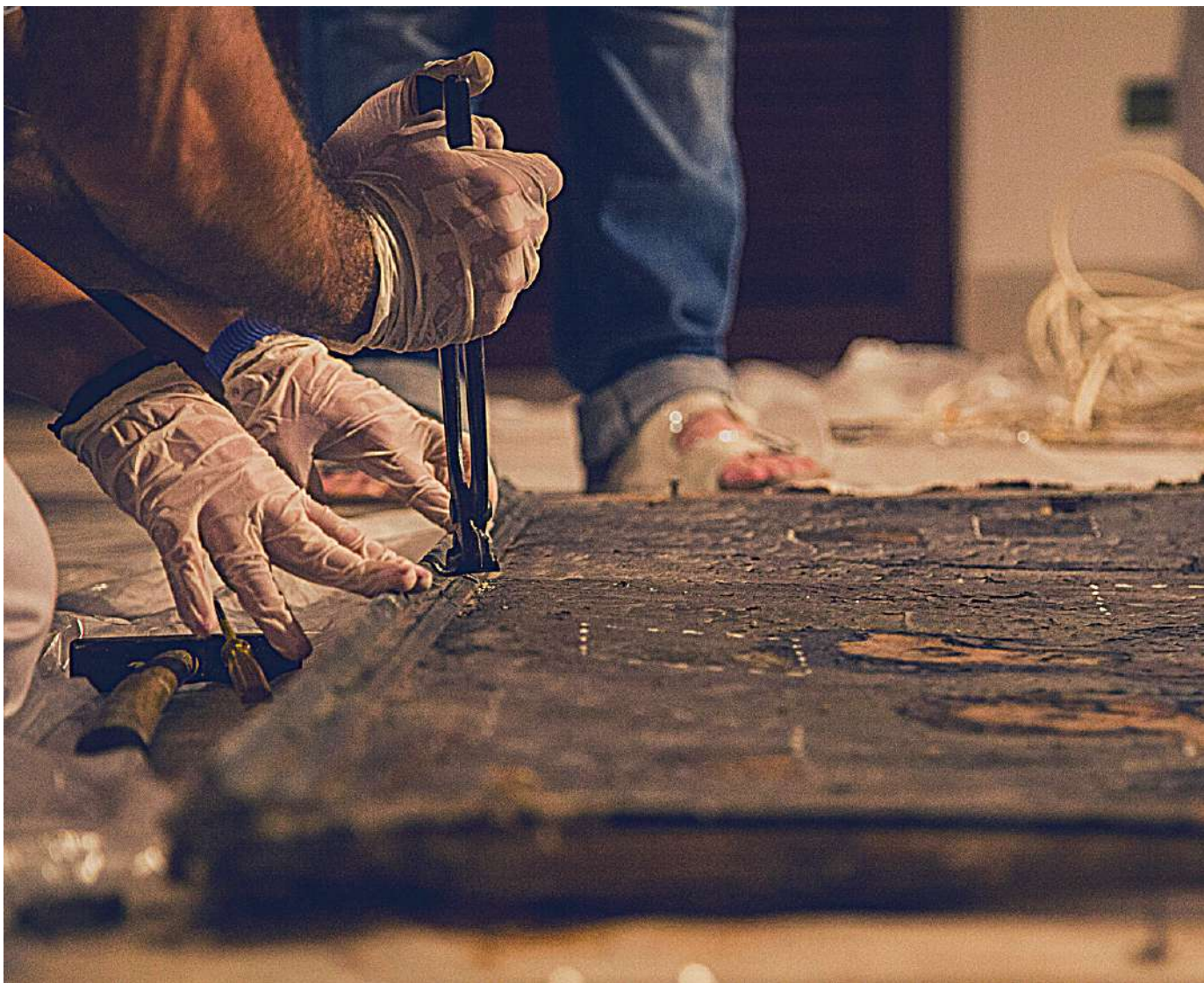




AdeleRS
Advanced e-Learning for Cultural Heritage
Restorers Specialisation

Adele-RS

Advanced e-Learning for Cultural Heritage
Restorers Specialisation



English





Erasmus+ Programme (2021/C 103/11) – Cooperation Partnership – Key Action KA220
Project Adele-RS – Conv. N. KA220 – N. 2021-1-IT01-KA220-VET-000028100

**Cooperation
Partnerships**

The primary objective of cooperation partnerships is to enable organisations to increase the quality and relevance of their activities, develop and strengthen their partner networks, increase their capacity to work together transnationally, promote the internationalisation of their activities and exchange or develop new practices and methods, as well as share and engage with ideas. They aim to support the development, transferring and/or implementation of innovative practices, as well as the implementation of joint initiatives to promote cooperation, peer learning and the exchange of experience at European level. The results should be reusable, transferable, scalable and, if possible, have a strong transdisciplinary dimension.



ERASMUS+ PROGRAMME

Erasmus+ is the European Union Programme for the fields of Education, Training, Youth and Sport, for the period 2021-2027.

The inclusive and high-quality education and training, as well as informal and non-formal learning promoted by Erasmus+, support participants of all ages and enable them to achieve the qualifications and skills necessary for their active participation in democratic society, and a real intercultural understanding and the transition to the labour market.

Erasmus+ supports the priorities and activities set out in the European Education Area, the Digital Education Action Plan and the European Skills Agenda.

The specific objectives of the program include:

1. Promote the learning mobility of individuals and groups and foster the collaboration, quality, inclusion and equity, excellence, creativity and innovation in the organisations and policies in the field of education and training.
2. Promote mobility for non-formal and informal learning purposes, the active participation of young people, collaboration, quality, inclusion, creativity and innovation in youth organisations and policies.
3. Promote learning mobility of sports personnel and stimulate the collaboration, quality, inclusion, creativity and innovation in sports organisations and policies.

Erasmus+ is structured upon three "Key Actions":

Key Action 1 (or KA1): individual learning mobility. This action aims to encourage the mobility of students, staff, youth workers and young people. Organisations may plan to send students and staff to other participating countries or to welcome students and staff from other countries. They can also organize educational, training and volunteer activities.

Key Action 2 (or KA2): innovation and good practices. The Action aims to develop the education, training and youth sectors through five main activities: Strategic Partnerships, Knowledge Alliances, Sectoral Skills Alliances, Skills Development Projects in higher education, Youth Skills Development Projects.

Key Action 3 (or KA3): support for policy reform. The Action aims to increase the participation of young people in democratic life, especially in the debates with policy-makers, and to develop knowledge in the field of education, training and youth.

For the 2021/2027 period, Erasmus+ relies on a 28.4 billion euros budget, which is almost double the amount of the previous Programme (2014-2020).



ADELE-RS PROJECT

One of the cross-cutting needs of vocational education and training (VET) in Europe today is to address the digital transformation through the development of digital readiness, resilience and capabilities. At the same time, it intends to contribute to innovation in vocational education and training.

At both an European and a national level, the issue of digital transition has become one of the central points of the political agenda. The "Council Recommendation" of 24/11/2020 on Vocational and Educational Training (VET) for sustainable competitiveness, social equity and resilience clearly highlights how digital skills must be accessible to systems and people both in work and training. Therefore, the digital transition involves working on skills and systems, as it is also specified in the "New Skills Agenda for Europe".

We also recall the "Digital Education Action Plan 2021-2027" (September 2020) which outlines the European Commission's vision for high-quality, inclusive and accessible digital education in Europe. Covid-19 drastically highlighted how difficult it was for people to relate to each other and carry out their learning and work tasks digitally, as well as the hindrances the education systems encountered when trying to operate effectively through an extensive use of technology. The results of a public consultation carried out by the Commission provided a very interesting picture of both the difficulties and the expectations of European citizens on this matter. It was therefore found that 60% of the respondents had never used e-Learning before the crisis, and 95% of them considered the digital transition in VET a process that can no longer be avoided but expressed the need for online educational resources and content to be more relevant, interactive and user-friendly, also manifesting the need to make greater use of these means and resources.

An exceptional effort is therefore needed to find solutions to harmoniously integrate of technologies and strategies, methodologies and implementation models so as to favour a broad digital transition both in VET and work. These solutions require the development of VET systems that are able to guarantee a smooth operation even in critical conditions such as those we are facing and, at the same time, to provide people and organizations with skills that are broad and performing, so as to make both able to act in a resilient way in reference to technology itself, skills that are transversal and have a high-impact on learning and work.

In short, a 'digital transformation through the expansion of digital preparation, resilience and capacities can be achieved by focusing on solutions based on widespread, intelligent, enabling digital technologies, and on pedagogies and didactics adjusted to these technological environments.



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This is what the AdeleRS Project does: it responds in an absolutely adequate way with an innovative solution in the field of VET. In fact, it develops a homogeneous solution, called the AdeleRS System, which integrates the most advanced technologies for e-Learning with the most transversal ones aimed at e-Work, thus creating an intelligent environment that we can define as "Smart Learning-Working", a name attributed by the Partnership also to the paradigm assumed as a reference. To this transversal objective, the Project adds a more specific goal that applies the AdeleRS System to the specialization of a particular and interesting target of users: the graduates in the Restoration, Conservation and Enhancement of Cultural Heritage Sector in order to fill the gap in knowledge and sectoral skills that these graduates face when leaving university in relation to the needs of the sector, so as to consolidate their employability, also in the transnational and international dimension.


The AdeleRS Project can, therefore, contribute substantially to what we can define as "the digital age of vocational education and training systems and the world of work".

LEARNING MODEL

AdeleRS responds to the specialization needs of the users of the Project - the Graduates in Conservation and Restoration of Cultural Heritage - with its own solutions: the consolidation of the professional skills and knowledge and digital skills of this target; the establishment of a large community of specialized practice at a European level; a wide and highly specialized training offer; a training strategy that can also encourage the acquisition of strong transversal digital skills and professionalizing language learning."

The development model of the Project has solid theoretical, technological and organizational bases that provides advanced solutions in the VET field by the use of innovative e-learning, e-Work, Knowledge Management and Collective Intelligence methods and techniques. The topics covered are:

- processes to create knowledge and competence;
- methodologies for assessing the effectiveness of work performance;
- knowledge and learning sizing models;
- individual needs in work and learning;
- the Collective Intelligence models and integrated Knowledge Management systems;
- the models for remote working and learning in a Web 2.0 environment;
- simulation models of production processes.



Over the years, the Erasmus+ Programme has been a significant laboratory of innovation.

PRIORITIES

The AdeleRS Project responds to two specific European and national priorities of the Programme:

- Address digital transformation through the development of digital readiness, resilience, and capacity (horizontal priority).
- Contributing to innovation in vocational education and training (specific priority for the VET).

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Erasmus+ supports the priorities and activities set out in the European Education Area, the Digital Education Action Plan and the European Skills Agenda

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AIMS AND OBJECTIVES

To respond to these priorities, the AdeleRS project has identified a general purpose and detailed general and specific operational actives.

General aims

To develop an innovative system of e-Learning and Smart-Working and related contents that allows to carry out advanced remote training interventions and internships for graduates in the sectors of Restoration and Conservation of Cultural Heritage. This will ensure them a:

- *Consolidation vocational skills and knowledge;*
- *Knowledge of advanced techniques for the restoration and cataloguing of specific types of cultural heritage;*
- *Participation in a large specialized community of practice at a european level;*
- *Learning of transversal skills in the field of e-Learning and remote working;*
- *Job-oriented language learning in the field of Cultural Heritage;*
- *Easier approach to the labour market.*

General objectives

- Use innovative technological and organizational solutions for the distance learning (e-learning) and internship (e-Stage).
- Build a network of experts in a continuous learning environment.
- To enable the acquisition of specialized language skills.
- Facilitate training to weak people with fewer opportunities to access the labour market, through inclusive, educational and training environments.



Specific objectives

- Foster the vocational growth of new restorers, through their specialization on advanced techniques of restoration of various types of cultural heritages.
- Foster the acquisition of job-oriented linguistic skills in the sector of restoration and conservation of cultural heritage to expand job opportunities in other countries.
- Use innovative technological tools aimed at the virtualization of training processes that allow to reduce the physical mobility of learners and to promote the virtual mobility and to carry out formal, informal and non-formal learning processes.
- Implement an innovative remote work system in order to produce distance internships within the training processes of specialization of restorers.
- Create, to european level, a practice community of experts and stakeholders for continuous learning in the field of cultural heritage restoration.



THE PROJECT AIMS TO FACILITATE THE DIGITAL TRANSITION IN EUROPE OF THE SECTOR OF RESTORATION, CONSERVATION AND VALORISATION OF HISTORICAL, ARTISTIC AND CULTURAL HERITAGE.

RESULTS

The AdeleRS System is a multi-layered technological and organizational infrastructure divided into a series of subsystems, that are able to make all the results of the Project applicable.

1) Advanced Communication subsystem

To enable communication between learners and with operators (chat, video conferencing, instant messaging, etc.) to promote especially the development of cohesion among those involved in AdeleRS' community, reduce their mobility in line with the principles of green sustainability of AdeleRS project, accelerate learning processes, promote vocational language learning.

2) Knowledge Management and Collective Intelligence (KMCI) subsystem

This complex infrastructure will thus be composed as follows:

- **AdeleRS-Dashboard** which will represent the access tool to AdeleRS' services.
- **AdeleRSCommunity**, a learning/practice community that will use: blogs (network diaries), vlogs (video diaries), forums and social networks.
- **WikiAdeleRS**, a specialized wikipedia for the field of conservation and restoration of cultural heritage that will be built by the members of the community and which will allow, along with the other technologies used by the system, to capture and semi-structure the so-called "liquid knowledge".
- **eLiber**, a virtual library containing publications of interest (electronic format).

3) e-Learning Subsystem

This learning environment will provide both "structured" and "trackable" e-Learning. The subsystem will include a Learning Management System (LMS) 2.0 with advanced types of learning objects such as: highly interactive content, video lessons, simulations.

4) e-Stage Subsystem

This platform will be able to remote Internships. In addition to collaborative document production, dematerialization, cooperative work management (common agendas, shared software, etc.) it will include a Virtual Educational Site in which some stages of conservation and restoration processes will be virtualized and that will use: simulations, case studies videos, simulated restoration site.

THE ADELERS SYSTEM

4) Organisational System

The organizational infrastructure that will allow to manage the AdeleRS System will be composed of a series of enabling technologies, functions and procedures for the three organizational "centers" of government:

- **A Teleservice Centre**, aimed at the evolutionary management of technological infrastructures and innovative related services (connectivity services, communication, document management, etc.), as well as the helpdesk for user support;
- **A Service Centre for the KMCI and for the e-Work**, aimed, in particular, to support the users in their activities of learning and cooperative work, to contribute to the population of repositories and reference databases for KMCI, to manage of eLiber and services in support of AdeleRSCommunity;
- **An e-Learning Center**, which will have the responsibility to realize, publish and provide users of AdeleRS continuous training in e-Learning, also assisted.

TRAINING PRODUCTS

- **A package of training Modules (Courses) for the specialization of young graduates** developed by the project and which will use all the components of the AdeleRS System (including the contents for the eStage phases) and which will be partly developed also using the CLIL methodology, in order to promote job-oriented language learning.
- **A database of wiki-pages** that will feed the subsystem WikiAdeleRS.
- **A set of Books, Manuals, Dispenses**, in eBook format, which represents the initial content of the eLiber



TRAINING COURSES

Three Courses will be provide in the last months of the Project for experimental purposes. The courses chosen are reserved for the specialization in the conservation, restoration, and enhancement of heritages relating to one of the following materials:

- paintings on canvas and table
- works in Stone Material
- works in Paper Material

These three courses will be provided to graduates in discipline such as:

- Archival-History of Art
- Diagnostic
- Architecture Cultural Heritage
- Restoration
- Restoration Assistance

The experimentation will also be open to people with disabilities.

The three Training Courses will be provided to 180 young graduates (45 for each Partnership Country, 15 for each type of material), even with fewer opportunities for disability or health problems. 60 people will participate in each module, that will have a forecast duration of 25 days, including a training-on-the-job phase supplied as e-Stage/Stage.

Even considering its experimental nature, the three courses will be rich and complete, and specific certificates will be issued to the participants in accordance with the rules in force in each of the Countries involved. Selections will also be made in compliance with the respective regulations in force.

OTHER RESULTS

- A rich portal, which will allow the information, dissemination, enhancement of the Adele-RS Project and, in parallel, to access the AdeleRS System
- A quarterly electronic magazine entitled "**AdeleRS eZine - Innovation in Restorers Sector**", which will contain articles of interest, specific results of the Project, contributions of the participants to the Discussion Forums within the AdeleRS-Community, dissemination (or meeting) initiatives defined by the partnership, suggestions about conferences and other events on the topics of interest of the Adele-RS Project
- A Cooperation Agreement between the Partners for the application of the results after the end of the Project.





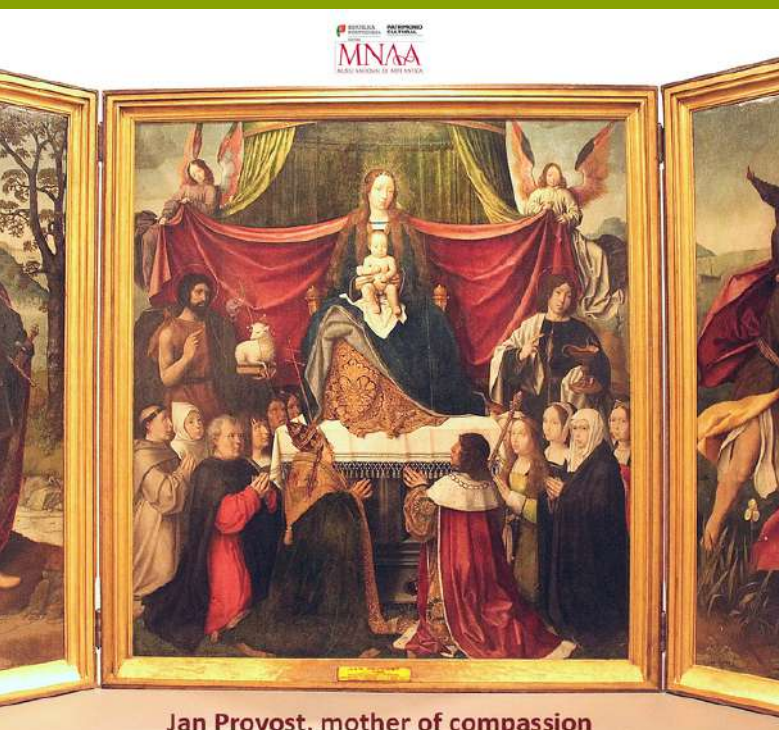
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Jan Provost, mother of compassion



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- **University of Malta** (Msida – MALTA)
- **University of Bucharest – Advanced Technology Centre** (Bucharest – ROMANIA)
- **University of Evora** (Evora – PORTUGAL)
- **DATABENC – High Technology District for Cultural Heritage** (Naples – ITALY)
- **Fondazzjoni Belt Victoria – Heart of Gozo Museum** (Gozo – MALTA)
- **Direcao Geral d Patrimonio Cultural Museu Nacional de Arte Antiga** (Lisboa – PORTUGAL)

This brochure is part of the Project "ADELE-RS - Advanced e-Learning for Cultural Heritage Restorers Specialisation" (Conv. N. 2021-1-IT01-KA220-VET-000028100), funded under the European Erasmus+ Programme.

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Restorers Specialisation

www.adele-rs.org/

www.adele-rs.eu/

Association "Arte e Fede"

Gerace (ITALY)

www.artefedelocrigerace.it

PROJECT LEADER

Giuseppe Mantella



Sustainability is at the heart of the EU Programs. The Adele-RS Project adopts solutions that are environmentally friendly. This Brochure has printed in a limited number of copies. The electronic version is available on www.adele-rs.org.