



HEALING *Art Therapy Diploma*

WORK PACKAGE 3:
Capacity Building and
Training Workshops
(Teacher/Technician Staff
& Students).

TASK 1: Elaboration of
Capacity Building Plan &
Selection Criteria



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Responsible partner:	Luis Teixeira
Contributing partners:	Universidade Catolica Portuguesa
Author(s):	Luís Teixeira
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ABBREVIATIONS AND ACRONYMS / GLOSSARY AND DEFINITIONS

EACEA	Education, Audiovisual and Culture Executive Agency
EC	European Commission
EU	European Union
GA	Grant Agreement
HEI	Higher Education Institution
ICT	Information and Communication Technologies
PC	Project Coordinator
WP	Work Package

1. BACKGROUND

1.3 Aims and objectives of the project (HEALING)

Arts Therapy has long proved its benefits on one's mental and physical health. It suits all age groups and covers a wide range of difficulties, disabilities, or diagnosis, making it essential for the well-being of any individual, therefore society in general. While some of the countries involved in this project may be advanced in certain areas or medical fields, they lack sufficient outlets for other types of health care.

There is a lack of institutes, therapists, and of resources, combined with large numbers of patients, results in pressure on health providers. The range of needs and access to health centers sometimes drives health providers to cover basic medical services and disregard treatments that are underdeveloped in their countries as luxuries. From here comes the need for Arts Therapy Center. Where it will raise awareness of the role of arts therapy, it will raise the number of professionals in this field and provide therapeutic services. The center will work on two tracks:

- 1- Offering a Professional Diploma in Arts Therapy.
- 2- Providing clinical therapeutic services to all the different populations who need support.

The project is divided into seven different work packages. The first work package is called "In-depth analyses of the overall situation on the Art Therapy in Education" and aims at scoping the current situation on Art Therapy in Education.

In the second work package partners are going to develop study plans and curricula based on the surveys carried out on WP1 (D1.1, D1.2 & D1.3), aligned with bologna standards for HEIs. Therefore, syllabus for the new and adapted courses will be defined, lecture material will be collected and put together and adapted into study plan. Each University will offer a diploma in Art Therapy for any interested student from the faculties of Arts and/or Health. Student who completed successfully the (24) credit hours will obtain the Art therapies certificate, and officially become Art Therapists. Practical courses will be offered at the Art therapy training center while theoretical courses will be offered online as e-courses. The diploma requirement is mutual for all partners, so that students can attend courses at any if the partner university, through on-line attendance and registration.

In the third work package, a Capacity Building Plan and Training Workshops (Teacher/Technician Staff & Students) should be developed. By developing of the Art Therapy, in work package four, as a local resource and training point in Jordan and Tunisia, to support the new curriculum, human resources will be developed, and skills and capacities will be upgraded.

Work package five is going to monitor and assess the progress of the project and to ensure that all its activities are carried out properly. Work package six is dedicate to the dissemination and exploitation to spread the idea of "HEALING". The project managing is task of work package seven.

The project coordinator of the HEALING project is Prof. Ahmed Al-Salaymeh, Chairman of Mechanical Engineering Department at the University of Jordan.

1. Short- and long-term impact indicators

The project's short-term impacts, target groups and indicators are shown below in Table 1.

Table 1: Project's short-term impacts and target groups

Short term impact	Target groups / potential beneficiaries	Quantitative indicators	Qualitative indicators
Educational needs identified and justified	Teaching staff/Students	Number and type of persons involved	Method of assessing the needs
Upgraded study plans with integration of art therapy education methodologies	Students/learners and teachers	Number of new course modules	Evaluation of courses
Upgraded skills of partners' staff	Partners' staff	Number of staff trained and retrained	Evaluation of training
Upgraded skills of partners' students	students	Number of trained students	Evaluation of training
Increased awareness of art therapy education role in education of students especially those with special needs.	Academic, community of partner institutions and external stakeholders involved (Educational Experts, decision makers, parents)	Number of participants in project's activities (seminars, trainings etc.)	Feedback from academic community and external stakeholders
Development of Open Educational Resources at partner institutions	Academic, student's community, external stakeholders	Number of documents in the portal	Evaluation of quality and adequateness of resources, no. of users

The project's long-term impacts, target groups and indicators are shown below in Table 2.

Table 2: Project's long-term impacts and target groups

Long term impact	Target groups / potential beneficiaries	Quantitative indicators	Qualitative indicators
Growing importance of art therapy education enhanced curricula	Academic staff, students, community	Number of new study programs and course modules	Feedback from academic staff, students, and community
Increased role of Open Educational Resources in Partner Countries	Academic staff, students, learners	Number of documents in the portal, number of OER users	Feedback from OER users
art therapy Centre at each partner	Students/staff/technician	Number of HEI staff & Students trained Number of Staff involved in knowledge exchange. Number of staff	Ratio trained /untrained HEI staff & Students Satisfaction on material delivered (survey). Satisfaction on consultation delivered.
Increased awareness of art therapy education role in education of students especially those with special needs.	Academic, community of partner institutions and external stakeholders involved (Educational Experts, decision makers, parents)	Number of participants in project's activities (seminars, trainings etc.	Feedback from academic community and external stakeholders
Improved employability	graduates students with art therapy education skills	% of students finding working opportunities	Innovative professional profile in line with the labour market needs
Platform for innovation due to sharing, and collaboration in best practices	Professors, and students	Yearly new courses added to the platform as part of practices in partner universities in evaluating and recruiting new staff	Sustainable platform as hob for excellent teaching and learning resources
Public website	All participants and stakeholders	Number of visitors Number of single connections Number of page visited Number of access to the database	Average time visit on a single page % of page visit % of database consultation increase/time

2. CAPACITY BUILDING PLAN

Definition

"Capacity building" and "Capacity development" are frequently used interchangeably¹. According to the United Nations Development Programme², the term "Capacity building" stands for "a process that supports only the initial stages of building or creating capacities and assumes that there are no existing capacities to start from". Ever since the 1950s, development approaches established on the notion of capacity-building were established to make up for felt shortcomings in the development aid and technical assistance offered by key international donors. While 'capacity-building' suggests building something new from the ground up, according to a pre-imposed design, 'capacity development' builds on existing skills and knowledge, driving a dynamic and flexible process of change, borne by local actors.³

Within the project "HEALING" capacity building is defined as enhancing the abilities of individuals (university professors, teachers, students, etc.), organizations (stakeholders) and academic institutions to undertake and disseminate high quality teaching/research in the field of art therapy.

Following this definition there are 3 levels of Capacity Building:

- the individual: involving the educational development of students, workgroups, and academics to design and instruct academic courses (Human resource development).
- The organization: elaboration of management structures, processes and procedures, not only within organizations but also the management of relationships between the different organizations and sectors leading e.g. to think tanks (Organizational development). This should result in the beneficiaries' ability to fund, manage, and sustain themselves.
- The broader system: making legal and regulatory changes over time to enable organizations at all levels to enhance their capacities (Institutional development).

At the student level, the Healing project will involve tens of them actively across all phases its development. It will give them the opportunity to participate in identifying needs and competences needed. Since, an online approach will be integrated into the art therapy modules, this will directly improve their levels of competencies. The online training courses will be open through the e-learning platform, this will highly contribute to lifelong learning. Establishing a well-equipped center will offer students opportunity to practice theatrical parts of their curricula. Training Workshops in Europe opens their prospect of the new opportunities and increase the capacities.

At the institutional level and staff level, the Healing project will equip university teaching and training staff at the PC universities with new skills and knowledge in the field of art therapy; in curriculum development by

¹ Potter, Christopher; Brough, Richard (1 September 2004). "Systemic capacity building: a hierarchy of needs". *Health Policy and Planning*. 19 (5): 336–345. doi:10.1093/heapol/czh038. ISSN 0268-1080. PMID 15310668. Retrieved 25 January 2021.

² <https://www.undp.org/content/undp/en/home/librarypage/capacity-building/capacity-development-a-undp-primer.html>

³ [https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI\(2017\)599411](https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI(2017)599411)

applying new methods such as participatory or negotiated interdisciplinary curriculum approaches; how to infuse an online learning perspective in curriculum, teaching and learning processes; and applying problem-based learning approaches to teaching and learning. This will have a significant impact on the modernization of the institutions through quality teaching. The staff will attend Training workshops in program countries to learn from the EU experiences on how to enable them prepare teaching materials with using tools and resources. Teachers are. ToT workshops will be organized in Jordan, so that the EU partners could deliver their know-how experience to Jo institution.

1.1. Characteristics of a Capacity Building Plan

A good Capacity Building Plan (CBP) should display the following characteristics and should be built upon the following principles:

- Capacity Building is a process. If it is to be sustained it needs to be a dynamic and relational process. It requires continuous planning, action, and adaption of experiences.
- Capacity Building should strengthen existing processes. Therefore, the CBP should be built upon existing strengths and assets.
- Capacity Building should have a local ownership. It cannot be imposed by an external authority. Working with local stakeholders will have an impact both on the process itself and its outcomes. The external experts should only increase the skill set and support the local organization.
- Capacity Building should lead to a paradigm shift in the way of working. Capacity building should become an integral part of all research and communication activities.
- Capacity Building should pay attention to the context. The capacity building strategy has to be linked to the context of the organization. The needs for its skills and resources have to be regularly assessed.

1.2. Scope

The scope of this Capacity Building Plan is to define the aims, roles, and responsibilities as well as processes to implement the project “HEALING - Developing a Multidisciplinary Diploma on Art Therapy in Health Education” effectively from project planning to delivery.

Therefore, the CBP includes a training timetable for the planned academic visits to European partner universities, the suggested agenda that has been agreed on during the online Kickoff meeting in April 2020 and the selection criteria for staff and students who will be taught within the academic visits at European partner universities.

By means of the CBP a staff development programme in the field of art therapy should be developed. The capacity-building programme will be designed by Universidade Catolica Portuguesa in close cooperation with the Co-Coordinator of work package 3 in beneficiary countries (Hashemite University (HU) and Sfax University) as well as all other project partners.

The focus of the capacity building activities will be to develop human resources and to upgrade skills and capacities in the field of Art therapy by providing exposure to theoretical and practical training, experiments. The activities related to capacity building will include actual training and online courses.

1.3. Objectives of the Capacity Building Plan

The objectives of the CBP include:

- Development of a Long-Term Capacity Building Plan for building human resource capacity including university professors, technical assistants, and students with upgraded skills in the field of Art Therapy concepts.
- Selection of Training Staff.
- Training sessions for teaching staff from non-EU partners at European partner universities.
- Training sessions for researchers and students from non-EU partners at European partner universities.
- Academic workshops for transferring know-how and skills for teaching staff and researchers trained at European universities and students through targeted workshops.

1.4. Roles and Responsibilities in the HEALING Capacity Building Plan

Table 3 below shows the roles and responsibilities of organizations involved in the project's CBP.

Table 3: Main Roles and Responsibilities during Capacity Building

Role	Responsibility
Coordinator of work package 3 (UCP)	<ul style="list-style-type: none"> • Development of a Capacity Building Programme • Definition of selection criteria for staff and students who should be taught at European partner universities. • Preparation of a timetable for the training workshops
Project coordinator (UJ)	<ul style="list-style-type: none"> • Review and approve the Capacity Building Plan • Coordinate and manage the project activities and insure the implementation of the activities
Co-Coordiators of work package 3 (HU, SFAX)	<ul style="list-style-type: none"> • Review the Capacity Building Plan and assist in its development. • Participate in surveying and benchmarking activities. • Implement action items from quality reviews

1.5. Duration

The Capacity Building Plan will run from **December 15th, 2020 and ends 15th January 2023.**

1.6. Maintaining the Capacity Building Plan

The core of this project is the development of an innovative outcome-oriented syllabi and modules that will be crated considering the needs identified in WP1. Creation of a detailed syllabus: The Technical Committee members of the Beneficiary Universities, supervised by the Project Coordinator, will work on the development

new diploma and courses. The results of the previous activities in WP1 will be used as basis for this activity. Thus, the capacity building plan should start after activity 2.1 -Definitions and Selection of Courses to be designed/updated from WP2 Curricula Development finish. Therefore, it is necessary, that the coordinator of work package 3 identifies and implements required revisions to the plan. Due to the pandemic COVID-19 the coordinator has also to be in constant communication with all partners to check the availability for hosting the workshops.

1.7. Partners

To achieve the project's objectives, the focus of the activities will be on developing human resources and upgrading skills and capacities by providing exposure to practical training, experiments, and equipment. This will include actual training on experiment and laboratory running, technical assistance and counseling services which will be organized for professors, researchers, students, and technicians. The partners who will be trained are shown as shaded in the table below.

Table 4: Participating organizations

Code	Institution	Country	Acronym
P1	University of Jordan	Jordan	UJ
P2	Hashemite University	Jordan	HU
P3	Irbid National University	Jordan	INU
P4	Jordan University of Science and Technology	Jordan	JUST
P5	Isra'a University	Jordan	IY
P6	University of Gabes	Tunisia	UNIVGB
P7	University of Sfax	Tunisia	USFAX
P8	University of Sousse	Tunisia	US
P9	University of Brescia	Italy	UNIBS
P10	Technological Institutes of Porto	Portugal	IPP
P11	National and Kapodistrian University of Athens	Greece	NKUA
P12	Universidade Católica Portuguesa	Portugal	UCP
P13	University of Osijek	Croatia	UNIOS
P14	University College Limburg	Belgium	UCLL

3. METHODOLOGY

3.1 General Overview

There are many different approaches aiming for developing capacity. For an effective sequencing of the process often cycles of planned change are used. Such a schematic approach is displayed in the figure below. The scheme is based on an approach of the United Nations Development Programme (UNDP) and just shows a simplification of the real process that is more iterative and messier.

The key steps are generally and shortly explained below:

1. **Engage stakeholders on capacity development:** The engagement of stakeholders has a high influence in succeeding. The aims and the strategy should be brought into line with the stakeholder's expectations.
2. **Assess capacity assets and needs:** Within this step the main strengths and weaknesses of the research and institutional framework should be identified at the individual, organizational and institutional levels.
3. **Formulate a capacity development response:** The activities required to deliver the desired outcomes should be planned. Following questions must be answered in this step:
 - How many individuals must be trained during the planned workshops?
 - What skills and knowledge are needed to reach the aims?
 - Is training the best possibility to reach the aims or should other interventions (such as internal mentoring or buying in an external specialist) take place?

Formulating a capacity development response also includes costs and timescales. The response should build on existing capacity assets to address the gaps identified in a capacity assessment. Therefore e.g. SWOT analysis and 7 "S" model (structure, system, skills, style, strategy, staffing and shared values) can be used. The process must be managed carefully and transparently with the involvement of all relevant stakeholders. Stakeholders can be detected by a stakeholder analysis at country or sector level that aims for clarifying the key actors involved (government, universities, research institutes, civil society, private sector, international community).

4. **Implement a capacity development response:** In this phase the process turns from planning to acting. The key roles of all partners are defined and the planned examples of action at individual, organizational and institutional level are executed.
5. **Evaluate capacity development:** In this phase the success of the project's outcomes is measured. The framework of monitoring and evaluation must be comprehensive enough to capture the key issues but not too extensive to handle them.

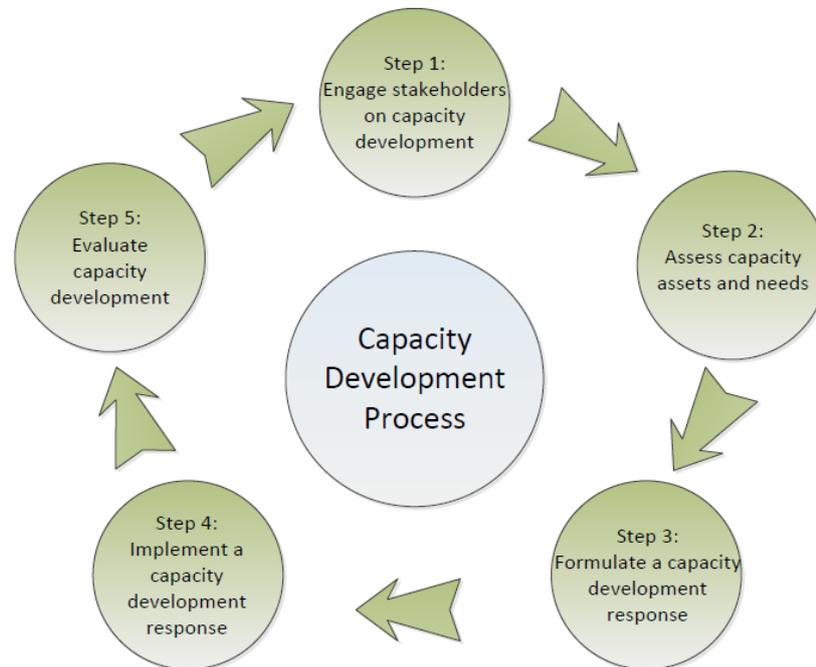


Figure 1: Scheme of the Capacity Development Process

3.2 Scheme of action

As mentioned before, capacity building should always be characterized by local ownership. Hence, the European partners will act advisory and supportive. There will be distance consultations as well as face to face consultations within the project. For the face-to-face consultations there will be academic and study visits to the European host organizations.

3.2.1 Engage stakeholders on capacity development.

To engage stakeholders to the HEALING project, a partnership agreement was developed and disseminated. The agreement includes an explanation of the project's aims and benefits.

3.2.2 Assess capacity assets and needs

The task of this phase is to develop an appraisal of the current situation on Art Therapy in Education in Tunisian and Jordan Universities and to investigate the state of art, to work towards applying Art Therapy in Healing and Health Education. Therefore, a scoping and needs analysis has been developed.

The investigation did commence with surveys and interviews with appropriate stakeholders, focusing on in-depth analysis on Art Therapy in Education (Curricula Status - Staff) and real competences to be developed (students, staff, and stakeholders). Also, an online survey on the opinion of teaching board at

selected schools at each HEI partner in Jordan and Tunisia, in 8 Jordanian and Tunisian universities, were carried out successfully. This was part of work package 1.

3.2.3 Formulate a capacity building response

The task of this phase is to develop an innovative and multidisciplinary techniques that respond to the target group's educational needs, challenges, and required art therapy education skills. A list of courses suitable for all partners' institutions was selected and approved, as close as possible to students' requests and needs identified based on the surveys carried out in WP1. Next phases include the design of new courses and restructuring of existing courses, accreditation of the courses into Curricula, implementation of the courses into Curricula and development of National Workshop on Curricula Development. This was part of work package 2.

3.2.4 Implement a capacity building response

To assist the Jordanian and Tunisia partners, the European partners are going to host academic visits. The timetable for the visits needs to be defined. In the proposal three dates were identified but due to COVID-19 need to be shifted. Proposal is to postpone after September 2021

Table 5: Timetable for the academic visits

Destination	Initial Date	Proposal Date
National and Kapodistrian University of Athens (P11)	Jun 15th – Jul 15th, 2021, Oct 15th -Nov 15th 2021 Apr 15th - May 15th 2022	Oct 15th -Nov 15th 2021, Jan 15th – Feb 15th, 2022, Apr 15th - May 15th 2022
Universidade Católica Portuguesa (P12)	Jun 15th – Jul 15th, 2021, Oct 15th -Nov 15th 2021 Apr 15th - May 15th 2022	Oct 15th -Nov 15th 2021, Jan 15th – Feb 15th, 2022, Apr 15th - May 15th 2022
University College Limburg (P14)	Jun 15th – Jul 15th, 2021, Oct 15th -Nov 15th 2021 Apr 15th - May 15th 2022	Oct 15th -Nov 15th 2021, Jan 15th – Feb 15th, 2022, Apr 15th - May 15th 2022

One teaching staff from each Jordanian and Tunisian Partner University will be selected to be trained during several **1-week (5 days)** academic visits (staff member must visit each European partner university, meaning National and Kapodistrian University of Athens, University College Limburg and Catholic University of Portugal). The criteria for selecting the teaching staff for the visits are as follows:

- Professional background / academic degree
- Time of apprenticeship
- English skills
- Plans for the professional future at the university.
- Gender

The contents for the workshops at the European partner universities must be developed according to the compiled needs and the strengths and experiences of the hosting universities. The academic visits should take place **after summer of 2021**.

To promote an international exchange and to enhance the capacities of future staff, there will be also student visits to the European partners. **Two** students from each different university in Jordan and Tunisia (a total of **16 students**) will attend a **(14)-day** training workshop in Belgium and Athens (National and Kapodistrian University of Athens and University College Limburg). The two partners were selected due to its wide network could provide training on ART THERAPY EDUCATION skills as well as offer students opportunity to practice gained skills through field visits to different centers. The visit is scheduled to take place between **June 15th and July 15th, 2022**.

Finally, **8 academic workshops** for transferring know-how and skill, oriented to train of trainers will be organized in Jordan and Tunisia so that the EU partners could deliver their know-how experience to Jordan and Tunisian institution. In total about (600) staff will be trained.

The following partner will host an academic train of trainer workshop (ToT Ws): University of Jordan, Hashemite University, Irbid National University, Jordan University of Science and Technology, Israa University, Université de Gabès, University of Sfax, and University of Sousse.

Tunisia partners were expected to host ToT in the following dates: 15Jun-15Jul, 15Aug-15Sep, 15Nov-15Dec in 2021. To TWs in Jordan partner should run between 15 Feb 2022 and 15 Jan 2023 (2022: 15Feb-15Mar, 15Jun-15Jul, 15Aug-15Sep, 15Oct-15Nov, 15Dec-15Jan2023)

3.2.5 Implement a capacity building response

Implementation should be achieved through national systems and processes. This can help to reinforce vital capacities such as project management. Because capacity building must take account of politics and power relations, the process is as much about compromise and adaptation as it is about the supply of resources and tangible assets. Thus, it is very significant to recognize all factors that inspire or prevent the process of capacity building. The key approaches for a successful capacity building process include:

- Observant to the context
- Devote time.
- Sequencing planned change
- Assessment
- Engaging with stakeholders
- Absorptive capacity and managing new knowledge.

Throughout this phase, the planned operations will be implemented. Skills and resources will be enhanced, e.g. through support to individuals and through assistance in developing new curricula. Likewise, the interface between policy and research is going to be developed and consolidating change must be forced. This involves that the motivation for change is maintained. It should also involve supporting networks and partnerships by creating incentives for inter-organizational collaboration.

3.2.6 Evaluate capacity development.

Quality and Monitoring Plan is task of work package 5, executed by UCLL and supported by all partners. For the evaluation, a Quality Committee was formed during the online kickoff meeting. The members of the Quality Committee are listed below.

Table 6: Members of Quality Committee

University	Representative	Deputy (Substitute)
P1: The University of Jordan	Prof. Mohammad Al Shridah mshridah@ju.edu.jo	Prof. Manar Al-Nabulsi manarn@ju.edu.jo
P2: The Hashemite University	Dr. Aiman Al Sharei aiman@hu.edu.jo	Dr. Aman Khasawneh aman75@hu.edu.jo
P3: Irbid National University	Prof. Ahmad Odat drahamadodat@inu.edu.jo	Dr. Riyad Aldghiem raldgheim@inu.edu.jo
P4: Jordan University of Science and Technology	Prof. Fahmi Abu Al-Rub abualrub@just.edu.jo	Eng. Ruba Hasan hasan.ruba0@gmail.com
P5: Israa University	Dr Wafeqah Althaher thaher.w@iu.edu.jo	Dr Mohamed Dlalal mdlalal@iu.edu.jo
P6: Université de Gabès	Dr. Mehdi Khouja mehdi.khouja@isimg.tn	Dr. Mohamed Ouweis Kabaou ouweis.kabaou@isimg.tn
P7: University of Sfax	Amine Elleuch amine.elleuch@fss.usf.tn	Jawaher Masmoudi amirsoussi@yahoo.fr
P8: University of Sousse	Pr. Olfa ouallegue olfabouallegue@yahoo.fr	Dr. Bouraoui Mahmoud bouraoui.mahmoud@gmail.com
P9: University of Brescia	-	-
P10: Technological Institutes of Porto	Prof. Paula Escudeiro pmo@isep.ipp.pt	Prof. Carlos Vaz de Carvalho cmc@isep.ipp.pt
P11: National and Kapodistrian University of Athens	Sofia Papakonstantinou spapakon@hotmail.com	Ass. Prof. Konstantina Tsoli nadtso@primedu.uoa.gr
P12: Universidade Católica Portuguesa	Prof. Elisa Veiga eveiga@porto.ucp.pt	Prof. Alexandra Carneiro acarneiro@porto.ucp.pt
P13: University of Osijek	Prof. Vuk Ognjenovic vukenjara@gmail.com	Antoniija Matic amatic@aukos.hr
P14: University College Limburg	Sebastiaan Jans sebastiaan.jans@ucll.be	Ruben Jans ruben.jans@ucll.be

The duty of the quality committee is to monitor and evaluate the progress of the project and to ensure that all its activities are carried out properly according to European Standards and Guidelines for Quality Assurance and ensuring proper execution of the project to achieve its objective.

The quality committee controls and directs the quality manager. The Quality Manager design a proper evaluation process and be responsible for creating a set of indicators. In coordination with the project manager and other project consortium members, the Quality Manager will set criteria for the selection of members of the “External Evaluator”.

External Evaluator will conduct constructive evaluation by working according to the terms of reference and ‘rules of engagement’ set by the project Quality Manager and the manager of the project. The External Evaluator will advise and train partner universities to use suitable tools of evaluation for the sustainability of the program quality.

D3.1 Elaboration of Capacity Building Plan & Selection Criteria

4	Group Psychology	Jordan University of Science and Technology	The group: social psychology & organization theory Group Work in Arts Therapy Group Dynamics in Art Therapy The group: psychoanalytic theories Gestalt art therapy, person centre therapy	University of Sousse Vocational Jordan (HU, INU, JUST,IU) The University of Jordan University of Sousse Isra University
5	Antropology	The University of Jordan	Ethnomusicology Anthropology Creative Methods and Cross-Cultural Perspectives in Art Therapy	University of Sfax University of Sfax The University of Jordan
6	Basic of Art therapy	Technological Institutes of Porto	Basis of Art therapy Principles of Art Therapy Introduction to Arts Therapy Principles & Theories of Art Therapy Art theory and its application in health	University of Sfax University of Gabes The University of Jordan Vocational Jordan (HU, INU, JUST, IU) Isra University
7	Art Therapy and diseases	Al-Israa' University	Art therapy in gerontology Art therapy in neurological conditions Art therapy in cancers Art therapy in musculoskeletal conditions Art therapy as a Complementary approach to diseases Medical and psychopathology for Arts Therapy Music, Neurosciences & Psychopathology (1) Music, Neurosciences & Psychopathology (2) Music, Neurosciences & Psychopathology (3) Providing mental health care to individuals throughout the developmental stages	Isra University Isra University Isra University Isra University University of Gabes Vocational Jordan (HU, INU, JUST, IU) University of Sfax University of Sfax University of Sfax Isra University
8	Tools of Art for healing	The University of Jordan	Psychology & Arts Colour psychology Therapy Using Artistic Materials	Vocational Jordan (HU, INU, JUST, IU) The University of Jordan The University of Jordan
9	Practical Art Therapy	Al-Israa' University	Experiential workshops: art therapy, drama therapy, dance therapy Arts Therapy Skills- 1 (music, dance,... etc.) Arts Therapy Skills- 2 (drawing, theatre, clay,... etc.)	University of Sousse Vocational Jordan (HU, INU, JUST, IU) Vocational Jordan (HU, INU, JUST, IU)

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Criteria**

10	Music Therapy: basic methodology	University of Sousse	Methods of Music Therapy Basic musical training Musical, Musicological and Art therapy training	The University of Jordan Isra University University of Sousse
11	Music Therapy: Active music therapy	University of Sousse	Receptive music therapy: musical listening & Active music therapy: sound communication (1) Receptive music therapy: musical listening & Active music therapy: sound communication (2) Receptive music therapy: musical listening & Active music therapy: sound communication (3) Receptive music therapy: musical listening - sound communication Receptive Music Therapy & Active Music Therapy Receptive music therapy: listening to music Active music therapy: sound communication	University of Sfax University of Sfax University of Sfax University of Gabes University of Sousse University of Sousse University of Sousse
12	Practical Music Therapy: Voice	Josip Juraj Strossmayer University of Osijek	Mode & Singing (1) Mode & Singing (2) Mode & Singing (3) Rhythmic melodic practice workshop Therapy by singing / Instruments Playing	University of Sfax University of Sfax University of Sfax University of Sousse The University of Jordan
13	Practical Music Therapy: instruments	University of Sfax	Individual instrumental practice (1) Individual instrumental practice (2) Individual instrumental practice (3) Sound and Mixing (live / concert / studio) (1) Sound and Mixing (live / concert / studio) (2) Sound and Mixing (live / concert / studio) (3) Computer music (M. A. O) (1) Computer music (M. A. O) (2) Computer music (M. A. O) (3) Individual / group instrumental practice Musical training and practice (1) Musical training & practice 2 Musical training and practice (2)	University of Sfax University of Sousse University of Sfax University of Sousse University of Sfax

D3.1 Elaboration of Capacity Building Plan & Selection Criteria

			Musical training and practice (3) Musical practice: individual and collective instrumental and choir - Accompaniment and improvisation Therapy by singing / Instruments Playing	University of Sfax University of Gabes The University of Jordan
14	Drawing	University of Gabes	Plastic Art Techniques (Painting, Sculpture, Drawing) Drawing and Painting Therapy Basic drawing training	University of Gabes The University of Jordan Isra University
15	Drama & Theatre	The University of Jordan	Dramatic art and body expression Drama Therapy Interactive Theatre	University of Gabes The University of Jordan The University of Jordan
16	Dance	Josip Juraj Strossmayer University of Osijek	Basic dance training Movement Therapy	Isra University The University of Jordan
17	Skills Development	National and Kapodistrian	Clinical improvisation & support (2) Support and clinical improvisation Clinical improvisation & support (1) Clinical improvisation & support (3) Support, clinical improvisation / Music, Neurosciences & Psychopathologie Communication skills (verbal and nonverbal)	University of Sfax University of Sousse University of Sfax University of Sfax University of Sousse Isra University
18	Practical	University College Limburg vzw	Internship A in an institution Analysis / supervision of the practice University methodology (note taking methodology and internship reports) Symposia and themed days Pre-Practicum (Applied Arts Therapy in Clinical Practice) Practicum Internship immersion in an institution (1) Internship immersion in an institution (2) Internship immersion in an institution (3) Art making as a spiritual path: the open studio	University of Sousse University of Sousse University of Sousse University of Sousse Vocational Jordan (HU, INU, JUST,IU) Vocational Jordan (HU, INU, JUST,IU) University of Sfax University of Sfax University of Sfax Isra University

**D3.1 Elaboration of Capacity Building Plan & Selection
Criteria**

			Project	The University of Jordan
19	Ethics	University of Sousse	Human Rights 1 (Introduction to deontology) Human rights Corporate Culture and Intellectual Property Copyright	University of Sousse University of Sfax University of Sfax University of Sfax