exchange are music therapy (UiB), ethnomusicology (UiB), performing arts (UiB) human rights studies (USN).</p> <p>This mobility collaboration is designed to support the internationalization process within our institutions, addressing the needs and challenges of higher arts & music education at both BA and MA levels. Participating students will enhance their ability to operate at an international level and develop skills relevant to their future professional lives as musicians, musicologists, music therapists, or human rights professionals. All students participating in the semester mobility will receive accreditation at their home institution, as the curricula at our partner institutions are similar and can accommodate the planned joint activities. The primary focus of our programs is independent artistic practice at a high international level, with a particular emphasis on specializations relevant to the disciplines of art, music (therapy), and design. Both partner institutions have implemented the ECTS (European Credit Transfer System) and offer BA/MA programs with a similar structure.</p>						
Semester mobility	Brazil (BR)	Norway (NO)	Aug/2026	2	5m, 0w, 0d	Bachelor
<p>EX3: Semester exchanges for two students from our Brazilian partners to respectively USN and UiB. The semester exchanges will be distributed equally among our Brazilian and Norwegian partners. The division of semester exchanges will be done in the first half of 2025. Our project will stimulate mutual exchange between project partners, with Brazilian students spending one semester of their BA/MA studies in Norway. The disciplines relevant for this exchange include music therapy (UiB), musicology (UiB), performing arts (UiB), and human rights studies (USN).</p> <p>For more details on the significance and necessity of such semester mobility in our project, please refer to the EX1 section above. Our partner institutions have adopted the ECTS (European Credit Transfer System) and provide BA/MA programs with a similar structure.</p>						
Semester mobility	Brazil (BR)	Norway (NO)	Aug/2027	2	5m, 0w, 0d	Bachelor
<p>EX5: Semester exchanges for two students from our Brazilian partners to respectively USN and UiB. The semester exchanges will be distributed equally among our Brazilian and Norwegian partners. The division of semester exchanges will be done in the first half of 2025. Our project will stimulate mutual exchange between project partners, with Brazilian students spending one semester of their BA/MA studies in Norway. The disciplines relevant for this exchange include music therapy (UiB), ethnomusicology (UiB), performing arts (UiB), and human rights studies (USN).</p> <p>For more details on the significance and necessity of such semester mobility in our project, please refer to the EX1 section above. Our partner institutions have adopted the ECTS (European Credit Transfer System) and provide BA/MA programs with a similar structure.</p>						
Semester mobility	Norway (NO)	Brazil (BR)	Aug/2027	2	5m, 0w, 0d	Bachelor
<p>EX4: Semester exchanges to Brazil for 1 student from USN and 1 student from UiB to one of our Brazilian partners. The exchanges will be distributed equally among our Brazilian partners, as mentioned earlier (see the description for EX2). Our project will stimulate mutual exchange between project partners, with Norwegian students spending one semester of their BA/MA studies in Brazil. The disciplines relevant for this exchange include music therapy (UiB), musicology (UiB), performing arts (UiB), and human rights studies (USN).</p>						

Type	From	To	Start	Number of travelers	Duration	Level
For more details on the significance and necessity of such semester mobility in our project, please refer to the EX1 section above. Our partner institutions have adopted the ECTS (European Credit Transfer System) and provide BA/MA programs with a similar structure.						
Semester mobility	Norway (NO)	Brazil (BR)	Aug/2026	2	5m, 0w, 0d	Master
EX2: Semester exchanges to Brazil for 1 student from USN and 1 student from UiB to one of our Brazilian partners. The exchanges will be distributed equally among our Brazilian partners. Our project will stimulate mutual exchange between project partners, with Norwegian students spending one semester of their BA/MA studies in Brazil. The disciplines relevant for this exchange include music therapy (UiB), ethnomusicology (UiB), performing arts(UiB), and human rights studies (USN).						
For more details on the significance and necessity of such semester mobility in our project, please refer to the EX1 section above. Our partner institutions have adopted the ECTS (European Credit Transfer System) and provide BA/MA programs with a similar structure.						
Total				53	45m, 88w, 0d	

Travel summary

	2025		2026		2027	
	BR	NO	BR	NO	BR	NO
Semester mobility						
Brazil (BR)		1		2		2
Norway (NO)			2		2	
Joint seminars/ workshops						
Brazil (BR)						24
Norway (NO)			20			

Project impact

The project impact and possible measures to promote dissemination

Resonating Rights will experiment with teaching models, fostering innovation in higher arts education. Our BA and MA students will have the opportunity to gain international experience, participate in semester-long exchanges, and familiarize themselves with case- and problem-based learning. Through interdisciplinary workshops, students will develop a raised awareness of the arts' potential impact on society. They will gain valuable insights into community engagement and actively benefit from peer learning. Student-led dissemination activities will stimulate innovative thinking among our students.

For **project staff**, the project's interdisciplinary approach will expand our academic network and encourage collaboration. It will inspire innovative, community-focused teaching based on societally relevant research. The project has already revealed potential for research collaboration, particularly on social exclusion and indigenous studies. Workshops in BRA and NOR will invite more staff to participate and inspire innovative teaching methods.

At the **institutional level**, our partners will enhance their experience with transatlantic cooperation and familiarize themselves with each other's teaching structures. This will establish a robust network for future research collaborations in larger programs like Horizon Europe (RIA) and INTPART. As a direct outcome of the project, all institutions will have gained practical experience in establishing societally relevant courses and integrating innovative learning elements into existing structures.

On a **systemic level**, our project will contribute to the revision of our study programme structures, thereby dismantling invisible silos between disciplines. This will foster an increased openness towards international cooperation in teaching and inspire the development of more flexible teaching structures. We anticipate our curriculum, focusing on societal relevance of the

arts, inclusion & diversity, and music & health, will be tested, and rooted in real-life experiences. We expect deeper integration of our NGO collaborations into our societal outreach activities.

In 2028, we will launch the updated curriculum (ED3) and we will host symposiums at our 5 HEI sites. These student-led events will showcase workshop outcomes at the “Music & Inclusion” events (DI1), promoting dialogue on arts and inclusion. They will also boost peer-learning and organizational skills. Project updates will be shared via local websites.

Duration of the impact and evaluation of the project's impact

Our project underscores the pivotal role of the arts and music in tackling societal issues, providing practical solutions for musicians’ evolving roles. All five partners will contribute to the course design and participate in workshops, embedding substantial mobility in the project to facilitate cross-cultural student interaction and co-development of course material. This approach not only makes the project relevant for each individual HEI, but also ensures wider integration of our results into multiple study programs post-project. The interdisciplinary nature of our curriculum is expected to attract a broader student interest. We will actively seek to integrate our course material into existing mandatory courses in BRA and NOR.

The internationalization-at-home perspective is an inherent aspect of the project due to the high accessibility of the workshops, as these will be organized at convenient times (carnival) during the academic year and are inclusive of students’ diverse backgrounds. This approach is crucial to maximize the dual workshop set up in both countries. Although designed as a single activity for now, it can significantly impact a larger student population across different study years when implemented effectively. The added element of reciprocal semester mobility will encourage students to embark on more transnational study exchanges.

Our departments at USN and UiB already have successfully secured external funding for Erasmus+ international credit mobility projects with third countries outside the EU. We have plans in place to further develop such applications with BRA partners to supplement semester mobilities. This will supplement the existing semester mobility and ensure a smooth transition to regular mobility projects after **Resonating Rights**. Our partners are interested in research collaboration and co-authoring articles, which could lead to research proposals and strengthen our institutional ties. The staff involved in this project are distinguished scholars in their fields and are enthusiastic about these collaboration opportunities.

Student satisfaction with activities and assessments will be tracked via surveys in Microsoft Forms, conducted before and after main activities. This feedback will monitor the co-creation of the blended learning course, ensuring timely adjustments before launching the revised curriculum. We firmly believe that our project will contribute to developing the type of education our students demand.

4. Budget

4.1 Project budget

NOK - Norwegian kroner	Budget 2025	Budget 2026	Budget 2027	Budget 2028	Sum
Scholarships					
Students from Norway	0	0	0	0	0
Students to Norway	64 565	133 000	136 990	0	334 555
SUM - Scholarships	64 565	133 000	136 990	0	334 555
Project costs					
Personnel and administration costs	441 000	214 200	409 800	0	1 065 000
Procurement costs for services	0	0	0	0	0
Procurement costs for equipment	20 266	0	0	0	20 266
Travel and accommodation costs	185 066	817 732	1 292 381	0	2 295 179
Other project-related costs	0	0	0	35 000	35 000
SUM - Project costs	646 332	1 031 932	1 702 181	35 000	3 415 445
SUM - Sum	710 897	1 164 932	1 839 171	35 000	3 750 000
Own contribution	142 179	232 986	367 834	7 000	750 000
HK-dir	568 718	931 946	1 471 337	28 000	3 000 000

4.2 Comments to the project budget

Personnel and administration costs

All staff in this proposal are dedicated to the project's success. Partners' commitment letters detail their contributions. The listed personnel and administration costs combine our own contributions with some funding allocated for course and workshop development in '25 (ED1) and curriculum revision in '27 (ED2). This leads to the launch of the revised curriculum in early '28 (ED3), as outlined in the Gantt-chart.

Funds specifically requested for curriculum development

We have budgeted with 252 000 NOK for curriculum development by Krüger (UiB) and Klette Bøhler in '25 and 63 000 NOK for the revision of the curriculum in '27, to be divided equally between UiB and USN. **(315 000 NOK in total).**

Information on the own contribution by NO partners

In '25 Klette Bøhler (USN) and Krüger (UiB) will contribute 262,5 hours each, where 112,5 hours (for each staff member) is own contribution. The average hourly rate is 840 NOK.

In '26 Klette Bøhler (USN) and Håndlykken-Luz (USN) will contribute 75 hours each. Krüger (UiB) and Hjørnevik (UiB) will contribute 52,5 hours each. The average hourly rate is 840 NOK. All of it is own contribution.

In '27 Klette Bøhler will contribute 112,5 hours, 75 hours of which is own contribution. The average hourly rate is 840 NOK. Krüger will contribute 90 hours, 52,5 of which is own contribution. The average hourly rate is 840 NOK. Håndlykken-Luz (USN) will contribute 75 hours, Fjelle (USN) and Mezzanotti (USN) will contribute 26,4 hours each. Metell, Hjørnevik and Rotevatn (all UiB) will contribute 52,5 hours each. The average hourly rate is 840 NOK. All of it is own contribution.

The total calculation for the own contribution is **189 000 NOK ('25), 214 200 NOK ('26) and 346 800 NOK ('27).**

Own contribution by partners in BRA

We haven't estimated the contributions of our BRA partners, but we have requested them to detail the resources and personnel involved in the project in their Letters of Commitment. In the first half of '25, we plan to have in-depth discussions about the planned activities and agree

upon responsibilities and task distribution. All our partners have expressed their commitment to the project and have contributed to the design of project activities in separate partner meetings.

Administrative project costs

Given the budget constraints, administrative costs aren't included in the project budget. UiB administrative staff will assist in organizing the workshops in BRA and NOR. De Ridder (UiB) will oversee the project and assist with annual reporting.

Procurement costs for services

Given the project's interdisciplinary nature and the expertise of our partners, we anticipate that all activities can be executed within the existing budget and available infrastructure.

Infrastructure at our HEIs: As several of our partner institutions include faculties that offer performing arts and music technology, we possess robust infrastructure, including music studios, workshop rooms, digital labs, and outdoor spaces, all suitable for implementing blended learning and workshops. Our research infrastructure will be available for student projects. Additionally, our faculty at UiB has allocated approximately 1.5 million NOK for low latency digital infrastructure (LoLa/Dante) for site-to-site audio and video cooperation, set to be established in '24-'25, requiring cross-border collaboration for optimization. This infrastructure is also part of our own contribution to the project.

Language Proficiency in our Project: English will be the main language, with some Norwegian and Portuguese. No translation costs are expected, but some results may need translation at the project's end to integrate the curriculum at partner HEIs. Students with lower English proficiency will be encouraged to collaborate with their peers during workshops. For semester exchanges, only proficient English speakers will be selected. All partners confirm the availability of such students.

In-house Learning & Educational Technology: UiB has a long-standing program (est. 2014) dedicated to the development of digital learning. The UiB Learning Lab specializes in assisting with the development of digital teaching, assessment, and dissemination. This lab provides both the equipment and expertise necessary for pedagogy and technology and will distribute instructional material related to our intended platforms, both in-house and externally. Through our Erasmus+ project Music4Change, we have established structures for learning and interaction among European PhD students engaged in artistic and scientific research, that can be transferred to **Resonating Rights**. These structures utilize workspaces such as Notion and Microsoft Teams. These established structures will be instrumental in developing, maintaining, and assuring new curricula at our partner institutions. Our partnership will showcase how work processes, organizations, and cultures can evolve through tailored digitalization. The chosen platforms also accommodate multimodal formats for student case presentations and assessments.

Procurement costs for equipment

We have allocated a modest budget for equipment costs of **20 266 NOK** in this project. For the first year, we have planned for equipment expenses for our Norwegian partners, UiB and USN, specifically for smaller percussion instruments to be used in the '26 and '27 workshops. These purchases will be made early in the project and used throughout its duration. The funds will be evenly distributed between NO partners.

We aim to minimize additional equipment costs and workshop implementation expenses in BRA and NOR. UiB plans to seek funding for a pre-project associated with **Resonating Rights**.

Potential funding sources include the UiB Humaniora Strategy (deadline 20 May, estimated budget 300 000 NOK) and our faculty's Strategic Funds (deadline 2024 TBC, estimated budget 250 000 NOK).

Digital Collaboration Solutions: We will utilize open-source/free programs already in use within our organizations. Meetings will be conducted via Teams or Zoom, and a dedicated Teams workspace will be hosted by UiB for document storage and project monitoring. All partners will have access to this Teams channel. Software licenses, covered by other institutional sources, can be used for this project. Should additional costs arise, UiB will seek internal seed funding to address these needs.

Scholarship costs

Our project includes long-term semester mobility for BRA and NOR students between '25 and '27. Only scholarships for BRA students are budgeted in this section, as NOR students' scholarships and travel will be covered by Lånekassen. We have also budgeted for additional travel expenses (travel, visa, and insurance costs) for both NOR and BRA students at BA and MA level in the "travel and accommodation costs" section below.

Mobility from Brazil to Norway

We have allocated scholarship grants for BRA students equivalent to the basic student loan from Lånekassen, with an additional 3% per project year. Our budget for student mobility from BRA to NOR is based on monthly rates of 12 913 NOK for 2025, 13 300 NOK for 2026, and 13 699 NOK for 2027, as follows:

- * 2025: 1 mobility BRA to NOR for 5 months = $5 \times 12\,913$ NOK = total of **64 565 NOK**
- * 2026: 2 mobilities BRA to NOR for 5 months each = $2 \times 5 \times 13\,300$ NOK = total of **133 000 NOK**
- * 2027: 2 mobilities BRA to NOR for 5 months each = $2 \times 5 \times 13\,699$ NOK = total of **136 990 NOK**

The total cost for these 5 mobilities from BRA to NOR are **334 555 NOK**.

Mobility from Norway to Brazil

We have scheduled four semester exchanges for NOR students to BRA in '26 and '27, with two five-month exchanges planned for each year. Further details on these planned exchanges can be found in the Gantt-chart, which provides a clearer schematic overview.

Further upscaling of semester mobilities: We are planning to apply for Erasmus+ international credit mobility projects in '25, and '26 if needed, to further supplement semester exchanges and boost the number of incoming students from BRA. Given our partnership with three BRA institutions and the inclusion of multiple study programs in our project, we believe it is feasible to plan for this additional mobility.

Travel and accommodation costs

Travel and accommodation costs, covering short and long-term mobility, make up a large part of our requested budget.

Student Semester Mobility-related Travel

For BRA to NOR: 30 000 NOK for flights, 5 900 NOK for visa and 3 166 NOK for insurance, totaling **39 066 NOK** per student.

For NOR to BRA: 6 500 NOK for travel expenses on top of the Lånekassen grant, 1 500 NOK for visa, and 9 700 NOK for insurance, totaling **17 700 NOK** per student.

The cumulative costs are as follows: 39,066 NOK for one BRA student to NOR in '25, 78 132 NOK for two BRA students to NOR and 35 400 NOK for two NOR students to BRA in both '26 and '27. This amounts to a total of **113 532 NOK** per year.

Workshops part of the Blended Learning Course

For BRA to NOR: 15 000 NOK for flights, 14 000 NOK for accommodation, 1 000 NOK for visa, 1 000 NOK for insurance and 6 200 NOK for subsistence, totaling 37 200 NOK pp. for 14 days.

For NOR to BRA: 15 000 NOK for flights, 7 000 NOK for accommodation, 1 000 NOK for visa, 600 NOK for insurance and 4 200 NOK for subsistence, totaling 27 800 NOK pp. for 14 days.

The cumulative costs for the workshops are as follows:

- * **2026:** 27 800 NOK pp. x 20 students and 4 staff from NOR to BRA = **667 200 NOK** for the workshop, facilitated by one of our BRA partners. The numbers are equally divided between USN and UiB.
- * **2027:** 37 200 NOK pp. x 24 students and 4 staff from BRA to NOR = **1 041 600 NOK** for the workshop, facilitated by UiB in Bergen. The numbers are equally divided between our BRA partners.

Staff Exchange between NOR and BRA

For BRA staff traveling to NOR, the budget includes 15 000 NOK for flights, 15 000 NOK for accommodation, 1 000 NOK for visa, 1 000 NOK for insurance and 4000 NOK for subsistence, totaling **36 000 NOK** pp. for one month.

For NOR staff traveling to BRA, the budget includes 15 000 NOK for flights, 15 000 NOK for accommodation, 2 000 NOK for visa, 1 000 NOK for insurance and 4 000 NOK for subsistence, totaling **37 000 NOK** pp. for one month.

The cumulative costs are as follows: 72 000 NOK for two BRA staff to NOR and 74 000 NOK for two NOR staff to BRA in '25 and 37 000 NOK for one staff mobility in '26 and '27. Total budget for staff travel is **220 000 NOK**.

Additional Travel from USN to UiB in 2027

For the '27 workshop in NO, we have set aside 106 399 NOK for USN participants' travel costs, with approx. 2 000 NOK for flights and 8 000 NOK for accommodation pp.

Other project-related costs

Funds have been set aside for dissemination activities, specifically for a student symposium at the end of the project. Partner HEIs will host local student symposiums, with an allocated budget of 7 000 NOK per partner. This results in a total cost of **35 000 NOK** for '28. The symposiums, to be organized by the students themselves, provide a platform for them to share the workshops' outcomes and present their case studies to peers from different study programs within their department or school. While local infrastructure will be provided, the 7000 NOK is earmarked for expenses related to streaming, presentation formats and hospitality.

Additional Remarks on Costs that are not currently included in our Project Budget

As outlined in the "travel and accommodation costs" section above, the budget for intra-institutional mobility between partners within the same country is modest. This is especially the case for the '27 workshop in Bergen, which will see a select group of USN staff and students participating. Currently, UiB is actively seeking internal funding opportunities that focus on research-based education and innovative teaching to secure additional financing for intra-

institutional mobility within our project, especially for the '26 workshop in Brazil. The calls we target are UiB's Humaniora Strategy funds and KMD Strategic funds from our own faculty.

5. Attachments

Attachments

Attachments

- * [Signed Letters of Commitment UTFORSK application Resonating Rights UiB.pdf](#)
- * [Declaration of participation UiB Griegakademiet UTFORSK Resonating Rights.pdf](#)
- * [CV project partners USN UFRJ UFPB UFSB UTFORSK Resonating Rights UiB.pdf](#)
- * [Gantt chart UTFORSK application Resonating Rights UiB.pdf](#)
- * [CVs project coordinator UiB UTFORSK Resonating Rights UiB.pdf](#)