

Capacity Building Plan

Project title	Traditional Craft Heritage Training, Design and Marketing in Jordan and Syria
Project acronym	HANDS
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1. Background

1.1 Aims and objectives of the project (HANDS)

Based on the expertise of master practitioners of traditional crafts in Jordan and Syria, this creates an opportunity to house these crafts in these countries from being lost, especially that these countries has a market demand for such crafts. By that we aim at:

- 1- Transfer the vast craft experience and knowledge into academic courses in higher education.
 - 2- Develop the managerial and marketing skills of master craftsmen through courses that addresses the market needs.
 - 3- Assist the transfer of experience and skills via training courses to Jordan and Syria in which it will help in creation of common adapted model of craft skills training courses.
 - 4- Enriching craft skills and training experience with EU teaching handicraft skills training experience.
 - 5- Establishing connections between the academic education and craft society.
 - 6- Establishing heritage craft centres during the project lifetime and sustain it via links to the craft market in Jordan, Syria and the region.
 - 7- EU partners will help in training, design and marketing of craft heritage projects which is essential to transfer this knowledge and experience to ME.
 - 8- Encouraging an appreciation of the universal values that are fundamental to the world's great artistic traditions.
 - 9- Contributing towards transforming the vast craft knowledge into e-learning courses / media to help spread the traditional craft culture within societies.
- The regeneration of the arts and crafts on an international level through both research and projects.
 - An extensive network of relationships with Master practitioners of the world's great artistic traditions which mutually benefit the students and the craftsmen in their working environments.

The objective of this project is to create a potential Levantine handicraft project in ME based on high expertise of master craftsmen and to serve the craft community in the field

of vocational skills training projects. Providing a university handicraft career-relevant training of high-quality through special designed courses based on innovative heritage training and state of the art craft facilities.

Craft project will provide practice-oriented career relevant education in short and intense courses that lead to accredited vocational courses preparing craftsmen and graduates for professional practice in craft heritage projects through establishing a traditional craft centres in Jordan and Syria.

A capacity building and staff development program in the field of Design, training, and marketing handicrafts should be developed within work package five. By establishing the HANDS training center as a local resource and training point in Jordan and Syria, human resources will be created, and skills and capacities will be upgraded.

This capacity-building plan aims to develop human resources, upgrading the skills and capacities of university professors, technical assistants, and students, as well as enabling researchers of Jordanian and Syrian universities to evaluate existing handicrafts curricula and effectively redesign the courses to include state-of-the-art technologies.

Work package seven is going to monitor and evaluate the progress of the project and ensure that all its activities are carried out properly. Work packages eight and nine deal with the dissemination and exploitation to spread the idea of “HANDS”. The project managing is the task of work package eight.

The HANDS project coordinator is Dr. Loai Dabbour, Chairman of the Architecture Department at Al-Zaytoonah University of Jordan.

1.2 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 (in numbers please)	Qualitative indicators
Training of Staff /Student form	Staff/Student	7 training-methodical complexes	Development of modern

ME Teachers 2020 and 2021.			training methodical materials on the bases of the EU experience, corresponding
Establishing the Centre that concerns the life skills in the university.	Staff / trainer /technical/admin	Project implementation units are provided with technical and didactic means and equipment	Equipment which is needed to Implement the project idea will be procured for the partner universities
Trained specialists worked in Center	Staff/trainer/Student	3 Trainer from Partner country	Number of trained specialists
Publication of information about activities of HANDS	Trainees, Teaching staff, Administrative staff, Technical staff, Students	Number of published articles in mass media, publication in internet, broadcasting on radio and TV	Number of region universities using the information database
Informative project website	Trainees, Teaching staff, Administrative staff, Technical staff, Students		Number of carried out fairs and exhibitions, seminars, training methodical conferences Number of students involved in the research projects
Participation in fairs, exhibitions, seminars, training methodical conferences	Staff/Student	Number of participants in discussion groups, workshops, conference	
Realization of the HANDS activities according to the developed plan.	Trainees, Teaching staff, Administrative staff, Technical staff, Students	Number of workshops	
Results of the external and internal monitoring carried	Staff/trainers		Number of conferences and seminars

out by European partners about conformity of the activity of the Centres with the original plan			between representatives of enterprises, Vocational Training Centres and students
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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 (in numbers please)	Qualitative indicators
Framework Infrastructure Developed	Staff/Student		Partner, universities reports, project website, labour market partner reports, student organisations' reports, ministry's report
Developing a curriculum for a course	Trainees, Teaching staff, Administrative staff, Technical staff	Modernized curricula	Developing training curricula for the target groups by specialists in different fields.
Training centres developed	Staff/Student		Ministry of Vocational Training and Employment / Ministry of Education and Training, including the ministry itself, agencies and training canterers
Cooperation of universities and businessmen with VTC	Staff/Student/ enterprise		Number of students, who make an internship with these companies
Reports	Administrative staff	Number of reports on the project (4 reports)	Timely and accurately prepared report

<p>Knowledge triangle Education vocational training enterprises</p>	<p>Staff/ trainers/ enterprises</p>		<p>Feedback on the expertise on development of activity</p>
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2. Capacity Building Plan

2.1 Definition

The term “Capacity Building” (also “Capacity Enhancement”) stands for efforts aiming to improve organizations’, institutions’, or individuals’ capability to solve problems. This includes the fact that donor organizations will not solve existing problems independently. Instead, their work should be educational, consultative, and supportive. Within the project “HANDS,” 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 environmental engineering and injection of climate change concepts.

Following this definition, there are three levels of Capacity Building:

- Human resource development: involving the educational development of students, workgroups, and academics in designing and instructing academic courses.
- Organizational development: 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. This should result in the beneficiaries’ ability to fund, manage, and sustain themselves.
- Institutional development: making legal and regulatory changes over time to enhance the capacities of organizations at all levels.

2.2 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. 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 local ownership. An external authority can't impose it. Working with local stakeholders will have an impact both on the process itself and its outcomes. External experts should only increase their skill set and support the local organization.
- Capacity Building should lead to a paradigm shift in 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.

2.3 Scope

The scope of this Capacity-Building Plan is to define the aims, roles, and responsibilities, as well as processes, to implement the project “HANDS— traditional craft Heritage trAining, design and marketing in jorDan and Syria” 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 agreed on during the Kickoff meeting in Amman from February 26th to 27th, 2020, and the selection criteria for staff who will be taught during these visits.

A staff development programme in the field of environment engineering and injection of climate change issues should be developed by means of the CBP. The capacity-building programme will be designed by the University of Florence (Coordinator of Work Package 5) in cooperation with the Co-Coordinators of Work Package 5 Blueroom Innovation and Al-Baath University, and all other project partners.

The focus of the capacity-building activities will be to develop human resources and upgrade skills and capacities in design, training, and marketing handcraft concepts by providing exposure to practical training, experiments, and equipment. The activities related to capacity building will include actual training on design, technical assistance, and counseling services, which will be organized for professors, researchers, students, engineers, and technicians.

2.4 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 design, training, and marketing handcraft.
- 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.

2.5 Roles and Responsibilities in the EGREEN 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 5 (UNIFI)	<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 (ZUJ)	- -	Review and approve the Capacity Building Plan. Coordinate and manage the project activities and ensure the implementation of the activities
Co-Coordinator of work package 5 (BLUEROOM, ABU)	- - -	Review the Capacity Building Plan and assist in its development Participate in surveying and benchmarking activities Implement action items from quality reviews

2.6 Duration

The Capacity Building Plan will run for the entire project duration, from May 2021 to November 14th, 2022.

2.7 Maintaining the Capacity Building Plan

The capacity building plan should be current over the entire project lifetime. Therefore, it is necessary, that the coordinator of work package 5 identifies and implements required revisions to the plan. The coordinator also has to be in constant communication with all European partners to check the availability for hosting the workshops.

2.8 Partners

To achieve the project's objectives, the main 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 design, technical assistance, and counseling services, which will be organized for professors, researchers, students, engineers, and technicians. The partners who will be trained are shown as shaded in the table below.

Table 4: Participating organizations

Institution	Country	Acronym
Al-Zaytoonah University of Jordan	Jordan	ZUJ
University of Jordan	Jordan	UJ
Jordan University of Science and Technology	Jordan	JUST
Hashemite University	Jordan	HU
Karmah Design Studio	Jordan	KDS
Tishreen University	Syria	TU
Manara University	Syria	MU
Al-Baath University	Syria	ABU
World University Service Mediterranean	Spain	WUSMED
Blue Room Innovation S.L	Spain	BLUEROOM
CESIE	Italy	CESIE
Università degli Studi di Firenze	Italy	UNIFI
Università degli Studi Guglielmo Marconi	Italy	USGM
Technische Hochschule Ostwestfalen-Lippe	Germany	TH OWL

3. Methodology

3.1 General Overview

Many different approaches aim to develop capacity. Cycles of planned change are often used to sequence the process effectively. The figure below displays such a schematic approach. The scheme is based on an approach of the United Nations Development Programme (UNDP) and just shows a simplification of the real process, which is actually 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 on success. The aims and strategy should align with the stakeholders' 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. The following questions have to be answered in this step:
 - How many individuals have to be trained during the planned workshops?
 - What skills and knowledge are needed to reach the aims?
 - Is training the best way to reach the aims, or should other interventions (such as internal mentoring or hiring an external specialist) be considered?

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 the 7 “S” model (structure, system, skills, style, strategy, staffing, and shared values) can be used. The process has to be managed carefully and transparently with the involvement of all relevant stakeholders. Stakeholders can be detected by a stakeholder analysis at the country or sector level that aims to clarify the key actors involved (government, universities, research institutes, civil society, private sector, and 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 the individual, organizational, and institutional levels are executed.
5. **Evaluate capacity development:** In this phase, the success of the project's outcomes is measured. The monitoring and evaluation framework have to be

comprehensive enough to capture the key issues but not too extensive to handle them.

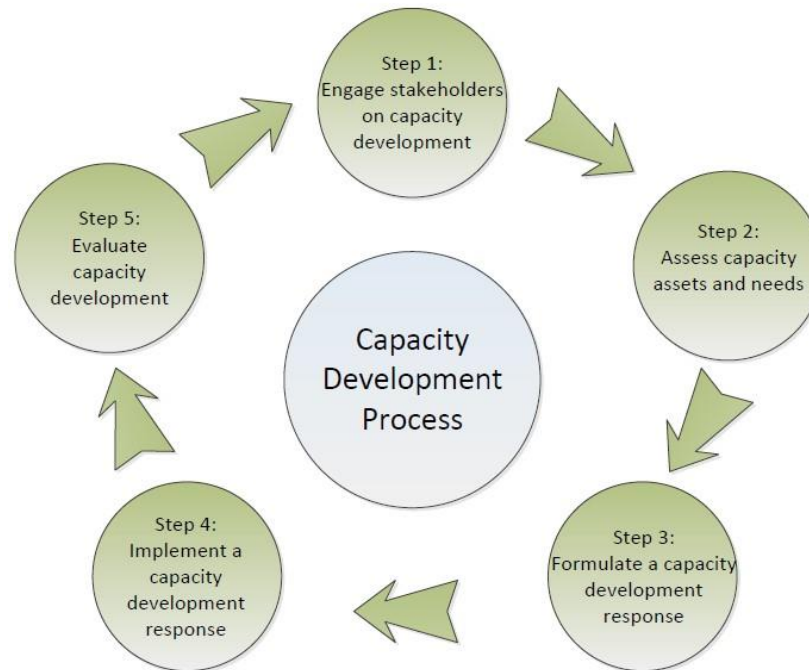


Figure 1: Scheme of the Capacity Development Process

3.2 Scheme of action

As mentioned before, capacity building should always be characterized by local ownership. Hence, the European partners will act as advisory and supportive. Within the project, there will be distance consultations as well as face-to-face consultations. 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 HANDS project, a partnership agreement was developed and disseminated. The agreement includes an explanation of the project’s aims and benefits. All partners were informed about the stakeholders who signed the agreement. The agreement is shown in the annexes (Annex 1).

3.2.2 Assess capacity assets and needs

The task of this phase is to develop an appraisal of the current situation and institutional frameworks. Therefore, a scoping and needs analysis has been developed. The investigation commenced with surveys and interviews with appropriate stakeholders, including enterprises and governmental bodies as well as international projects and initiatives, focusing on all academic programs being on offer in Jordan and Syria in the field of design, training, and marketing handcrafts, actual market demands, trends and needs as well as government policies and regulations. Also, a survey on teaching and management facilities and the structure of the partner universities has been executed to ensure that the project training content can be carried out successfully.

Designing a market needs analysis and integrating the Jordanian and Syrian methodologies with European teaching and training methods was necessary. This was part of work package 2.

3.2.3 Formulate a capacity-building response

The aims of the project were formulated before its start. The curricula at different universities should be updated, and new pilot courses should be designed. During the kickoff meeting in Amman from February 26th to 27th, 2020, a course selection workshop took place. The participants were grouped into three groups (Design, Training, and Marketing), and each group viewed the available courses at each partner university related to the group theme. The results of this workshop are displayed in the annexes (Annex 2). The listed courses are the basis for developing new content. During the 3rd online steering committee meeting on January 25th, 2021, committees were formed responsible for the courses' development (Annex 3).

To assist the Jordanian and Syrian partners, the European partners will host academic visits. The visit timetable was terminated during the 7th online meeting on January 24th, 2022 and is listed below.

Table 5: Timetable for the academic visits

EU Partner	Date
Università degli Studi di Firenze	2.05.2022 - 6.05.2022
Università degli Studi Guglielmo Marconi	26.09.2022 - 30.09.2022
Technische Hochschule Ostwestfalen-Lippe	26.09.2022 - 30.09.2022

The results of the market need analysis should be used to select suitable staff to be taught at the European partner universities. Three teaching staff from each Jordanian and Syrian Partner University (a total of **63 persons**) will be selected to be trained during several **1-week (5 days)** academic visits (each staff member has to visit each European partner university, meaning Università degli Studi di Firenze, Università degli Studi Guglielmo Marconi, and Technische Hochschule Ostwestfalen-Lippe). 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 of the workshops at the European partner universities have to be developed according to the compiled needs and strengths and experiences of the hosting universities.

3.2.4 Implement a capacity-building response

Implementation should be managed through national systems and processes. This can help to strengthen essential capacities such as project management and procurement. Due to the reason that capacity building has to take account of politics and power relations, the process is as much about negotiation and accommodation as it is about the supply of resources and tangible assets. Therefore it is very important to identify all factors that

stimulate or inhibit the capacity building process. The key approaches for a successful capacity-building process include:

- Paying attention to context
- Investing time
- Sequencing planned change
- Evaluation
- Working with stakeholders
- Absorptive capacity and managing new knowledge.

During this phase, the planned operations will be executed. Skills and resources will be improved, e.g., through support for individuals and assistance in developing new curricula. Also, the interface between policy and research will be developed, and consolidating change has to be forced. This involves maintaining the motivation for change. It should also include supporting networks and partnerships by creating incentives for inter-organizational collaboration.

Using outside expertise ensures that the changing process can be facilitated and steered objectively and sympathetically.

3.2.5 Evaluate capacity development

Evaluation is the task of work package 7, executed by WUSMED and supported by all partners. For the evaluation a Quality Committee was formed during the kickoff meeting in Amman from February 26th to 27th, 2020. The members of the Quality Committee are listed below.

N°	Partner name	Representative
P1	Al-Zaytoonah University of Jordan (ZUJ)	Eman Abdelhafez
P2	The University of Jordan (UJ)	Mohammad Hamdan
P3	Jordan University of Science and Technology (JUST)	Ahmad Freewan
P4	Hashemite University (HU)	Mamoon Obeidat
P5	Karmeh Design Studio (KDS)	Ernest Sacca

P6	Tishreen University (TU)	Badia Haidar
P7	Manara University (MU)	Zeinab Muhammad
P8	Albaath University, ABU	Adnan Ghata
P9	World Univeristy Service of the Mediterranean (WUSMED)	Josep Juandó Bosch
P10	Blue Room Innovation S.L	Estel Guillaumes
P11	CESIE	Giulia Tarantino
P12	Universtità degli Studi di Firenze (UNIFI)	Antonella Trombadore
P13	Università degli Studi Guglielmo Marconi (USGM)	Sara Cella
P14	Technische Hochschule Ostwestfalen-Lippe (TH OWL)	Salman Ajib

The quality committee must monitor and evaluate the progress of the project, ensure that all its activities are carried out properly according to European Standards and Guidelines for Quality Assurance, and ensure proper execution of the project to achieve its objective. The quality committee controls and directs the quality manager. The Quality Manager will 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. The expert will write intermediate reports, one each 6 months, and a final report, to readdress the project in case of going off from indicated objectives and methodologies. The evaluators will conduct the evaluation beginning of 2021, to give the project consortium time for improvement and adaptation.

WUSMED will monitor the project at different points using different types of evaluation including exploratory evaluation to support the process, and experimental and quasi-experimental study designs to evaluate the outcomes. Summative final evaluation will

include an impact study and a benchmarking study to evaluate the quality of the resulting courses, and workshops.

3.3 Conceptual framework – Guide for systematic approaches

- 1.) The first step was to find matching stakeholders (e.g. former project partners, government departments, companies with special interests regarding the project's subjects) and to integrate them to the consortium network (HANDS Database). Therefore formal documents (e.g. letter of agreement, statute of collaboration) have to be provided. Subsequently it is very important to continuously update the stakeholder's database (e.g. every 3 months).
- 2.) Questionnaires have to be developed to focus on the elaboration of real training needs. Content of these questionnaires should be the number of departments and students, workshops, library, existing courses for HANDS program and their contents, number of professors and their previous experiences, international relations, methodologies of accreditations and many other facilities. A summary of the results has to be written and distributed to all project partners (translation if necessary). The results of the questionnaires have to be used to develop the content of the planned courses.
- 3.) The skills and knowledge that should be gained within the project were defined through the results of the questionnaires. The next step is to develop plans to reach the desired goals. Substeps will be planning of train-the trainer workshops, design of training materials and research visits.
- 4.) Subsequently the planned actions (workshops and visits) have to be executed.
- 5.) After the workshops, feedback sheets will be distributed and evaluated. Afterwards an external evaluator with scientific experience will be selected to evaluate the achievements of the project and inform the project partners about possible improvements for future projects.

4 Annexes

4.1 Annex 1: Memorandum of collaboration between the members of the HANDS Stakeholders (HANDS Database)

Database Agreement with the members

The HANDS project

The “Traditional craft Heritage training, design and marketing in Jordan and Syria” (HANDS) project aims at developing high quality university vocational career-relevant trainings through special designed courses on traditional craft heritage. By doing so, the project will introduce handicraft traditional techniques and design procedures to Jordanian and Syrian universities in order to preserve their handicraft cultural heritage and to promote employment in this field.

The project – number 610238-EPP-1-2019-1-JOEPPKA2-CBHE-JP - is funded by the European Union under the Erasmus+ programme – KA2 Capacity Building in the field of Higher Education.

The HANDS database

The database has been developed as part of WP3 – Employment sector database of the project. The HANDS database aims at creating a bridge between the craft societies and companies and the universities in order to develop academic programmes that can better support the integration of students in the labour market.

Throughout the project, CESIE, in cooperation with the consortium universities, will be responsible of its maintenance and content update.

It represents a first step in the development of the vocational training centres in Al-Zaytoonah University of Jordan and Tishreen University (Syria). The data and information included in the database will be used by the training centres for the development and implementation of their activities.

The database will include the following:

- **Material and information on the traditional craft workshops** – partner universities will share information on the workshops and courses that they are implementing in the craft field allowing, on the one side, to collect different material and information on activities that could support higher education institutions working in the craft

field and, on the other side, the sharing of information and practices among different institutions that can enrich their work.

- ***Companies and employers in the craft sector*** – the partners universities will have an overview of the companies and potential employers that can support their work in the craft field and the implementation of workshops to increase the competences of their students.

Benefits in being part of our database

As member of the HANDS database, you will:

- benefit from the cooperation with the consortium universities and the contribution to enhance the capacity of Jordanian and Syrian universities in the field of handcraft and craft;
- contribute to the development of high-level vocational courses leading to the improvement of qualifications and skills in craft job market;
- be able to participate in common activities with the HANDS consortium universities, such as workshops, seminars, training courses, etc.;
- exchange good practices with other member of the database and share insights relevant for your work;
- participate to a community of actors working towards the development and promotion of handcraft in Jordan and Syria as well as the preservation of traditional craft techniques.

What we expect from the members of the database

The members of the database will support the HANDS consortium in:

- identifying the current market needs in the craft field so to be able to develop academic programmes in line with those needs and, therefore, increasing employment opportunities in the field;
- supporting the employment inclusion of their students by providing traineeship or other on-the-job opportunities;
- developing material for the training and learning activities foreseen in the project.

Compensation

The participation to the HANDS database is free of charge and voluntary based. As part of it, you cannot be charged for subscription or be financially rewarded.

Sustainability of the database

The database will be integrated in the vocational training centres that are being created in Al-Zaytoonah University of Jordan and Tishreen University (Syria). After the end of the project (November 2022), these universities will be in charge of the management and update of the database as well as of the data management and storage.

Consent

I, the undersigned....., having read the above, hereby confirm my consent in being a member of the HANDS database.

By signing up, you consent to the use of your data in accordance with the EU Regulation 2016/679 (GPDR).

Date

Signature

4.2 Annex 2: Lists of potential courses to be developed for Jordanian and Syrian partner universities

Module No.	Univ.	University courses	Course level	CH	ECTS	Updated / New	Vocational courses
Module 1 - Design	ZUJ	Basic Design 2	1 st year	3	6	Updated	Geometry Craft (Wood inlay) Fashion
		Proportions and geometry in architecture	4 th year	3	6	New course	
	UJ	Basic Design 2	1 st year	3	6	Updated	
	HU	Basic Design 2	1 st year	3	6	Updated	
	JUST	Basic Design 2	1 st Year	3	6	Updated	
	MU	Architectural Design Studio 1	1 st year	5	10	Updated	
	ABU	Architecture Design 1	1 st year	3	6	Updated	
	TU	Workshop and model	2 nd year	3	6	Updated	
		Design and Implementation of Traditional Architecture Elements	3 rd year	3	6	New course	
	ZUJ	Architecture design 5	4 th year	5	10	Updated	
	JUST	Architectural Design (6)	4 th Year	5	10	Updated	
	ZUJ	Interior/furniture Design	4 th year	3	6	New course	
	TU	Interior Design	3 rd year	3	6	Updated	
	ABU	Interior architecture	4 th year	3	6	Updated	
	MU	Interior Architecture	3 rd year	3	6	Updated	
		Product & Furniture Design	3 rd year	3	5	New course	
	ZUJ	Fashion and jewellery Design	2 nd year	3	6	New course	
	ZUJ	Traditional fashion design	3 rd year	3	6	New course	

Module 2 Working drawings	ZUJ	Working drawings 1	3 rd year	3	6	Updated	Craft (Wood inlay)
	HU	Finishing	3 rd Year	3	6	Updated	
	JUST	Building Construction I	2 nd Year	3	6	Updated	
Module 3 Conservation	ZUJ	Conservation of architectural heritage	4 th year	6	12	Updated	Digital documentation
	UJ	Local Architecture	3 rd Year	3	6	Updated	
	HU	Conservation of Architectural Heritage	4 th year	3	6	Updated	
	JUST	Local Architecture And Heritage Conservation	4 th Year	3	6	Updated	
	MU	Conservation of Archaeological & Architectural Heritage	4 th year	2	4	Updated	
	ABU	Rehabilitation of historic buildings	3 rd year	3	6	New course	
Module 4 Training	TU	Practical training	4 th year	3	6	Updated	Geometry Craft (Wood inlay + Ceramics)
	ZUJ	Practical training	4 th year	6	12	Updated	
	UJ	Practical training	4 th year	0	12	Updated	
	HU	Practical training	4 th year	0	12	Updated	
	JUST	Architectural training	4 th Year	3	6	Updated	
	ABU	Compositions and models	2 nd year	3	6	Updated	
	MU	Architectural Patterns & Models	2 nd year	2	4	Updated	
Module 5 Materials and manufacturing process	ZUJ	Manufacturing Processes	3 rd year	3	6	Updated	Digital Design Manufacturing CNC
		Engineering Workshops	1 st year	3	6	Updated	
	TU	Material properties and tests and metal forming	3 rd year	3	6	Updated	
	ABU	Casting technology	5 th year	3	6	Updated	
		Materials tests Engineering	3 rd year	3	6	Updated	

Module 6 Craft technology	ZUJ	Special topics in Architecture	5 th year	3	6	New course	Geometry Crafts (Ceramics)
	JUST	Special topics in Architecture	5 th year	3	6	New course	
	UJ	Basic of Ceramics	1 st year	3	6	Updated	
		Fundamental of printmaking	1 st year	3	6	Updated	
	HU	Handicrafts	2 nd year	3	6	Updated	
		Ceramics 1	3 rd year	3	6	Updated	
	TU	Basic of Ceramics	2 nd year	3	6	Updated	
	ABU	Weaving technology	4 th year	3	6	Updated	
MU	Matter Technology	1 st year	2	4	Updated		
Module 7 Marketing	Hand crafts Startups E-Marketing or Digital Marketing Career Planning and Career Management						

4.3 Annex 3: Courses and committees to develop the contents

FOCUS GROUPS / COURSE MODULES

Focus group 1 / Module 1 - Design

Courses	CH	ECTS
Basic Design 2	3	6
Proportions and geometry in architecture	3	6
Architecture design 5 / 6	5	10
Interior Architecture / furniture Design	3	6
Fashion and jewellery Design	3	6

University	Role
MU	Leader
HU	Co-Leader
ZUJ	Partner
ABU	Partner
UNIFI	Coordinator
Advisory Board KDS Richard Dwerryhouse	Coordinator

Focus group 2 / Module 2 – Working Drawings

Courses	CH	ECTS
Working drawings 1	3	6

University	Role
JUST	Leader
HU	Co-Leader
ZUJ	Partner
Advisory Board KDS	Coordinator

Focus group 3 / Model 3 - Conservation

Courses	CH	ECTS
Conservation of architectural heritage	3	6

University	Role
UJ	Leader
ABU	Co-Leader
ZUJ	Partner
JUST	Partner
UNIFI / THOWL	Coordinator
Advisory Board Arch. Ayman Zuaiter	Coordinator

Focus group 4 / Module 4 - Training

Courses	CH	ECTS
Practical training	6	12

University	Role
TU	Leader
JU	Co-Leader
JUST	Partner
MU	
Advisory Board Arch. Husam AlKiswani Tartous Crfts Association	Coordinator

Focus group 5 / Module 5 - Materials and Manufacturing Process

Courses	CH	ECTS
Manufacturing Processes	3	6
Engineering Workshops	3	6

University	Role
ABU	Leader
TU	Co-Leader
ZUJ	Partner
THOWL	Coordinator
Advisory Board Member Arch. Zaid Wahbeh Latakia Crafts Association ADCMC	Coordinator

Focus group 6 / Module 6 – Craft Technology

Courses	CH	ECTS
Special topics in Architecture	3	6
Basic of Ceramics	3	6
Fundamental of printmaking	3	6
Handicrafts	3	6
Weaving technology	3	6

University	Role
HU	Leader
ABU	Co-Leader
TU	Partner
ZUJ	Partner
THOWL	Coordinator
Advisory Board Tartous Crafts Association Arch. Ayman Zuaiter	Coordinator

Focus group 7 / Module 7 – Marketing

Vocational Courses / Workshops
Hand crafts Startups
E-Marketing or Digital Marketing
Career Planning and Career Management

University	Role
TU	Leader
CESIE	Co-Leader
Blueroom	Partner
HU	Partner
USGM	Coordinator
Advisory Board Ibrahim Batchalder	Coordinator

Vocational Workshop Modules

Vocational Courses
Geometry
Craft (Wood Inlay)
Fashion
Digital Design and Manufacturing / CNC
Craft (Ceramics)

University	Role
TU	Leader
ZUJ	Co-Leader
ABU	Partner
JU	Partner
UNIFI	Coordinator
Advisory Board Tartous Crafts Association Latakia Crafts Association KDS Richard Dwerryhouse Turquoise Mountain Foundation	Coordinator