

# RESELTAM

Development of web-based education module for the craftsmen working in restoration sector to receive a vocational training according to European quality standardization

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# Executive Summary

More than the half of the world population is traveling yearly to different places in order to see and explore the various cultural heritages all over the world. It means that there is a general and common interest in cultural heritages which are the traces of the past that needs to be protected in order to help us to understand who we are today. Therefore, their conservation and preservation become an unavoidable exigency; the main factor that makes them survive is the manpower which consists of architects, restorers and craftsmen. Yet, craftsmen are the most critical element since their contribution is characterized by a low level of education. The project was created due to the problems of restoration works which were caused by unskilled and uneducated craftsmen in the restoration sector. The main aim of the project is to reinforce the education level of craftsmen as weakest ring in restoration, by using new methodologies, and to build up a module of education in European standards by trying to grasp the common points between different applications in different countries. Craftsmen are not able to reach education possibilities in a desirable way because of dissimilarities such as age groups, socio-economical levels, geographical or cultural situations. On one hand, the craftsmen live difficulties in attending easily classroom basis education programs. Besides, the disparities of educational systems between different cultures make unequal their level of knowledge and competence. This project aims to create, in partner countries, generally in Europe, an accessible educational system, enriched by visual elements, which allows craftsmen also to observe different restoration practices in different countries. In the first year of the project, the needs of the target group and target sector and the current Education systems about restoration were analyzed in Turkey, Poland, Italy and France. This analysis was reported and published. The Education contents have been prepared based on this report. The education contents were formed on four different modules under the basic headings of Wood, Metal, Stone and Masonry. The parts of “glossary”, “master knacks” and “job security”, which support the Education content, were prepared. The content consists of two systems: e-book and e-test. The member of target group, who takes Education via e-book, can do self-assessment using the e-test. The student can take education appropriate to his level, in short time and without getting bored. After the preparation of the content, it was tested and evaluated by approximately 100 people who presented the different branches of the Target Group (TG) in each country. At the end of the project “Help Desk” and “Handbook” (guides for users of eLearning) accompanied the e-learning system as outcomes of the project. The project partner P1 (Pera Fine Arts) was the promoter of the project, mainly responsible for the management of the project; at the same time it had responsibility in implementation of the project. This means analysing the needs, organisation of the eLearning, production of handbook and help desk together with P2, testing, dissemination and exploitation of the project, organisation of the meetings and dissemination conference. P1 is one of the biggest training institutions of Istanbul / Turkey about vocational training and arts. P2, ESTA from Germany, was the technical partner of the project and had responsibility to set the web site, forum, eLearning, help desk and handbook. P3, Budowlani Trade Union from Poland has nearly 2000 members and it had a great role to disseminate the project results and testing them. P4 (Ecole d'Avignon – France), P5 (Palazzo Spinelli Istituto / Italy), P6 (Vocational School in Nysa / Poland) and P7 (Ege University Restoration and Conservation College / Turkey) had the most important role in the project. They worked on the analysis of the TG and TS members' needs, current education systems, writing the content, getting feedbacks of the TG, testing and disseminating. The project's web site is [www.reseltam.eu](http://www.reseltam.eu). There is also the “bazaar” section which is another outcome of the project. Bazaar aims to congregate the members of the sector and the craftsmen, creating a pathway to reach them easily. The project provided in short term the education of craftsmen, and in long term the acquisition of a standard education system, the sharing of different restoration practices in different countries, and the standardization of the quality of the restoration work.

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# 1. Project Objectives

RESELTAM project aimed the creation of an e-Learning system which is based on revisions of existing contents in restoration education programs in European countries according to cultural dissimilarities and target group (TG) needs. In this way a standart, accessible, renewable, intelligible curriculum was built up. The education system is used in improving the education level of craftsmen and in long term the quality of practices in restoration sector will be raised to the European standards. We can enumarate specific and concrete aims of project as follows:

- Realizing the analysis in IT, FR, PL and TR in order to determine the needs of TGs,
- Analyzing the existing education system of the TGs in above mentioned countries,
- Preparing the e-Learning content basing on datas resulting from both analysis,
- In order to emphasize cultural dissimilarities, adding to the content different practices of restoration in different countries,
- Enriching the content by visual elements such as photographs, drawings, illustrations in order to make it more intelligible,
- Preparing a handbook to set-up the technical structure of the e-Learning system and make it easy to use,
- Providing the translation of the system built up in English into the partner languages (five languages) in order to make it in multilingual,
- Ensuring the trials of the system with partner groups in partner countries,
- Introducing the system through web site and other means from the beginning of the project,
- Providing the involvement of all stakeholders (municipalities, associations, trade unions, employers, ect.) in order to make the project well known and assuring its utilization before it ends.
- Generating a pattern module of education also for similar sectors where the visual dimension is important,
- Raising up the quality of the restoration education and practices by educating TGs.
- Abating the damage risk of cultural and historical heritage caused by insufficient education of TG members,
- Working for the accreditation of the education system in all partner countries.

Our project focused on an e-learning system which allows accessing education easily and more effectively. E-learning hadn't been applied in restoration education sector before the project. It helps to make vocational training systems and practices more accessible to TG members that have not followed conventional vocational education routes. The project contributes to transnational debates about equivalence and transferability of continuing VET and vocational qualifications. At the end of the project dissemination seminars were organized in each partner country. These seminars have raised the projects' profile and stimulate debate about issues that have arisen for the TG and employers.

## 2. Project Approach

RESELTAM Project started in November 2007 and finished at the end of November 2009 and it was a 2 years project. There were 5 work packages in the project and the project duration was divided into four stages which each of them had 6 months duration. The first stage was mainly about curriculum development. In the first transnational meeting, which took place in Turkey, the partners presented the reports on their own curriculum about the restoration-conservation. At the same meeting, common points of the eLearning were defined and the questionnaires for realizing the Target Group and Sector survey were developed. Then the analysis of the needs of craftsmen and employers and the current education systems and curriculums about restoration were realized by the partners in their countries. These analyses were reported by the partners who presented them in the second meeting, held in Warsaw, Poland. At the same time, the partners Ecole d'Avignon and Palazzo Spinelli Istituto reported the outcomes of "European Conservation Practitioners License (ECPL)" Project of which they were the partners. All reports were used during the development of the eLearning system. The task of the development of the eLearning was divided within the partnership. VET provider partners were responsible to develop the content. Each partner prepared one section of the content. French partner Ecole d'Avignon prepared the "Masonry", Italian partner Palazzo Spinelli Istituto prepared "Stone", Polish partner The State Higher Vocational School in Nysa prepared "Wood", and Turkish partner Ege University Bergama Technical and Business College Restoration and Conservation prepared "Metal" section. All sections have five modules called "Objects and range of the objects", "Application fields", "Application techniques", "Maintenance" and "Proceeding and gadgetry and materials". In the second stage, the partnership shared the prepared contents, proceeding to the first revision of it according to the national differences and partners' comments in a technical meeting held in Berlin, Germany. After the preparation of the contents in 5 languages (En, Tr, Fr, It and Pl), they were transferred into the internet environment and tested by pilot groups in each country. Different target group types (students, self-employees, employees, employers, teachers, trainers, tutors) attended to the piloting in different ways (work place, distance learning, classroom, etc.). The attendees' total number reached to 116; the feedbacks of these attendees were gathered by different type of questionnaires. The partners reported the piloting stage feedbacks and the external evaluator evaluated the stage. According to the final reports, the system was revised for the second time, ready then for publication. During all the piloting stage, two partnership meetings were held in Avignon / France and Izmir / Turkey to get succeed on management of this sensitive and important stage. Together with eLearning system, the other elements produced in RESELTAM are the web site including "bazaar" and "forum" sections, the handbook, the help desk and the research report.

During the development of eLearning system, the partners in each country implemented dissemination, exploitation and accreditation activities. The project was presented in several workshops, seminars, meetings to the stakeholders and finally in an international restoration – conservation fair which was held in the 30<sup>th</sup> October 2009 in Italy. The final dissemination conference was realized during the fair.

Summarily the project activities were realized as follows;

- 1. Transnational partnership meeting was realized
- Partners contracts were signed
- Data Management Server was set up (DMS aims to set up a common portal sharing the datas in the partnership)

- Partners presented the reports about their own curriculum about the restoration-conservation in the first partnership meeting.
- The common points of the e-learning were defined.
- The questionnaires which were used during the Target Group and Sector survey were developed.
- The analyses on TG and TS members were realized.
- The results of the analyses were reported by the related partners.
- VET provider partners implemented a survey about the current education systems and curriculums about restoration in their countries.
- The analyses were reported by the related partners.
- P5 and P4 prepared a report about the ECPL project and outcomes.
- The partners were trained about administrative and financial process of the project.
- The steering committee members were defined.
- The logo of the project was designed and selected.
- It has been started to design the project's web site and the first edition was published.
- The "data-base" has been started to develop during the survey.
- The new silent partners have attended to the project.
- It has been started to select the piloting stage participants.
- It has been started to set up the "advisory group".

The dissemination activities have been started (press releases, meetings, workshops, web sites, search engines, etc.)

The second stage was mainly about curriculum design (between April – October 2008) and following activities were realised;

- Second partner meeting was held in April in Warsaw.
- The curriculum was designed.
- The eLearning content and technical structure were combined.
- The eLearning content was developed.
- The eLearning content was translated into TR, FR, IT and PL.
- The main report about the Target Group and Target Sector was prepared.
- The additional, technical meeting was realized in Berlin, in the 1<sup>st</sup> of August, 2008.
- The silent partner analysis was done.
- The web site was designed and upgraded.
- The dissemination activities were done.
- The mid term report was prepared.
- The mid – term quality evaluation report was prepared by the external evaluator.
- The bazaar was published
- The forum was published
- The "job security" part was developed.

- The “glossary” part was developed.
- The “master knacks” part was developed.
- The handbook was prepared and published.

Normally the second stage was planned to be finished in six months but some of the activities related with this stage couldn't be finished in this time. Development of the eLearning content and the development of the eLearning technical structure couldn't be finished in this duration. Paralelly, the translation of the content couldn't be finished. These activities' duration was extended to May 2009. A lot of reasons could be shown for this delay. But the most important of them is the differences between the applications in countries and the differences between their education methodologies. All contents were tried to be matched to each other, so it took longer time than expected. Before finishing the preparation of the content, technical development couldn't be done. The IT experts had to see the content type to develop the system. Also before finishing the content, it was not possible to translate them to the other languages. So translation and development of the technical structure were done in delay within the parallel of the content development. These delays don't mean that everything was stopped. At the same time the partners did the preparations of the piloting stage and had already started to do the dissemination activities which were related with the following stages.

The third stage was mainly about piloting (November 2008 – April 2009) and following activities were relaised;

- Third partner meeting was realized in Avignon / France
- Piloting stage members, advisory group members and the tutors who would work during the piloting were defined.
- Piloting stage presentation meetings were organized.
- Piloting stage organizations were done.
- Piloting was done in Turkey (Istanbul, Bursa, Edirne and İzmir), Italy, Poland (Warsaw and Nysa), France, and Switzerland with 116 participants.
- After the piloting, the feedbacks of the participants were reported and sent to the External Evaluator by the partners.
- The reports were evaluated within the management of the External Evaluator and revision points were defined.
- Revisions were done by the VET provider partners and P2.
- After the revisions the system and the content were checked again by a small participant group and they confirmed that it was ready for the publication.
- Also the other parts of the RESELTAM like bazaar, forum and handbook draft versions were evaluated by the participants and according to their comments they were revised too.
- The web site was updated in this stage too.
- Silent partners analysis was done in this stage too.

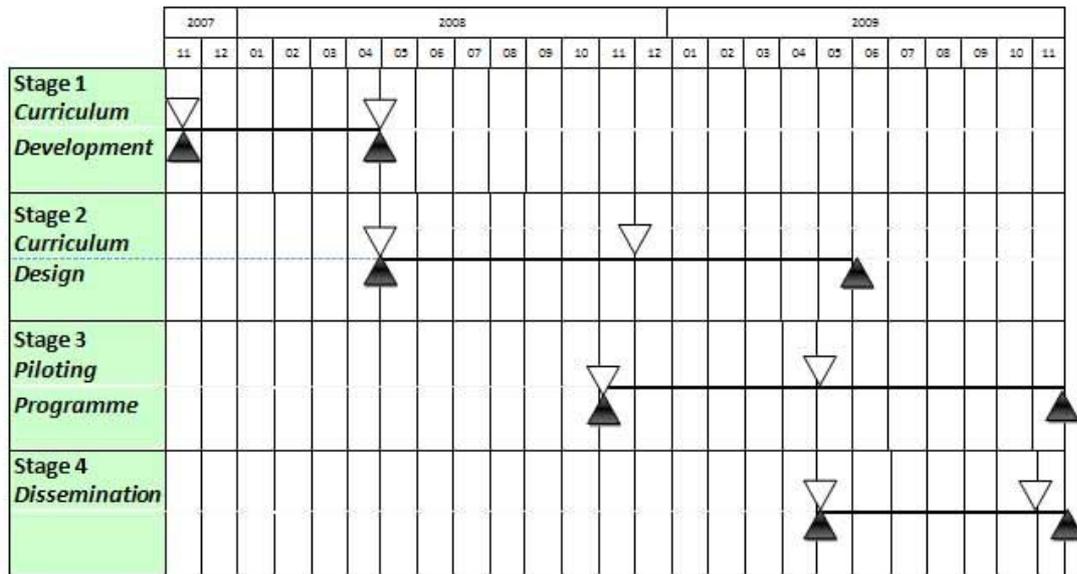
Normally the third stage was planned to be finished in six months but some of the activities related with this stage couldn't be finished in time because of the delay in previous stage. We could start to realize the piloting stage after the preparation of the eLearning content and the technical structure. So the piloting stage could have been finished until August 2009 instead of April 2009. After finishing the piloting stage, the revisions could have been done in three months, until the end of the project. But the planning part of the piloting stage was started as planned. So it gave us a good opportunity to organize the piloting stage very well, not in a narrow time. We could select the piloting stage participants really carefully and give a preparation education (like using computer or internet) before starting to use the eLearning system. Therefore these delays don't mean that everything was stopped. At the same time

the partners did the dissemination activities and other activities which were related with the following stages.

The fourth stage was mainly about dissemination (May 2009 – November 2009) and following activities were relaised;

- Final report was prepared.
- Final quality evaluation report was prepared by the external evaluator.
- 4. Partnership meeting was done in Izmir / Turkey
- Final big dissemination seminar was organized in Florence / Italy
- Reseltam was presented in Salone dell'Arte e il Restauro which was a big fair about restoration and conservation with a stand in parallel with the final big dissemination seminar.
- Reseltam was presented in the Salon du Patrimoine culturel Paris / France which was an international heritage show with a stand.
- Last partnership meeting was held in Florence / Italy together with the final big dissemination seminar.
- Final version of eLearning was published.
- Final version of the web site was published.
- Final version of the Bazaar section was pulished.
- Different dissemination and promotional materials were pulished (brochures, hats, posters, handbooks, pens, notebooks, calendars, etc.)
- A lot of news about RESELTAM were published.
- A lot of press releases were produced and sent to the media.
- A lot of articles were written.
- RESELTAM partners attended the INCOR network which aims to create a big network between organizations who work in restoration and conservation sector.
- Officially it was applied for a National Accreditation of RESELTAM in Turkey.
- Small dissemination seminars were organized in each partner countries and Switzerland.

## TIME SCHEDULE of RESELTAM PROJECT



- ▼ Planned starting and finishing date  
 ▲ Realized starting and finishing date

### 3. Project Outcomes & Results

**Target Group and Sector and VET analysis:** In the first stage of the project, two surveys were realized to evaluate the conditions of the vocational training and to understand target group (craftsmen in the restoration sector) and target sector (restoration) in partner countries. One of the surveys is called “Target Group and Target Sector Analysis”; it aimed to understand educational needs, background, skills, work conditions and educational expectations of the craftsmen, and level of the potential supports or needs of the employers for an e-learning education programme in restoration field. The other one, called “Current Vocational Training Programs in Restoration Area Analysis” aimed to compare the current educational systems in four partner countries. This comparison helped to see the lacks of the current education programs, assuring then the real improvement of these programs with RESELTAM education e-training; our RESELTAM training also kept the strengths of the current systems studied with this 2<sup>nd</sup> survey. All partners have duly accomplished their surveys and submitted their research results. The reports of all countries were collected in a main report which shows results in a comparative way (<http://www.reseltam.eu/index.php?id=56>). The report aims to give a general panorama of the restoration sector and the craftsmen of this sector, pointing out the similarities as well as dissimilarities between countries. Therefore, during the survey, the partners asked to the TG members if they would like to attend the piloting stage and asked to the TG and TS members if they would like to be member of “advisory group” which acted as consultant during the development of the content and piloting stage. According to the answers, the “advisory group” and “piloting stage members” were selected in each partner country. Partners tried to carry out the surveys as extended as possible in nationwide scale in order to find out a carefully considered and right panorama of the conservation and restoration sector in their country. They conducted the survey by requesting employers via e-mail, on phone or by direct interview to fill out a questionnaire composed of a series of appropriate questions. The questions were prepared to identify the size and occupation areas of the companies, the preferences, needs and expectations of the employers, their familiarity with new education systems and their predispositions about providing education to their staff, their eventual interest in RESELTAM project etc.

Contacted employer numbers were as follows in each country: Poland 27 employers, France 65 employers, Italy 33 employers and Turkey 38 employers.

The survey on craftsmen was conducted also by requesting craftsmen via e-mail, on phone or by direct interview, to fill out a questionnaire composed of a series of appropriate questions. These questions were prepared in order to orient correctly the eLearning training system, and to create the most adequate education program. The questionnaires aimed to explore and identify the craftsmen social status and educational status outline, their occupation areas, their preferences, needs and expectations, their familiarity with new education systems, their physical facilities and the most convenient conditions for them to take education, their eventual interest in RESELTAM project etc. Contacted craftsmen numbers were as follows in each partner country: Poland 66 craftsmen, France 37 craftsmen, Italy 32 craftsmen and Turkey 79 craftsmen.

#### Summary of the Employers' Survey Results:

- \* The employers are mostly “men” in each partner country.
- \* Major part of contacted employers employs less than 5 employees.
- \* Contacted employers mostly employ less than 5 craftsmen.
- \* The employers prefer to hire “full time” a certain number of craftsmen.
- \* The contacted employers employ mostly “stone workers” and “masons”, more than “wood workers”, “finishers” and “metal workers”.
- \* All contacted employers in each partner country “agree” on need of improving craftsmen abilities. So, they believe in education.

\* “Technological progress”, “new products & applications”, “new technologies”, and “materials” are the main subjects in which employers want craftsmen to improve their abilities.

\* While Italian, French and Turkish employers are willing to provide computer access to the craftsmen to take education in order to improve their abilities Polish employers emerge reluctant to do it.

\* Contacted employers mostly know e-learning and what it means or at least have a slight idea about it.

#### Summary of the Craftsmen Survey Results:

\* They are mostly “men” but there are also “some craftswomen”.

\* The ages of contacted craftsmen are mostly above 30.

\* Education level of craftsmen is mostly “high school”.

\* Craftsmen are rather self-employed in France and Turkey while they are mostly hired in Poland and Italy.

\* The majority among contacted craftsmen identified their specialization under the “other” option in the form. The “finishers” come in second place. In third and fourth place there are “masons” and “wood workers”. Penultimate are the “stone workers” and the last ones are “metal workers”. Apparently craftsmen with different specialization have been contacted and have been involved in the survey.

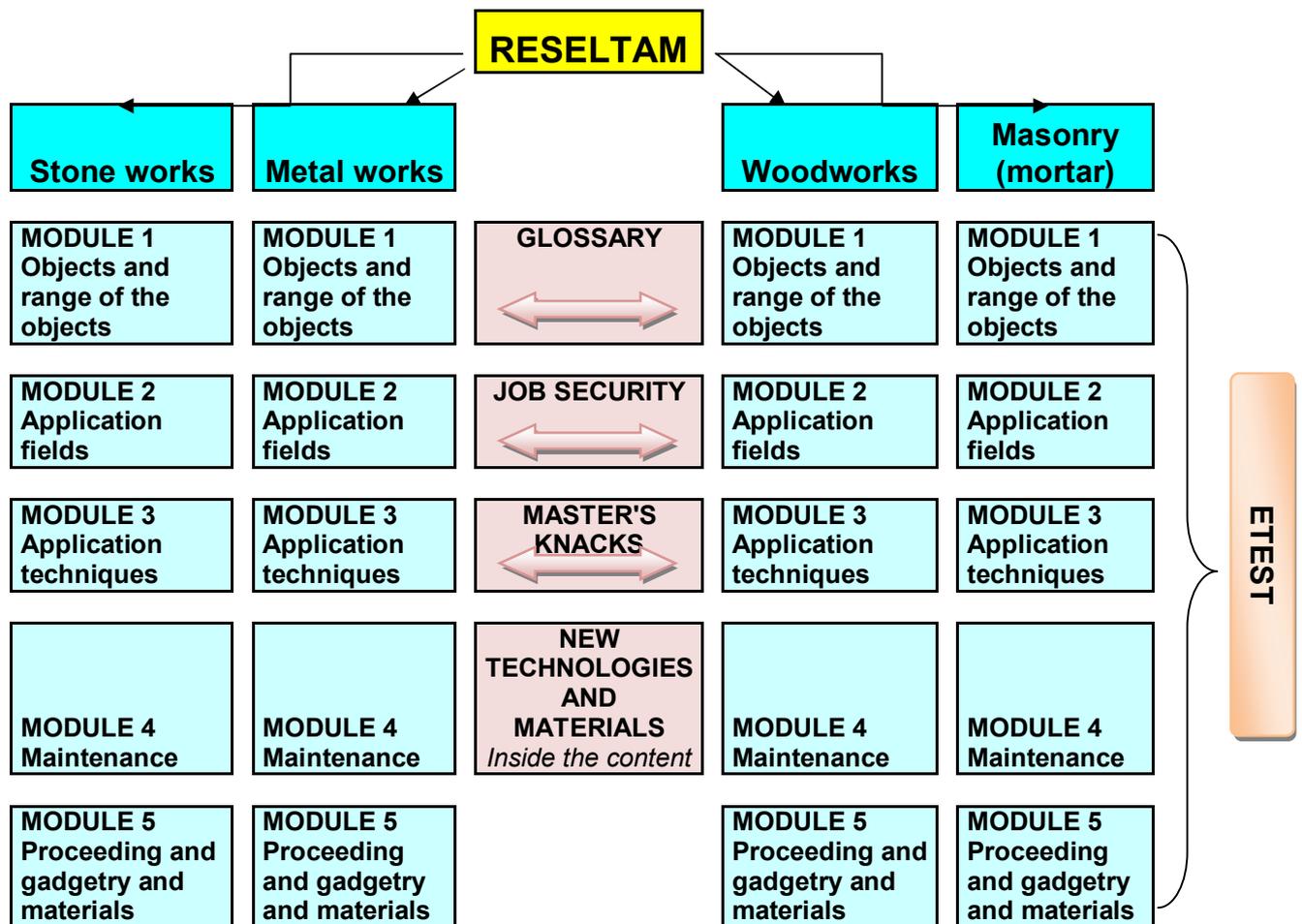
\* It appears that almost all contacted craftsmen in each partner country “agree on the need” of self improvement by taking an education or training.

\* Craftsmen ability in use of computer is not an homogeneous thing throughout the partner countries. There is an incongruity between Ege University and Pera’s datas: according to Pera’s findings incapable craftsmen percentage is 57% while Ege University findings say 12%. In France also there is a high percentage of craftsmen unable to use a computer. In Poland and Italy they are mostly “capable”.

\*Almost all contacted craftsmen “do not know” e-learning and what it means.

#### **eLearning content:**

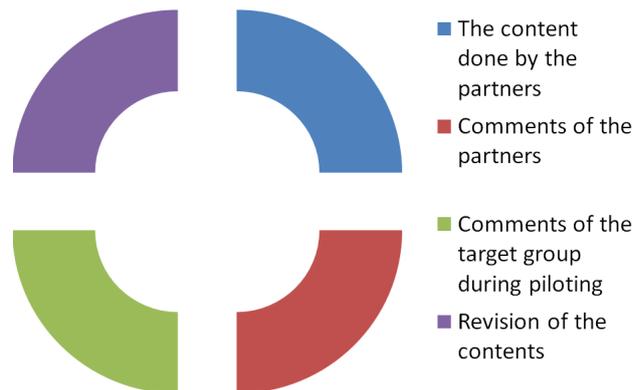
The eLearning education system is the most important output of the project. After the starting of the project, the partnership began to work on it. The first step was to decide the basic criteria of the content and its level. In the first meeting, the partnership discussed the level of the content according to the European Qualification Framework (EQF) and recommended the Level 3 by comparing the TG members’ education and working conditions. The decision was definitely taken in the second meeting after finishing the TG and TS analysis. The results showed to the partnership that the Level 3 is the most appropriate level for the TG members. In this meeting, the partnership defined the framework of the content and distributed the task of development of the content between all partners, as follows:



All VET provider partners had a great role in the development stage. ESTA Bildungswerk had to prepare the technical structure and parallelly the web site. Budowlani Trade Union had to control the prepared content with the craftsmen and restoration / conservation sector members. Ecole d'Avignon had to prepare a part of the content called "masonry". Palazzo Spinelli Istituto had to prepare another part of the content called "stone". PWSZ had to prepare another part called "wood", and Ege University produced the last part called "metal". It was decided that all subjects have five modules as seen above. After entering the eLearning system, the user could select one of these subjects according to their willing and specialization. Each subject has five "modules" and each module has five "ebooks" and five "e-tests". The examination part called "eTest", which includes questions about the subject, has also been prepared by the partners. The testing part comes after the ebooks; the user can do the test for self-assessment but at the same the time testing phases could be used as an accreditation tool to evaluate the user's level externally. The eTest parts are interactive, attractive, entertaining and helpful to learn. Therefore, eBooks are mainly text together with some visual material. The user can learn the subject by reading the text, and then improve his knowledge by testing himself. The system also includes supportive sections like "glossary", "master knacks" and "job security". The Glossary part includes explanations of specific vocational terms: it aims to help the user in understanding the subjects. Master knacks are a part which includes the informal knowledge of the craftsmen: the information we compiled in this part is not available in the books usually, since it is the fruit of practical experience built only with the application of technique. The Job Security part aims to give general information about the health and safety rules of the construction yard or restoration / conservation applications. All modules include information about new technologies and materials used in the sector as defined during craftsmen/sector survey. Therefore, the system also includes the following tools: chat, forum, mailing, calendar, notes, personal

desktop, learning process, search and handbook; it helps the user and improves the attractiveness of the system. Chat, Forum and Mailing are the parts of the package called “help desk” and aim to help the user to communicate with the tutors and other users and to request some help if needed. “Notes” help the user to personalize his studies and to take specific notes about the content as a reminder of his studying. Through “personal desktop” user could personalize his studying, taking the relevant parts of the e-Learning into his desktop, uploading his photos or publishing personal contact information, etc. Through calendar and learning process parts, the tutor could follow or organize the users’ activities and the user could see own process. Through calendar the tutor could make an appointment or write a reminder of the exams or targets for the users. By the way, this handbook is available on the eLearning also.

The partnership paid strict attention to the quality assurance dimension during the content and system’s development. Different groups evaluated several times the content. After the preparation of the drafts, the partnership constantly shared their ideas within the project, revising at first the content according to the comments of the partners (tutors/teachers). During the piloting stage then, the target group members (craftsmen) in each partner country evaluated the content. The craftsmen studied all subjects within the RESELTAM and evaluated them.



Therefore, the “advisory group” (constituted of target sector members: employers in restoration / conservation sector), the tutors/trainers/teachers specialized in this subject, and other relevant stakeholders evaluated the system also. The system was evaluated by 116 people during the piloting stage in Italy, Turkey, France, Poland and Switzerland. These two evaluations were assessed internally and externally and the system was revised for second time. After being sure that the system covers all aspects, it was published. It is accessible from the web site of the project. The user has to get a password and login name to use it. All system was produced in Turkish, English, French, Italian and Polish. Now it is open to free usage but before entering the system, you need to get an account name and passwords which could be taken by asking to the partner institutions.

**Handbook:** The handbook was created in order to make the e-Learning system easily comprehensible and usable. This handbook, which can be described also as an instruction manual, serves also as an advertisement material. Just as the e-Learning system, the handbook is also multilingual (EN, TR, FR, IT and PL). It aims to provide easiness in the usage of e-Learning system. The presence of a Manuel helps the user who may not be familiar with the eLearning system possibilities to receive training education. Besides, the handbook, as advertisement material also, helps to disseminate the project. It has three main sections. The first section was included information about the project, its outcomes and results, piloting stage and partnership. It is mainly textual which were enriched by the pictures and graphics. The second part is called “quickstart” and helps to the users of RESELTAM to get inside of eLearning quickly and use it without spending too much effort. The last part is a detailed manuel of the eLearning. It could be used by the tutors and students of RESELTAM. The last two parts don’t include so much text. It was designed for helping to the users by using visual materials. Total page number of handbook is more than 290. It was published on a high quality paper as colorful and as 2500 copies.

**Help-desk:** The help-desk is another output of the project. Just as the handbook, the help desk was produced also in order to help the eLearning system users but it does not contain

any information about the general introduction of the system. The help-desk is indeed a kind of package which includes forum, mail and chats in e-Learning system. The user of the system may use these tools to solve the problems lived in the system. This area within the eLearning system is entirely electronic.

**Piloting stage:** WP 4 concerned the testing of e-learning system in partner schools. The testing period was planned in the proposal between the 12<sup>th</sup> and 18<sup>th</sup> months of the project duration. But during the implementation of the project; this duration was extended until the 23<sup>rd</sup> month of the project. The period was started with the definition of the piloting stage participants, tutors and advisory group. Between November 2008 and May 2009, the preparations were done. In all countries the participants were defined after several meetings with the target group and sector members. Also in some countries, some preparation trainings were organized. Because of the target group's education level, some preparation trainings were necessary. In these trainings basic IT usage was taught to the participants. They learned how they can use computer, internet and eLearning system. Actual piloting was realized between June and August 2009 in all countries (Turkey, Italy, France, Poland and Switzerland). 116 people were attended to the piloting. 85 of them were craftsmen, 19 of them were tutors and teachers and 12 of them were advisory group members (employers and representatives of the authorities). The distribution of the participants to the countries is like this; 37 from Poland, 6 from France, 37 from Turkey, 33 from Italy and 3 from Switzerland. Different training methods were used in the piloting in different organizations. Some of them tried to give the education in classroom environment by helps of tutors and some of them preferred to use distance learning methods by the help of tutors again. In some organizations both methods were used. So we could measure the eLearning system quality in different applications. Also the participants' level and approach were different in different countries. Some of them were still new graduates who work in the sector and some of them were very well experienced craftsmen. Also this difference showed us the effects of the eLearning in different groups. All partners did the piloting in different dates but all of them are in the duration mentioned above. Each partner prepared a report just after finishing its own piloting period. These reports were shared within the partnership and with the external evaluator. All negative and positive feedbacks were discussed and then the necessary revisions were decided. In parallel with the piloting and after the piloting, a lot of revisions were done in the eLearning and its supporting tools. These revisions were also evaluated by a small target group and sector members and experts of the partner organizations and it was decided if it would be the final version or not. At the end we got the final version and published it. During all piloting stage duration the partnership gave a special attention to create the system within the context of the European Quality Standards.

**Quality Assurance Report:** During the whole project, we checked at each step the appropriateness of the education systems and project processes to the quality standards. The quality inspection aimed to ensure that the education system was adequate to the quality standards; consequently, the craftsmen participating in the training could get the same level of quality in knowledge and skills newly acquired; their works would show also homogeneity of quality. During the piloting stage, the external evaluator realized a survey on the craftsmen who tested the training and on the employers and tutors/teachers who checked the system. Therefore, the evaluator took their feedbacks and worked closely with the partners to understand their approach to the system and project processes. The evaluator prepared a main "quality assurance report": it explains the quality assurance methodologies used in the project, and the feedbacks of craftsmen, employers, teachers/tutors and all tutors about the systems. The report accessible on the web site of the project also includes performance indicators and methods which were used to evaluate the quality of the project as follows:

Performance indicators and methods which are being used to evaluate the quality of the project as follows;

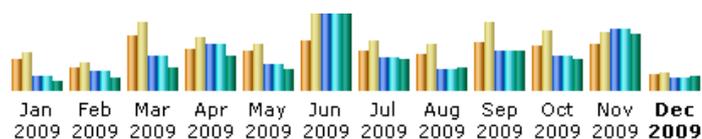
	<u>Possible performance indicators which were used</u>			<u>Methods which were used to check the targets</u>		
<b>THE MES</b>	<b>PROCESS</b>	<b>PRODUCT</b>	<b>OUTCOMES</b>	<b>PROCESS</b>	<b>PRODUCT</b>	<b>OUTCOMES</b>
<b>INNOVATION</b>	<ul style="list-style-type: none"> <li>- process novelty confirmed by transnational partners</li> </ul>	<ul style="list-style-type: none"> <li>- product novelty confirmed by transnational partners</li> <li>- product novelty confirmed by the target group and target sector</li> </ul>	<ul style="list-style-type: none"> <li>- do the various stakeholders agree that RESELTAM has a novelty with its development and/or introduction of new concepts and/or practices?</li> </ul>	<ul style="list-style-type: none"> <li>- Beneficiaries' feedback form at the end of piloting stage</li> <li>- Target group and target sector's feedback form at the end of piloting stage</li> </ul>	<ul style="list-style-type: none"> <li>-beneficiaries' feedback form at the end of piloting stage</li> <li>- target group and target sector's feedback form at the end of piloting stage</li> </ul>	<ul style="list-style-type: none"> <li>- monitoring the outcomes (by the questionnaires)</li> </ul>
<b>PARTNERSHIP TRANSNATIONAL DIMENSION</b>	<ul style="list-style-type: none"> <li>- regular communication between partners</li> <li>-full involvement of all partners</li> <li>-partners perceive positive benefits from transnationality</li> </ul>	<ul style="list-style-type: none"> <li>- product quality confirmed by transnational partners</li> </ul>	<ul style="list-style-type: none"> <li>- has the partnership brought long-term benefits (e.g. insights into vocational debates in other countries or further collaborative projects)?</li> </ul>	<ul style="list-style-type: none"> <li>- analysis of communications between partners</li> <li>- participant observation</li> <li>- short questionnaire to partners every quarter</li> </ul>	<ul style="list-style-type: none"> <li>- monitoring production of outputs within time scale and to appropriate quality</li> <li>- Interviews with key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>-focus group with partners (one or two partnership meetings)</li> </ul>
<b>VALIDITY &amp; IMPACT ON TG</b>	<ul style="list-style-type: none"> <li>- involvement of representatives of the target group (craftsmen whose educational attainment is low)</li> <li>-have target group representatives been consulted?</li> <li>- have target sector representatives been consulted?</li> <li>- have target group members been able to influence the product?</li> <li>- have target sector members been able to influence the product?</li> </ul>	<ul style="list-style-type: none"> <li>- does the product meet the needs of the craftsmen, in each of the four (PL, IT, FR, TR) countries?</li> <li>- does the product meet the skills needs of employers in restoration&amp; conservation sector?</li> </ul>	<ul style="list-style-type: none"> <li>-evidence of enhanced employability and/or further training for target group of beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>-notes of youth consultations</li> <li>-beneficiaries' feedback form at the end of piloting stage</li> <li>-focus groups with beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>beneficiaries' feedback form at the end of piloting stage</li> <li>- focus groups with beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>-tracking of beneficiaries</li> </ul>

<b>DISSEMINATION &amp; VALORIZATION</b>	-involvement of employers, education institutions, VET providers, foundations, associations, municipalities silent partners - have these stakeholders been able to influence the product?	- do stakeholders consider the products (e-learning, website, handbook, helpdesk dissemination event) useful?	- do the various stakeholders see that RESELTAM may have a medium and long term impact e.g. through transferability to other sectors or target groups?	-notes of Employer Consultations	questionnaire/feedback form at dissemination event	- interviews with key stakeholders
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**Web site:** The web site of the project was published after the second month of the project ([www.reseltam.eu](http://www.reseltam.eu)). The technical construction and design were done by P2 but the content was prepared by the collaboration of the partnership. It has several pages. The home page gives general information about RESELTAM project in EN, TR, PL, IT, FR and DE. Then, the press page includes the published news and announcements about the project, as activities for the dissemination. The e-learning page works as a gate to the eLearning system. In the partners section, each partner has a page; these pages include the short introduction of the partner organization, logo and contact information. The silent partners also have their own presentation. The questionnaire page which was used for gathering feedbacks during the piloting stage includes questionnaires for the craftsmen, teacher/tutors and advisory group members in all partnership languages. The reports page was prepared to present the reports of the project. It includes the reports about VET systems, Target Group and Target Sector surveys and other reports. The links page includes useful links for the users. The final seminar page includes information about the final seminar such as photos, videos, invitation, speeches. The user can reach to the forum by clicking on the forum page. Also the user can see the RESELTAM's certificates' and identity cards' examples and small explanation about them in the certification page. The web site also includes sections such as bazaar, photos, imprint, contact, sitemap and login. In this multilingual developed web site, most of the pages are set up in English, German, French, Italian, Turkish and Polish. The web site was added to search engines such as yahoo or Google, and it is also accessible through the links put in partners' web sites. The web site got 6488 unique visitors and 8440 visits until the end of November, 2009. It has got 33307 hits during the project.



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2008	0	0	0	0	0
Feb 2008	28	48	594	594	5.42 MB
Mar 2008	74	113	1097	1097	10.72 MB
Apr 2008	102	174	1250	1250	14.93 MB
May 2008	77	81	1923	1923	24.42 MB
Jun 2008	6	6	15	15	213.02 KB
Jul 2008	13	14	88	88	952.62 KB
Aug 2008	59	81	318	318	3.65 MB
Sep 2008	66	87	271	271	3.21 MB
Oct 2008	270	360	1059	1059	12.81 MB
Nov 2008	412	539	4584	4584	57.77 MB
Dec 2008	294	355	920	920	13.32 MB
<b>Total</b>	<b>1401</b>	<b>1858</b>	<b>12119</b>	<b>12119</b>	<b>147.39 MB</b>



Month	Unique visitors	Number of visits	Pages	Hits	Bandwidth
Jan 2009	331	408	757	757	10.06 MB
Feb 2009	247	306	939	939	12.49 MB
Mar 2009	593	737	1746	1746	23.42 MB
Apr 2009	453	565	2315	2315	35.69 MB
May 2009	433	503	1288	1288	21.52 MB
Jun 2009	541	818	3830	3830	79.45 MB
Jul 2009	419	537	1687	1687	32.09 MB
Aug 2009	387	499	1070	1070	23.94 MB
Sep 2009	527	731	2034	2034	41.92 MB
Oct 2009	481	651	1772	1772	32.95 MB
Nov 2009	499	628	3083	3083	59.52 MB
<b>Dec 2009</b>	176	199	667	667	15.05 MB
<b>Total</b>	<b>5087</b>	<b>6582</b>	<b>21188</b>	<b>21188</b>	<b>388.10 MB</b>

**Data-base (Bazaar):** Within the web site of RESELTAM there is a data base section which is called “Bazaar”: it contains information about TG members and information about the sector representatives which provide them employment possibilities. This section includes communication information on the related institutions and persons, short presentations and if necessary the CVs. Therefore, the one who wants to work in related field can reach the trained people or related people by taking advantage of the Bazaar. This is a veritable link between employer and employee, constituted of important references that prove the usefulness of the system, since the employers and related people can reach TG members through this contact information. It includes a search engine which gives opportunity to the user to find the person or company by using the key words or by typing company / person name, country or city. It is also multilingual (EN, TR, FR, IT, PL and DE).

**Forum:** The forum is another area located in the web site. It offers an environment through which craftsmen, sector representatives, teachers/tutors or all related people can interchange their knowledge and skills. In this way, beneficiaries can share their own knowledge, skills, and local practices of restoration sector. Consequently, cultural value is being carried to the international area. Besides, it helps also to elevate the recruitment possibilities of craftsmen who participated in the system: this facilitates their communication with employer representatives. It is accessible from RESELTAM web site. The Forum is divided into the subjects of Metal, Wood, Stone and Masonry like the division of the eLearning; therefore the users can directly write or read about their subject without losing time to find the relevant conversation or title.

**Dissemination conferences:** WP5 concerned the small and final dissemination conferences. In the proposal P1 was in charge of the organization the final dissemination conference in Istanbul. But the partnership had an opportunity to organise the final dissemination conference in Italy/Florence during a big and international restoration and conservation fair. It was a great opportunity to present the project and its results to the sector representatives and to the target group.

The final dissemination conference was organised in this fair. The first Florence Art and Restoration Fair ([www.salonerestaurofirenze/eng](http://www.salonerestaurofirenze/eng)) (Salone dell’Arte e il Restauro) was taken place in Florence from the 29<sup>th</sup> to the 31<sup>st</sup> October 2009. It was an extremely important

international, cultural event for the preservation of tangible and intangible heritage in the country and it had already been accorded the patronage and support of various local governing bodies and prestigious institutions. The event was organized and managed by Istur CHT (Culture Heritage Tourism), a Florentine no profit association founded in 2000, in collaboration with the Consiglio Regionale della Toscana (Tuscany Regional Council). The seminar was organized in the 30<sup>th</sup> of October, 2009 in the Stazione Leopolda which was the fair area in a seminar hall. The sector representatives, researchers, teachers, tutors, stakeholders and craftsmen were invited to the fair and nearly 30 people attended to the seminar. Representatives of the partners presented the project and its results in the seminar. It was a great opportunity to contact with the people who are interested with RESELTAM. The big final seminar was organized by P1 with the collaboration of P5.

During the fair, RESELTAM was also presented in a stand which was rented for RESELTAM by P1. In the stand, we could communicate with the people face to face and explained “what is RESELTAM” and also delivered RESELTAM brochures, handbooks, posters and hats to the people who were interested with RESELTAM. The fair excited the interest of the participants of the fair as it was an event of great local, national and international visibility which helped to consolidate the image of this forgotten sector in the European economy, especially in these times of economic uncertainty.

On the other hand, the other partners organized smaller dissemination seminars in their home countries and their regions. The seminars took place during the last stage of the project. All TG members and sector representatives, education institution, municipality, trade union, association, chamber of commerce executives were invited to the seminars. In the meetings, information about the project and its outcomes were presented. The aim of the dissemination conference was introducing the RESELTAM project and its outcomes in order to provide its utilization. It was very important that the system was known and embraced by other institutions for its survival after the founding ends. These seminars were good instruments to reach the objective. Education providers were informed about the system and were encouraged to use it within the structure. Sector representatives were informed in order to provide their contribution to make the system widespread and keep it alive. Therefore in some seminars the certificates of RESELTAM were given to the piloting stage graduates.

All of the seminars were organized in November 2009. The total number of the audiences of these seminars is 276. The seminars were realized as follows;

Partner	Where?	When? (which dates)	How many participants attended to the seminar?	What kind of participants they were?	Who was/were the speakers?	What kind of promotion materials you delivered?
P1 - Pera Fine Arts	Pera Fine Arts / Istanbul – Turkey	21 November 2009	25	Representatives of the Istanbul Metropolitan Municipality, Sisli Municipality, restoration-conservation companies, representatives of Mimar Sinan University and Beykent University, architectures and interior designers,	Emine Gozen Ultay / Project Coordinator Sabahattin Ozbakir / Pera Fine Arts General Art Director Ayse Sevil Vergili / Head of Interior Design Department of Pera Fine Arts Senay Caglidil	Hats, handbooks, brochures, invitations

				craftsmen, restorators	/ RESELTAM External Evaluator	
P2 - ESTA- Bildungswe rk gGmbH	Duisburg, Bismarckstr. 120	23.11.2009	12	EU partners, partner from the City of Duisburg, partners working in the field of wood	Astrid Quasebart	Powerpoint presentation
P3 - BUDOWLANI Trade Union	Warsaw - Poland Mokotowska st 4/6	30 November 2009	27	Representatives of trade union regional structures, employers, Budowlani TU employees	Zbigniew Janowski - TU President (country co- ordinator), Jakub Kus - TU National Secretary (researcher, contact person), Ireneusz Gozdziółko - TU Vicepresident	Posters, RESELTAM Handbook, calendars
P4 - ECOLE D'AVIGNON	Crestet	14 November 2009	16	Masson, architects, trainers	Patrice Morot Sir	Reseltam brochures
P4 - ECOLE D'AVIGNON	Salon du Patrimoine culturel Paris	07 - 08 November 2009	It was not a seminar it was 2 day on Ecole d'Avignon Stand dedicated to RESELTAM , with specific talks and demonstrati on	Masson, architects	Patrice Morot-Sir 7th and 8th René Guerin the 8th Isabelle Rolet did some demonstration	Reseltam brochures, around 55 in the Saturday and 35 on Sunday
P6 - PWSZ w Nysie	Building of Istitute of Architecture PWSZ Nysa	06.11.2009	16	Students participating in piloting stage, local press, teachers from the institute of architecture,	Anna Opalka, Lukasz Gadomski, Renata Szelwach	Handbooks, Flyers, Presentation
P6- Ege University / Bergama Technical and Business Collage	Bergama / Izmir / Turkey	19.11.2009	100	Governor, Prefect and Bergama Municipality, Chamber of Commerce, Bergama Museum, Target Group Members, students and masters	Governor, Prefect	Photos, brochures, handbooks
Silent	Lugano	19.11.2009	80	VET	Furio Bednarz,	Memory stick

Partner - ECAP Foundation Switzerland				organizations; Instructions organizations; Universities; Public institutions	Filippo Bignami, Gianni Ghisla, John Konrad, Ruud Duvekot and other	and folder
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**Transnational Partnership Meetings:** During the project's lifetime, 6 partnership meetings were realized. The aims of the meetings were strengthening the communication within the partnership and motivation of the partners, setting a satisfactory discussion about the daily issues and solving the problems more quickly and face to face. The attendees of the meetings were the partners' representatives. The first one was realized in Istanbul / Turkey in 08-09 January, 2008 and 18 people attended to it. The second was organized by Budowlani Trade Union in Warsaw / Poland in 15- 16 April 2008 and 17 delegates attended to it. A technical meeting was organized in Berlin / Germany in the 1<sup>st</sup> of August, 2008 and just one representative from each partner attended to the meeting; there were 9 representatives in total. The fourth meeting was organized in Avignon / France in 25-26 March 2009 and there were 17 representatives in total. The fifth one was organized in Izmir / Turkey in 16-17 June 2009 and it hosted 16 delegates. The last meeting was organized in Florence / Italy in the 31<sup>st</sup> of October, 2009 in parallel with the final dissemination seminar which was also held in Florence one day before the meeting. 15 delegates were attended to the last meeting. The meetings hosted time to time people from outside such as journalists, representatives of national agency, etc.

All meetings had specific aims and agendas as you can see in the minutes and agendas which are attached to this report. According to the project process and progress, the meeting schedule which was in the proposal was changed then planned. Some meetings were added for strengthening the communication within the partnership to realize the activities. They were necessary for realizing such a complex project.

## 4. Partnerships

Projenin partners;

1. Pera Fine Arts / Turkey (P1)
2. ESTA Bildungswerk gGmbH / Germany (P2)
3. Budowlani Trade Union / Poland (P3)
4. Ecole d'Avignon / France (P4)
5. Palazzo Spinelli Istituto / Italy (P5)
6. The State Higher Vocational School in Nysa / Poland (P6)
7. Ege University Bergama Technical and Business College Restoration and Conservation Bergama / Turkey (P7)

Project silent partners;

ECAP Foundation / Switzerland (SP1)  
Governorship of Edirne / Turkey (SP2)  
BMR, Co. (a research company) / Turkey (SP3)

The structure of the partnership was formed on the necessities of the Project process. The Project Promoter P1 was responsible for the implementation of the project and in all processes of the project (target group analyzes, forming the content, testing and dissemination) had active role. P1, in the management of the project, worked with P2, P5 and P3 who were "steering group members". P4, P5, P6 and P7 which took place in the VET provider partner group are expert organizations in restoration education in their countries. P4 and P5 comes from France and Italy which are in leading position in restoration education area in the world. Both of the organizations are private and are giving different educations and consultancy services in different restoration areas for long years. Besides, they have signed in many restoration works. P6 and P7 are state education organizations and both of them have expert staff, information and experience in the area of restoration education. VET provider partners implemented target group (craftsmen working in restoration) and target sector (restoration sector) analyzes in Italy, France, Turkey and Poland. Other partners gave support to these analyzes too. The main role of the VET provider partners was preparing the education content. The role of preparing the content was divided between VET provider partners. P4 was responsible from the preparation of the contents "Masonry", P5 "Stone", P6 "Wood" and P7 "Metal" parts visually and in written. After the completion of the preparation of the content, these partners had an important role in testing stage. P1 and P3 had responsibility in testing the content too. The technical partner of the project was P2. P2 was responsible from preparing the project's web site, eLearning technical structure, help-desk and handbook (technical side) with the support of all other partners. P2 and P1 are responsible from upgrading the project in collaboration during three years after its completion. The main role of P3 was dissemination and accreditation works. P3 which has thousands of members and a wide national and international communication network implemented dissemination activities of the project processes and results. The silent partners were organizations which give volunteer support after the beginning of the project. SP1 had taken VET provider partner role and worked actively in forming the content, testing and dissemination process of the project. SP2 worked in testing the content and dissemination of the project. SP3 was responsible from doing research on potential users of the project results in Turkey. Rather than the geographical elements in the structure of the partnership, it was considered to share the responsibilities which had to be implemented. The partners were selected considering the transfer of the information, definition of the national differences, production and dissemination of the content under the consultancy of the target groups. All of the partners had good national and international cooperations. Thanks to this cooperation the dissemination and use of the project and its results were possible.

## 5. Plans for the Future

All partners of the project have good collaboration with the sector and stakeholders. Thanks to this collaboration, the target group and sector representatives and the other related groups were well involved into the project. Until the beginning of the project, by the target group, sector and current education system analysis, the partnership contacted with them and informed them about the project. After that, their participations had continued until the end. They acted as “advisory group” during the development of the eLearning system and they were part of the piloting stage. In partnership countries 116 people attended to the piloting and according to their feedbacks eLearning and other supporting tools were revised and published. In addition to this, a lot of dissemination activities were organized by the partners. A big final dissemination seminar was realized in Florence / Italy in parallel with an important restoration and conservation fair called Salone dell’Arte e il Restauro. This gave a great chance to RESELTAM to be presented to the sector representatives, target group members and authorities which came from all Europe. Also RESELTAM was presented in Salon du Patrimoine culturel Paris which is the biggest heritage show of Europe. In all partner countries, small dissemination seminars were also organized. These seminars helped to RESELTAM to reach nearly 300 people. Apart from the dissemination seminars a lot of articles, news and interviews were published about RESELTAM in all countries during the lifetime of the project. By the helps of dissemination activities which were continued during the project life, RESELTAM have already known by a lot of people and started to be used. Priority item of the “future plan” is spreading wider this reputation and providing more usage of it by more people. Some steps which have already been taken to reach this target are as follows;

- At the very beginning of the project a commercialization was signed within the partnership and copy – right problems were solved with this.
- RESELTAM has involved INCOR network which aims to create a network between the restoration-conservation organisation from Europe and outside of Europe and to prepare standards and projects together.
- P1 and P2 guarantee to upgrade the web site and eLearning for three years after the project ends.
- All partners are going to use RESELTAM eLearning in their own organisation and they guarantee to upgrade it according to the contemporary educational needs.
- All partners have several collaborations with some schools and some employers to provide them to use RESELTAM in their organizations.
- A certification was created and used in the piloting stage for RESELTAM. This certification is approved by the RESELTAM partnership. Also an identity card was created and used in the piloting stage. It approves that the person who owns that have already attended RESELTAM eLearning and finished it successfully (See annexes.)
- It was officially applied to Turkish Ministry of Education, Curriculum Approval Committee (MEB Talim ve Terbiye Kurulu) to get accreditation for RESELTAM. Now it is being waited for reply.
- Istanbul (Turkey) Local Health Authority (Government) applied to P1 to take RESELTAM and transfer it to an eLearning system for nurses. The discussions are still continuing.
- The partnership decided to open RESELTAM into a free usage. This will increase the attention to RESELTAM by the target group. The partnership also decided that in the future, if they need to have some money for upgrading the system, they may ask some entrance fee and use it for the expenses of it.

## 6. Contribution to EU policies

### D.8.1 Lisbon Education & Training Progress Indicators

#### LIS-E19 Open Learning Environment

#### Population aged 25-64 participating in education and training

RESELTAM TG consists of craftsmen in restoration with low level of education. The average age of craftsmen is +30. Hence, they cannot take advantage of formal education systems. On the other hand non-formal education programs which are accessible to beneficiaries are limited because of above mentioned reasons. Therefore education possibilities for craftsmen of this age category are very limited. This Project allows TG members to obtain easily an education possibility by creating an education module accessible from everywhere without locality exigence.

### D.8.2 Lisbon Key Competences

#### KC 6 Interpersonal, intercultural and sectoral competences and civic competence

The project' aims to raise up the vocational skills of the craftsmen who is working in the sector through the RESELTAM education module. By an environment on the web, the craftsmen could swap their own restoration practices with the others. In addition, by sharing personal datas, the development of invididual, sector, cultural assets, historical properties and cities were provided. The gain provided by restoration and conservation of cultural and historical properties also help the development of the cities in other ways.

### D8.3 LLP Horizontal policies

#### Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training

Craftsmen, who are working in restoration sector because of their poor education and unfavourable socio economic condutions, are composing a category with particular education need. The current education systems are not responding to their need. Pushing them to elevate their vocational skills and knowledge through conventional education systems is not possible because of the contents and physical situation of current systems. Since RESELTAM offers easily accessible, simple and economic education can inspire the TG members to get training. Besides RESEMTAM was tailored e-learning system by filtering current program contents according to TG and sector analysis the TG members.

### D.8.4 Complementarity with other policies

#### Links with European Centre for the Development of Vocational Training (Cedefop)

Cedefop's ETV (European Training Village) presents a new set of services devoted to e-learning. One of the reasons is explained in their web site as follows: "A new European economy – information – driven economy- needs a skilled workforce if we are to avoid mismatch between qualifications and needs. Already millions of people need to upgrade their skills, people who are already in employment. For traditional methods of teaching and training this amount to a huge, if not impossible, task. Conversely, the use of new technologies in education brings many advantages, not least in terms of cost. As stressed at the summit meeting in Portugal, such initiatives require better and cheaper access to the Internet" and the RESELTAM e-learning system could be presented as a complementary component of this consideration. RESELTAM project was elaborated in the same intention within the same direction of reasoning.

