ARTIVATE

Art Therapy-Based Psychoeducation to support the participation of adults with Learning Disabilities in Adult Education

2020-1-FR01-KA204-080200

O1 Matrix of competences on art therapy-based psychoeducation to overcome adults' learning disabilities

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Introduction

The **Matrix of Competences on art therapy-based psychoeducation to overcome adults' learning disabilities** was designed under the scope of ARTIVATE, an Erasmus+ project implemented between October 2020 and September 2022, in six European countries – France, Greece, Ireland, Poland, Portugal and Spain. The project aims to foster the implementation of art therapy-based psychoeducation to support the participation of adults with learning disabilities in education, improving their skills and competences, and facilitating their social integration.

In this framework, the ARTIVATE Matrix of Competences was developed to provide a reference for adult educators and health care professionals implementing art therapy-based psychoeducation to support adults with learning disabilities, to facilitate their education, participation, and social integration. It defines the required knowledge, skills, and attitudes, as well as a framework for the assessment, transfer, and recognition of learning outcomes related to the implementation of innovative psychoeducation methodology with the targeted beneficiaries of this project. It also provides a guide for the development of the online campus, the learning resources and the practical activities set developed within the framework of the ARTIVATE project.

This document presents the ARTIVATE Matrix of Competences and includes the:
1. **Theoretical framework,** summarising country analysis and collaborative identification of specific competences, presented in part 1
2. **Learning units and related terms of reference**, presented in part 2
3. **Conclusions and recommendations,** for the development of learning contents and strategies within the ARTIVATE project scope, shared in part 3

Part 1 – Theoretical framework

The Theoretical Framework has been developed using a participatory methodology, involving all participating organisations[1] in the process. It comprised a brief analysis of the European Qualification Framework (EQF), the National Qualification Framework (NQF), and the implementation of the European Credit System for Vocational Education and Training (ECVET) guidelines in each country, as well as the national state of the art concerning art therapy-based psychoeducation for adults with learning disabilities in these countries. Based on this country analysis, the partnership has also collaboratively defined the competences that adult educators and health care professionals are required to have in order to provide art therapy-based psychoeducation to the ARTIVATE project's final beneficiaries. This collaborative exercise led to the final definition of the learning units, as delimited pieces of education that should be included in the ARTIVATE Matrix of Competences, aimed at enhancing the transfer and recognition of learning outcomes.

Country analysis of qualification frameworks and ECVET guidelines

The **EQF** helps to compare national qualification systems and enable communication between them. At the core of the EQF are eight common European reference levels, which are described as learning outcomes defined in terms of knowledge, skills, and attitudes. Based on the country analysis performed by all partners, it has been decided that the ARTIVATE Matrix of Competences should be designed in line with **EQF level 5,** and the learning outcomes (LOs) described according to the respective descriptor elements, as presented in the table below.

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[1] Institut Regional d'Insertion Professionnelle et Sociale (France) ; IASIS (Greece), Innoquality Systems Limited (Ireland) ; Fundacja Agencji Sluzby Spolecznej (Poland) ; Mindshift Talent Advisory (Portugal) ; Asociación la Bien Pagá Espacio Escénico and Instituto para el fomento del desarrollo y la formación (Spain)

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EQF level 5 descriptors elements		
Knowledge	**Skills**	**Attitudes**
The **cognitive learning domain** that comprises **comprehensive, specialised, factual, and theoretical knowledge** within a field of work or study and an awareness of the boundaries of that knowledge, *i.e.,* **what they should know**.	The **practical learning domain** that comprises a comprehensive range of **cognitive and practical skills** required to develop creative solutions to abstract problems, *i.e.,* **what they should learn to do.**	The **affective learning domain** that is related to the exercise of **management and supervision** in contexts of work or study **activities where there is unpredictable change**, as well as to the **review and development of self and others' performance**, *i.e.,* **their predispositions and what they tend to do**.

The following table summarises the results of the EQF and NQF comparative analysis developed by ARTIVATE partners.

EQF LEVEL	NQF					
	France	**Greece**	**Spain**	**Ireland**	**Poland**	**Portugal**
5	**5**	**5**	**5**	**6**	**5**	**5**

The **ECVET** is recognised as a mechanism for the official recognition, accumulation, and transfer of individually achieved learning outcomes, thus guaranteeing equity among formal, non-formal and informal learning opportunities. ARTIVATE partners have also performed a comparative analysis of the ECVET formula applied at country level, as summarised in the following table.

ECVET formula	**France**	**EL**	**ES**	**IE**	**PL**	**PT**
25h/1point	**NA**	**25h/1point**	**25h/1point**	**20h/1point**	**9h/1point**	**25h/1point**

Considering this analysis and recognising that it is nowadays more consensual across Europe to commensurate **1 ECVET point to approximately 25 hours of learning** (i.e., hands-on, self-study and assessment hours), ARTIVATE partners decided to set this as the formula to be applied to the training programme under development. Besides this, the ARTIVATE Competences Framework also features the following ECVET principles: 1) define units of learning outcomes; 2) describe learning outcomes in terms of knowledge, skills, and attitudes; 3) define teaching and learning hours with allocation of respective ECVET points.

Country analysis of current situation regarding art therapy-based psychoeducation interventions for adults with learning disabilities

Countries' analysis revealed that the situation is quite diverse across France, Greece, Ireland, Poland, Portugal, and Spain with regards to formal frameworks and the effective use of art therapy as a psychoeducation method to support adults with learning disabilities. Although specialised training in art therapy is available in all the partners' countries, legal frameworks for practitioners are only present in some of them. The current use of art therapy interventions also varies across the countries. The following table summarises this information per each partner's country.

Country	Formal frameworks	Current interventions	Training
France	No official recognition of art therapy as a profession	▪ Generally targeting people with more severe pathologies or in search of personal development ▪ No specific interventions for adults with LD	▪ Paris Cité Sorbonne/University Paris V provides training in art therapy as a professional and research master's degree ▪ Other entities provide art therapy-specialised continuing education
Greece	Completion of a Bachelor in an art or science relevant to art therapy intervention is mandatory	▪ Usually used as a psychotherapeutic approach to diverse problems ▪ Only one entity – Synothisi Centre – uses art therapy to tackle the issues faced by adults with LD	▪ Art & Psychotherapy Centre provides specialised training and formal recognition in art therapy & children and adolescent art psychotherapy ▪ The University of Aegean provides training in art therapy with an emphasis on drawing ▪ British Hellenic Educational provides Postgraduate training in the Psychodynamic Jungian Approach through the use of art therapy in education and health

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Ireland	No statutory regulation of art therapists, but the Irish Association of Creative Arts Therapists (IACAT) is a specialised professional accreditation body	▪ Currently provided to people experiencing mental health problems and difficulties, or challenging living situations ▪ Some entities provide art therapy-based psychoeducation interventions specifically aimed at adults with LD	▪ Cork Institute of Technology provides a Master's in Art Therapy ▪ Ulster University provides a Master's in Art Psychotherapy ▪ PCI College Ireland provides a professional certificate in the creative arts, explored as a means of therapy ▪ Dublin Art Therapy College provides a professional certificate – Person-Centred Art Psychotherapy
Poland	Art therapy is a legally recognised profession and formal accredited training is mandatory for future practitioners	▪ Used in diverse pedagogical, caring, therapeutic, medical, cultural, and educational institutions for both remediate and development promotion purposes ▪ Art therapy not only supports adult patients' health recovery, but also daily learning difficulties are overcome	▪ Creativity Studio in Warsaw provides an Art Therapy and Occupational Therapy course ▪ Creativity Factory in Chorzów provides workshops under the scope of art therapy in dialogue
Portugal	Only accredited professionals can provide art therapy; the Portuguese Psychology Society and the Portuguese Society of Art Therapy are involved in the process of formal recognition	▪ Used both in individual and group interventions targeting diverse age groups, with therapeutic and educational aims ▪ No concrete interventions in adults LD reported, but common use as a pedagogical mediation tool with	▪ Portuguese Society of Art Therapy provides advanced training and intensive courses in art therapy

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		children and youth with LD	
Spain	No legal requirements but an Art Therapy Master's course recognised by the Spanish Art Therapy Association (ATE) and the Art Therapy Federation (FEAPA) is mandatory	▪ Mainly used in individual interventions targeting emotional disorders, relational problems, chronic processes, mental disorders, developmental and learning difficulties ▪ No concrete interventions in adults LD reported, but specific interventions targeting children's LD and recommendations to integrate art therapy in the education process available	▪ The Complutense University of Madrid(coordinator) and The Autonomous University of Madrid provides a Master's in Art Therapy and Art Education for Social Integration ▪ Pablo de Olavide University provides a course in Art Therapy and Art applications for dialogue and social integration

Collaborative identification of specific competences

Based on all the collected information at country level, the ARTIVATE partnership took part in a collaborative brainstorming exercise handled online with the support of the Miro collaborative platform. This exercise aimed to identify the specific competences required by adult educators and health care professionals to implement art therapy-based psychoeducation to support adults with learning disabilities. The table below summarises the results of this exercise.

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Greece	Spain	France	Ireland	Portugal
Introduction to art therapy	Fundamentals & principles of art therapy	Introduction to art therapy	An introduction to art therapy: history and development of art therapy, current context & boundaries	Fundamentals & principles of art therapy
Various approaches and models of art therapy	Psychology and psychotherapy intervention	Presentation of the multiple different methods	Art therapy principles & approaches within individual or group client settings	Advantages of art therapy
Art therapy, artistic education, and personal development	Adults' learning disabilities	Adaptable to different cases and suitable for adults' learning disabilities	The role of imagination and creativity in a therapeutic context	Applied artistic means and resources
Using art therapy as an educational tool/adult education	Non-formal education applied on adult learning disabilities	Can be used to learn in a gentle way	Adult learning disabilities	Art therapy in education
Art therapy as a psychoeducational approach	Creativity, art, and psychotherapy studies	Everybody can use this method with or without any art knowledge	Art therapy as an intervention for adults with learning disabilities	Unleashing the potential of the creative process
Art therapy & soft skills	Art therapy applied to adults with learning disabilities	Increase self-understanding and self-regulation skills, which allow better learning	An introduction to experiential art therapy: integrating theory & practice – directive and non-directive approaches within individual and group settings	Art therapy-based strategies for universal learning design
Digitalisation of art therapy	Creativity, art, and disability	Allows a better personal balance and personalised follow-up	Experiential art therapy: self-reflection on personal creative development and process of experiential art therapy	Adults' learning disabilities
Adults' learning disabilities & applied art therapy		Establish friendly individual relations, even between patient and medical staff		Art therapy-based strategies in adult education

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The inputs have then been analysed and organised in a structure of six learning units to be covered by the ARTIVATE Matrix of Competences, as presented below:

- **Introduction to art therapy**
- **Approaches and methods of art therapy**
- **General applications and benefits of art therapy**
- **Andragogy and art therapy-based psychoeducation**
- **Learning challenges for adults with learning disabilities**
- **Art therapy-based psychoeducation in adults with learning disabilities**
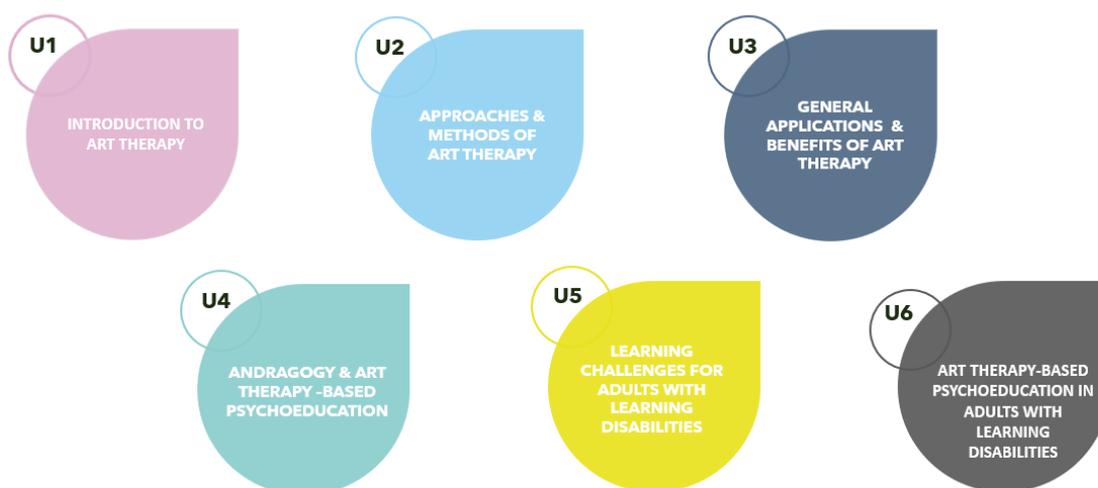
Part 2 – Learning units and terms of reference

The ARTIVATE Matrix of Competences has been developed for the following six learning units. These learning units innovatively combine art therapy, adult education and learning disabilities related topics that are relevant to meet the ARTIVATE project goals.

For each unit, the aim, and a set of nine learning outcomes were defined in terms of knowledge, skills, and attitudes, in compliance with the ECVET guidelines and EQF level 5. These topics were also considered for the development of a list of terms of reference related to each learning unit.

ARTIVATE Matrix of Competences

U1

INTRODUCTION TO ART THERAPY
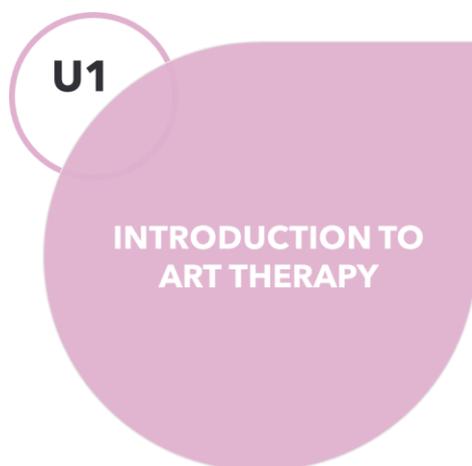
Developed by
Fundacja Agencji Sluzby Spolecznej, Poland

Aim
This unit aims to offer a comprehensive understanding of art therapy and its core principles, as well as to clarify the current scope and boundaries to art therapy practice, setting the necessary background for the development of the upcoming units.

Learning outcomes
By the end of this unit, professionals will be able to:

Knowledge	K1.1	Define art therapy and its core principles
	K1.2	Describe the stages of the art therapy process
	K1.3	Identify the scope and the boundaries for art therapy interventions
Skills	S1.1	Illustrate art therapy principles
	S1.2	Explain the art therapy process
	S1.3	Debate myths and misconceptions concerning art therapy
Attitudes	A1.1	Advise on art therapy interventions, considering its scope and boundaries
	A1.2	Monitor the consistency of art therapy processes
	A1.3	Comply with the diverse boundaries of art therapy interventions

Terms of reference

Art	Modes of expression that use skill or imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others and evoke specific emotions in them.
Art therapy	A form of psychotherapy that uses artistic media as the primary means of communication. It uses the creative process to raise the physical, mental, and emotional well-being of people of all ages.
Art therapy process	The stages of an art therapy intervention, closely related to the moments of the creative process.
Boundaries to art therapy interventions	Any formal therapeutic, legal requirements, and limitations concerning the implementation of art therapy. They might be transversal or country specific.
Psychotherapy	The use of psychological methods by a certified professional and within a relational setting to help an individual or a group constructively dealing with various psychological, emotional, or behavioural problems.
Therapy	The process of working with a certified therapist to develop positive thinking and other skills, as well as to treat mental health issues, such as mental illness or trauma.

U2

APPROACHES & METHODS OF ART THERAPY
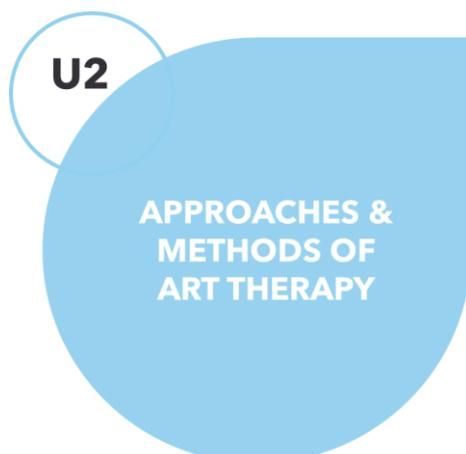
Developed by
Innoquality Systems Limited, Ireland

Aim
This unit aims to support professionals conceiving art therapy interventions, by recognising and applying the most relevant theoretical approaches and methods of art therapy to individual or group interventions in analogic, digital and hybrid environments.

Learning outcomes
By the end of this unit, professionals will be able to:

Knowledge	K2.1	Describe the most relevant theoretical approaches and methods of art therapy
	K2.2	Identify similarities and differences between individual and group interventions in art therapy
	K2.3	Define the similarities and differences between analogic, digital and hybrid environments for art therapy interventions
Skills	S2.1	Apply relevant theoretical approaches and methods of art therapy to different intervention settings and environments
	S2.2	Select the most effective artistic resources for carrying out the different art therapy interventions
	S2.3	Evaluate own understanding and application of art therapy approaches and methods in analogic, digital and hybrid environments

Attitudes	A2.1	Advise adult educators on the most relevant theoretical approaches and methods of art therapy
	A2.2	Guide adult educators in carrying out individual and group art therapy interventions
	A2.3	Make recommendations on best practices in promoting art therapy interventions in analogic, digital and hybrid environments

Terms of reference

Analogic environments	The intervention performed in face-to-face settings.
Artistic means/resources	Creative art forms, including, for example, drawing, painting, modelling, creative writing, drama, dance, and music composition, as well as any related analogic and digital resources.
Digital environments	The intervention performed in online settings.
Directive art therapy	An art therapy approach where the art therapist suggests the theme for the person or group.
Experiential art therapy	An approach that integrates theory and practice through participation in experiential workshops within a peer group setting.
Hybrid environments	A mixture of face-to-face and online intervention settings.
Psychotherapy	The treatment of mental disorders and emotional difficulties by psychological rather than medical means.

U3

GENERAL APPLICATIONS & BENEFITS OF ART THERAPY
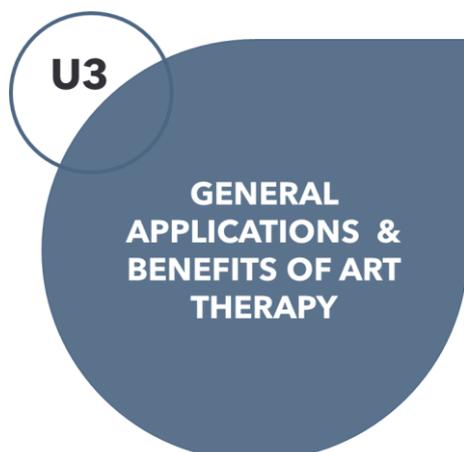
Developed by
Asociación la Bien Pagá Espacio Escénico & Instituto para el fomento del desarrollo y la formación, Spain

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Aim
This unit aims to support professionals identifying concrete relevant applications of art therapy, as well as the positive personal, social, and developmental outcomes related to art therapy interventions.

Learning outcomes
By the end of this unit, professionals will be able to:

Knowledge	K3.1	Determine specific relevant art therapy applications
	K3.2	Recognise positive personal, social, and developmental outcomes related to the creative process applied within art therapy
	K3.3	Identify concrete soft skills improvements prompted by art therapy interventions
Skills	S3.1	Compile specific relevant art therapy applications
	S3.2	Compare art therapy interventions with other therapeutic approaches, focusing on processes and produced outcomes
	S3.3	Illustrate soft skills improvements prompted by art therapy interventions

Attitudes	A3.1	Advise on the different problems and scenarios of art therapy interventions, in comparison with other therapeutic approaches
	A3.2	Make recommendations on leveraging the creative process to promote personal and social development
	A3.3	Monitor soft skills improvements in art therapy interventions

Terms of reference

Creative process	The procedure in which ideas, art, or creative thinking comes about. It always begins by gathering inspiration and ultimately culminates with the finished product. The creative process steps in the middle depend on the person since each person has a unique approach to process creativity.
Personal development	Lifelong individual self-improvement process. People develop by learning new information following their own interests. The person becomes a more effective, productive, and happy individual.
Soft skills	Patterns of thought, feelings and behaviours that are socially determined and can be developed throughout a lifetime to produce value. Soft skills may comprise personality traits, motivations and attitudes and are vitally important for the individual's employability and adaptability.

U4

ANDRAGOGY & ART THERAPY –BASED PSYCHOEDUCATION

Developed by
Mindshift Talent Advisory, Portugal

Aim
To support professionals exploring and recognising art therapy as a psychoeducational tool for adult learning, following the andragogy and universal design for learning principles.

Learning outcomes
By the end of this unit, professionals will be able to:

Knowledge	K4.1	Describe andragogy and universal design for learning principles
	K4.2	Define art therapy as a psychoeducational tool
	K4.3	Identify key competences boosted by art therapy-based psychoeducation
Skills	S4.1	Explain how to address adult learners' diversity through the lenses of andragogy and universal design for learning
	S4.2	Discuss the relevance of art therapy-based psychoeducation in adult learning
	S4.3	Analyse current practices on andragogy and art therapy-based psychoeducation

Attitudes	A4.1	Advise on personalised learning approaches in adult education
	A4.2	Make recommendations on best practices in promoting andragogy principles
	A4.3	Support adult educators and health care professionals implementing andragogy approaches and art therapy-based psychoeducation

Terms of reference

Andragogy	The teaching-learning approach in adult education, that conceives learners as self-directed and autonomous, and educators as learning facilitators.
Learners' diversity	The different personal learning preferences, styles, and capabilities, regarding learning engagement, representation, action, and expression.
Psychoeducation	A form of education specifically offered to individuals who suffer from any psychological condition that impairs their ability to lead their lives.
Universal design for learning (UDL)	A framework to improve and optimise teaching and learning that advises for the application of multiple means and strategies to address learners' diversity.

U5

LEARNING CHALLENGES FOR ADULTS WITH LEARNING DISABILITIES

Developed by
IASIS, Greece

Aim
This unit aims to support professionals understanding and forecasting the learning challenges experienced by adults with the most common learning disabilities.

Learning outcomes
By the end of this unit, professionals will be able to:

Knowledge	K5.1	Define educational barriers faced by adults with learning disabilities
	K5.2	Identify the additional learning needs of adults with learning disabilities
	K5.3	Identify ambiguous situations that can occur when educating adults with learning difficulties
Skills	S5.1	Analyse the strengths of adults with learning difficulties
	S5.2	Design an effective learning path for adults with learning difficulties
	S5.3	Effectively measure the learning progress of beneficiaries

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Attitudes	A5.1	Comply with the various challenges that may arise from educating people with learning disabilities
	A5.2	Collaborate with all sorts of adult learners, regardless of their skills and capacity
	A5.3	Manage and increase their own capacity to deal with personal and intrapersonal challenges when educating adults with learning difficulties

Terms of reference

Dyscalculia	A neurological learning disorder, an impediment in mathematics, evidencing problems with number sense, memorisation of arithmetic facts, accurate and fluent calculation, accurate math reasoning.
Dysgraphia	A neurological learning disability concerning language-based difficulties in constructing meaningful and effectively structured expressive writing and/or an ongoing weakness in spelling and punctuation.
Dyslexia	A neurobiological learning disability, characterised by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.
Non-verbal learning disabilities	A neurological condition characterised by poor visual, spatial, and organisational skills, difficulty recognising and processing non-verbal cues and poor motor performance.
Learning challenges	A variety of cognitive, motivational, or affective challenges that affect the learning process of an individual.
Learning disabilities (LDs)	A heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities.

U6

ART THERAPY-BASED PSYCHOEDUCATION IN ADULTS WITH LEARNING DISABILITIES

Developed by
Institut Regional d'Insertion Professionnelle et Socialle, France

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Aim
This unit aims to support professionals envisaging and using art therapy as a psychoeducation tool to address the learning challenges experienced by adults with the most common learning disabilities.

Learning outcomes
By the end of this unit, professionals will be able to:

Knowledge	K6.1	Identify advantages of using art therapy-based psychoeducation with adults with learning disabilities
	K6.2	Describe how art therapy-based psychoeducation meets these adults' specific needs and strengths
	K6.3	Define effective art therapy-based psychoeducation strategies to support these adults' participation in formal, non-formal and informal learning settings
Skills	S6.1	Compare art therapy-based psychoeducation to other psychoeducation approaches in terms of relevance and effectiveness to address the needs of adults with learning disabilities
	S6.2	Plan art therapy-based psychoeducation interventions to support adults with concrete learning disabilities
	S6.3	Measure the impact of using art therapy as a psychoeducational tool to facilitate these adults' participation in formal, non-formal and informal education

Attitudes	A6.1	Advise on the use of art therapy in psychoeducation interventions of adults with learning disabilities
	A6.2	Support adult educators and health care professionals using art therapy as a psychoeducational tool with adults with learning disabilities
	A6.3	Collaborate with adult education and health care providers to disseminate and further develop art therapy-based psychoeducation strategies to support and leverage adults with learning disabilities

Terms of reference

Art therapy-based psychoeducation	*The practice of art therapy strategies as part of a systematic, structured, and didactic knowledge transfer for an illness and its treatment.*
Formal education	*Refers to the structured education system that often comprises an assessment of the learners' acquired learning or competences, is based on a programme or curriculum, and usually leads to recognition and certification.*
Informal education	*Refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources from his/her environment and daily experiences. Learning is often unplanned and unstructured.*
Non-formal education	*Refers to planned, structured programmes, and processes of personal and social education designed to improve a range of skills and competences, outside the formal educational curriculum.*

Part 3 – Conclusions and recommendations

The ARTIVATE Matrix of Competences is an innovative proposal that brings together topics related to art therapy, adult education, and adults' learning disabilities to build and strengthen adult educators and health care professionals' competences to use art therapy as a psychoeducational tool in their interventions with adults with learning disabilities. Its quality and suitability to the target audience has been recognised by the partnership. Its defined aims, learning outcomes, and terms of reference for each learning unit can be seen as a guide for the development of relevant learning resources and practical activities within the scope of the ARTIVATE project, or by any other organisation or professional interested in its use.

In this frame, the following set of recommendations are drafted:

- **Make learning resources compliant with the approved matrix** to ensure there is no overlapping between learning units

- **Ensure learning materials integrate the terms of reference in a consistent and accurate way** to guarantee that learning resources cover all the fundamentals of each learning unit

- **Keep in mind that EQF level 5 has been defined**, and therefore it should also be considered in the production of learning materials, to ensure there is balance and coherence in terms of complexity between all learning units

- **Recall the different countries' situations concerning formal requirements, available training, and current applications of art therapy in educational settings** to guarantee that learning resources are innovative and relevant in any country