

IMPORTANT NOTICE

What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.


How to prepare and submit it?


The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.

Character and page limits:

- page limit normally 40 pages for calls for low value grants (60 000 or below); 120 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

 **Please do NOT delete any instructions in the document. The overall page limit has been raised to ensure equal treatment of all applicants.**

 **This document is tagged. Be careful not to delete the tags; they are needed for the processing.**

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

Note: Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.

PROJECT	
Project name:	PSYCHO-PRAC – Strengthening the PRACTical skills in the PSYCHOlogical sector in the Palestinian Higher Education for responding to societal challenges and labour market requirements
Project acronym:	PSYCHO-PRAC
Coordinator contact:	Ugo Pace, Università degli Studi di ENNA Kore - ugo.pace@unikore.it

TABLE OF CONTENTS

TECHNICAL DESCRIPTION (PART B)	2
COVER PAGE	2
PROJECT SUMMARY	3
1. RELEVANCE	3
1.1 Background and general objectives	3
1.2 Needs analysis and specific objectives	4
1.3 Complementarity with other actions and innovation — European added value	8
2. QUALITY	10
2.1 PROJECT DESIGN AND IMPLEMENTATION	10
2.1.1 Concept and methodology	10
2.1.2 Project management, quality assurance and monitoring and evaluation strategy	11
2.1.3 Project teams, staff and experts	15
2.1.4 Cost effectiveness and financial management	19
2.1.5 Risk management	19
2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS	21
2.2.1 Consortium set-up	21
2.2.2 Consortium management and decision-making	22
3. IMPACT	23
3.1 Impact and ambition	23
3.2 Communication, dissemination and visibility	25
3.3 Sustainability and continuation	27
4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING	29
4.1 Work plan	29
4.2 Work packages, activities, resources and timing	30
Work Package 1	31
Work Package 2	36
Work Package 3	47

Work Package 4.....	53
Work Package 5.....	59
Work Package	65
Staff effort (n/a for Lump Sum Grants).....	66
Subcontracting (n/a for prefixed Lump Sum Grants).....	68
Events meetings and mobility.....	68
Timetable.....	74
5. OTHER	77
5.1 Ethics.....	77
5.2 Security.....	77
6. DECLARATIONS.....	78
ANNEXES.....	79

#@APP-FORM-ERASMUSBLSII@#

#@PRJ-SUM-PS@# [This document is tagged. Do not delete the tags; they are needed for the processing.]

PROJECT SUMMARY

Project summary (in English)

See Abstract (Application Form Part A).

#\$PRJ-SUM-PS\$# #@REL-EVA-RE@# #@PRJ-OBJ-PO@#

1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.

Describe the background and rationale of the project.

How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project's contribution to the priorities of the call (if applicable)?

The PSYCHO-PRAC – Strengthening the PRACTical skills in the PSYCHOlogical sector in the Palestinian Higher Education for responding to societal challenges and labour market requirements project's **OVERALL OBJECTIVE** is to improve the quality, modernisation and responsiveness of the Psychological Departments of n. 3 Universities in Palestine enhancing their relevance for the labour market and society. Thus, it is consistent with the **objective of Erasmus+ Call on Capacity Building in the Field of Higher Education n. 1) Improve the quality of higher education in third countries not associated to the Programme and enhance its relevance for the labour market and society**. The project's orientation towards the practical aspect and work-based learning was decided after in-depth research about the **skills' mismatch between the requirements of employers and the offer of higher education institutions in the Psychological Job sector**. In fact, the results of the study (as better explained below) show how graduated students lack practical skills, empirical knowledge and working experience and how universities lack effective tools and methods for teaching them. By offering practical training and experiences to students and teachers, the project addresses also the Call's objective n. **2) Improve the level of competences, skills and employability potential of students in HEIs in the third countries not associated to the Programme by developing new and innovative education programmes**. In this direction, the whole strategy is built to support the **innovation, modernization and internationalization of higher education in Palestine making universities more respondent to the societal challenges and to the labour market**. In this sense the proposal is in line with the overreaching priorities of the European Commission, specifically "alliances for sustainable growth and job". Regarding the **regional priorities**, the PSYCHO-PRAC project, proposed by a Consortium addressed to improve the quality of n. 3 HEIs from the South Mediterranean Region, aims to

contribute to the priority *“Sustainable growth and jobs”* by creating **stronger linkages** between the academic, research, public and private sectors in order to enhance the practical skills of both teachers and students. Moreover, the Action foresees the creation of 3 **innovative Psychological Hubs** in order to address the societal challenges and to offer practical experiences to the students. According to the **STRAND 2 of the CBHE Call objectives and proposed activities**, the proposal will strengthen the capacities of HEIs in Palestine by introducing new approaches, methodologies and innovation through practical training and creation of experimental labs with a special focus on the application of **digital tools** for the applied psychology sector. The project foresees a **multilateral partnership** among two European Institutions (**Kore University** – Italy and **Universitat Autònoma de Barcelona** - Spain, three Palestinian institutions (**Al-Azhar University**, **Al-Istiqlal University** and **Al-Quds University**) and **CISS-South International Cooperation** (an NGO working also in Palestine). The organizations will work together to promote international cooperation, intercultural perspectives linked to psychology education theory and practice (WP2), to improve the quality and responsiveness of higher education programs to societal and job market's challenges (WP3-4), to stimulate exchange of good practices and foster joint initiatives (WP5). The Action will be supported by two associated partners: **Ministry of Education and Higher Education and Gaza Community Mental Health Program – GCMHP** and by three supporting organizations **Al-Maqassed Hospital - Jerusalem**, **Baitona for Community Development - Gaza**, **Al Marfa Counseling Center – Jerusalem**. Considering its integrated strategy, the project is consistent with **Palestinian Education Strategic Plan 2017-2022** and the **Palestinian National Policy Agenda 2017-22**. Due to the current political situation and military occupation, Palestinians face great problems in mobility. **This closure negatively affects the possibility to exchange practices and experiences; to meet peers from other parts of the world and also to access learning and training opportunities.** In such a context the creation of contacts, partnership and cooperation (by promoting also virtual connections) with other European universities become an essential need both from the social and academic points of view. The project foresees that a Committee of Experts will support Palestinian HEIs in upgrading their curricula in order to meet European and international standards. In order to ensure **good governance and management**, after a specific workshop, a **Quality Assurance Document** will be created with the active involvement of staff and students and adopted by each university. Moreover, the proposal stresses the **social impact that Education**, and in our case Psychology Department, may have in the Palestinian society. In fact, Humanitarian emergencies such as that of Palestine can have significant impacts on an individual's psychological, social, and emotional well-being. These impacts can be acute in the short-term and if left untreated, can have long-term consequences that undermine the mental health and psychosocial well-being of the affected population. For that reason, the Action will not only transfer knowledge but will create economic and social value by transferring the results of the action at the benefit of the country's population through the creation of Psychological Hubs.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

Please address the specific conditions/objectives set out in the Call document/ Programme Guide, if applicable.

Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address?

The objectives should be clear, measurable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

In line with the Specific Objectives of the CBHE Call, the Action aims to improve the quality of higher education in a third country, namely in n. 3 HEIs in Palestine, through enhancing international partnership with two EU countries (Italy and Spain), scientific cooperation among HEIs and improving the level of competences, skills and employability potential of students. **Palestinian context is unique in many ways.** In such a context, Education has always been a source of both hope and transformation for the Palestinian people. The Action takes into consideration the **European Joint Strategy 2021-2024** and **Palestinian National Policy Agenda 2017-2022: Putting Citizens First** and it has been designed in line with the Pillar 3 – Sustainable Development, specifically with **National Priority 8: Quality Education for All** and **National Priority 9 – Quality Health Care for All**. The **right to education** in Palestine is limited for various reasons, among the others the **restrictions on movement**. Restrictions on movement seriously affect the access to education for Palestinians. The separation of East Jerusalem from other Palestinian territories prevents Palestinians from the West Bank from accessing Palestinian centres of learning and culture in Jerusalem. Today, Palestinians in Gaza are banned from pursuing their education in the West Bank. In order to address the country needs in the field of education, and specifically in

terms of learning and teaching needs, internationalisation and modernisation of the HEIs structure and learning programme, the PSYCHO-PRAC project is intended to respond to those challenges:

1. Teaching and training staff: The professional development of HEIs staff members is restricted due to the absence of regular fellowship and scholarship programmes to upgrade their qualifications and their teaching skills. The Action will answer to this need by implementing a **comprehensive capacity building Programme** (WP2) addressed to academic and management staff and students designed according to **real problem-based teaching and learning needs**. According to 2018 - *ILO Employment Diagnostic Study about Palestine* university curricula are defined by many experts as **“outdated”** and **“lacking the elements needed to equip students with basic (technical and soft) skills”**.

A need assessment has been carried out in January 2023. A questionnaire was designed consisting of two dimensions that measured both the theoretical cognitive side and the practical side of the study plans of the Department of Psychology in the three universities, namely Al-Azhar University, Al-Istiqlal University, Al-Quds University. These aspects were measured from the point of view of the graduates of these universities, as well as from the point of view of the faculty members and management staff of the psychology departments.

The sample of graduates consisted of 240 new graduates, with 80 graduates from each university. The same axes were also evaluated from the point of view of faculty members in the psychology departments of the three universities, and the sample of the faculty members consisted of 53 members.

RESULTS

Results of the evaluation carried out with the sample of graduates concerning the theoretical knowledge (see table 1) and the possession of practical skills (see table 2)

Table 1. Theoretical knowledge

	Mean	Std. Deviation	%
I have enough theoretical knowledge about intelligence tests	2.042	1.145	68.06
I have enough theoretical knowledge about projective tests	1.975	1.153	65.83
I have sufficient theoretical knowledge about personality tests	1.917	1.176	63.89
I have sufficient knowledge about psychological diagnostic methods	1.908	1.161	63.61
I have enough knowledge about treating some mental disorders and diseases	1.996	1.177	66.53
I have sufficient knowledge about the contents of designing an individualized treatment plan	2.067	1.144	68.89
I have sufficient knowledge about the methods of evaluating the psychotherapy process	1.983	1.150	66.11
I have sufficient knowledge about individual, group and family psychological counseling sessions	1.933	1.201	64.44
Total	1.978	0.849	65.92

Table 2. Skills and competences

	Mean	Std. Deviation	%
I have the ability to apply intelligence tests	1.867	1.206	62.22
I have the ability to apply projective tests	1.796	0.899	59.86
I have the ability to apply personality tests	1.758	0.915	58.61
I have the ability to practice psychological diagnostic methods	1.804	0.910	60.14
I have the ability to treat some mental disorders and diseases	1.833	0.918	61.11
I can design an individual treatment plan	1.825	0.956	60.83
I can evaluate the psychotherapy process	1.913	1.037	63.75
I can carry out individual and group counseling sessions.	1.892	0.931	63.06
I can implement family counseling methods	1.813	0.969	60.42
Total	1.833	0.584	61.11

Results of the assessment carried out with the graduates:

- Theoretical Knowledge: the total score for the level of theoretical knowledge among university psychology students received a relative weight of **65.92%**, which is a medium percentage.
- Skills and Competencies: the total score for the level of practical knowledge among university

psychology students received a relative weight of **61.11%**, which is a medium percentage.

Results of the faculty members' evaluation of the theoretical and practical aspects of the study plan: **To what extent does the studying plan of the Department of Psychology support the theoretical knowledge about the listed aspects (table 3) and the development of the related ability and competencies?**

Table 3. Theoretical knowledge

	Mean	Std. Deviation	%
Enough theoretical knowledge about intelligence tests	2.189	1.128	72.96
Enough theoretical knowledge about projective tests	2.132	1.210	71.07
Sufficient theoretical knowledge about personality tests	2.038	1.285	67.92
Sufficient knowledge about psychological diagnostic methods	2.094	1.213	69.81
Enough knowledge about treating some mental disorders and diseases	2.019	1.263	67.30
Sufficient knowledge about the contents of designing an individualized treatment plan	2.113	1.171	70.44
Sufficient knowledge about the methods of evaluating the psychotherapy process	2.132	1.127	71.07
Sufficient knowledge about individual, group and family psychological counseling sessions	2.019	1.278	67.30
Total	2.092	0.871	69.73

Table 4. Skills and competences

	Mean	Std. Deviation	%
The ability to apply intelligence tests	1.925	1.222	64.15
The ability to apply projective tests	1.943	1.027	64.78
The ability to apply personality tests	1.981	1.135	66.04
The ability to practice psychological diagnostic methods	1.698	1.137	56.60
The ability to treat some mental disorders and diseases	1.830	1.189	61.01
Design an individual treatment plan	1.736	1.195	57.86
Evaluate the psychotherapy process	1.868	1.093	62.26
Carry out individual and group counseling sessions.	1.887	1.155	62.89
Implement family counseling methods	1.906	1.131	63.52
Total	1.864	0.575	62.12

Results of the assessment carried out with the faculty members and management staff (see tables above):

- Theoretical Knowledge: the total score for the level of theoretical knowledge among university psychology students received a relative weight (**69.73%**), which is a medium percentage.
- Skills and Competencies: the total score for the level of practical knowledge among university psychology students received a relative weight (**62.12%**), which is a medium percentage.

According to the assessment results, the practical aspects and the theoretical ones need to be improved as all items assessed got a total score between **62%** and **66%** compared to the acceptable standards that is **75%**. The Capacity Building has been designed in order to reach the **score of 75%** both for the theoretical and practical aspects..

At the end of the project, n. 25 Curricula (n. 5 per each Palestinian HEI) will be upgraded, with a special focus on their responsiveness to the labour market requirement. The curricula will be recognized and approved by the administration of the relevant university so will become an integral part of the psychology program at the end of the project. (SPECIFIC OBJECTIVE 1)

2. Quality and relevance: the weak link of programmes to the needs of the labour market is presently a central issue in all national development programmes and projects. The high percentage of students studying social sciences all over Palestine (**75%**) is a major contributor to unemployment among graduates (*Higher Education in Occupied Palestinian Territory, European Commission*). In this regard,

the need to improve the networking of local universities with Arab and international university resources and research networks is a major issue. A major challenge is to better link *TVET - technical and Vocational Education and Training* and its outputs, quantitatively and qualitatively, to the widely diversified needs of the labour market. By addressing the Gaps in the practical aspect of the Psychology Department of three Palestinian universities, the Action contributes to answer to the Palestinian labour market's requirements providing students with practical experiences through provision of a structured laboratory where to carry out practical working experience and research, the establishment of a regular programme of *on-the-job and vocational training* in collaboration with different stakeholders (services' providers, local and international Ngos and public schools). In order to achieve its goals, the Action foresees the creation of a students' practical-oriented training scheme (SPECIFIC OBJECTIVE 2).

One of the basic aims of the HEIs, in fact, is to supply the community with well qualified and skilful cadre on the field of mental health. The Action actually tackle different challenges clustered below:

- 1st: the continuing complaints and remarks of field supervisors of the psychology students' program, in both school's support, and mental health institutions related to insufficient competencies, knowledge and skills related to the practical aspects of the major (i.e psychometric testing, diagnosis and intervention).
- 2nd the high requests from psychology graduates to their universities about possibilities and opportunities to have practical experiences in the field in order to improve their skills as psychologists/counselors.
- 3rd the analysis of the Labour market in the MHPSS field that requires practical experience.
- 4th The fact that the majority of the teachers have just a theoretical background

Several focus groups and interviews were made with graduates and professionals of the 3 involved universities. The first question was related to *what professional difficulties they face in their work as a psychological councilors or as a psychologists.* The most common responses were: getting more familiar and capable to implement psychometric testing (93% of the respondents in Al Azhar, 86% in Al Istiqlal and 79% in Al Quds University) and designing an intervention plan (80% of the respondents in Al azhar, 73% in Al Istiqlal and 77% in Al Quds University);

The second question was, *what competencies and skills do they need to improve.* The most common responses were:

- to effectively conduct and manage clinical interview, (90% of the respondents in Al Azhar, 87% in Al Istiqlal and 93% in Al Quds University)
- how to differentiate between psychological disorder and psychological illness, (87% of the respondents in Al Azhar, 90% in Al Istiqlal and 80% in Al Quds University)
- getting more effective in implementing curative psychological techniques. (79% of the respondents in Al Azhar, 82% in Al Istiqlal and 77% in Al Quds University)

A skill Gap Analysis has been carried out in order to identify the skills needed in the labour market.

The skills Gap Analysis has been carried out in 3 steps:

- Desk research: some of the current vacancies in the psychosocial and psychological industry have been analyzed together with the reports on the projections of the top skills required by the Labour markets.
- Semi-structured interviews and focus group carried out with **1.relevant stakeholders** in order to understand the Palestinian landscape better and to distinguish between the critical and non-critical skills required for better results, as well as to identify any dimensions not previously envisaged and with **2.potential employers** by asking them the skills that are actually lacking in the potential candidates for their vacancies. The interviews provided an insight of the local situation with relations to skills mismatch but also relevant information about job and/or internship opportunities and strategies.
- Questionnaires in order to classify the importance of relevant skills for the Job market and identify the capacities that are actually missing and/or need to be strengthened.

The 2nd and 3rd steps were supported by the 13 institutions, associations and authorities associated (or formally or through supporting letters) to the proposal.

The assessment involved International and Palestinian NGOs (the main providers of psychological and psychosocial services) and some public institutions (for a total of 20 respondents). The questionnaires listed some soft, theoretical and practical skills. According to the results, potential candidates and newly graduates applying for vacancies often lack: Skills to write a resume/CV and to efficiently present oneself for a job interview; communication skills when participating in an interview but above all they lack Practical Experience. One of the biggest problems identified, in fact, is that recent graduates often find themselves with "good" or "very good" theoretical knowledge but with few or no practical skills. Vocational training and/or internship are thus required. The majority of service providers require work

experience in their vacancies.

The results of the field assessments have been taken seriously by the consortium and the following strategy has been identified: 1) Capacity Building Program for teachers; 2) Practical-oriented Curricula upgrading; 3) On-the-job training scheme for the students. According to *2018 - ILO Employment Diagnostic Study about Palestine*, in fact, Internship programmes that include short-term employment, on-the-job training and employer involvement/sponsorship generate more constructive results compared with programmes that do not foster a relationship with the private sector or provide on-the-job training. Thus, by creating n.3 Psychological Hubs – one in each Palestinian HEI - (SPECIFIC OBJECTIVE 3), opened to the community, the students can put their knowledge and competences at disposal of the society needs having the possibility to carry out a real working experience.

Furthermore, the Psychological Hubs contribute to respond to the needs of the Palestinian society, where mental health has been seriously affected by the conflict situation, worsened by conflict-related violence, severe economic conditions and spreading of the COVID-19 pandemic (OCHA, *Humanitarian Needs Overview*, 2022). Particularly telling of the impact of protection related incidents on the well-being of Gaza households is the observation that 40.0% of households reported at least one member of their household experiencing signs of psychosocial distress of trauma in the year prior to data collection. Specific population groups, including women, children, and persons with disability are considered particularly at risk for experiencing protection threats, with 25.3% of households identifying specific safety and security concerns for children, 38.4% of households identifying specific safety and security concerns for children with a disability, and 15.7% of households identifying specific safety and security concerns for women. 17.8% of households reported that a member of their household had experienced difficulties in accessing one or more services (e.g education, health clinics, markets, etc.) due to mental or physical difficulty. The barriers to accessing services are: Cost of accessing service (transport) 34.6%; Services not physically accessible 23.7%; Cost of the service 14.2%; Distance to specialized services 12.1%; Services difficult to reach 8.1%; Services provision not adapted 5.5% ; Stigma in community 1.0% .More than two million people live in the Gaza Strip: there is only one mental health hospital, with a capacity of fifty beds, to serve the five governorates in the Strip. In the West Bank, 11.9% of households reported that at least one household member showed signs of psychosocial distress or trauma in the past year. 88.9% of households perceived that children with mental or physical disability faced additional challenges in accessing education services.

In West Bank and east Jerusalem there are 2 keys factors of vulnerabilities concerning the level Psychosocial distress and deterioration in mental well-being: Political situation, insecurity and violence, including threats of home demolitions, arrests, night raids and settler violence; Escalations of violence / Prolonged periods of high tensions while in Gaza Strip there are 3: Conflict-related violence/ prolonged periods of tension; Physical assault or abuse and Psychological or emotional abuse.

According to the OCHA - Humanitarian Needs Overview and response plan 2023, Consistently high levels of the presence of Israeli Forces, including search-and-arrest operations during both the day and night, arrests, detentions, and ill-treatment of children continues. A steep rise in conflict-related violence, including settler attacks, has further eroded public safety and security, increasing fear among the population with an already high baseline of severity, particularly among children. Access to mental health and psychosocial services remains limited, as does access to critical health services, particularly in Gaza, in Area C of West Bank and in east Jerusalem.

The creation of the Hubs, thus, will in part answer those needs. The Italian NGO CISS will guarantee to coordinate the services of the HUBs with the actions of the OCHA (United Nations Office for the Coordination of Humanitarian Affairs) Protection Cluster both in the West bank and in the Gaza Strip.

#@COM-PLE-CP@#

1.3 Complementarity with other actions and innovation — European added value

Complementarity with other actions and innovation

Explain how the project builds on the results of past activities carried out in the field, and describe its innovative aspects (if any).

Explain how the activities are complementary to other activities carried out by other organisations (if applicable). Illustrate the trans-national dimension of the project; its impact/interest in the EU area; possibility to use the results in other countries, potential to develop /cross-border cooperation among Programme countries and Partner countries, if applicable, etc.

If your proposal is based on the results of one or more previous or ongoing projects, please provide precise references to these projects.

The project is in line with the partnership competences and experience, and it is complementary to other actions and/or regular activities of the involved partners. **Kore University** is an independent private higher education institution. It is one of the newest private universities in Italy with more than 8000 students. KORE, so far, mobilized almost 30 million of Euro in research programs and, in relation to the sector of intervention, KORE developed different PhD courses, such as: **“Psycho-pedagogy of Integration”, “Clinical Psychology”, “Psycho-pedagogy”, “Psychology for Special Learning Needs”**. KORE University has currently active two experimental Laboratories: 1) **KUBE - KORE UNIVERSITY BEHAVIORAL LAB**, the University's laboratory dedicated to Experimental Behavioral Analysis and Applied Behavioral Analysis, and 2) **PSYCHOMETRIC LABORATORY**, a study and research body belonging to the Faculty of Human and Social Sciences which regards the study and implementation of systematic observation tools such as tests, questionnaires the analysis of certain dimensions of the personality, the implementation of psychometric techniques useful for diagnosis. The KORE experience in setting up the two psychology laboratories and the methodology used by the Italian University will be used in the current proposal. The high-level of expertise developed by the University experts in the field will allow to transfer its capacities and knowledge to the 3 targeted Palestinian Universities, especially for the set-up of the **Applied Psychology Laboratories (WP3)**. The **Universitat Autònoma de Barcelona (UAB)** has participated in 92 projects, acting as the coordinator for 10 of them. All the projects were aimed to increase the quality standard of teaching and learning methods, and to enhance the skills and competences of teachers and staff. Regarding Erasmus+, the UAB coordinates several projects in the Field of Higher Education, including the psychological sector. University experts participating in the current proposal have a wide experience in teaching innovation/quality international and national projects such as *EASIT. Easy Access for Social Inclusion* (funded by Erasmus+, 2021), *MOTEMO GAME: Design, implementation and impact assessment of a gamification system for courses in the Psychology Degree* (funded by OQD-ICE, 2019), *Creation of the Virtual Laboratory of Thought and Language* (funded by OQD-ICE, 2022), *Installation of the postgraduate unit: consolidation and strengthening of research in psychology and post-graduate studies in the school of psychology of Universidad de la República, Uruguay* (funded by the Spanish Agency for International Development Cooperation, 2011), *Design of a didactic and interactive tool for supporting the simulation of conditioning and learning phenomena* (funded by IDES, 2007). UAB has a specific expertise in the field of virtual tools and methods for teaching psychology, and has developed a **Virtual Laboratory of Cognitive Psychology** and a **Design and Development of on-line practice in Psychology** project. Bearing in mind these relevant activities, the proposed Action could be considered as a continuation of the increasing quality process of the targeted HEIs. Since 1988, **CISS-South South International Cooperation** has carried out over 35 projects in almost all the Governorates of the Territories, of which 16 in the Gaza Strip. The attention of CISS has focused on the psychosocial sector, human rights, the protection of women and minors, support for gender equality and economic development of most vulnerable groups. For years, the CISS has also been working in the field of Protection, in particular by offering psycho-social support to minors and women suffering from Post-Traumatic Stress Syndrome (PTSD) as a consequence of the conflict. In this regard, between 2009 and 2022 with the support of the Italian Cooperation, the CISS carried out 7 emergency projects in the Gaza Strip. Among these, in 2015 the project *“Strengthening the mechanisms of resilience and integrated psychosocial support of minors in the Gaza Strip in response to the trauma generated by the protracted crisis”*. CISS supported the creation of the “Family Center”, which offers psychosocial support activities for children suffering from trauma and social, economic and legal support for women by acting as a point of reference for specific cases towards other organizations competent in the sector. CISS is actually implementing the project *“Youth-led Mental Health ERs: Towards Sustainable and Community Owned Psychological First Aid (PFA)”* funded by the Canada Grand Challenge who can guarantee the opportunities of further training and possibilities of doing internship for the young graduates of both West bank and Gaza Strip.

The psycho-social support in the area targeted by the process, is one of the most important supports which may be offered to the vulnerable groups, namely women and children. As a further step in this field, CISS will continue to provide psycho-social support in Palestine through strengthening the international partnership with the HEIs sector. **Al-Azhar** has been partnered of CBHE projects since 2015, with projects aimed to Curriculum Development, to raise the quality of teacher education Program and to strengthen strategic alliances. The University, specifically the Faculty of Education and Psychology Department have been involved in the *“Support of the Practical Aspects of the Faculty”* (funded by the World Bank, 2016). Moreover, the Al-Azhar experts were involved in CISS psycho-social projects as external evaluators of the efficacy of the provided services and as counsellor both for the operators' and staff psychological wellbeing and discussion of the most difficult cases followed by field psychologist. **Al Istiqlal** already implemented project under the CBHE line, such as *“Virtual Reality as an Innovative and Immersive Learning Tools for HEIs in Palestine”* (ref. n. 585772, Erasmus+) and *“The Academic Alliance for Reconciliation in the Field of Higher Education in Peace, Conflict Transformation, and Reconciliation Studies in the Middle East and North Africa-AARMENA”* (619258-EPP-1-2020-1-DE-EPPKA2-CBHE-JP, Erasmus+ CBHE, 2020) where Al-Azhar University was part of the Consortium.

Also, Al-Istiqlal has equipped the Center for Community Service and Continuing Education to carry out workshops, seminars and learning opportunities for teachers and students, besides to provide services to the society. In order to stay at the forefront of academia, **Al Quds University** has international partnerships with American and European universities. It is also affiliated with over 30 institutes and engaged in innovative research around the world. The establishment of the Department of Psychology 2007/2008 came to develop a bachelor's program in psychology to serve the community and the individual. Under CBHE Call, Al-Quds implemented n. 4 four projects, such as “*Development of TVET Pedagogical Competences and Qualification in Palestinian Universities*” (598665-EPP-1-2018-1-PS-EPPKA2-CBHE-JP, Erasmus+, 2018). The current proposal aims to address the needs of the three Palestinian Universities through enhancing scientific cooperation, exchanges and training opportunities with the EU partners. The Consortium aims to build a **strategic and long-lasting partnership** among n. 3 HEIs from a third country, n. 2 HEIs from EU Member States and n. 1 NGO, strengthening the cooperation among public and private sector. The constant exchange of feedback and information among the partners will be ensured by the regular meetings and project coordination activities conducted by the Transnational Coordination Units (WP1). This will guarantee a strong level of cross-border cooperation and stable trust relationships among all the actors concerned. The cross-border cooperation among Programme and Partner countries will be also enhanced by the international exchange for Palestinian students to hold in Italy and Spain (WP4), enabling to share, discuss and evaluate approaches, methods and practices tested and experienced in the psychological sector up to that point. At policy level, the project will provide a concrete contribution to the **European Education Area Strategic Framework** implementation, aiming to improve quality in education and training. Furthermore, the proposal is consistent with the **Digital Education Action Plan 2021-2027** and the **EU Youth Strategy 2019-2027**. Several activities have been conceived to disseminate and to raise public awareness of these rights both in participating countries and at the EU level.

#SCOM-PLC-CP\$# #SPRJ-OBJ-POS# #SREL-EVA-RE\$# #@QUA-LIT-QL@# #@CON-MET-CM@#

2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

Concept and methodology

Please address all guiding points presented in the Call document/Programme Guide under the award criterion ‘*Quality of the project design and implementation*’.

Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project's objectives.

The project is designed as an integrated and complex action in which the application of appropriate methodologies is essential to guarantee the feasibility and the quality of the action. The different partners and actors involved in the project will work in a complementary and coordinated manner in order to guarantee an effective and efficient execution of the activities and the achievement of the results. Partners share a methodological approach to local development intervention that focuses on the issue of development actors rather than the actions themselves. Priority is therefore given to strengthening local human capacities. The action focused on supporting the *innovation, modernization and internationalization* of higher education in Palestine and is built on the strong experiences that both the EU universities have. The proposal has been drafted on the base of specific field assessment and focus groups with different target groups (students, stakeholders and academic staff) who helped in identifying the main challenges they HEIs face in Palestine). Thus, the project is based on the **Participatory approach and Community Engagement**: that actively engages the community members as a whole in identifying or implementing solutions to the problems the community is facing in order to contribute and guarantee the achievement of the final objectives and **local ownership**. Also, **formal and non-formal education methods** will be used in the global implementation of the project (in particular in WP2-WP3-WP4), whilst **empowering approach** is crosscutting to all the project, as capacity building courses, networking, campaigns help to raise awareness on topic but also confidence and consciousness of personal resources and engagement in society. The activities are also designed according to a continuous **& circular approach**. Activities are, indeed, linked to each other and their interconnection gives coherence to the Action and produces a virtuous cycle where achievements of one activity are the basis for another. During the project design, particular attention has been given to the identification of the **Training Methodologies**. In particular, methodologies that are able to produce a high rate of retention: as shown by the learning pyramid, the best methods ensuring the highest levels of retention are given by practice by doing (75%) and teaching others (90%). **Peer to peer education**:

peer-to-peer Education is an educational strategy initiating a natural process of transferring knowledge and experiences from some members of a group to other members of the same group (students-to-students; teacher-to-teachers). **Learning by doing** is also used (WP4), making people able to put into practice what they have previously studied. In addition, in order to evaluate the innovation, the **experimental method** is also adopted (WP3 – WP4). **Networking approach** is used to put in contact members of some key target groups (academic staff, private sectors, NGOs, Local and National authorities, defenders, CSOs, LAs) in order to potentiate individuals and groups stimulating cooperation and enhancing accumulation of knowledge through experience and practices exchanges. By adopting **gender mainstreaming**, the proposal uses all the tools of the gender approach: gender analysis, gender planning and gender evaluation (the NGO partner CISS will be responsible for that). Finally, the action is based on an enhanced **transnational approach**. The creation of a transnational cohesive partnership sharing objectives, strategies and methodologies to tackle a common challenge to support HEIs in Palestine is indeed a transversal outcome of the project (WP1).

#\$CON-MET-CM\$# #@\$PRJ-MGT-PM@\$

2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.

NARRATIVE SUMMARY OF THE INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND PREREQUISITES
Goal (general objective) <i>Identify the broader objective to which this project contributes</i> GO: To improve the quality, modernisation and responsiveness of the Psychological Departments of n. 3 Universities in Palestine enhancing their relevance for the labour market and society	-% of newly graduates in Palestine in the Psychological sector finding a job within one year after the graduation; -% of students that underwent practical experience/internship/vocational training opportunities; -% of improvement of the effectiveness of the psychological services provided in Palestine.	-UNDP report; -Ministry of Health and Ministry of Education and Higher Education annual report; -Palestinian Centre bureau of Statistic labour market analysis; -NGO reports, CSOs working in psycho-social sector; -OCHA reports, World Health Organization reports.	-The absence of a large-scale military actions (war, invasion by land, large-scale aerial offensive); -Support of relevant political authorities and decision-makers in the creation of vocational and jobs opportunities; -Financial support for the universities for improving research, innovation and internationalization.
Purpose (specific Objectives) <i>List the specific objectives that projects shall achieve</i> SO1: Upgrading of n. 25 Curricula (5 x HEI) increasing their responsiveness to the labour market requirements. SO2: Students'	-N° 100 new students (70% with fewer opportunities, 50% women) enrolled in each upgraded Curriculum; -40% improvement of the performance evaluation of the students' internship experience by field supervisors of relevant stakeholders (mental health institutions and school counsellor); -N° 50 new internship agreements activated at local level;	-Minutes, attendance sheet, agenda, register of participants; -Curricula upgraded, Syllabus in new version; -Interview with relevant stakeholders on the students' internship evaluation, new internship agreements; -Final on-the-job training reports by the	-The Universities' decision-makers do not oppose the internationalisation and modernisation process; -Political conflicts and unrest does not escalate and force slow-down or stop of the activities;

<p>practical-oriented training regular internship program.</p> <p>SO3: Activation of n. 3 Psychological Hubs for on-the-job training and community services.</p>	<p>-30% of the university population of each HEI benefit from the Hub services;</p> <p>-All new enrolled students in Psychology Departments attended the on-the-job training in the Hub;</p> <p>-N° 4 days/week services provided to the community;</p>	<p>students, patients' records, medical reports, Hubs' Charter of Services and Code of Conduct.</p>	
<p>Outputs (deliverables) <i>List the deliverables (grouped in work packages) that the project is committed to produce. These must be stated as results.</i></p> <p>WP2: Innovative teaching methods & HEIs governance and management skills have been acquired by the teachers of the 3 HEIs through a Capacity Building Program.</p> <p>WP3: N. 5 Curricula and Syllabus in the Psychological Departments in 3 HEIs have been upgraded with innovative elements and practical-oriented methodologies.</p> <p>WP4: Creation of on-the-job training scheme system to put students' knowledge and skills at the service of the community</p>	<p>-N° 60 teachers (n. 20 per HEI) and n. 30 management and administration officers (n. 10 per HEI) trained;</p> <p>-N° 3 student services points created with the involvement of n. 15 students;</p> <p>-N° 3 Quality Assurance Strategy drafted (n. 1 per HEI);</p> <p>-N° 8 training module carried out by EU experts.</p> <p>-N° 25 Curricula upgraded;</p> <p>- Level of theoretical and practical knowledge improved to 75% score</p> <p>-N° 9 involved EU experts;</p> <p>-N° 3 equipped laboratories;</p> <p>-N° 1500 students (70% with fewer opportunities, 50% women) use the Applied Psychology Laboratories to enhance their practical skills;</p> <p>-N° 25 students/week (per HEI) participating in the pilot experience.</p> <p>-N° 6 students participating to the International Exchange Program in EU HEIs;</p> <p>-N° 3 Psychological Hub created and opened to the community;</p> <p>-N° 100 students per year per each university made on-the-job training in the Psychological Hubs;</p> <p>-N° 6 of study papers on transformation and innovation in the applied psychology sector;</p> <p>-N° 9 M.o.U. signed (at least n. 3 by each HEI) to guarantee a regular internship program at local level;</p> <p>-N° 300 people (n. 100 in Gaza,</p>	<p>-Focus groups' registration forms, attendance sheet, minutes, evaluation reports by the facilitators/experts, surveys, interviews, Learning need assessment Reports;</p> <p>-Capacity Building training attendance sheet, certificates, training material;</p> <p>-Quality Assurance documents following the European Standards.</p> <p>-Minutes of the Committee of Experts meetings, action plan and strategy for the Curricula upgrade, templates;</p> <p>-Curricula upgraded, syllabus of the upgraded courses;</p> <p>-Students' attendance sheets, list of equipment for the Laboratories, pictures, reports, tests' evaluation, Laboratories' internal regulations.</p> <p>-M.o.U. signed by the universities for regular internship programmes;</p> <p>-Final on-the-job training reports by the students, patients' records, medical reports, Hubs' Charter of Services and Code of Conduct;</p> <p>-Public call to select the students for the international exchange</p>	<p>-Political conflicts and unrest does not escalate and force slow-down or stop of the activities</p> <p>-The Universities' decision-makers do not oppose the internationalisation and modernisation process;</p> <p>-Inflation does not raise too much the prices of the equipment for the Laboratories;</p> <p>-Stakeholders support the networking and accept to provide internships' agreements;</p> <p>-Mobility exchange of Palestinian students is not impeding by the relevant military authorities;</p> <p>-No restrictions on movements/lockdown or closure of the universities due to the COVID-19 pandemic;</p> <p>-Restrictions and / or denials of access to the Gaza Strip by expatriate personnel by the Israeli and Palestinian authorities.</p>

<p>WP5: Implementation of a transnational students-led raising awareness campaign on the mental health</p>	<p>n. 100 in Jericho, n. 100 in East Jerusalem) addressed the Psychological Hub</p> <p>-N° 60 students involved in the campaign design and planning; -N° 20.000 people reached by the campaign; -N° 18 among national and international experts participating in the conference; -N° 500 people both on-line and in presence attend the conference.</p>	<p>in EU HEIs, selection process reports, CVs of the candidates, students' reports of the experience, study-paper, attendance sheet, pictures.</p> <p>-Plan of the campaign, communication materials, postcards, flyers, social media products, audio-visual products.</p> <p>-Invitation for International Conference, agenda, attendance sheet, registration forms, reports, presentations</p>	
<p>Activities: <i>List the key activities to be carried out (grouped in work packages) and in what sequence, in order to produce the expected results.</i></p> <p>WP1 1.1 Creation of the Project Management Units and follow-up 1.2 Organisation of the Transnational Project Kick off meeting (online) 1.3 Formulation of the quarterly action plans 1.4 Set up of the monitoring and evaluation tools</p> <p>WP2 2.1 Preparation phase - Creating a beneficiaries database 2.2 Develop capacity building plan and designing training modules 2.3 Implementing the capacity building plan in innovative practical methodologies in the Psychological Sector 2.4 Implementing the training on HEI governance and management system (quality assurance; international relations; students' services and counselling and career guidance). 2.5 Follow up on the implemented courses</p>	<p>Inputs: resources</p> <p>WP1 Human resources 295.200</p> <p>Project coordinator (n. 1 per each partner) Financial Officer (n. 1 per each partner) Communication Officer (n. 1 per each HEI) n. 1 M&E Expert</p> <p>Purchase costs 2.500</p> <p>Launch conference</p> <p>Indirect costs 20.840</p> <p>WP2 Human resources 102.300</p> <p>N. 9 trainer for Capacity Building Programme N. 1 training coordinator N. 3 researchers for Need Assessment (n. 1 per each Palestinian University) N. 3 trainers for Counselling and Career Guidance (n. 1 per each Palestinian University) N. 6 interpreters for the training (n. 1 per partner)</p> <p>Purchase costs 75.410</p> <p>N. 15 persons travelling from Palestine to Italy (travel, accommodation, subsistence, visa and insurance x 6 days) N. 15 persons travelling from Palestine to Spain (travel, accommodation, subsistence.</p>	<p>-Political conflicts and unrest does not escalate and force slow-down or stop of the activities</p> <p>-The Universities' decision-makers do not oppose the internationalisation and modernisation process;</p> <p>-Inflation does not raise too much the prices of the equipment for the Laboratories;</p> <p>-Stakeholders support the networking and accept to provide internships' agreements;</p> <p>-Mobility exchange of Palestinian students is not impeding by the relevant military authorities;</p> <p>-No restrictions on movements/lockdown or closure of the universities due to the COVID-19 pandemic;</p> <p>-Restrictions and / or denials of access to the Gaza Strip by expatriate personnel by the Israeli and Palestinian authorities.</p>	

<p>WP3 3.1 Forming a Committee of experts for Curricula upgrading 3.2 Review and upgrade of the available syllabus 3.3 Creation of the Applied Psychology Laboratories 3.4 Pilot experience and evaluation</p> <p>WP4 4.1 Design and creation of the Psychological Hubs 4.2 Coordination and networking with governmental and private institutions, local mental health institutions 4.3 International Exchange Programme for Palestinian students</p> <p>WP5 5.1 Psychology students-led design of the campaign 5.2 Raising awareness campaign on mental health issues 5.3 International Conference on the Mental Health and Call for study-papers</p>	<p>Visa and insurance x 6 days) Coffee break for the trainings Translation costs for deliverables Printing costs for deliverables Website</p> <p>Indirect costs 12.441</p> <p>WP3</p> <p>Human resources 53.300</p> <p>Trainers for virtual meeting (Committee of experts, 1 per partner) Researcher for review of Syllabus (n. 1 per each Palestinian university) Interpreters for the virtual meetings (Committee of experts) N. 3 Laboratory Technicians (n. 1 per each Palestinian university)</p> <p>Purchase costs 67.700</p> <p>Equipment for the Applied Psychology Laboratories Translation costs for the deliverables</p> <p>Indirect costs 8.470</p> <p>WP4</p> <p>Human resources 46.200</p> <p>N. 3 Psychological Hub Coordinator (n. 1 per each Palestinian University) N. 3 Psychological Hub Operator (n. 1 per each Palestinian University) N. 2 Tutor for International Exchange Programme (Kore, UAB) N. 1 Tutor for Internship Programme in Palestine (CISS)</p> <p>Purchase costs 36.800</p> <p>N. 6 Palestinian students participating in the International Exchange Programme in Italy and Spain (travel, accommodation, subsistence, visa, insurance) Consumables Local transportation cost (networking) Services for meeting (networking) Services for communication/dissemination</p>			
--	--	--	--	--

	(Hub) Indirect costs 5.811 WP5 Human resources 26.000 Communication Officers (n. 1 per each partner) Purchase costs 32.100 Services for International Conference Awareness Campaign Costs Mobility to Palestine (n. 9 experts from EU countries) for international conference – Travel, Subsistence, accommodation, insurance Services for communication/dissemination (conference) Consumables Indirect costs 4.067			
--	--	--	--	--

#\$PRJ-MGT-PM\$# #@CON-SOR-CS@#

2.1.3 Project teams, staff and experts

Project teams and staff			
Describe the project teams and how they will work together to implement the project. List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. If required by the call, provide CVs of all key actors. If required by the Call document/Programme Guide.			
Name and function	Organisation	Role/tasks	Professional profile and expertise
Ugo Pace Project Coordinator	KORE	General Project Coordinator	Full Professor of Developmental and Educational Psychology, coordinator of international research groups and European projects coordinator.
Alessia Passanisi Trainer	KORE	Trainer in Capacity Building with teachers	Full Professor in general psychology, psychobiology and psychometrics with expertise in educational processes.
Cataldo Salerno Administration Officer	KORE	Financial manager	Administration Officer, Quality Assurance Strategist, expert in database and administration.
Enrico Baldi Communication Officer	KORE	Communication	Communication strategist, web & social media manager, with expertise in journalism and event

		manager	management.
Giovambattista Presti Researcher	KORE	Expert for Curriculum upgrade	Associate Professor in Behaviour Analysis, with expertise in Complex Human Behaviour, Coordinator of the Undergraduate programme in Psychology.
Melina Aparici Project manager	Universitat Autònoma de Barcelona	Coordinator	Associate professor in cognitive and developmental psychology, with expertise in psycholinguistics. Coordinator of several national and international projects.
Antonio Sanz Trainer	Universitat Autònoma de Barcelona	Trainer in Capacity Building with teachers	Associate professor in cognitive psychology; member of the Stress and Health Research Group, expert in cognitive-behavioural therapy.
Joan Deus Researcher	Universitat Autònoma de Barcelona	Expert for Curriculum upgrade	Professor in clinical and health psychology, with expertise in neuropsychology and neuroimaging.
Olga Soler Expert	Universitat Autònoma de Barcelona	Expert for Curriculum upgrade	Associate professor in cognitive psychology, with expertise in cognitive processes such as perception and language
Alondra Camus Trainer	Universitat Autònoma de Barcelona	Trainer in Capacity Building with teachers	Lecturer in language and communication disorders, with expertise in speech and language therapy.
Corel Mateo Trainer	Universitat Autònoma de Barcelona	Trainer in Capacity Building with teachers	Lecturer in cognitive processes, with expertise in motivation and emotion processes
Neus Crespo Trainer	Universitat Autònoma de Barcelona	Trainer in Capacity Building with teachers	Lecturer in cognitive processes, expert in cognitive-behavioural therapy
Abigail Mora Trainer	Universitat Autònoma de Barcelona	Trainer in Capacity Building with teachers	Lecturer in clinical psychology, expert in psychotherapy and forensic psychology
Tatiana Rovira Expert	Universitat Autònoma de Barcelona	Expert for Curriculum upgrade	Associate professor in cognitive psychology, with expertise in health psychology. Vice-Rector for teaching quality
Silvia Edo Expert	Universitat Autònoma	Expert for Curriculum	Associate professor in health and stress psychology, with expertise in stress coping. Expert

	de Barcelona	upgrade	in Service-learning Pedagogy
Valentina Venditti M&E and gender expert	CISS	M&E and gender Expert	CISS Responsible for MENA area and Desk Officer for Palestine, she has a 10-years' experience in project management and evaluation in the field of psycho-social support for vulnerable groups. Expert in gender.
Amal Khayal Networking and national internship programme coordinator	CISS	Tutor and networking coordinator for national internship programme	Local coordinator of CISS NGO in Palestine, she has a strong expertise in coordinating local stakeholders, developing partnership and networking with both public and private sector, peer tutoring.
Pietro Alfano Expert in Transcultural Psychology	CISS	Trainer in Capacity Building with teachers	Expert in Clinical psychology and researcher in the Italian National Research Centre, with specialization in Ethnopsychology and Transcultural psychology.
Jaak Le Roy Expert in Group Processes	CISS	Trainer in Capacity Building with teachers	Expert in development and implementation of capacity-building and management of community-based mental health care and psychosocial support services with mentally distressed persons. Mainly in Sub-Saharan countries. Guiding principles of his intervention are: culturally-sensitive interventions integrated in primary health services; partnership, involvement and strengthening resilience/resources of communities.
Giuseppe Lo Piccolo Expert in Clinical Psychology	CISS	Trainer in Capacity Building with teachers	Expert in Individual psychotherapy (children, adolescents and adults) and group psychotherapy, assessment and treatment of out-patients with mental disorders and psychosocial problems; supervision of psychologists, psychotherapists; focus on psychosocial care for refugees and asylum seekers.
Pietro Di Pietro Project Manager	CISS	Coordinator	ERASMUS unit coordinator. Multicultural expert with experience in project management and evaluation, above all in the education field.
Francesca Aiesi Communication Manager	CISS	Communication Officer	Communication strategist, web & social media manager, with expertise in awareness campaign and communication of international projects.
Ivana Gelfo Financial Manager	CISS	Financial Officer	Administration Officer, Quality Assurance Strategist, expert in database and administration.
Osama S. Hamdouna Project manager	Al-Azhar University	Coordinator	Dean of the Psychology Faculty, project manager for several project and scientific coordinator with expertise in special education and inclusive

			education. Responsible for curriculum development and upgrading process.
Montaser S.A. Al-Halabi Technical director, Hub Coordinator	Al-Azhar University	Psychological Hub Coordinator	Technical director at the Faculty of Education, with expertise in teaching methods and virtual learning. He has also experience in projects' coordination.
Enas Mosa EL-Zain Project manager	Al-Istiqlal University	Coordinator	Assistant professor at the Faculty of Humanities, psychology department, with expertise in project coordination and management.
Dr.Anwar Sa'id Naji Abu Hannoud	Al-Istiqlal University	Psychological Hub Coordinator	Director of the Psychological Counseling Center and Dean of the Faculty of Humanities. She also worked as a psychotherapist and as a Consultant at Al-Makassid Hospital.
Rihab Al-Sadi Trainer	Al-Istiqlal University	Trainer in Capacity Building with students	Specialized in psychological counselling and assessment, coordinator of the Master Program "Mental Health for Youth".
Amer Shehadeh Psychologist, Hub Coordinator	Al-Istiqlal University	Psychological Hub Coordinator	Psychologist with expertise in domestic violence and family in vulnerable situations (especially women and children).
Ola Ali Saleh Hussein Project manager	Al-Quds University	Coordinator	Associate professor of Cognitive Psychology, member of Curriculum development Committee.
Eyad Hallaq Trainer	Al-Quds University	Trainer in Capacity Building with students	Director of the Palestinian Centre for Traumatic Stress Studies, he has an expertise in clinical psychology and counselling.
Omar Taleb Ahmed Rimawi (Halabi) Psychologist, Hub Coordinator	Al-Quds University	Psychological Hub Coordinator	Associate Professor of Psychology, specialized in cognitive psychology.

Outside resources (subcontracting, seconded staff, etc)

If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).

If there is subcontracting, please also complete the table in section 4.

N/A

#\$CON-SOR-CS\$# #@\$FIN-MGT-FM@#

2.1.4 Cost effectiveness and financial management

Cost effectiveness and financial management (n/a for prefixed Lump Sum Grants)

Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.

Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.

 Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.

The project was built according to the real needs and real costs.

The **Management costs (WP1)** is **25.9%** of the total budget. Actually, for ensuring sound coordination, monitoring, visibility and financial aspects of the whole project, considering the size of the project, it is necessary to identify and create a good team able to work in a transnational dimension. Being the three Palestinian Universities in different and also physically (military) separated areas (with different backgrounds and referral communities) of the Palestinian territories, it was assessed the necessity of guaranteeing a communication officer for each one of them. As per the Coordinators, since each partner is responsible for a work package and/or several deliverables it was necessary to appoint appropriate staff in relevant WPs.

While the cross-border dimension of the training activities limited the possibility to reduce the costs, the number of travels was limited to essential exchanges and study visits while the majority of the training will be held on-line for reducing impact on environment and avoid any potential travel's difficulties due to the COVID-19 precautionary measures (WP2).

The **equipment and other assets (WP3 and 4)** for the 3 psychology laboratories and psychological Hubs represents **less than 10%** of the overall budget. The list of equipment is clear and specified in the "depreciation sheet". **The equipment and assets are all specifically for the action (labs and Hubs) not for the management** and thus declared as fully capitalized costs. Applied Psychology Laboratories, in fact, will be a main part of the curricula upgrading action by guaranteeing the students the possibility to practice. Prices of equipment have been identified with the requests of quotations and with a comparison of costs for same equipment bought in different places (i.e. Gaza Strip, West bank, Israel, EU) according to the same qualifications and quality. The average maintenance costs were also checked to verify the capacities of the 3 universities to cover it after the end of the project.

The awareness and visibility activities are really cost-effective counting on already existing experiences, networks, dedicated staff (not charged to the project) and shared efforts of all the partners to maximise their impact and dissemination of results.

The proposed distribution of the budget among the partners reflects the role assumed by each partner in the project implementation and production of deliverables.

#\$FIN-MGT-FM\$# #@\$RSK-MGT-RM@#

2.1.5 Risk management

Critical risks and risk management strategy

Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.

Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.

Note: Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.

Risk No	Description	Work package No	Proposed risk-mitigation measures
---------	-------------	-----------------	-----------------------------------

R1	<u>SAFETY RISK:</u> Restrictions on movements/lockdown or closure of the universities due to the COVID-19 pandemic Likelihood: HIGH Impact: MEDIUM	ALL WPs	In order to counter and contain the spread of the COVID-19 virus, the main operational guidelines given by the WHO and the Palestinian national government aimed at increasing the effectiveness of the precautionary containment measures adopted to combat the epidemic will be followed. The activities will be organized correctly according to the needs of physical distancing and any rationalized quarantines, use of correct protective devices (disinfectant gels, sanitizing of environments, masks, etc.). In the absence of the possibility of adopting adequate measures, work activities will have to be carried out in remote (where and when possible) or postponed.
R2	<u>SAFETY&SECURITY RISK:</u> Movement difficulties in some territories due to internal unrest, military incursion or conflict related violence.	ALL WPs	Mitigation Strategies: 1) Coordination with local partners to define the logistics of implementation within a framework of limitation of movements and / or evacuation of expatriate personnel; 2) remote management.
R3	<u>OPERATIONAL RISK:</u> Restrictions and / or denials of access to the Gaza Strip by expatriate personnel by the Israeli and Palestinian authorities. Likelihood: MEDIUM Impact: MEDIUM	WP 2	Mitigation Strategies: 1) Coordination with the Italian and Spanish Consulates to facilitate the release/renewal of coordination with the Israeli authorities. 2) Coordination with the local counterpart to facilitate the issue / renewal of the permit issued by the de facto Hamas authority. 3) coordination with UN agencies responsible for the access 4) Remote management
R4	<u>OPERATIONAL RISK:</u> Restrictions and / or denials of visa and other relevant permits for the International nobilities of the Palestinian students by the EU consulates and/or Israeli and Palestinian authorities. Likelihood: MEDIUM Impact: MEDIUM	WP 4	Mitigation Strategies: 1) Coordination with the Italian and Spanish Consulates to facilitate the issue of the Visa 2) Coordination with EU authorities to release of coordination with the Israeli of Palestinian authorities. 3) coordination with UN agencies responsible for the access
R5	<u>OPERATIONAL RISK:</u> The Ministries and local authorities pose obstacle to the implementation of the activities ; Likelihood: LOW Impact: LOW	WP 3	1) Stakeholders will be actively involved in the project implementation 2) Stakeholders were already involved in the assessment and will take an active role for what concern monitoring and evaluation 3) Networking activities, local

			ownership of results and shared strategies will lower this risk 4) Main stakeholders and relevant authorities are associated or gave the project supporting letters
R6	OPERATIONAL RISK: The transnational dimension of the project leads to a fragmentation and dispersion of the activities, reducing the efficacy of the Action. Likelihood: LOW Impact: HIGH	WP1	The partners already established a sort of networking for the purpose of participating together to call for proposals. The contacts and communication among them are regular since one year. Moreover, the creation of a Transnational Coordination Unit and the organization of transnational meetings among the consortium members' staff shall reduce the risk of fragmentation and of inefficiencies in the allocation of the resources.

#\$RSK-MGT-RM\$# #@CON-SOR-CS@#

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the partnership and the cooperation arrangements'.

Describe the participants (Beneficiaries, Affiliated Entities, Associated Partners and others, if any) and explain how they will work together to implement the project. How will they bring together the necessary expertise? How will they complement each other?

In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.

The **"Psycho-Prac"** consortium will be led by the Italian **University KORE**. KORE University is the project's applicant and coordinator. The university has premises at the core of the island (Enna) and developed a wide network of international relations and cooperation in the Euro-Mediterranean region. In carrying out this assignment, KORE University will assist the project partners in any aspect related to the technical and financial management of the Action (WORK PACKAGE 1). A strategic division of tasks among the project partners will allow to carry out the Action. The partners have consulted some key stakeholders (academic staff, university students', mental health institutes, CSOs) during the project design in order to create a supporting network for the development of the Action. KORE, the **Universitat Autònoma de Barcelona (UAB)** and **CISS** have already been partners in HOSTIS-HOSPES project (ref. n. 776228, funded by REC Programme).

The **Universitat Autònoma de Barcelona (UAB)** is a generalist campus-based University, hosting an overall amount of almost 34.000 students. The UAB's commitment to internationalization is reflected in its agreements with universities all over the world, that potentiates exchanges and joint projects for students, researchers and staff. Due to its strong expertise in coordinating Capacity Building Programs, with special focus on virtual tools for learning and teaching process, UAB will coordinate the designed tasks under the WORK PACKAGE 2. The University will develop the Capacity Building Program and will coordinate its implementation, producing the Didactical Toolkit (D2.2).

CISS-South South International Cooperation NGO is an organization with more than 35 years of experience in international cooperation and development, and its main purpose is to intervene on development issues, in favor of the most marginalized sections of the population, in Italy and in developing countries. CISS has been working alongside the Palestinian people for more than 30 years thanks to the stable and uninterrupted presence of volunteers, members and workers. The commitment of the CISS in support of the Palestinian population, which began in 1988 in the West Bank and in the Gaza Strip, has over time been defined in the context of a global approach. CISS psychologists and experts will take part in the **Capacity Building Program** as trainers and will participate in the Committee of Experts for the **Curriculum upgrading**. The NGO will put at disposal of the Consortium its expertise and networking capacities, besides the partnership developed during the years of working

with CSOs, local authorities and bodies in the field of psycho-social support for vulnerable groups. **CISS will coordinate the networking phase (T4.2)** with local mental health institutions in Palestine and with the MHPSS cluster. Also, CISS will have the role to coordinate the **Raising Awareness Campaign (T5.1)**.

Al-Azhar University (AUG) is a Palestinian, public, non-profit and independent higher education institution. It was established in 1991 in Gaza City to be a non-conventional lighthouse in the course of higher education in Palestine. The Department of Psychology was founded as an integral part of the Faculty of Education to meet the needs of the Palestinian society and to strengthen student's capacities in handling the psychological problems. The department offers courses in Psychology Growth, Educational Psychology Studies, Measurement and Assessment, Mental Health, and General Social Psychology. Considering the long-lasting experience of its experts in Psychological sector, Al-Azhar will coordinate the tasks foreseen by the **WORK PACKAGE 3**, with a leading role in Curriculum upgrading and in reviewing of Syllabus of each Palestinian University involved, with the supervision and the support of the EU partners. Moreover, Al-Azhar will coordinate the creation and the set-up of the Applied Psychology Laboratories.

Al-Istiqlal University was founded in 1998 in Palestine under the name "The Palestinian Academy for Security Sciences". It is the first and unique governmental Palestinian university that deals with security, military and police education serving as a vital branch for providing the Palestinian military institutions with qualified officers through seven bachelor programs, the number of majors is increasing. Al-Istiqlal University is the leading organization for **WORK PACKAGE 4**, it will guide the creation of the Psychological Hub for on-the-job training and community services and the International Exchange Programme for students.

Al-Quds University (AQU), founded in 1984, is a Palestinian university, and the only university in the world to be situated by a separation wall. The main campus of the University is located in Abu Dis with four further campuses in Jerusalem, Sheikh Jarrah, Beit Hanina and Rammalh (al-Bireh). AQU provides higher education and community services within the Jerusalem area as well as the neighbouring towns, villages and refugee camps in the West Bank. With over 13,000 students, AQU is wide reaching with members from all over the West Bank. Bearing in mind the University's numerous institutional and international relations, Al-Quds will be the leading organization for the **WORK PACKAGE 5**, having a lead role in organizing the International Conference on Mental Health and involving national and international experts.

Thus, the consortium is composed of complementary actors. They all contribute to the achievement of the Overall and Specific Objectives of the Action. Furthermore, the Action is supported by two associated partners: **Gaza Community Mental Health Programme (GCMHP)** is a non-profit organization based in the Gaza Strip. It aims at delivering high quality mental health services to the Palestinian community of Gaza, and its support will facilitate the achievement of the project results; **Ministry of Education and Higher Education** also will give its support as associated partner.

Moreover, the proposal has a wide range of support that includes local associations, workers' unions, Local and national authorities, mental health institutions and hospitals to demonstrate the needs for such a project. In fact, thanks to the support of **Palestinian Union of Social Workers and Psychologists - PUSWP**; **Palestinian Ministry of Culture (Jericho Branch)**; **Palestinian General Military Training commission (GMTC)**; **Palestinian Counseling Center (Ramallah)**; **Palestinian Ministry of Interior - (Ramallah)**; **Makassed Islamic Charitable Hospital (Jerusalem)**; **Jemima Foundation (Beit Jala)**; **Human Rights Unit- Ministry of Interior (Ramallah)**; **Bethlehem Arab Society for Rehabilitation, Baitouna for Community Development (Gaza Strip)** and the **Al-Marfa Counselling Center (Jerusalem, CSO)** as relevant stakeholders (see Annexes – PsychoPrac_2023_Supporting letters), the sustainability of the Action and a strategic network that will follow-up its results are ensured.

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)

Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.

Note: The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.

PROJECT MANAGEMENT STRUCTURE: The project management structure is articulated as it follows.
a) A Transnational Coordination Unit outlines the general action plan and management guideline which is approved by the representatives of each partner and by the key stakeholders during a kick-off meeting that the Coordinator will organise in Palermo. During this meeting, both the Communication,

Visibility and Dissemination plan and the Monitoring and Evaluation Plan will be proposed, discussed and approved by the partnership. The two plans will be integrated and articulated in quarterly action plans. Among these, an Intermediate Progress Report will be provided as specific deliverable (D1.5). Local units are established in the different countries by each partner: local units will be in charge of administrative and financial management. b) The Monitoring & Evaluation Unit composed by the Project manager and the M&E Officer who, within the Monitoring and Evaluation plan, will set up the tools, baseline, and indicators to follow up the advancement of the plans. The plans will distribute the tasks and responsibilities among three (3) technical units. Each technical unit is headed by the lead beneficiary of the work package and it will assure coordination, communication and cooperation among the members of the partnership involved. The three (3) units are the following: 1) **Capacity building Unit**, specifically related to WP2; 2) **Curriculum Upgrading Unit**, WP3; 3) **Social Impact and job opportunities Unit**, WP4. For what concerns the realization of tasks and deliverables, specific attention will be provided to the respect of principles and regulation related to GDPR issues. In order to communicate with a number of external stakeholders, a common social media space will be created and will be promoted across the EU through different thematic networks. CONFLICT RESOLUTION & PROBLEM SOLVING: The close cooperation between management and evaluation and the compact, manageable partnership will allow transparency, speed in communication and uncomplicated decision-making procedures helping to solve ad hoc many of the challenges arising. Across the partnership, all organizations have developed appropriate procedures and measures aimed at handling risks and/or managing conflicts, for example KORE University has a formal mediation process in place for dealing with project risks and conflicts that is shared with the partners. For the purpose of this project, devices, mechanisms and procedures codified and shared among the partners will be prepared and activated for the prevention and management of any emerging conflicts and disputes. Specifically, the conflict resolution and problem solving mechanisms will be inspired by the principles of diversity management, aimed at enhancing the diversity of approaches, backgrounds and attitudes in the work groups and at applying a model of collaboration and negotiation between the different actors involved. The project put utmost attention to PREVENTION of conflicts by setting-up clear tasks and responsibilities through the formulation of specific ToR, the identification of clear and measurable goals and timeline to be followed; by establishing clear channels for the internal and external communication and easily accessible feedback & complaints mechanisms. All the management staff will undertake an initial training not only about administrative and management procedures but also on leadership-skills and team-building; code of conduct, and working procedures. IF CONFLICT ARISES, an external mediator will be appointed who will actively and carefully listen to each party, and help the members reach mutual agreements. It is worth noticing that all the mentioned steps will be reached through a participative process of identification of guidelines that it is considered the best way to ensure commitment to the working tasks and respect of the working rules.

DECISION MAKING PROCESS: The project manager will be the main and final responsible of the actual progress of the implementation, indicating work plan, management toolkit, timetable and distribution of roles and tasks per WP. At the same time, he will exchange with the other partners' local coordinators a continuous flow of information and feedback, sharing and agreeing with eventual needed adaptations at level of tools, methods and modalities made necessary in order to provide adjustments for possible arising problems and challenges to face up. The virtual monthly trans-national meetings, as well as the continuous flow of info and data required by the implementation's monitoring and the ongoing evaluation process, measured and verified by the M&E Officer will provide occasions, data and instruments to verify, calibrate and readapt, when required, tools and methods of intervention, sharing and taking decisions agreed among the partners. This will ensure appropriate spaces and time to re-planning the development of the activities, the accomplishment of the tasks assigned and checking the efficiency and the ongoing impact of the project intervention, also measured with respect to the specific work packages.

#\$CON-SOR-CS\$# #SQUA-LIT-QL\$# #@IMP-ACT-IA@#

3. IMPACT

3.1 Impact and ambition

Impact and ambition

Please address each guiding points presented in the Call document/Programme Guide under the award criterion 'Impact'.

Define the expected short, medium and long-term effects of the project. Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?

The current proposal was drafted according to a sound field assessment that involved academic staff, students and stakeholders/employers. The proposed strategy aims at tackling all the identified needs and constraints of both the targeted country and the beneficiaries. It will answer some urgent matters as emerged by the assessment both from the socio-economic and educational point of view. The project is ambitious though very practical. The **long-term impact** is to improve the *quality, modernisation and responsiveness of the Psychological Departments of n. 3 Universities in Palestine enhancing their relevance for the labour market and society*. In fact, it is expected that **3 years after the conclusion of the project**, the newly graduated students from the Psychology departments of the 3 universities will be equipped with high professional skills and practical experiences that will not only help them in finding a job but will also enhance the quality and efficacy of the mental health and psychosocial support services at the benefit of the Palestinian community. This change will have an impact also in relevant stakeholders such as local and national authorities, services' providers, PNGO and INGO that can count on experienced staff and strongest teams while providing their psychological and psychosocial interventions and schools that can answer to the high demands of having high quality counsellors. Finally, the project will foster networking and cooperation both at EU level (through the scientific cooperation with the Italian and Spanish Universities) at the national level by enhancing synergies and connections between public and private sectors. The long-term impact will be assessed not only by the involved universities and relevant ministries (Ministry of Education and Higher education and Ministry of Health) but will be also reflected in sectoral reports of the major actors working in the MHPSS sector in Palestine (UNRWA, UNFPA, OCHA, WHO, Clusters, UNICEF, EU). CISS, as a relevant member of the MPSS cluster in Palestine (which includes all the main local and international stakeholders working in Palestine), will be in charge of organizing evaluation meetings with the stakeholders and collecting feedback.

The **Medium term Impacts** are:

1. an increased scientific cooperation with EU and the internationalization level of n. 3 Palestinian HEIs. In fact, by Involving 6 partners from 3 countries (Palestine, Italy and Spain), and through a comprehensive Capacity Building Programme, the 3 Palestinian HEIs will reach the adoption of International standards and quality assurance policies.

2: Reduced the mismatch between the requirements of employers and the offer of Palestinian HEIs

Thanks to the EU expertise, N. 5 Curriculum and the respective Syllabus will be upgraded (WP3), with an intensive practical-oriented part. In order to guarantee a regular practical experience to the students, n. 3 Applied Psychology Laboratories will be set up in order to create a long-lasting change supported also by the establishment of a Regular Internship Programme in collaboration with local, national and international actors.

3. the creation of n. 3 Psychological Hubs to respond to the societal challenges by providing psychological services addressed to vulnerable groups and university's staff and students.

The **short-term impact can be described as following:**

- 1) Innovative teaching methods & HEIs governance and management skills have been acquired by the teachers of the 3 HEIs through a Capacity Building Program.
- 2) N. 5 Curricula and Syllabus in the Psychological Departments in 3 HEIs have been upgraded with innovative elements and practical-oriented methodologies.
- 3) Creation of on-the-job training scheme system to put students' knowledge and skills at the service of the community
- 4) Implementation of a transnational students-led raising awareness campaign on the mental health

The **achievements will be measured using the following indicators:**

- n. 60 HEIs academic and management staff (50% women) and n. 15 students increased their skills in practical aspects of psychology.
- n. 30 management staff increased their knowledge about Quality Assurance and sound management
- n. 3 applied psychology laboratories are created and equipped
- N. 1500 students (500 per each university, 50% women, 70% with fewer opportunities) benefit by the pilot experiences inside the Applied Psychology laboratories and will increase their abilities in conducting tests, measures, researches.
- N. 6 students will experience a 3-month exchange with EU universities
- N. 1500 students (500 per each university, 50% women) will be provided with relevant skills to meet job requirements in Hospitals, Schools, Clinics, institutions, CSOs,
- N° 100 students per year per each university made on-the-job training in the Psychological Hubs;
- n. 3 psychology hub activated and opened to the community

- N. 9 MoUs will be signed with relevant stakeholders in order to increase public/private partnership and cooperation in the field of mental health and psychosocial support (MHPSS)

The project will have multiplier effects in the following manner:

1. The proposed action will improve the quality, modernisation and responsiveness of the Psychological Departments of n. 3 Universities in Palestine. The proposed innovative steps can be followed by other educational institutions and universities that can be interested in joining the International partnership set-up by the project and benefit by the European experience.
2. The successful demonstration of psychological hubs will hopefully spill over to other areas. Technical knowledge in building and promoting hubs will be shared with other interested HEIs.
3. The capacity-building component will not just be limited to the three partner HEIs. The action will share knowledge and skills through an Electronic Platform containing the recording of the course and all useful materials in order to replicate the training.

In order to foster this process, specific conferences/seminars addressed to other HEIs will be organized both in the West Bank and in Gaza strip to share with them the evaluation of the proposed innovation; to present the MOOC and free downloadable materials that they can use; to present the experience of the Psychological Hubs and the indicators of efficacy of the proposed activities.

All the achievements reached as well as the expected multiplier effects will be measured and identified within the impact assessment elaborated during the final evaluation prepared by the M&E unit.

#\$IMP-ACT-IA\$# # @COM-DIS-VIS-CDV@#

3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.

Describe how the visibility of EU funding will be ensured.

The project's dissemination strategy is an integral part of the design of the Action as well as is a key element for the success of the proposed capacity building activities. The visibility of the Action and of EU funding will be ensured at local, national and international level in all the activities directly supported through the project and also in other events/activities connected with the projects (dissemination by applicants and co-applicants). At the beginning of the Action, the staff will elaborate a Communication Plan in order to assure that every activity or event has its communication tools and visibility and that every potential recipient of information and visibility has been taken into account. The plan will be articulated in 3 main components, as briefly indicated below:

Objectives	Target groups	Activities/Dissemination channels-tools
Strengthen the involvement of partners and provide the tools for the overall success of the project management and learning process	1) All the project's partners.	<ul style="list-style-type: none"> •Realization of a seminar at the start of the project on internal communication tools for the learning process; (2° month) •Identification and preparation of a visibility package to be used in each activity; (2°-3° month) •Joint elaboration of guidelines for the dissemination of the objectives to be conveyed through the press and through all the project channels of communication; (3°-4° month) •Creation and presentation of the FB page for sharing and connecting

		learning; (3 ^o month) •Communication activities, adoption of the same template for all the project presentation slides to be prepared for the meetings (1-36 ^o month)
Disseminate the project's outputs to other Educational Institutions	2) HEIs	Project website 2 conferences/seminars (1 in WB and 1 in Gaza Strip) to present the e-platform, the MOOC and disseminate the project's outputs. (35 ^o -36 ^o month)
Ensure the perception of the value of involvement and participation over the public and private stakeholders	3) Municipality, Schools, CSOs, Local and Regional Authorities, web platforms, universities, INGOs; PNGO.	•Social Media •Poster •Banners •Flyers •Press releases •Trainings with professionals •International Conference •Project website (1-36 ^o month)
Ensure the perception of the value of the involvement among local community	4) Community at a large	•Social Media •Poster •Banners •Flyers •Press releases •Awareness Campaign •Project website (1-36 ^o month)

A **Communication & Visibility Toolkit** (WP1) will be created among the management activities including: a Project Logo, a Presentation of the project, the graphic design and coordinated images, including the colour schemes, banners, roll-ups, project materials and guidelines for their use. (ppt format, English and Arabic).

The materials produced during the Action will be realized according to the Visibility Rules of the EU:

All the publications will include the EU Logo and the term "This project is funded by EU";

A roll up and banner with EU logo will be designed to be used in all the public activities, trainings, conferences according to the EU standards of visibility.

-All visual productions will include at the end mentioning of EU fund and logo;

-All the news of the action reflected in the local and international agencies as well in national and local radio, newspapers, in social media will mention that the project is EU funded.

-All didactic material will include EU logo and mention the EU fund.

To spread the contents of the capacity building and training activities among a larger public, a **Didactical Toolkit** is produced in English and Arabic and circulated in digital printed version among members of the university population (both teachers and students).

An **E-Learning Platform** (D2.4) will be created in order to facilitate the Capacity Building Program in its on-line part. The entire training will be recorded (also the practical part) and made available on the Platform at the benefit of students, teachers and all those interested. The Platform and the didactical material, will be available also in offline mode in order to avoid any problems derived by the lack of electricity in Gaza. Both platform and toolkit will be accessible from **the project website (5.3)**, created for spreading and disseminating information about the project goals and objectives. In this sense, all the materials and outputs produced during the project will be freely downloadable and the Capacity Building modules will be free and available for everyone to enrol - MOOC. (Practical guidelines for recording the lessons and uploading the training are already identified). 2 conferences, 1 in Gaza Strip and 1 in West bank, will be organized the last month of the project at the benefit of other universities in order to present them the platform and the courses and to disseminate the project's results. Added to the website, the creation of a **dedicated social network profile** facilitates the dissemination of the project deliverables.

The WP5 foresees a strong communication and visibility part of the Action, together with the strategic involvement of n. 60 students (1 per participant organization) in planning a **Raising Awareness Campaign on Mental Health**.

Based on the GAMMA approach to the communication design, the campaign will be mainly circulated online, through the production of **Digital Multilanguage postcards** (IT, ES, EN, AR) produced thanks to the active participation of the university students (**especially Psychology students, at least 50% women in order to guarantee a gender approach**) who will agree to get their faces out of the posters associated to original slogan directed to raise the awareness on the Mental Health and deconstruct prejudices and stereotypes on this domain (and especially women and youth among them). The results of the campaign will be presented to the national and local authorities thanks to an **International Conference on Mental Health** and will be disseminated among different European and non-EU thematic networks (such as the Mental Health Network, Middle Eastern Mental Health Network). In addition, 1 video, 5,000 postcards, 1.000 posters and 1,000 t-shirts/shopping bags will be produced to attract the attention of the local public.

The visibility of the Action and of EU funding will be ensured at local, national and global level in all the activities and events directly supported by the project.

The cooperation with the **Gaza Community Mental Health Program (GCMHP)** and with the **Ministry of Education and Higher Education** as associated partners, as well as with the support of **Palestinian Union of Social Workers and Psychologists - PUSWP**; **Palestinian Ministry of Culture** (Jericho Branch); **Palestinian General Military Training commission (GMTC)**; **Palestinian Counseling Center** (Ramallah); **Palestinian Ministry of Interior** - (Ramallah); **Makassed Islamic Charitable Hospital** (Jerusalem); **Jemima Foundation** (Beit Jala); **Human Rights Unit- Ministry of Interior** (Ramallah); **Bethlehem Arab Society for Rehabilitation**, **Baitouna for Community Development** (Gaza Strip) and the **Al-Marfa Counselling Center** (Jerusalem, CSO) will facilitate the dissemination of the project results and communication products, allowing to reach an audience of 50,000 people among teachers, students, EU and non-EU HEIs, experts and general public.

Also the use of social media, significantly spread among people in Palestinian society will ensure both the visibility and participation of beneficiaries. Moreover, Press releases will be issued in the occasion of every major event of the Action, in cooperation with the press services at the EU Delegation and newsletters will be diffused among participants, stakeholders and other potential interested actors.

#§COM-DIS-VIS-CDV\$# ##@SUS-CON-SC@#

3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and sustained?

What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used?

Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?

The project strategy has been selected in order to allow the replication and multiplication effect of the activities also at the benefit of other Palestinian HEIs. The active involvement of HEIs' staff and students as well as stakeholders is conceived to build the **ownership on the project results**.

a. Financial sustainability: The use of internal resources of the involved HEIs will be a guarantee of the sustainability of the intervention at the end of the project. The strong connection that the 3 universities have with the Relevant stakeholders (Ministry of Education and Ministry of Health; services' providers and NGOs) will guarantee the technical supervision also beyond the closure of the Project. Once the laboratories will be created and equipped, they will be part of the internal management of the Universities, in fact, the laboratories will be relevant also for other social science departments. Maintenance costs both for labs and the hubs are moderate so can be covered by the universities' administrative funds (commitment letters by the involved universities in this regard are already signed and those innovations are already part of the strategic plans of the targeted institutions). Moreover, as part of the capacity building training, the project's staff will create a plan of forming and involving not only teachers but also last years' students to collaborate with the management of the labs/hubs, so that they can pass on the next generations the needed technical/management knowledge in order to guarantee sustainability. No extra costs are foreseen for the internship programme that will be guaranteed by the network of stakeholders involved in WP5.

b. Policy level sustainability: The project is sustainable because it is perfectly in line with the **Palestinian Education Strategic Plan 2017-2022**, **Palestinian Labour Sector Strategy 2017-2022**

and the **Palestinian National Policy Agenda 2017-22**. The proposal is in line also with the actions promoted by the Ministry of Education, UNRWA and Ministry of Health and Social Affairs.

c. Environmental sustainability: The Action can be considered environmentally friendly. Even though the project will require printing some information materials, the social impact fostered by the project will be mainly achieved through peer to peer interactions. Also, the travels have been limited, giving priority to the blended modality for the training, in order to have little effect on the environment.

FOLLOW-UP: The sustainability of the project is mainly related to the capacity of the consortium to build strategic partnerships. Key factors of sustainability have been identified ex ante and their implementation will be monitored all along the project. The transfer capacities and knowledge will be relevant. Moreover, key actors and stakeholders are involved in networking activities to facilitate partnership building and the ownership of the project results by the local HEIs. This process will be further supported by the commitment of local authorities, NGOs/CSOs through the signature of Memorandum of understanding (at least 10 by the end of the project and 30 after 1 year from its conclusion). The adoption of participatory processes will create the policy framework for the transnational partnership's follow-up.

The project will create a strong change in the Psychology Department of the 3 targeted universities leading to a big impact for the whole community. The changes to the curricula will be adopted by the University's administration. According to the Palestinian System, the full and official validation and recognition of the curricula is the sole responsibility of the university; each targeted institution has already signed a commitment letter in this regard). **Follow-up** on the proposed innovation will be guaranteed by the EU partners (KORE, UAB and CISS) through on-line meetings for a period of **2 years after the end of the project (commitment letters are signed among the partners)**.

A second phase of the project should foresee a "*refresher training*" for the academic staff; more international exchanges' possibilities for the students; the insertion of fellowship programme and lobby activities towards the decision-makers in order to increase financial and political investment for the innovation, academic researches and digitalization.

Synergies can be built with the ongoing Erasmus Projects of Al-Azhar, Al Istiqlal and Al-Quds Universities by sharing experiences, new tools and transfer of knowledge to other partners. Specifically, *Psycho-Prac* is in line with the project "*Development of TVET Pedagogical Competencies and Qualification in Palestinian Universities / TVETCQ*" implemented by al Quds University since both aim at contributing to the development of curricula and effective orientation in vocational training that meet with the priority requirement expressed by the Palestinian National Authority and by the labour market. The sustainability is ensured by the strategic networking composed by the Consortium and the two Associated Partners **Gaza Community Mental Health Program (GCMHP) and Ministry of Education and Higher Education**, besides the support to the Action given by the **Palestinian Union of Social Workers and Psychologists - PUSWP**; **Palestinian Ministry of Culture (Jericho Branch)**; **Palestinian General Military Training commission (GMTC)**; **Palestinian Counseling Center (Ramallah)**; **Palestinian Ministry of Interior - (Ramallah)**; **Makassed Islamic Charitable Hospital (Jerusalem)**; **Jemima Foundation (Beit Jala)**; **Human Rights Unit- Ministry of Interior (Ramallah)**; **Bethlehem Arab Society for Rehabilitation, Baitouna for Community Development (Gaza Strip)** and the **Al-Marfa Counselling Center (Jerusalem, CSO)**. Synergies will be created also with CISS project "Youth-led Mental Health ERs: Towards Sustainable and Community Owned Psychological First Aid (PFA)" funded by the Canada Grand Challenge who can guarantee the opportunities of further training and internship for the young graduates of both West bank and Gaza Strip.

#§SUS-CON-SC§#

#@WRK-PLA-WP@#

4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

4.1 Work plan

Work plan

Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).

“PSYCHO-PRAC - Strengthening the PRACTical skills in the PSYCHOlogical sector in the Palestinian HEIs for responding to societal challenges and labour market requirements” project aims **at increase the quality, modernisation and responsiveness of the higher education in Palestine, targeting 3 Psychology Departments**. In Palestine, the professional development of universities staff members is restricted due to the absence of regular Exchange and scholarship programmes to upgrade their qualifications and their teaching skills. Involving 3 HEIs from Palestine (Al-Azhar University, Al-Istiqal University, Al-Quds University), 2 HEIs from Italy (Kore University) and from Spain (Universitat Autònoma de Barcelona) and 1 Italian NGO (CISS), the project will answer to these needs by creating a solid partnership to carry out project activities sharing objectives, strategies and methodologies to improve the quality of higher education and promote the internationalization of the three targeted HEIs in Palestine (WP1). To strengthen the capabilities of HEIs academic staff of the Psychology Departments in the practical aspects and in innovative learning and teaching methods and to enhance knowledge and skills of faculty members in governance and management system (quality assurance method and systems, international relations, student services, counselling and career guidance), a comprehensive **Capacity Building Program (WP2) led by Universitat Autònoma de Barcelona** will be implemented **addressed to n. 90 HEIs academic and management staff and n. 15 students** designed according to real problem-based teaching and learning needs identified through a field assessment carried out in January 2023. After the creation of the beneficiaries database (T2.1), n. 300 hours of training will be attended by the target groups with on-line sessions, study-visit and mobility events. Thanks to the EU expertise, and basing on the results of the Capacity Building Program (T2.3-T2.4), **n. 5 Curriculum (Cognitive and Experimental Psychology, Field Training (Field Experience), Clinical Psychology and Methods of Measurement and Tests of Personality) and the respective Syllabus will be upgraded (WP3)**, with an intensive practical-oriented part. A Committee of n. 6 experts (one per partner) will guide the upgrading process. Moreover, in order to guarantee a regular practical experience to the students, **n. 3 Applied Psychology Laboratories** (one in each Palestinian University) will be set up (T3.3). The Laboratories will provide academic staff and students with practical tools and instruments, and will be used as a Pilot experience to implement the practical part inserted in the upgraded Curricula. The Labs will also support Universities in developing their skills in qualitative research and **conducting experiments using the tools that will be made available in the psychology laboratory**. To enhance the internationalisation and the networking among Universities, CSOs and institutions, increasing the students’ internship opportunities, a **Regular Internship Program will be established (WP4)** thanks to Focus Groups and Networking events with **relevant labour market stakeholders, private companies and NGOs working in the psycho-social sector**. By addressing the Gaps in the practical aspect of the Psychology Departments, the project aims to benefit both academic staff and students through field visits, in presence and on-line interactions and exchange opportunities. In fact, an **International Exchange Program** will involve in total n. 6 students (n. 2 per each Palestinian University) in 3-months study-visits in Italy and Spain (T4.3). Moreover, **n. 3 Psychological Hubs** (T4.1) will be created to provide psychological services addressed to vulnerable groups in the society and establish a stable on-the-job training Program for students of the Psychology faculties. These Hubs will cover a triple function: 1) To guarantee the **mental health and wellness of psychology courses students**; 2) It will function as an educational centre for **on-the-job training**; 3) It will provide **Mental Health and Psycho-Social Support (MHPSS)** services for the **most vulnerable groups of the society**. To raise the awareness on the mental health, n. 60 students will be involved in a students-led awareness campaign that it is expected to reach at least n. 10000 people (T5.2). A **2-days International Conference**, with the participation of n. 9 experts from both EU countries and third countries will be organized (WP5). The conference it is expected to reach at least n. 500 people (T5.3).

4.2 Work packages, activities, resources and timing

WORK PACKAGES

Work packages

This section concerns a detailed description of the project activities.

*Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable deliverables/outputs.*

Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc.) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1. The last WP should be dedicated to Impact and dissemination

Please refer to the Call document/Programme Guide for specific requirements concerning the number and the typology of work packages.

Work packages covering financial support to third parties (⚠ only allowed if authorised in the Call document/Programme Guide) must describe the conditions for implementing the support (for grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons to be supported and criteria and procedures for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).

⚠ *Enter each activity/milestone/output/outcome/deliverable only once (under one work package).*

⚠ *Ensure consistence with the detailed budget table/calculator (if applicable). (n/a for prefixed Lump Sum Grants)*

Objectives

List the specific objectives to which the work package is linked.

Activities and division of work (WP description)

Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.

*Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating **in bold** the task leader.*

Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.

Note:

In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of the work package.

The Coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted.

If there is subcontracting, please also complete the table below.

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open (🚩 automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#). For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.

Work Package 1

Work Package 1: Project management and coordination				
Duration:	M1 – M36	Lead Beneficiary:	1- KORE University	
Objectives				
<ul style="list-style-type: none"> To create a solid partnership to carry out project activities sharing objectives, strategies and methodologies to improve the quality of higher education and promote the internationalization of the three targeted HEIs in Palestine 				
Activities and division of work (WP description)				
Task No	Task Name	Description	Participants	In-kind Contributions and

(continuous numbering linked to WP)			Name	Role (COO, BEN, AE, AP, OTHER)	Subcontracting (Yes/No and which)
T1.1	Creation of the Project Management Units and follow-up	During the 1st months the management structure of the project will be created with the identification of the specific work unit: a Transnational coordination unit composed by 6 representatives (1 for each partners) with different and complementary expertise; Monitoring & Evaluation Unit ; Local units will be established in each country, composed by a project referent and a financial officer and three (3) technical units will be created to support the project implementation (Capacity building Unit , WP2; Curriculum Upgrading Unit , WP3; Social Impact and job opportunities Unit , WP4). The Terms of References (ToRs) for each member of the project team are defined and the necessary preparatory activities are developed. The effective coordination and collaboration among the members of the team are guaranteed by the project coordinator. The coordinator will organize in Enna, Italy, an international conference (both on-line and in presence) to launch the project.	KORE University CISS Al-Istiqlal University Al-Azhar University Al-Quds University Universitat Autònoma de Barcelona	COO BEN BEN BEN BEN BEN	No
T1.2	Organisation of the Transnational Project Kick off meeting (online)	A 2-days Kick off meeting on-line is organised. In total 12 persons attend the event (1 project manager and 1 financial officer per each partner). During the event specific sessions are dedicated to address key issues related to the Project management and coordination, namely: the General Action Plan, the Communication, Visibility and Dissemination Plan and useful	KORE University CISS Al-Istiqlal University Al-Azhar University Al-Quds University Universitat	COO BEN BEN BEN BEN BEN	No

		methodological guidelines and tools. During the meeting, the representatives of the project partner define the details of the project strategies and share the knowledge, good practices and tools that each partner has experimented in the field of applied psychology.	Autonoma de Barcelona		
T1.3	Formulation of the quarterly action plans	The project technical and financial management of the action is guaranteed by the implementation of the Quarterly Action Plans. These plans integrate the contents of the General Action Plan with the Communication, Visibility and Dissemination Plan and Monitoring and Evaluation plan . The plans are prepared by the Coordination Unit with the support of the Monitoring & Evaluation officer. Starting from the 2nd quarterly plan, the indicators, data collection methods and baselines set up by the M&E unit will be integrated in the Monitoring and Evaluation Plan, with specific relevance given to the Intermediate Progress Report..	KORE University CISS	COO BEN	No
T1.4	Set up of the monitoring and evaluation tools	The M&E plan will include: a set of product, outcome and impact indicators as well as sustainability indicators; the guidelines for data collection, data storage and data use; the timeframe of the data collection activities; the format of the main monitoring and evaluation tools (such as participants' registration forms, satisfaction surveys, technical monitoring and evaluation reports, etc.). The monitoring activities will be conducted periodically (every quarter) while the evaluation sessions will be organised at mid-term and final evaluation. In	KORE University CISS	COO BEN	No

		order to facilitate the impact assessment during the final evaluation, the M&E Officer will analyse the pre-existent status of art in the targeted universities and the impact of the new curricula developed, of the psychological clinic and its socio-economic impact. The M&E Officer will also verify the application of gender mainstreaming in the whole action.					
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS1	Transnational Coordination Unit	1	Kore University	A Transnational Coordination Unit composed by 6 experts is established.	2	Register of participants, reports, minutes. CVs of the Unit members.	
MS2	Kick Off Meeting	1	Kore Univerisity	An on-line Kick-Off meeting is organized.	2	Agenda, register of participants, minutes, report, pictures.	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Transnational project Kick off Meeting	1	Kore University	R — Document, report	SEN — Sensitive	2	Kick Off Meeting including agenda, minutes, attendance sheet, supporting materials, pictures (digital report, A4, 40 pages) Language: English
D1.2	Action Plans &	1		R — Document,	SEN — Sensitive	2	Quarterly action plan and management toolkit,

	Management Toolkit		Kore University	report			digital version (A4, 15 pages plus appendixes) Language: English
D1.3	Monitoring and Evaluation Plan	1	CISS	R — Document, report	SEN — Sensitive	2	Monitoring and Evaluation report, digital version (A4, 15 pages plus appendixes) Language: English
D1.4	Communication, Visibility and Dissemination Plan	1	CISS	R — Document, report	SEN — Sensitive	2	Communication, Visibility and Dissemination plan, digital version (A4, 15 pages plus appendixes) Language: English
D1.5	Intermediate Progress Report	1	Kore University	R — Document, report	SEN — Sensitive	18	Intermediate Progress report, digital version (A4, 15 pages plus appendixes) Language: English

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
KORE University	53 person	57.900	0 EUR	0 travels	0 persons	0 EUR	0 EUR	0 EUR	0 EUR	2500 EUR	n/a	0 EUR	4.228 EUR	64.628

	months	EUR			travelling persons travelling									EUR
Universitat Autònoma de Barcelona	34 person months	35.250 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	2.468 EUR	37.718 EUR
CISS	31 person months	30.750 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	2.153 EUR	32.903 EUR
Al-Azhar University	26 person months	21.600 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	1.512 EUR	23.112 EUR
Al-Istiqlal University	26 person months	21.600 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	1.512 EUR	23.112 EUR
Al-Quds University	26 person months	21.600 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	1.512 EUR	23.112 EUR
Total	196 person months	188.700 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	2.500 EUR	n/a	0 EUR	13.385 EUR	204.585 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 2

Work Package 2: Capacity Building Program for innovation and modernisation of the Psychology sector in the targeted Universities			
Duration:	M4 – M16	Lead Beneficiary:	2- Universitat Autònoma de Barcelona
Objectives			

- To strengthen the capabilities of HEIs academic staff of the Psychology Departments in the practical aspects and in innovative learning and teaching methods in the psychological sector
- To enhance knowledge and skills of faculty members in governance and management system in the targeted HEIs (quality assurance method and systems, international relations, student services, counselling and career guidance)

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T2.1	Creating a beneficiaries database	Based on the Learning Needs' Assessment carried out in January 2023 regards the following sectors: 1) Learning needs' of teachers and students of the Psychological Curricula; 2) Didactical methodologies and teaching and learning methods; 3) Governance and management system, the database of the different groups of beneficiaries will be created. The database will contain information of the trainees taking in particular consideration their special needs and/or barriers that can hinder their participation and the baseline identified during the assessment that will be used for the evaluation.	KORE University CISS Al-Istiqlal University Al-Azhar University Al-Quds University Universitat Autònoma de Barcelona	COO BEN BEN BEN BEN BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethlehem Arab Society for Rehabilitation; Baitouna for Community Development (Gaza Strip);

					Al Marfa Counseling center - Jerusalem will be involved in the creation of the database.
T2.2	Develop capacity building plan and designing training modules	The Capacity Building Plan is coordinated by the Universitat Autònoma de Barcelona, with the active involvement of all the partners (<u>Capacity Building unit</u>) and on the base of the Learning Need Assessment results. Video conferences are organised by partners to develop the training modules and workshop. The Capacity Building Program aims to enhance the Palestinian educational system on the following issues: 1) Practical aspects and innovative learning and teaching methods in the psychological sector; 2) Governance and management system in the targeted HEIs (quality assurance method and systems, international relations, student services, counselling and career guidance). The training is <i>practical-oriented, and it foresees a specific part on digital technologies & IT skills applied to the cognitive and emotional processes</i> . A didactical toolkit is produced to facilitate the participation of the trainees. An E-learning Platform with didactical material, will be created to facilitate the on-line training to be attended by the Palestinian Universities. The Platform will be available also in offline modality to avoid any electricity problem mainly for the University of Gaza.	Universitat Autònoma de Barcelona KORE University CISS	BEN COO BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethelam Arab Society for Rehabilitation; Baitouna for Community Development (Gaza Strip); Al Marfa Counseling center – Jerusalem will be involved in order to have feedbacks, comments, suggestions.

T2.3	Implementing the capacity building plan in innovative practical methodologies in the Psychological Sector	<p>The Capacity Building Program in innovative practical methodologies is composed by 250 hours of training organized in 3 sections:</p> <p>1) Neurodevelopmental and emergency psychology (coordinated by Kore University) which includes n. 3 modules a) <u>Neurodevelopment disorders and Special Education Needs</u> (The practical training for neurodevelopmental disorders foresees: 1. First diagnosis and follow-up; 2. Clinical, instrumental and laboratory examinations; 3. Psychodiagnostic assessments and neuropsychological tests for the evaluation of executive functions and for the administration of tests at the intellectual level). b) <u>Emergency Psychology</u>; c) <u>Clinical Treatment of PTSD</u> (According to DSM trauma is an extreme stressor that involves actual or threatened death or serious injury, or other threat to one's physical integrity. When psychological suffering is extended over time, it can become an invalidating condition known as Post Traumatic Stress Disorder (PTSD) whose symptoms might include: 1. Numbness or detachment: 1. After trauma, some people have the sense that they do not feel their emotions very strongly; 2. Reduced awareness of your surroundings; 3. Derealization and Depersonalization; 4. Dissociative amnesia. When treating PTSD patients, one of the central challenges is to Come to terms with what has happened so that one's life does not become defined by it. To achieve this goal, it is central to make experiential contact with previously avoided</p>	<p>KORE University</p> <p>Universitat Autònoma de Barcelona</p> <p>CISS</p> <p>Al-Istiqlal University</p> <p>Al-Azhar University</p> <p>Al-Quds University</p>	<p>COO</p> <p>BEN</p> <p>BEN</p> <p>BEN</p> <p>BEN</p> <p>BEN</p>	No
------	---	--	--	---	----

		<p>private events without excessive verbal involvement and control – and to make powerful life enhancing choices. This is the way Acceptance and Commitment Therapy (ACT) works. ACT is a 3rd wave Cognitive Behavior Therapy supported by more than 600 RCT papers on a wide range of psychiatric diagnosis. ACT has been applied with very good results in sexually traumatized women, in war veterans, in military sexual trauma, in Ebola pandemic victims in Sierra Leone, and in non-accompanied minor immigrants}.</p> <p>2) Cognitive Psychology and Neuropsychology (coordinated by Universitat Autònoma de Barcelona) which includes n. 2 modules a) <u>Cognitive Psychology</u> (teachers' training in this area foresees (1.) designing experiments for fostering practical knowledge in students, (2.) using software that allows to keep and analyze results from the group, (3) automatizing tasks for observing children's behavior, and (4) using methods to allow massive practice with observational data).; b) <u>Clinical Psychology and Neuropsychology</u>: Clinical psychology and neuropsychology deal with mental health problems and neurocognitive function deficits of different aetiologies, thus constituting fundamental areas of training in psychology. Knowledge on psychopathology and neuropsychology are crucial for the psychologist in order to understand, assess and treat healthy and altered mental and behavioral functioning. However, getting experience and</p>			
--	--	--	--	--	--

		<p>build robust relations between both theoretical knowledge and declarative applied knowledge, on the one hand, and procedural applied knowledge and practice in clinical reasoning, on the other hand, to properly address professional work is not an easy task for students and requires several coordinated formative actions in which teachers are to be trained: (a) guided observation of clinical practice, (b) training sessions on using neuropsychological assessment tools, (c) workshops for training basic skills in clinical settings (such as coping with emotions) and (d) interpretation of evaluation procedures for decision making. The UAB Psychology Clinic (SPL Servicio de Psicología y Logopedia - Psychology and Speech Therapy Service), provides an adequate framework to this end. It is based on a two-folded model of clinical assistance (assessment, diagnosis and treatment) and strategic transfer of knowledge to the community that could be mirrored by other universities. With regards to its formative value, the Clinic allows to complement applied lessons within regular psychology courses with specific training actions as well as training transversal skills.</p> <p>3) Clinical and Cultural Psychology (coordinated by CISS) composed by a) Clinical Psychology and Group techniques; b) Transcultural group process; c) Group Mediation technique. The trainings will be both in presence and in blended modality in order to ensure the participation of people with fewer</p>			
--	--	---	--	--	--

		<p>opportunities. Modules foresee theoretical parts, practical-oriented parts, participatory observation. To enhance the practical skills and competences, n. 15 teachers (n. 5 per each Palestinian University) will take part to n. 2 study visit in Italy and in Spain. The module carried out by CISS will be held in presence in Palestine. At the end of each module an evaluation session is foreseen to assess the quality and the achievement of the learning outcomes. The efficacy of the study visits is measured with the help of a Checklist that participants are requested to complete by indicating the specific good practices and lessons learnt achieved through this mutual learning experience. The Program will be addressed to n. 60 academic staff from the 3 Palestinian Universities (n. 20 per each University). The Capacity Building in innovative practical methodologies will allow the participants to: a) foster the international relations of the targeted Universities, facilitating the creation of synergies in the psychological sector; b) to increase the innovation level in practical application of psychological theories; c) designing experiments for fostering practical knowledge in students, relevant for the labour market. The results of the Capacity Building implementation will be the base for the Curriculum upgrading (WP3).</p>			
T2.4	Implementing the training on HEI governance and management system (quality assurance; international relations; students services and counselling and career guidance).	The training aims to improve the governance and management system of the targeted Universities, following the <i>ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area</i> .	<p>Universitat Autònoma de Barcelona</p> <p>Al-Istiqlal</p>	<p>BEN</p> <p>BEN</p>	No

		<p>Management and administrative staff will be involved in the training (n. 30 people in total, n. 10 per each university) acquiring new skills on <i>management issues, international relations, students' services (n. 20 hours on-line training)</i>. The training aims at adopting processes and tools that provide all students, teachers, researchers, and staff with a quality study, research or career path. It will facilitate active and informed participation by all members of the University community in the achievement of improvement objectives that have been defined clearly, communicated and agreed. In the framework of this activity, an additional n. 30 hours workshop on <i>counselling and career guidance</i> will be carried out by the trained staff in favor of n. 15 students (n. 5 per each university) aimed at creating a new professional figure, the <u>Students' Tutor</u> who will guarantee linkages between HEIs and the labour market guiding students in searching for vocational trainings/internships/job opportunities.</p>	<p>Al-Quds Al-Azhar</p>	<p>BEN BEN</p>	
T2.5	Follow up on the implemented courses	<p>Once the capacity building Program has been completed, two Follow Up sessions are foreseen (n. 60 hours in total). N. 6 experts, 3 by Kore University and 3 by Universitat Autònoma de Barcelona will assess the learning outcomes and the achievement of the on-line training through a mission in the three Palestinian Universities. Feedback questionnaires are collected at the end of each training session and an Evaluation Form is dispensed at the end of the cycle. Feedbacks are collected disaggregated per</p>	<p>Universitat Autònoma de Barcelona KORE University CISS Al-Istiqlal University Al-Azhar University Al-Quds University</p>	<p>BEN COO BEN BEN BEN BEN</p>	No

		gender to capture the different perspectives on the learning process; following the training, participants are requested to identify the impact of the training on the level of knowledge, technical capacities and skills acquired . On this purpose, an Evaluation report of the CB & Training will be delivered, in order to evaluate obtained results and learning objectives achieved					
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS3	Electronic Database	2	Kore University	A database reporting the baseline, special needs, barriers and relevant data of n. 150 people among academic staff, teachers and experts are created.		6	Focus groups registration forms, attendance sheet, minutes, evaluation reports by the facilitators/experts, surveys, interviews, learning need assessment report
MS4	Capacity Building Program	2	Universitat Autònoma de Barcelona	A Capacity Building Program is completed.		14	Registration forms, attendance sheet, training certificate, didactical program, CV of the Trainers/Speakers, Didactical Toolkit
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)

D2.1	Database Report	2	Al-Quds	R — Document, report DATA — data sets,	SEN — Sensitive	6	An electronic database will be created and data will be managed according to the Privacy law. A comparative report concerning main barriers and needs will be drafted n. 5 pages, A4. Languages: Arabic, English
D2.2	Didactical Toolkit on innovative practices for improving HEI educational Program	2	Universitat Autònoma de Barcelona	R — Document, report	PU — Public	14	Digital and printed document with didactical material, references, didactical Program of the Capacity Building Program, useful tools. n. 50 pages, A4. Languages: Arabic, English
D2.3	Quality Assurance Strategies	2	Kore University	R — Document, report	SEN — Sensitive	16	Digital document including the Quality Assurance Strategies for the three Palestinian Universities. n. 90 pages, A4 Languages: Arabic, English
D2.4	E-learning Platform	2	Kore University	DEC – Website, Patent filling	PU - Public	4	E-learning Platform with didactical material, created to facilitate the

							<p>on-line training to be attended by the Palestinian Universities.</p> <p>The Platform will be available also in offline modality to avoid any electricity problem mainly for the University of Gaza.</p> <p>Language: Arabic, English</p> <p>Digital Product</p>
D2.5	Evaluation Report of the CB & Training	2	Universitat Autònoma de Barcelona	R — Document, report	SEN — Sensitive	16	<p>Digital document including the Evaluation Report of the CB & Training, A4 n. 15 pages plus appendixes.</p> <p>Languages: Arabic, English</p>

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
KORE University	6 person months	32.450 EUR	0 EUR	3 travels	3 persons travelling	1.350 EUR	1.200 EUR	1.200 EUR	0 EUR	6.400 EUR	n/a	0 EUR	2.982 EUR	45.582 EUR

Universitat Autònoma de Barcelona	23 person months	46.950 EUR	0 EUR	3 travels	3 persons travelling	1.350 EUR	1.200 EUR	1.200 EUR	0 EUR	7.000 EUR	n/a	0 EUR	4.039 EUR	61.739 EUR
CISS	5 person months	27.250 EUR	0 EUR	4 travels	4 persons travelling	1.800 EUR	1.500 EUR	1.500 EUR	0 EUR	4.520 EUR	n/a	0 EUR	2.560 EUR	39.130 EUR
Al-Azhar University	5 person months	8.550 EUR	0 EUR	10 travels	10 persons travelling	6.000 EUR	3.000 EUR	3.000 EUR	0 EUR	2.730 EUR	n/a	0 EUR	1.630 EUR	24.910 EUR
Al-Istiqlal University	5 person months	8.550 EUR	0 EUR	10 travels	10 persons travelling	6.000 EUR	3.000 EUR	3.000 EUR	0 EUR	3.730 EUR	n/a	0 EUR	1.700 EUR	25.980 EUR
Al-Quds University	7 person months	11.550 EUR	0 EUR	10 travels	10 persons travelling	6.000 EUR	3.000 EUR	3.000 EUR	0 EUR	2.730 EUR	n/a	0 EUR	1.840 EUR	28.120 EUR
Total	51 person months	135.300 EUR	0 EUR	40 travels	40 persons travelling	22.500 EUR	12.900 EUR	12.900 EUR	0 EUR	27.110 EUR	n/a	0 EUR	14.751 EUR	225.461 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 3: Practical-oriented Curriculum upgrading and creation of the Applied Psychology Laboratories					
Duration:	M16 – M24	Lead Beneficiary:	4- Al Azhar		
Objectives					
<ul style="list-style-type: none"> To introduce innovative methodologies and modernise the psychological curricula in order to enhance the student's practical skills and increase their responsiveness to the labour market requirements; 					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T3.1	Forming a Committee of experts for Curricula upgrading	A Committee of experts (at least n. 1 expert per partner) is formed in order to carry out the Curricula upgrade. The following Curricula will be upgraded starting by the results of the Capacity Building Program (WP2): Cognitive and Experimental Psychology, Field Training (Field Experience), Clinical Psychology and Methods of Measurement and Tests of Personality . The Committee of Experts will meet virtually once per month to agree upon strategy and the final structure of the Curricula. Specific meetings will be organized involving also the stakeholders. Special attention will be paid to the introduction and the use of digital tools in the psychological sector. It will be a duty of each university to socialize this process with the	KORE University Universitat Autònoma de Barcelona CISS Al-Istiqlal University Al-Azhar University Al-Quds University	COO BEN BEN BEN BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - ramallah; Makassed Islamic Charitable Hospital -

		representative of the students in order to involve them actively and get suggestions.			Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethelam Arab Society for Rehabilitation; Baitouna for Community Development (Gaza Strip); Al Marfa Counseling center - Jerusalem will be involved in the Committee of Experts.
T3.2	Review and upgrade of the available syllabus	Each course syllabus will be viewed and evaluated by staff teaching members of the psychology department and supervised by the Committee of Experts . In general, these courses are offered with emphasis more on the theoretical side, while the upgrading will be focused on strengthening the practical and empirical part. The Committee of Experts will improve: course description, course objectives, grading, competencies and Learning Objectives to meet the practical side and respond to the international quality assurance for psychology education and training . The review will be composed by 4 parts: 1) Analysis and gathering information on the pre-existing Curricula; 2) Review of the available syllabus (curriculum review committee for the targeted courses syllabus); 3) Improvement and Upgrading; 4) Evaluation and feedback (curriculum evaluate committee for the targeted courses syllabus). Each team member from the beginning is constantly evaluating the material and ensuring that it serves the learner well. This revision will be	KORE University Universitat Autònoma de Barcelona CISS Al-Istiqlal University Al-Azhar University Al-Quds University	COO BEN BEN BEN BEN BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethelam Arab Society for Rehabilitation;

		done alongside with Palestinian and European mental health and psychotherapy institutions . Once they have been reviewed, the Curricula and syllabus will be validated by the administration of the Universities .			Baitouna for Community Development (Gaza Strip); Al Marfa Counseling center - Jerusalem will be involved in the Curriculum upgrading.
T3.3	Creation of the Applied Psychology Laboratories	In each Palestinian University, an Applied Psychology Laboratory will be created in order to put in practice the innovation included in the Curriculum upgrade . The Laboratories will provide academic staff and students with tools and instruments in order to use personality and inclinations tests (Eisenk test, Guildford scale and others), and cognitive abilities and intelligence tests (Wexler scale for children's and adults 'intelligence, Raven's test, etc.), projective tests and other important global tests, especially computerized tests . The Labs will also support Universities in developing their skills in qualitative research and conducting various experiments using the tools that will be made available in the psychology laboratory (Electrophoretic mirroring, Skinner's procedural learning experience, etc.).	Al-Istiqlal University Al-Azhar University Al-Quds University CISS KORE University Universitat Autònoma de Barcelona	BEN BEN BEN BEN COO BEN	No
T3.4	Pilot experience and evaluation	Once the Curricula have been upgraded and reviewed, and the Psychological Laboratories have been created, the staff teaching members of the Palestinian Universities will carry out an experimental phase involving students. Specifically, students will attend lectures and lab class for each course and will have their specific weekly hours to practice (n. 2 hours per	Al-Istiqlal University Al-Azhar University Al-Quds University	BEN BEN BEN	No

		<p>week, n. 25 students per HEI) what they have learned theoretically. Each Laboratory will have a Lab Technician. So, at the end students will be able to link theoretical and practical aspects in psychology courses. The teaching staff members will evaluate the courses by exams, assignments in labs, student's ability to use psychological tests in the lab. The quality of the upgraded curricula, the syllabus and the Applied psychology labs will be evaluated by a study on the students' skills. An ex-ante and ex-post assessment will be carried out with the group of students who will participate in the pilot activities in order to analyze the acquisition of the practical skills. After the evaluation of the pilot experience, after correcting any potential problems raised by the evaluation, <u>the Labs will become an integral part of the Psychology learning path in the 3 universities.</u></p>				
Milestones and deliverables (outputs/outcomes)						
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS5	Curriculum upgraded	3	Al-Azhar	N. 5 Curricula of the Psychology Departments of the three targeted universities have been upgraded.	24	Minutes of the Committee of Experts meetings, action plan and strategy for the Curricula upgrade, templates.
MS6	Creation of the Applied Psychology	3	Al-Istiqlal	N. 3 Psychology Laboratories to enhance the practical skills of the	24	List of equipments for the Laboratories, pictures,

	Laboratories			students have been created.			reports, tests' evaluation, code of conduct for using the Laboratories and internal regulations.
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	New Curricula in upgraded version	3	Al-Azhar	R — Document, report	PU — Public	24	Upgraded Curricula and Syllabus (digital report, A4, 150 pages) Language: Arabic, English
D3.2	Evaluation report of the Pilot Experiences	3	Al-Quds	R — Document, report	SEN — Sensitive	24	A digital report (A4, 60 pages plus appendixes) Language: Arabic, English

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
KORE University	4 person months	7.300 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	511 EUR	7.811 EUR

Universitat Autònoma de Barcelona	3 person months	5.800 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	406 EUR	6.206 EUR
CISS	6 person months	10.300 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	n/a	0 EUR	721 EUR	11.021 EUR
Al-Azhar University	24 person months	30.300 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	20.000 EUR	4.500 EUR	n/a	0 EUR	3.836 EUR	58.636 EUR
Al-Istiqlal University	12 person months	14.800 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	20.000 EUR	2.000 EUR	n/a	0 EUR	2.576 EUR	39.376 EUR
Al-Quds University	12 person months	14.800 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	20.000 EUR	1.200 EUR	n/a	0 EUR	2.520 EUR	38.520 EUR
Total	61 person months	83.300 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	60.000 EUR	7.700 EUR	n/a	0 EUR	10.570 EUR	161.570 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 4: Psychological Hub for on-the-job training and community services					
Duration:	M25 – M35	Lead Beneficiary:	5- Al-Istiqlal		
Objectives					
<ul style="list-style-type: none"> To create an innovative on-the-job training scheme system to put students' knowledge and skills at the service of the community. 					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Design and creation of the Psychological Hubs	N. 3 Psychological Hubs will be created in each Palestinian University. These Hubs will cover a triple function: 1) To guarantee the mental health and wellness of psychology courses students ; 2) It will function as an educational centre for on-the-job training ; 3) It will provide Mental Health and Psycho-Social Support (MHPSS) services for the most vulnerable groups of the society . The Hubs will be managed by n. 1 Coordinator and n. 1 operator per each university. They will function as a permanent structure for university students' internship (receiving at least n. 100 students per year per each university, plus volunteers) and act as a Territorial Mental Health Unit . The Hubs will benefit by the European expertise since one of the UAB participants is the head of the Psychological	KORE University Universitat Autònoma de Barcelona CISS Al-Istiqlal University Al-Azhar University Al-Quds University	COO BEN BEN BEN BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - Ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima

		assistance service (for students, teachers and people from outside university) in Barcelona. He will provide his expertise to the Palestinian partners and supervise the creation of the HUBs. The Hubs represent a great innovation in Palestine, being able to put higher education at the service of the society while improving student working skills. An added value will be represented by the networking action thanks to the support of the associated institutions and associations.			Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethelam Arab Society for Rehabilitation; Baitouna for Community Development (Gaza Strip); Al Marfa Counseling center - Jerusalem will be involved in the creation of the Psychological Hub.
T4.2	Coordination and networking with governmental and private institutions, local mental health institutions	Each Psychological Hub will conduct a map analysis of the MHPSS services' providers, CSOs and NGOs who work in the psycho-social sector in the areas. Each University will sign at least n. 3 MoU in order to guarantee regular internship programmes for the university students and giving them the opportunity to gain practical skills, increasing their responsiveness to the labour market requirements. The networking will lead also to the creation of a referral system through which the Hubs could refer cases that they cannot follow directly. The networking phase will be coordinated by CISS NGO personnel in Palestine together with the university experts: n. 10 focus groups and n. 3 networking events addressed to local partners, institutions and psychology research centres will be organized.	CISS Al-Istiqlal University Al-Azhar University Al-Quds University	BEN BEN BEN BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - Ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethelam Arab Society for Rehabilitation;

					Baitouna for Community Development (Gaza Strip); Al Marfa Counseling center - Jerusalem will have a strategic role in the map analysis and in networking phase and in guaranteeing the partnership/the internship agreements with other relevant institutional stakeholders.
T4.3	International Exchange Programme for Palestinian students	The Palestinian Universities will select n. 6 students (n. 2 students per each University) for an Exchange Program in European Universities. A public call will be launched by the Palestinian universities to select the students. The students will attend 3-months international exchange to enhance their sectoral (applied psychology) and transversal skills , developing their skills in qualitative research through the elaboration of a study-paper on innovation and transformation in the applied psychology sector . Each student group will be assigned to a Tutor in order to facilitate his/her inclusion in the hosting university. Furthermore, the study-papers that will be drafted by the Palestinian students supervised by the European tutors will deal exactly with the assessment of the efficacy of the transformation and innovation in the applied psychology sector . Once the students come back to Palestine, a follow-up both individual and in group is foreseen in order to assess the learning outcomes. The efficacy of the international	KORE University Universitat Autònoma de Barcelona CISS Al-Istiqlal University Al-Azhar University Al-Quds University	COO BEN BEN BEN BEN BEN	No

		exchanges in Italy and Spain is measured with the help of a Checklist that participants are requested to complete by indicating the specific good practices and lessons learnt achieved through this mutual learning experience.					
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS7	Psychological Hubs	4	Al-Istiqlal	n. 3 Psychological Hubs are created in the Palestinian Universities.	35	Final on-the-job training reports by the students, patients' records, medical reports, Hubs' Charter of Services and Code of Conduct	
MS8	Exchange Program	4	Universitat Autònoma de Barcelona	n. 6 Palestinian students of the Psychology Departments take part to the Exchange Program.	35	Public call to select the students, selection process reports, CVs of the candidates, students' reports of the experience, study-paper, attendance sheet, pictures.	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D4.1	Memoranda of Understanding	4	CISS	R — Document, report	PU — Public	27	The signed Memoranda will be in digital and printed version. They will be in Arabic language and translated in english. A4, at least 30 pages.

D4.2	Study-paper on transformation and innovation in the applied psychology sector	4	Al-Istiqlal	R — Document, report	PU — Public	35	<p>The study papers are in digital and printed version. They will be freely downloadable from universities websites and published in relevant academic local journals. A4, at least 20 pages per study-paper.</p> <p>Language: Arabic, English</p>

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
KORE University	5 person months	4.500 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	750 EUR	n/a	0 EUR	368 EUR	5.618 EUR
Universitat Autònoma de Barcelona	5 person months	4.500 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	750 EUR	n/a	0 EUR	368 EUR	5.618 EUR

CISS	15 person months	19.500 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	2.600 EUR	n/a	0 EUR	1.547 EUR	23.647 EUR
Al-Azhar University	16 person months	9.200 EUR	0 EUR	2 travels	2 persons travelling	1.200 EUR	2.700 EUR	2.700 EUR	2.000 EUR	1.800 EUR	n/a	0 EUR	1.372 EUR	20.972 EUR
Al-Istiqlal University	28 person months	27.800 EUR	0 EUR	2 travels	2 persons travelling	1.200 EUR	2.700 EUR	2.700 EUR	2.000 EUR	3.300 EUR	n/a	0 EUR	2.779 EUR	42.479 EUR
Al-Quds University	16 person months	9.200 EUR	0 EUR	2 travels	2 persons travelling	1.200 EUR	2.700 EUR	2.700 EUR	2.000 EUR	1.800 EUR	n/a	0 EUR	1.372 EUR	20.972 EUR
Total	85 person months	74.700 EUR	0 EUR	6 travels	6 persons travelling	3.600 EUR	8.100 EUR	8.100 EUR	6.000 EUR	11.000 EUR	n/a	0 EUR	7.806 EUR	119.306 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 5

Work Package 5: Raising awareness campaign and International Conference on mental health

Duration:	M29 – M36	Lead Beneficiary:	6- Al-Quds		
Objectives					
▪					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Psychology students-led design of the campaign	The raising awareness campaign will be based mainly on the relevant aspects of mental health, on how to prevent, address and respond to mental health issues. The campaign will be prepared by the students of the Faculty of Psychology in Italy, Spain and Palestine involved in the project. The campaign will be prepared both with in-presence and on-line meetings among the youths. N. 10 students will be involved per each partner, for a total of n. 60 students. The students will participate to n. 4 on-line meetings in order to discuss and share the contents of the campaign and adapt it in English, Italian, Arabic and Spanish languages and cultures. A Communication Coordinator per each partner will be assigned to the students' group in order to guide them during the process.	KORE University Universitat Autònoma de Barcelona CISS Al-Istiqlal University Al-Azhar University Al-Quds University	COO BEN BEN BEN BEN BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior -

					Ramallah; Bethelam Arab Society for Rehabilitation; Baitouna for Community Development (Gaza Strip); Al Marfa Counseling center - Jerusalem will contribute to the dissemination of the raising awareness campaign.
T5.2	Raising awareness campaign on mental health issues	The campaign aims to provide advice and support to empower anyone experiencing a mental health problem; improve services, raise awareness and promote understanding . From the beginning of the pandemic, the Consortium have been tracking its impact on people's mental health. Some of the people struggling the most are those who were already facing considerable challenges – people with long term health conditions, or facing discrimination, or belongs to vulnerable group. The Campaign will also be a chance to talk about mental health in general, how we need to look after it, and how important it is to talk about things and get help if someone is struggling. The campaign will involve communication experts, artists and it will foresee social media campaigns, audio-visual products and printed material . The campaign is expected to reach at least 20.000 people. The impact of the raising awareness campaign is measured with the support of other tools capturing a behavioural change among the target audience, such as Random Interviews carried out among the targeted	KORE University Universitat Autònoma de Barcelona CISS Al-Istiqlal University Al-Azhar University Al-Quds University	COO BEN BEN BEN BEN BEN	YES. Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner), Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethelam Arab Society for Rehabilitation; Baitouna for Community Development (Gaza Strip);

		communities.			Al Marfa Counseling center - Jerusalem will contribute to the dissemination of the raising awareness campaign.
T5.3	International Conference on the Mental Health and Call for study-papers	<p>A 2-days International Conference on Mental Health will be organized in Palestine. The Conference will aim to bring together academic scientists, researchers and research scholars to exchange and share their experiences and research results. It also provides a premier interdisciplinary platform for researchers, practitioners, and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered and solutions adopted in the field of mental health. The first panel will be held by n. 1 expert from each involved partner. The second panel foresees a Call for Paper that will be launched inviting educational institutions, NGOs, CSOs to participate. N. 6 experts from EU countries and at least n. 6 from Palestine will be selected by the Committee of Experts to take part to the International Conference. The Conference will be held both in-presence and on-line. In total, n. 500 people it is expected to take part to the event.</p>	<p>KORE University Universitat Autònoma de Barcelona CISS Al-Istiqlal University Al-Azhar University Al-Quds University</p>	<p>COO BEN BEN BEN BEN</p>	<p>YES.</p> <p>Gaza Community Mental Health (Associated Partner), Ministry of Education and Higher Education (Associated Partner),</p> <p>Palestinian Union of Social Workers and Psychologists - PUSWP; Palestinian Ministry of Culture - Jericho Branch; Palestinian General Military Training commission (GMTC); Palestinian Counseling Center - Ramallah Ministry of Interior - ramallah; Makassed Islamic Charitable Hospital - Jerusalem; Jemima Foundation -Beit Jala; Human Rights Unit of the Ministry of Interior - Ramallah; Bethelam Arab Society for Rehabilitation; Baitouna for Community Development (Gaza Strip); Al Marfa Counseling center - Jerusalem will take part to the International Conference and will involve other</p>

						important mental health institutions	
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS9	Raising awareness Campaign	5	CISS	A students-led raising awareness campaign is carried out.	36	Plan of the campaign, communication materials, postcards, flyers, social media products, audio-visual products.	
MS10	International Conference	5	Al-Quds	An International 2-days conference is held in Palestine.	36	invitation, agenda, attendance sheet, registration forms, reports, presentations	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D5.1	Raising awareness campaign	5	CISS	R — Document, report	PU — Public	36	Agenda, minutes, attendance sheet, supporting materials (digital report, A4, 30 pages plus appendixes), 1 video, 5,000 postcards, 1.000 posters and 1,000 t-shirts/shopping bags (communication campaign materials) Language: Arabic, English, Italian, Spanish

D5.2	International Conference	5	Al-Quds	R — Document, report	PU — Public	36	Invitation, agenda, minutes, attendance sheet, presented materials, pictures, a digital report (A4, 40 pages plus appendixes) Language: Arabic, English
D5.3	Project website	5	Kore University	DEC - Website Patent filling	PU — Public	30	Website, Language: Arabic, English

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
KORE University	14 person months	7.000 EUR	0 EUR	7 travels	7 persons travelling	4.200 EUR	400 EUR	400 EUR	0 EUR	1.000 EUR	n/a	0 EUR	910 EUR	13.910 EUR
Universitat Autònoma de Barcelona	15 person months	7.500 EUR	0 EUR	1 travels	1 persons travelling	600 EUR	400 EUR	400 EUR	0 EUR	1.000 EUR	n/a	0 EUR	693 EUR	10.593 EUR

CISS	16 person months	10.000 EUR	0 EUR	1 travels	1 persons travelling	600 EUR	2.800 EUR	2.800 EUR	0 EUR	2.000 EUR	n/a	0 EUR	1.274 EUR	19.474 EUR
Al-Azhar University	5 person months	1.500 EUR	0 EUR	2 travels	2 persons travelling	100 EUR	200 EUR	200 EUR	0 EUR	4.000 EUR	n/a	0 EUR	420 EUR	6.420 EUR
Al-Istiqlal University	5 person months	1.500 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	2.000 EUR	n/a	0 EUR	245 EUR	3.745 EUR
Al-Quds University	18 person months	3.500 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	9.000 EUR	n/a	0 EUR	1575 EUR	24.075 EUR
Total	73 person months	41.000 EUR	0 EUR	11 travels	11 persons travelling	5.500 EUR	3.800 EUR	3.800 EUR	0 EUR	19.000 EUR	n/a	0 EUR	5.117 EUR	78.217 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package ...

To insert work packages, copy WP1 as many times as necessary

Staff effort (n/a for Lump Sum Grants)

Staff effort per work package						
<i>Fill in the summary on work package information and effort per work package.</i>						
Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Start Month	End Month	Person-Months
1	Project management and coordination	1	KORE University	1	36	196
2	Capacity Building Program for innovation and modernisation in the Psychology sector of the targeted Universities	2	Universitat Autònoma de Barcelona	4	16	51
3	Practical-oriented curriculum upgrading and creation of the Applied Psychology Laboratories	4	Al-Azhar	16	24	61

4	Psychological Hub for on-the-job training and community services	5	Al-Istiqlal	25	35	85
5	Raising awareness campaign and International Conference on mental health	6	Al-Quds	29	36	73
					Total Person-Months	466

Staff effort per participant

Fill in the effort per work package and Beneficiary/Affiliated Entity.

Please indicate the number of person/months over the whole duration of the planned work.

*Identify the work-package leader for each work package by showing the relevant person/month figure in **bold**.*

Participant	WP1	WP2			WP...	Total Person-Months
KORE University	53	6	4	5	14	82
Universitat Autònoma de Barcelona	34	23	3	5	15	80
CISS	31	5	6	15	16	73
Al-Azhar University	26	5	24	16	5	76

Al-Istiqlal University	26	5	12	28	5	76
Al-Quds University	26	7	12	16	18	79
Total Person-Months	196	51	61	85	73	466

Subcontracting (n/a for prefixed Lump Sum Grants)**Subcontracting**

Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities).

Subcontracting — Subcontracting means the implementation of 'action tasks', i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement.

Note: Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional.

Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).

Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN/AE to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
	S1.1					
	S1.2					
Other issues: <i>If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.</i>			Insert text			

Events meetings and mobility**Events meetings and mobility**

<i>This table is to be completed for events meetings and mobility that have been mentioned as part of the activities in the work packages above Give more details on the type, location, number of persons attending, etc.</i>							
Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Number
E1.1	KORE University, Universitat Autònoma de Barcelona, CISS, Al-Azhar University, Al-Istiqlal University, Al-Quds University	Kick-Off Meeting	Transnational Meeting	Management and coordination, general action plan, methodological guidelines and tool. Participants will exchange good practices, knowledge and tools in order to achieve the project results	On-line	2	12
E1.2	KORE University, Universitat Autònoma de Barcelona, CISS, Al-Azhar University, Al-Istiqlal University, Al-Quds University	Launch Conference	International Conference	During the international conference, the project will be launched and its objectives and main goals presented to the public. The international partners will have the opportunity to present themselves on-line.	Enna, Italy and On-line	1	50 (expected)
E2.1	Al-Azhar, Al-Istiqlal, Al-Quds	Capacity Building Program – study visit	Study-visit	The study visit will be part of the Capacity Building Program. During the visit, the	Barcelona, Spain	6	15

				participants will increase their skills in practical application of: Virtual reality for Cognitive Psychology and Neuropsychology.			
E2.2	Al-Azhar, Al-Istiqlal, Al-Quds	Capacity Building Program – study visit	Study-visit	The study visit will be part of the Capacity Building Program. During the visit, the participants will increase their skills in practical application of: Neurodevelopmental and emergency psychology.	Enna, Italy	6	15
E2.3	CISS	Capacity Building Program – Practical-oriented training	Practical-oriented training	The practical-oriented training will regards the following topics: Clinical and Cultural Psychology (coordinated by CISS) composed by a) Clinical Psychology and Group techniques; b) Transcultural group process; c) Group Mediation technique.	East Jerusalem	3	4
E2.4	CISS	Capacity Building Program – Practical-oriented training	Practical-oriented training	The practical-oriented training will regards the following topics: Clinical and Cultural	Jericho, Palestine	3	4

				Psychology (coordinated by CISS) composed by a) Clinical Psychology and Group techniques; b) Transcultural group process; c) Group Mediation technique.			
E2.5	CISS	Capacity Building Program – Practical- oriented training	Practical-oriented training	The practical-oriented training will regards the following topics: Clinical and Cultural Psychology (coordinated by CISS) composed by a) Clinical Psychology and Group techniques; b) Transcultural group process; c) Group Mediation technique.	Gaza City, Palestine	4	4
E2.6	KORE University, Universitat Autònoma de Barcelona	Capacity-Building Program – Follow up training	Follow-up training	The Follow-up training will assess the learning outcome of the training, case discussion and best-practices exchange will be carry out. A specific part of training will be on the use of the Laboratories equipment.	East Jerusalem	8	2
E2.7	KORE University, Universitat Autònoma de	Capacity-Building Program – Follow up	Follow-up training	The Follow-up training will assess the learning	Jericho, Palestine	8	2

	Barcelona	training		outcome of the training, case discussion and best-practices exchange will be carry out. A specific part of training will be on the use of the Laboratories equipment.			
E2.8	KORE University, Universitat Autònoma de Barcelona	Capacity-Building Program – Follow up training	Follow-up training	The Follow-up training will assess the learning outcome of the training, case discussion and best-practices exchange will be carry out. A specific part of training will be on the use of the Laboratories equipment.	Gaza City, Palestine	8	2
E4.1	Al-Azhar, Al-Istiqlal, Al-Quds	International Exchange Programme	Study mobility	The students will attend 3-months international exchange to enhance their sectoral (applied psychology) and transversal skills, developing their skills in qualitative research through the elaboration of a study-paper on innovation and transformation in the applied psychology sector.	Barcelona, Spain	90	3

E4.2	Al-Azhar, Al-Istiqlal, Al-Quds	International Exchange Programme	Study mobility	The students will attend 3-months international exchange to enhance their sectoral (applied psychology) and transversal skills, developing their skills in qualitative research through the elaboration of a study-paper on innovation and transformation in the applied psychology sector.	Enna, Italy	90	3
E5.1	KORE University, Universitat Autònoma de Barcelona, CISS, Al-Azhar University, Al-Istiqlal University, Al-Quds	International Conference on Mental Health	Conference	A 2-days International Conference on Mental Health will be organized in Palestine. The Conference will aim to bring together academic scientists, researchers and research scholars to exchange and share their experiences and research results. It also provides a premier interdisciplinary platform for researchers, practitioners, and educators to present and discuss the most recent innovations,	East Jerusalem	12	500 (expected)

				trends, and concerns as well as practical challenges encountered and solutions adopted in the field of mental health.			
--	--	--	--	---	--	--	--

Timetable

Timetable (projects of more than 2 years) Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary. Note: Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.																								
ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1.1 - ...																								
Task 1.2 - ...																								
Task ...																								

#\$WRK-PLA-WP\$#

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.																
ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1.1 - Creation of the Project Management Units and follow-up																
Task 1.2 - Organisation of the Transnational Project Kick off meeting (online)																
Task 1.3 - Formulation of the quarterly action plans																
Task 1.4 - Set up of the monitoring and evaluation tools																
Task 2.1 - Learning Needs' Assessment on practical, didactical and management capacities of the targeted universities																
Task 2.2 - Develop capacity building plan and designing training modules																
Task 2.3 - Implementing the capacity building plan in innovative practical methodologies in the Psychological Sector																
Task 2.4 - Implementing the training on HEI governance and management system (quality assurance; international relations; students services and counselling and career guidance).																
Task 2.5 - Follow up on the implemented courses																
Task 3.1 - Forming a Committee of experts for Curricula upgrading																
Task 3.2 - Review and upgrade of the available syllabus																

Task 3.3 - Creation of the Applied Psychological Laboratories																	
Task 3.4 - Pilot experience and evaluation																	
Task 4.1 - Design and creation of the Psychological Hubs																	
Task 4.2 - Coordination and networking with governmental and private institutions, local mental health institutions																	
Task 4.3 - International Fellowship Programme for Palestinian students																	
Task 5.1 - Psychology students-led design of the campaign																	
Task 5.2 - Raising awareness campaign on mental health issues																	
Task 5.3 - International Conference on the Mental Health and Call for study-paper																	

#@ETH-ICS-EI@#

5. OTHER

5.1 Ethics

Ethics (if applicable)

If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.

Describe how you will ensure gender mainstreaming and children's rights in the project activities.

Gender mainstreaming, accountability to affected population and child protection are cross-cutting issues to the entire intervention. Thanks to a long-lasting experience in the implementation of transnational projects, the Coordinator prepares an Ethic Code which each member of the consortium will have to accept and follow.

In order to **mainstream protection**, the partners ensure a full engagement with the affected people in all the phases of the project by taking into consideration age, gender, diversity and power relations. In fact, already the initial need assessment has been conducted by collecting data disaggregated by age, gender and fewer opportunities. According to the conducted analysis it was decided a strategy that guarantees **equal access to activities identifying also all the barriers and risks (cultural, physical, social etc) that can impede the fully enjoyment of rights of all the categories of beneficiaries**. Guarantying the equal participation of men, female and LGBTI participants will be one of the selection criteria for recruiting the trainees

A gender expert (from CISS NGO) will support the project staff in different phases of the project to guarantee that standard of ethics and code is adequate to the needs and profile of the participants and that **gender is mainstreamed in the whole action**. The Expert will also guarantee the use of gender indicators and the application of gender monitoring strategies for the M&E component. Finally the expert will conduct a specific online training about **sexual exploitation and abuse - SEA policy** - for all the project staff.

Some actions such as the psychological hub may require some data collection and processing; the data processing is done fairly and in a secure manner and the use of personal data is done through questionnaires, digital recording, and only for legitimate purposes. Informed consent procedures are applied and Informed Consent Forms + Information Sheets will be distributed to the participants.

The staff appointed to the Hubs will have to sign a specific **CHILD PROTECTION POLICY**. The policy applies to the project's staff, volunteers, and to all the personnel that for any reason will have to deal with children.

In order to ensure the protection of all the involved people, feedback/complaints mechanisms will be foreseen such as: email; complaint box; satisfaction survey; social media; focal points; focus groups.

The collected feedback/complaints, (written, spoken, or delivered anonymously), will be dealt with within a specified time by personnel of the organization who have already been duly trained, analysed (and investigated), shared with team members and discussed. When possible, the collected feedback can be shared with the beneficiaries for engagement, consultation, and ownership, then needed modifications, additions, or removals are made in addition to assessing gaps/needs. The entire process should respect the privacy and anonymity (when requested) of the complainant.

To ensure that the mechanisms are accessible to all population the management unit will:

- 1- set-up varied sets of feedback and complaints means so persons can choose the most suitable for them, and making it as safe and easy as possible
- 2- ensures that those mechanisms are integrated throughout the entire phases of the project and beneficiaries are always reminded of it.
- 3- ensures Regular evaluation of feedback and complaint mechanisms, and recording them
- 4- Consults other non-direct beneficiaries on the efficiency of the mechanisms, along with staff and partners, in addition to including people who are poorly represented and marginalized.
- 5- Provides info on appeals.

#§ETH-ICS-EI§# #@SEC-URI-SU@#

5.2 Security

Security

Not applicable.

#\$SEC-URI-SU\$# #@\$DEC-LAR-DL@#

6. DECLARATIONS**Double funding****Information concerning other EU grants for this project**

 Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).

YES/NO

We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.

YES

We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc). If NO, explain and provide details.

YES

Financial support to third parties (if applicable)

If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.

N/A

Seal of Excellence (if applicable)

If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence.

In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.

Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?

YES

#\$DEC-LAR-DL\$#

ANNEXES

LIST OF ANNEXES

Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Lump Sum Grants (see [Portal Reference Documents](#))*

CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Annual activity reports (annex 3 to Part B) — *not applicable*

List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Special

Other annexes — *mandatory, if required in the Call document/Programme Guide*

Annex - Supporting letters from:

- Palestinian Union of Social Workers and Psychologists - PUSWP
- Palestinian Ministry of Culture
- Palestinian Ministry of Education and Higher Education
- Palestinian General Military Training commission(GMTC)
- Palestinian Counseling Center - Ramallah
- Ministry of Interior – Ramallah
- Makassed Islamic Charitable Hospital - Jerusalem
- Jemima Foundation -Beit Jala
- Human Rights Unit- Ministry of Interior - Ramallah
- Gaza Community Mental Health – Gaza Strip
- Bethelam Arab Society for Rehabilitation
- Baitouna for Community Development (Gaza Strip);
- Al Marfa Counseling center - Jerusalem

LIST OF PREVIOUS PROJECTS

List of previous projects <i>Please provide a list of your previous projects for the last 4 years.</i>					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
Università Degli Studi Di Enna Kore	Hostis-Hospes, European Union - Horizon 2020 Justice Programme - Call: REC-PP-AG-2016	2017-2020	COO	274.136,00 EUR	https://unikore.it/index.php/it/il-gruppo-di-ricerca/itemlist/category/2678-progetto-hostis-hospes
Università Degli Studi Di Enna Kore	Warmest - European Union - Horizon 2020 – RISE (Research and Innovation Staff Exchange)	2017-2022	BEN	189.000,00 EUR	https://warmestproject.eu/
Università Degli Studi Di Enna Kore	Chemical Elements as Tracers of the Evolution of the Cosmos - Infrastructures for Nuclear Astrophysics; European Union - Horizon 2020 –RIA (Research and Innovation Staff Exchange)	2021-2025	BEN	99.925,00 EUR	https://www.chetec-infra.eu/about/
Università Degli Studi Di Enna Kore	STUD.IO – Sociability Through Urban Design Innovation; EU – Erasmus+ Call. 2020 – Partenariati Strategici per l'istruzione superiore	2021-2024	BEN	57.550,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti http://www.unioneassessorati.it/index.php?option=com_content&view=article&id=2218&catid=8&Itemid=108
Università Degli Studi Di Enna Kore	POWERS - EU - Erasmus Plus Call. 2018 – Jean Monnet Networks	2018-2022	BEN	29.411,00 EUR	http://powers-network.vsu.ru/en/home/
Università Degli Studi Di Enna Kore	NEWS Nearshore hazard monitoring and Early Warning System – SICILY REGION Regione Sicilia - Avviso Pubblico 01/2016 (Bando Italia - Malta) – Regione Siciliana	2018-2021	COO	489.069,00	https://news-project.eu/

Università Degli Studi Di Enna Kore	I KNOW Interregional Key Networking Open Innovation empowerment; SICILY REGION funds	2018-2021	BEN	239.932,00	https://www.i-knowproject.eu/
Università Degli Studi Di Enna Kore	EWAS "Un sistema di allerta precoce per il patrimonio culturale"; MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2018-2022	BEN	265.397,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	RPASInAIR "Integrazione dei Sistemi Aeromobili a Pilotaggio Remoto nello spazio aereo non segregato per servizi"; MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2018-2022	COO	96.728,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	SI.ADD "Soluzioni innovative per la qualità e la sostenibilità dei processi di additive manufacturing" MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2018-2022	BEN	150.740,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	TEMI MIRATI "Tecnologie e Modelli Innovativi per la Mitigazione del Rischio nelle Infrastrutture Critiche" MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2019-2022	BEN	691.460,00 EUR	
Università Degli Studi Di Enna Kore	ISYPORT "Sistema integrato per la mitigazione dei rischi della navigazione in aree portuali" MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2020-2023	BEN	180.000,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	AGREED Agriculture, Green & Digital MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2020-2023	BEN	223.405,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	CADS Creazione di un Ambiente Domestico Sicuro MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2020-2022	BEN	274.150,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti

Università Degli Studi Di Enna Kore	DAVYD Sviluppo di tecnologie innovative per superfici di controllo e attuazione carrelli d'atterraggio MUR - M.I.U.R. - D.D.13-07-2017 N. 1735	2021-2023	BEN	293.977,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	SAMANTA –SmArt MAiNTenance plArform MISE - Ministero dello Sviluppo Economico (di seguito MISE,D.D. del 27/11/2018 avente per titolo “Fabbrica intelligente e Agrifood”	2020-2023	BEN	289.875,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	LIMNADI - Integrazione multi-scopo di piccoli invasi collinari per la laminazione delle piene Ministero dell'Ambiente - Ministero dell'Ambiente e della Tutela del Territorio e del Mare, Decreto n. D.D. DGSTA/524 del 29.11.2017	2018-2021	BEN	80.000,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	“Life skills per l’inclusione - Buone pratiche creative per la partecipazione socio-economica delle donne migranti vulnerabili.” Ministero dell'Interno - FONDO ASILO, MIGRAZIONE E INTEGRAZIONE (FAMI) 2014-2020	2019-2021	BEN	277.785,00 EUR	https://www.cisson.org/life-skills-per-inclusione-buone-pratiche-creative-per-la-partecipazione-socio-economica-delle-donne-migranti-vulnerabili/
Università Degli Studi Di Enna Kore	BRAINHEART Regione Sicilia - MISURA 1.1.5 - D.D.G. n. 1349/5 DEL 14.06.2017	2020-2022	BEN	192.600,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	BIOCLEARPACK “Sviluppo di packaging multistrato per il settore tissue: carta – film biodegradabile trasparente” Regione Sicilia - MISURA 1.1.5 - D.D.G. n. 1349/5 DEL 14.06.2017		BEN	112.550,00 EUR	https://unikore.it/index.php/it/ricerca-scientifica/progetti

Università Degli Studi Di Enna Kore	OMEGA: Oil Matrix Extraction from Guttet Anchoives Regione Sicilia - MISURA 1.1.5 - D.D.G. n. 1349/5 DEL 14.06.2017	2020-2022	BEN	150.000,00	https://unikore.it/index.php/it/ricerca-scientifica/progetti
Università Degli Studi Di Enna Kore	Domotic nZeb Building System Regione Sicilia - MISURA 1.1.5 - D.D.G. n. 1349/5 DEL 14.06.2017	2020-2022	BEN	47.915,00	https://unikore.it/index.php/it/ricerca-scientifica/progetti

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).
2.0	01.06.2022	Consolidation, formatting and layout changes. Tags added.
3.0	06.11.2023	Added deliverables 1.3, 1.4, 2.5, 5.3.