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**REVI**ntAGE

# *Report Activity 2: Mapping Relevant Networks in VET Sector*

*Leading Partner: VisMedNet*

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## BACKGROUND

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*Revintage is an Erasmus + funded project led by Quiosq, from the Netherlands, with the aid of partner organizations MAERA, based in Portugal and VisMedNet, based in Malta. The project's scope of work is within these three countries and focuses on post-war interiors from the 1970s-1980s. The project aims to generate sustainable mechanisms to treat post-war interiors by first understanding their current state and treatment. Are these post-war interiors preserved, disposed of, re-used, or destroyed? Later, Revintage proposes steps to safeguard and valorize these interiors based on their sociohistorical meaningfulness. During the project's first phase, partners will research the life cycle of interiors from the period between 1925 and 1940 that have become cultural heritage. The results from this activity will help understand and value interiors from the 1970s and 1980s not yet labelled as heritage.*

*During Activity 2, partners led by VisMedNet aim to map the VET sector offering training in areas relevant to the preservation of interiors as a means to identify ties to post-war interiors. During this phase, the mapping process is meant to further the understanding of any actual or potential ties between VET institutions and post-war interiors. Thus, the activity seeks to identify relevant stakeholders within the VET sector and their involvement with interiors.*



*Special attention is given to the treatment of post-war interiors and any gaps within the VET sector regarding their preservation. The ultimate objective is to describe the networks within the VET sector comprehensively and the potential to establish collaborative ties with them in favour of valorizing and preserving post-war interiors.*

*The present report details the results of desktop research conducted for Activity 2 of the Revintage Project. It considers VET institutions in The Netherlands, Portugal, and Malta that offer training in areas relevant to cultural heritage preservation and that might have an impact on interiors. The Report details information about specific courses from these VET institutions and how their content might tie to recent interiors.*

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## OBJECTIVES

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- *Identify the current networks surrounding post-war interiors in the VET sector*
- *Inventorize the perspectives and actions that impact interiors*
- *Understand the aims and needs of the VET with regards to the treatment and management of interior*
- *Produce a detailed description of the VET networks with ties to post-war interiors*

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## TARGET GROUP OF ACTIVITY 2

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*The primary focus group are VET institutions in Malta, the Netherlands and Portugal that showcase ties to post-war interiors by offering training or courses on craftsmanship, building and restoration/preservation or other subjects that might impact interiors.*

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## METHODOLOGY

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*The aim of activity 2 is to describe the VET networks that offer training relevant to preserving interiors in the participating countries. Thus, initial desk research procedures resulted in the generation of a mapping of these VET institutions. The maps contain information about the courses VET institutions offer and the type of training relevant to preserving interiors. Through activity 2, the project also sought to identify the gaps within the VET sector and find institutions that have the potential to offer training focused on post-war interiors and their adequate treatment. The data obtained is of a quantitative and qualitative nature. The main instrument used for data collection was an online survey where each organisation inputted data about VET institutions in their countries, their courses, and their connection to heritage and recent interiors.*

*The following list provides a sample of subjects related to post-war interiors that guided partners in identifying relevant VET courses.*

- *Craftsmanship*
- *Building*
- *Restoration*
- *Preservation*
- *Heritage conservation*
- *Interior remodelling*
- *Heritage skills*
- *Interior design*
- *Tile laying*
- *Interior renovation*

*Using the online form, partners entered general information about the VET courses and specific information about the course content and its relation to interiors and heritage. Due to the need to find courses adequate for vocational education, the Revintage project considered only courses with EQF level 3 & 4. Each institution collected information about 5-10 courses, preferably offered regularly and addressing subjects with pertinent content to the Revintage Project. As part of the course selection criteria, partners considered courses that did not provide direct training on interiors as long as the content was about a relevant subject matter. The reasoning for the above was that a lack of inclusion of the topic of interiors could signal a lack of valorisation of interiors in general and post-war interiors in particular. Partners agreed that taking note of these courses is important as they could potentially benefit from the Revintage Project during its later phases.*

*Once Quiosq, VisMedNet and MAERA had submitted between 5-10 entries, they were welcome to submit entries for workshops or courses offered by other related stakeholders such as local heritage institutions or museums. The objective of the above was to consider a broader range of institutions providing training on interiors or preservation of built environments.*

*It is important to note that the results from the survey can be further complimented with more in depths interviews with selected VET institutions willing to collaborate with the Revintage Project during its later phases.*

## RESULTS

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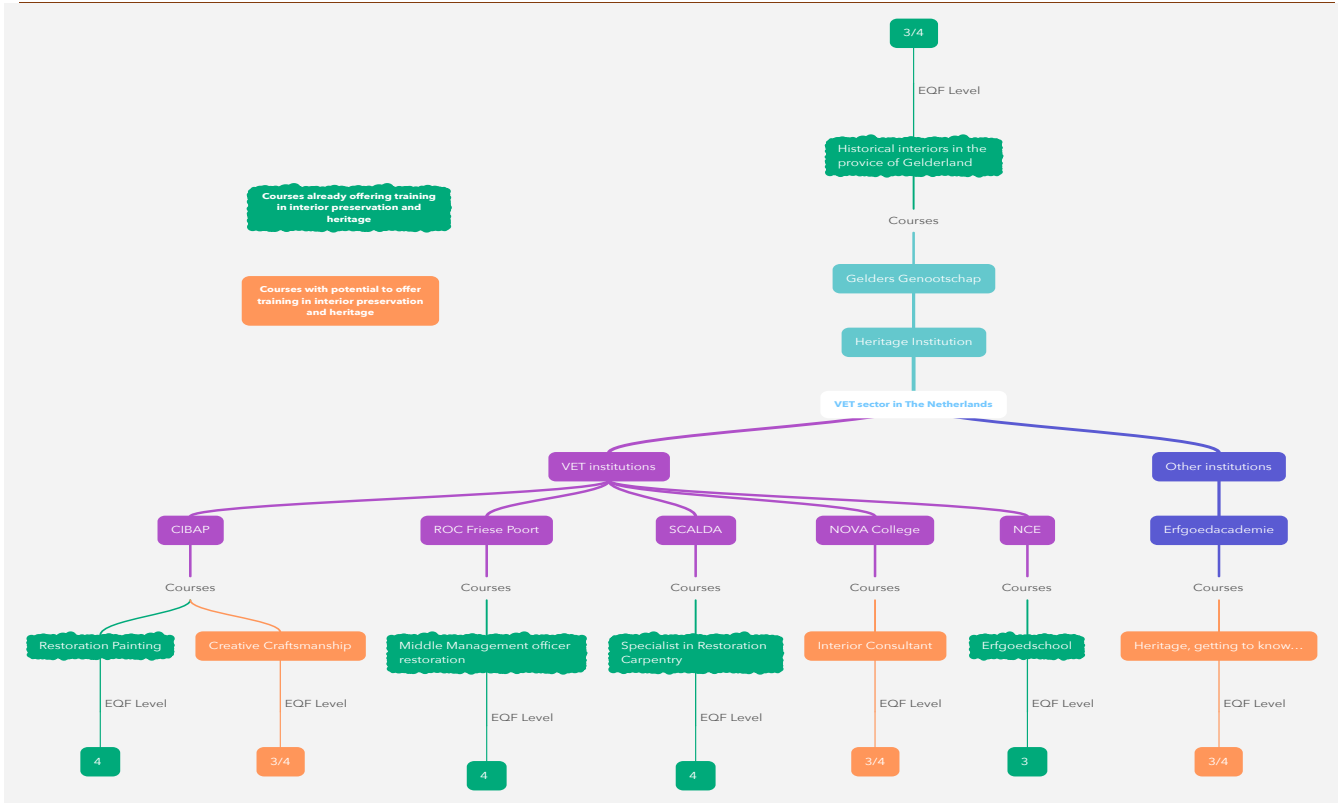
*As part of Activity 2 VisMedNet has gathered the data collected during the preliminary desk research to generate a mapping of VET institutions in the Netherlands, Portugal and Malta. The maps below identify courses offered by VET institutions in each country that contain content relevant to the subject matter. They are classified according to the whether they offer specific content related to interior preservation and heritage or whether they have the potential to offer training in that area. Courses coloured in green address content specific to interiors and their preservation.*

*As shown on the maps, The Netherlands is the country with the higher percentage of courses providing training in interior preservation and heritage, including a course focusing on historical interiors in one of the regions of the country. Courses in Malta that address interiors center on furniture design, heritage and masonry skills. In Portugal, most courses focus on restoration and conservation.*



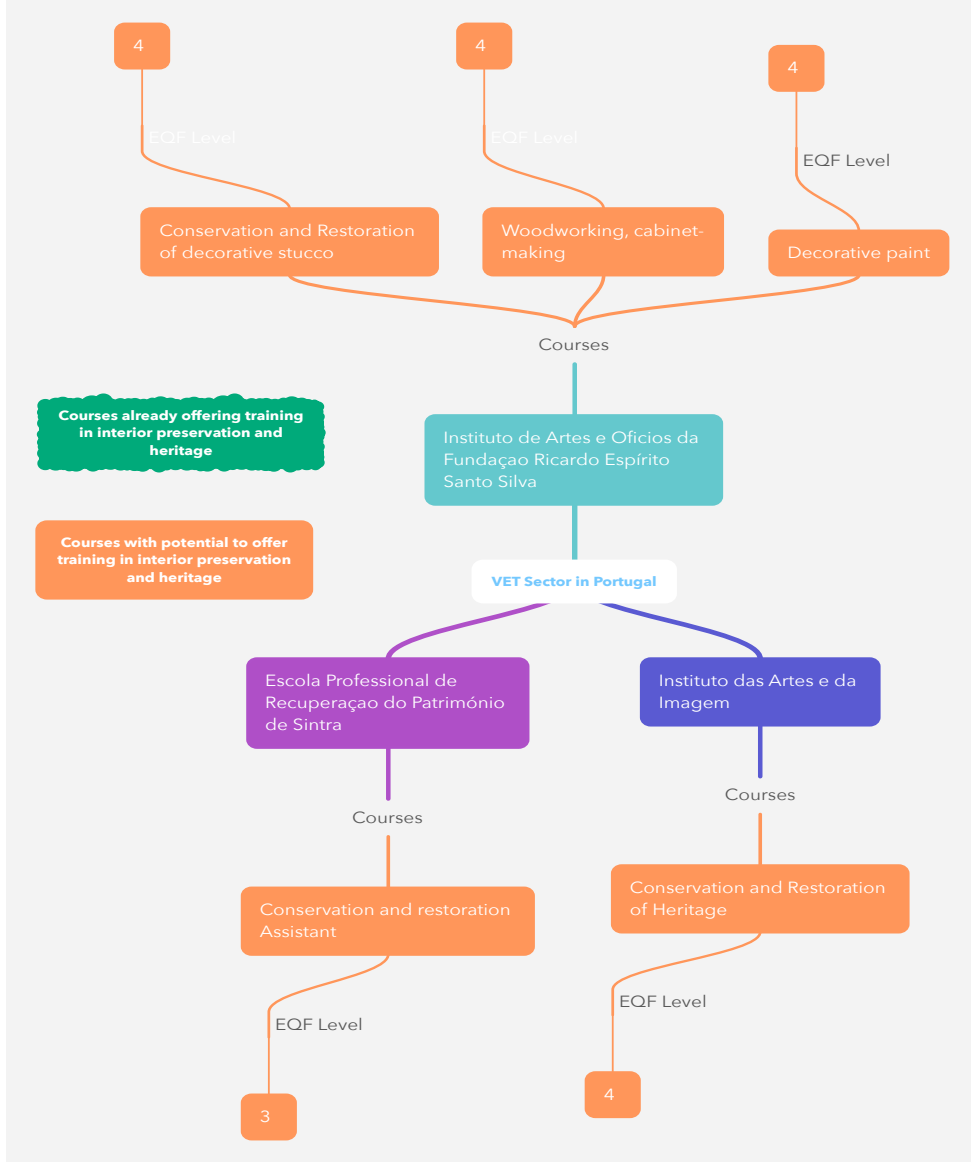
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## MAP OF THE VET SECTOR IN THE NETHERLANDS

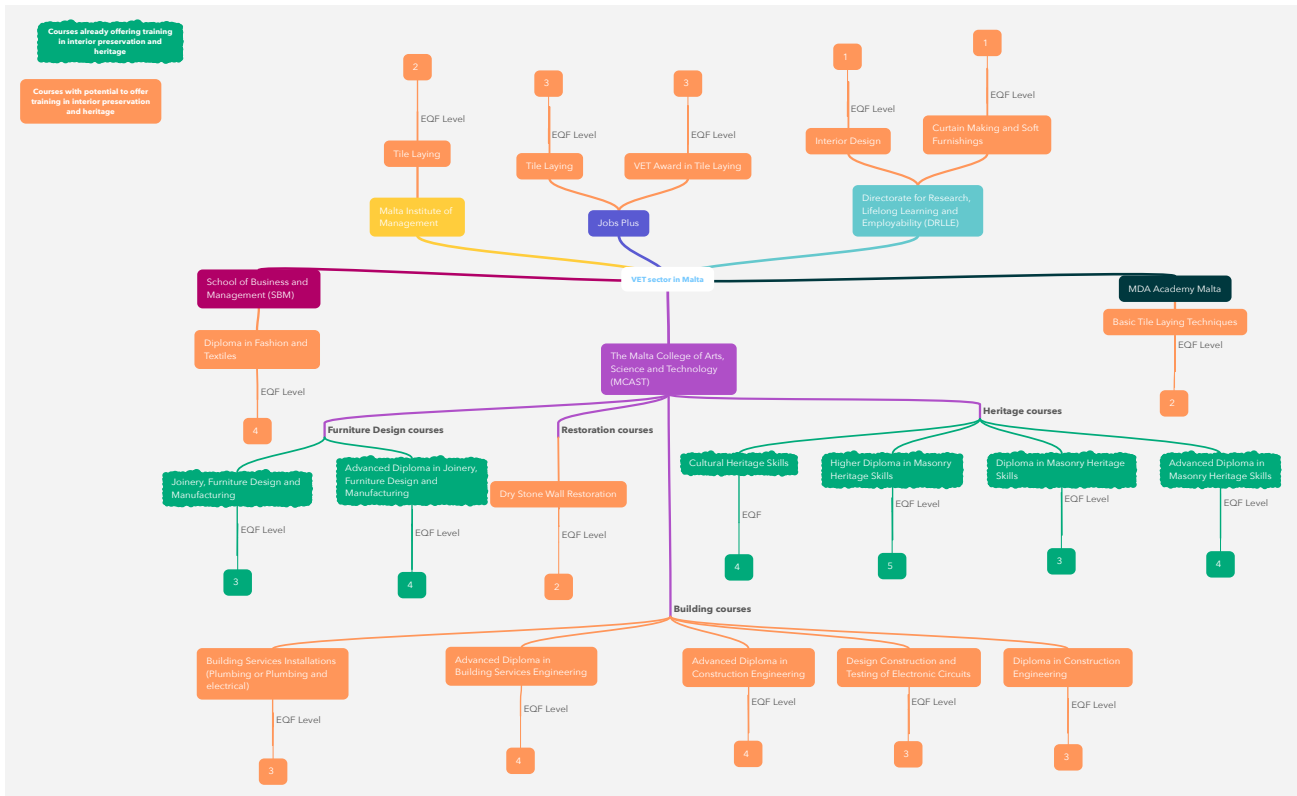




## MAP OF THE VET SECTOR IN PORTUGAL



## MAP OF THE VET SECTOR IN MALTA



The Netherlands provides at least eight courses about topics of interest for the Revintage project, five directly addressing the preservation of heritage interiors. In the case of Portugal, MAERA identified five courses in the areas of conservation, restoration, woodworking, and decorative paint. Meanwhile, in Malta, the Malta College of Arts, Science and Technology (MCAST) offers the widest variety of courses, six of them addressing heritage topics and interiors. Thirteen courses within the mapped vet sector are EQF levels 3&4.

## SURVEY RESULTS

The following section addresses the results of the online survey and illustrates with graphs the data that can be quantified. A total of 24 responses were registered on the survey detailing courses and an initial exploration of their structure and content.

FIGURE 1. PERCENTAGE OF HERITAGE TRAINING PROVIDERS



## Heritage Training Providers

24 responses

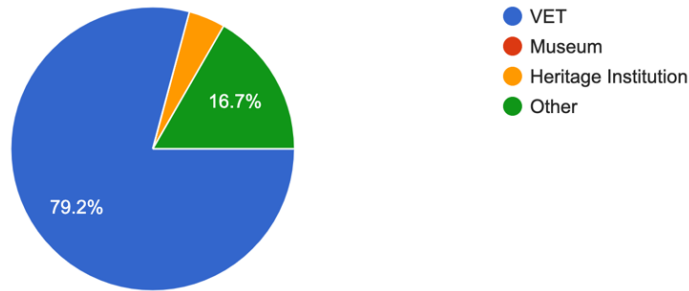
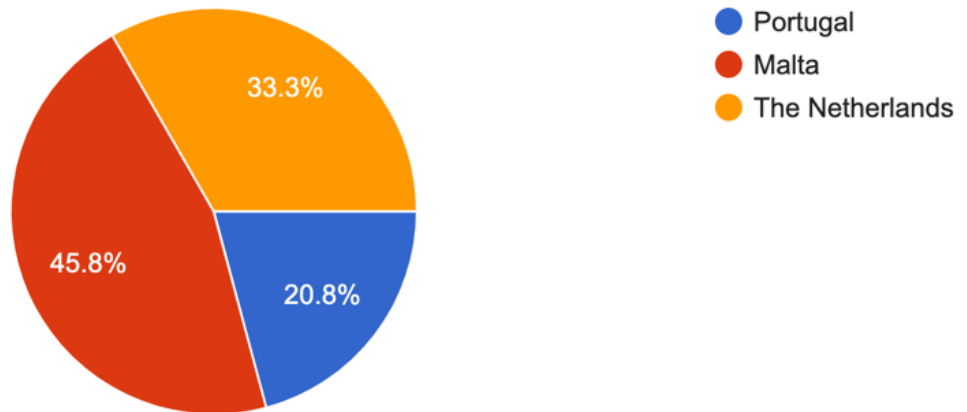


Figure 1. showcases that a majority of the courses are offered by VET institutions and only a small percentage of them are provided by heritage and other kinds of institutions.

FIGURE 2. PERCENTAGE OF INSTITUTIONS WITH VET TRAINING EQF LEVELS 3&4 PER COUNTRY

## In which country is the institution operating?

24 responses



Malta offers a wide net of VET courses, most of them provided by MCAST as shown on Figure 3. In Portugal most courses are offered by the Instituto de Artes e Ofícios da Fundação Ricardo Espírito Santo Silva, while in the Netherlands CIBAP offers two out eight courses.



FIGURE 3. NAME OF INSTITUTIONS

### Name of the Institution

24 responses

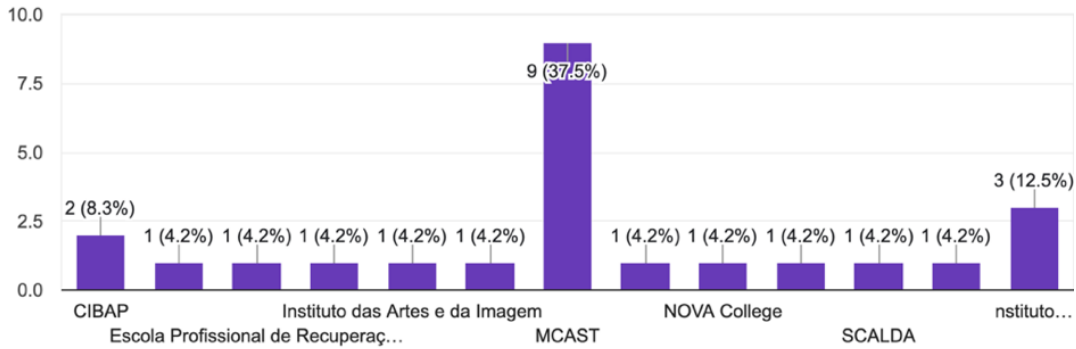
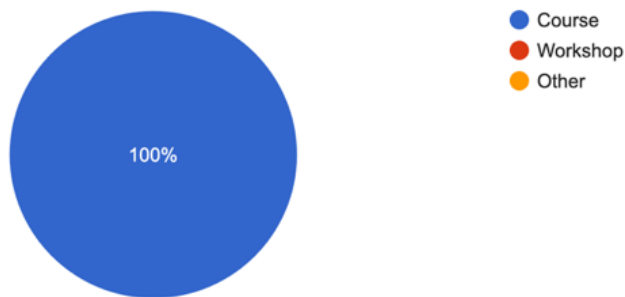


FIGURE 4. TYPE OF TRAINING

### Type of Training

24 responses



While partners considered the possibility of finding workshops, all the training opportunities found were courses. In further stages of the Revintage Project, partners will need to decide how best to integrate content on preserving post-war interiors into courses offered by VET institutions. Courses are ideal for the project's goals as they tend to last for a more extended period (see figure 6.), thus, bringing more opportunities for adding content focusing on recent interiors.

FIGURE 5. AREAS OF EDUCATION



## Areas of Education

24 responses

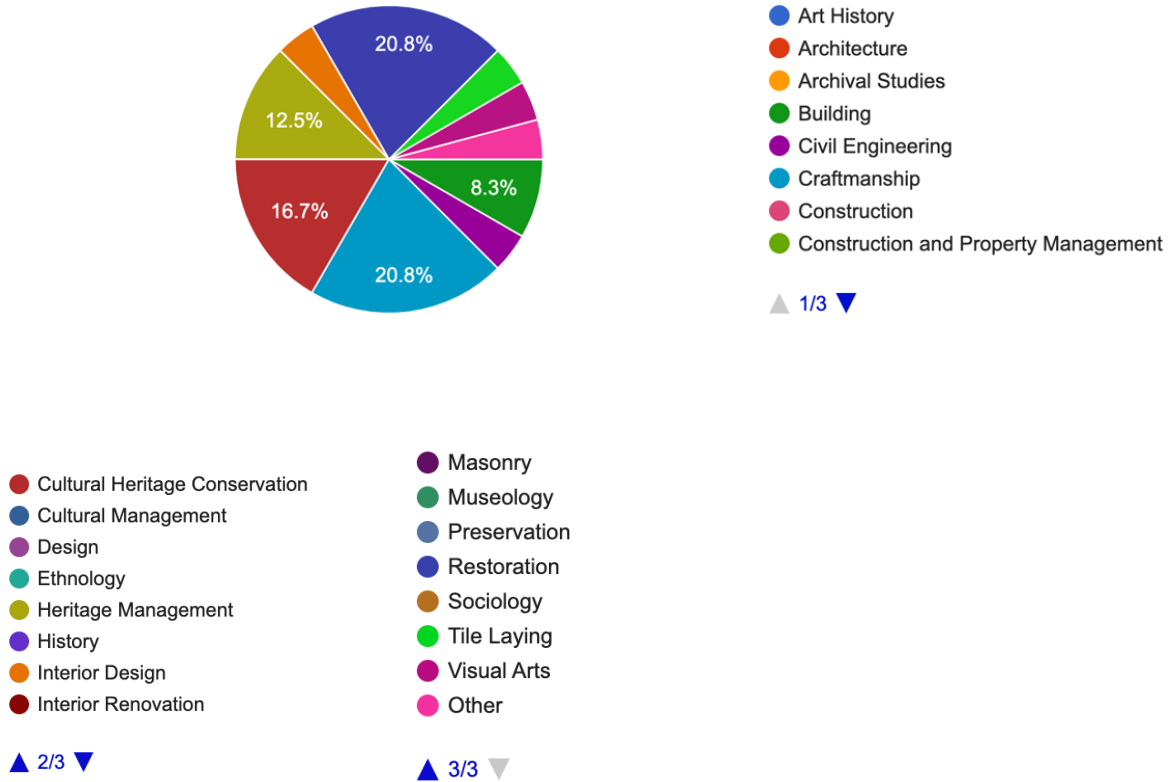


Figure 5. illustrates the variety of subject matters addressed in the 24 courses, evidencing the broad net of possible ties between the Revintage Project’s main topics and the VET sector. However, most courses are on areas of craftmanship (20.8%), restoration (20.8%), and cultural heritage conservation (16.7%). Other areas of interest are heritage management and building courses. For the purposes of the Revintage Project partners can work with VET institutions offering courses on craftmanship and restoration as they seem to offer a diversity of courses with potential ties to interior preservation and management. Specific elements of course content will be further discussed below.

Table 1. contains a list of the 24 courses identified for the activity organised by country. All of the courses on the list are EQF level 3 & 4.

TABLE 1. NAME OF COURSE OR WORKSHOP PROVIDED

<b>Country</b>	<b>Name of the Institution</b>	<b>Name of Course or Workshop provided</b>
Malta	MCAST	Advanced Diploma in Cultural Heritage Skills
Malta	Jobs Plus	Tile laying
Malta	MCAST	Building Services Engineering
Malta	School of Business and Management (SBM)	Diploma in Fashion and Textiles
Malta	MCAST	Diploma in Building Services Installations (Plumbing or Plumbing and Electrical)
Malta	MCAST	Advanced Diploma in Masonry Heritage Skills
Malta	MCAST	Joinery, Furniture Design and Manufacturing
Malta	MCAST	Advanced Diploma in Joinery, Furniture Design and Manufacturing
Malta	MCAST	Diploma in Masonry Heritage Skills
Malta	MCAST	Advanced Diploma in Masonry Heritage Skills
Malta	MCAST	Diploma in Construction Engineering
Portugal	Escola Profissional de Recuperação do Património de Sintra	Assistente de Conservação e Restauro
Portugal	Instituto das Artes e da Imagem	Conservação e Restauro do Património
Portugal	Instituto de Artes e Ofícios da Fundação Ricardo Espírito Santo Silva	Conservação e restauro de estuques decorativos
Portugal	Instituto de Artes e Ofícios da Fundação Ricardo Espírito Santo Silva	Marceneiro Entalhador
Portugal	Instituto de Artes e Ofícios da Fundação Ricardo Espírito Santo Silva	Pintura Decorativa
The Netherlands	CIBAP	Restoration painting
The Netherlands	CIBAP	Creative craftsman
The Netherlands	ROC Friese Poort	Middle management officer Restoration



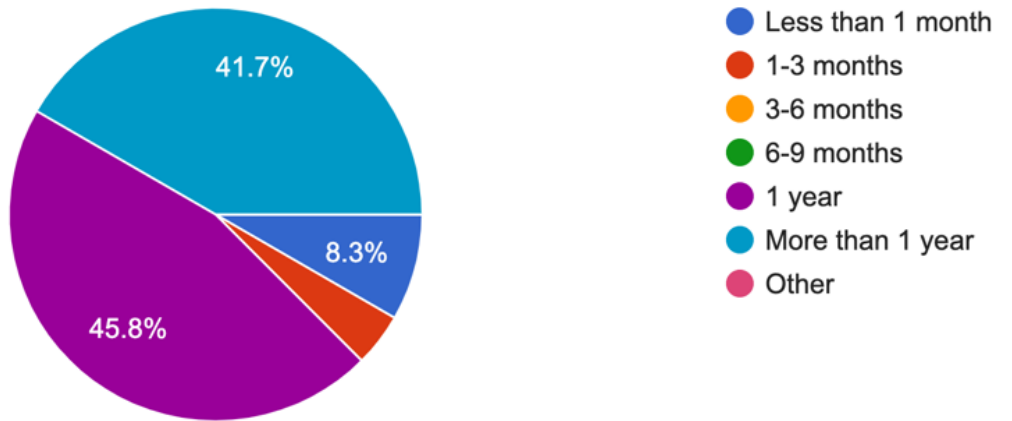
<i>The Netherlands</i>	SCALDA	<i>Specialist in restoration carpentry</i>
<i>The Netherlands</i>	NOVA College	<i>Interior consultant</i>
<i>The Netherlands</i>	Erfgoedacademie	<i>Heritage, getting to know...</i>
<i>The Netherlands</i>	Gelders Genootschap	<i>Historical interiors in the province of Gelderland</i>
<i>The Netherlands</i>	NCE	<i>Erfgoedschool</i>

Figure 6. provides information on the average duration of courses. Most of them last a year or more than a year. A small percentage of courses last for a month or between 1-3 months. The duration of courses is important to consider in terms of integration with content focused on the preservation of recent interiors. It is important to note that these courses have a set syllabus, thus partners will have to contact providing institutions to agree on possible collaboration dynamics and formats for integrating new content.

FIGURE 6. LENGTH OF COURSE OR WORKSHOP PROVIDED

### Length of Course or Workshop provided

24 responses



Most of the courses on the list are offered on a regular basis with only one exception.

FIGURE 7. REGULARITY OF OFFERINGS

### Is this course or workshop offered on a regular basis?

24 responses

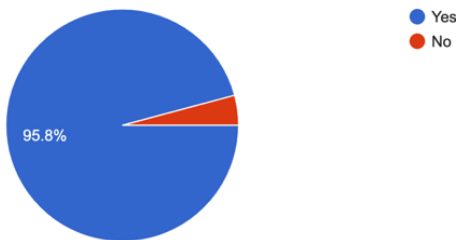
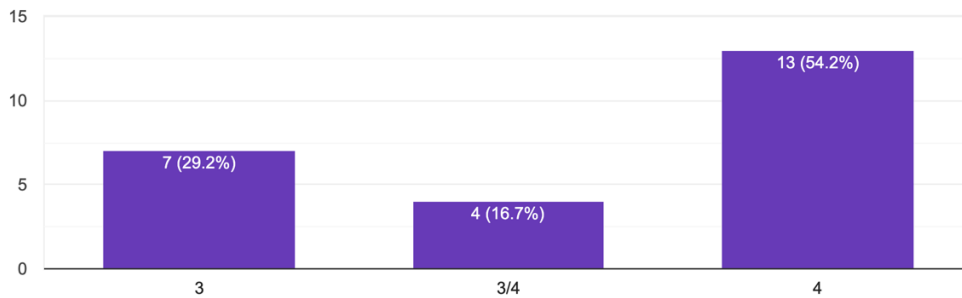


FIGURE 8. EQF LEVELS

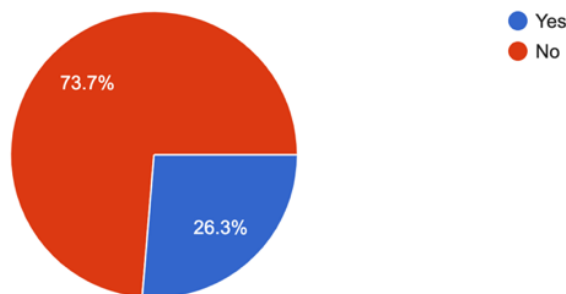
What is the EQF level of this course or workshop?

24 responses



As mentioned above, the courses identified during the survey are EQF levels 3 & 4. While the map of the VET sector in Malta includes courses with other EQF levels (to illustrate the diversity of options on offer in Malta), only courses with EQF levels 3 & 4 will be considered in further stages of the Revintage Project.

FIGURE 9. COURSES WITH DIRECT ASSOCIATION BETWEEN INTERIORS AND HERITAGE



According to Figure 9, 73.9% of courses contain content that is related to preservation, management and treatment of interiors that is evidenced in the syllabus or course description, thus the courses establish direct associations between interiors and heritage.

For example, the course titled “Cultural Heritage Skills” provided by MCAST in Malta contemplates the preservation and maintenance of objects in interior environments as well as buildings that contains objects deemed as cultural heritage. However, the focus is general and not directly related to post-war interiors in homes or museum collections. Similarly, the courses on “Masonry Skills” offered by the same institution contain training on the manufacturing of interiors (such as cabinets, kitchens, furniture) and have a module focused on restoration, cleaning and maintenance of built environments that presumably includes but does not focus on interiors. The class on “Joinery, Furniture Design and Manufacturing” also at MCAST, contains content on interior manufacturing, alteration, and repair.



Other training offers, however, such as those on “Building services installations”, “Tile Laying”, “Building Services Engineering” and “Construction Engineering” do not contain content that addresses interiors or heritage. Their focus remains on Nevertheless, these courses could contain modules that encourage awareness and skills to preserve interiors. As evidenced in the case study for Malta in Activity 1, often historical buildings require installations of services without compromising the structural integrity of historical interiors. A course like “Building services installations” thought at MCAST could include training on installation of services in heritage buildings with interiors in need of preservation, restoration, or adaptive re-use. A similar argument applies to the other courses related to building, engineering, and tile laying.

In the case of the Netherlands, the course on “Restoration Painting” teaches students to gild, bronze, retouch, make wood and marble imitations, fire paint and wallpaper. As part of the course, students learn to distinguish when to repair, conserve or do nothing at all. Thus, learning to make reflective decisions in the management of interiors. The course on “Historical Interiors in the province of Gelderland” appears to be the most linked to the Revintage Project. The description of its content states that “it looks at the post-war development of interiors, when the Netherlands experienced the largest building boom ever. In the higher segment of the market, villas and country houses were built, but also new types, such as the bungalow, the patio house and split-level types. In addition, Housing Act houses were built on a large scale. Not only from a spatial point of view these (new) types are interesting, also modern building and finishing materials were applied and we find monumental art such as wall and glass art, relief and sculpture. In addition, housing technology went through stormy developments.”<sup>1</sup> The course is offered by the Gelders Genootschap; however, it is less than one month, and it is unfortunately not offered on a regular basis. On another hand, the Ergoedsschool is a heritage school that teaches students skills on carpentry, bricklaying and prepares them for work in restoration, thus establishing a link between interiors and heritage management. Similarly, the “Middle manager officer restoration” course is an applied training where students can work at architectural firms, historic preservation societies or other institutions and are directly involved in restoration projects. Their preparation includes research in building history, structural analysis of buildings, design, and planning of restoration work. Although the course would benefit from a stronger emphasis on historical components, it addresses restoration work directly. The “specialist in restoration carpentry” likewise trains students in the restoration of historical and valued carpentry work. The course on “creative craftsmanship” on the other hand, does not include much content on heritage even though it’s focus is on furniture restoration. The “interior consultant” programme from NOVA college teaches students about interior design even though there is no direct mention on management of recent interiors. Finally, the “heritage getting to know” training is geared towards those working in heritage institutions but does not contemplate specific content on interiors. While some courses in The Netherlands establish a link between heritage and interiors and include content in their syllabi, others could benefit from a syllabus that integrates knowledge about interiors and their socio-historical heritage values.

In Portugal, painting, woodworking, restoration, and conservation courses teach students how to manage and use materials for making interiors and their restoration and conservation. For example, those training to become “assistant in conservation and restoration” learn technical knowledge to identify areas of intervention, diagnose the conservation status of heritage, conduct conservation and restoration work, generate technical reports and store cultural objects. Similarly, the “conservation and restoration of heritage” course teaches methodologies for conducting conservation and restoration labour. Like training available in the Netherlands and Malta, classes on the “conservation and restoration of decorative stucco” students learn to produce furniture and decorative objects and learn principles within the heritage conservation field, although it is unclear whether the course links to recent

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<sup>1</sup> Creeze, Bob. 2022. Online Survey entry.



*interiors. The woodworker and decorative paint courses teach specialised technical skills, although the focus might not be on managing interiors as heritage.*

*In the three countries, there are training opportunities that do not immediately or directly address interiors as heritage. Still, they tackle areas of knowledge and practice relevant to the project's goals. Thus, rather than discarding these courses, the project can explore ways to raise awareness of the value of interiors and establish collaborative ties with those in charge of these courses.*

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## LIMITATIONS

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*The online survey is based on desktop research that enabled partners to gather information of a general nature about courses and the VET sector in each country. However, specific details on each course, the challenges faced, the needs of VET providers and their motivations are difficult to assess based on desktop research. Thus, contact with a VET institution for each country will provide a deeper understanding of how VET institutions have addressed interiors and heritage. Moreover, it can give a clearer picture of how these institutions have valorised (or not) interiors as heritage and possibilities for collaboration in further stages of the project.*

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## CONCLUSIONS

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*The results from activity 2 provide an overview of the VET sector in the three participating countries and are an important entry point into establishing contact with relevant VET institutions and begin developing collaborative ties. The lack of direct content on interiors and heritage on many courses and VET offerings reflects the need for such collaboration with the Revintage Project. While some courses offered training in conservation, restoration and management of objects and built environments, there is a gap in attention to interiors as heritage. The desk research conducted for activity 2 showcases the need for the Revintage Project and adds to the research results of activity 1 by highlighting the limited availability of training that focuses specifically on recent interiors and the treatment of such interiors. Nevertheless, activity 2 highlighted multiple avenues for collaboration with a wide net of VET institutions. Further stages in the project will have to establish ties with one of these institutions and identify means for integrating content focused on the preservation of recent interiors, their importance and sociohistorical value.*