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## Context

### Project details

<b>Applicant organisation:</b>	Quiosq
<b>Applicant organisation OID:</b>	E10259687
<b>Project code:</b>	2021-2-NL01-KA210-VET-000048525
<b>Project title:</b>	Educating the possibilities of sustainable REValuation of INTERiors of recent AGE
<b>Action type:</b>	KA210-VET
<b>Call:</b>	2021
<b>Field:</b>	Vocational Education and Training
<b>Project start date:</b>	01-03-2022
<b>Project end date:</b>	31-08-2023
<b>Accreditation code:</b>	-
<b>Grant awarded:</b>	60 000,00 €
<b>National Agency receiving the report:</b>	NL01 - Nationaal Agentschap Erasmus+ Onderwijs & Training
<b>Language used to fill in the form:</b>	EN

## Project summary

Please summarise the information about your project in form of short answers to the following questions.

Please use full sentences and clear language. The provided summary will be made public by the European Commission and the National Agencies.

**Background: Why did you apply for this project? What were the needs you have addressed?\***

Revintage aimed to understand and communicate the dynamic of post-war European interiors by looking into local case studies, uncovering a network of stakeholders, and identifying practices of care and destruction that impact a part of our daily life that is key to local culture, but that is not yet formally recognized as cultural heritage. The project focused on setting up an EQF framework for preserving post-war interiors for VET courses in the fields of design, construction, and restoration. During the implementation of the project, the need for a coherent curriculum on this topic turned out to be even greater than previously thought.

**Objectives: What did you want to achieve by implementing the project?\***

Those involved in the Revintage project wanted to draw attention to the appreciation of recent interiors because they saw an explicit need for attention to them. This was confirmed by the VET sector who saw many opportunities for introducing elective components on the appreciation of recent cultural heritage into their curriculum. The project wanted to draw attention to the topic at least in the three countries involved and, through the website and the existing and new network, to other countries in the EU as well. Finally, the goal was that the VET programs we involved in the creation, through the outcomes of Revintage, would actually start implementing education in this area.

**Implementation: What activities did you implement in your project?\***

The research done during the Revintage project focused on four activities: Interiors as cultural heritage, mapping heritage and educational network, bringing those sectors together and defining the EQF framework. The research was conducted within a large group of involved stakeholders. Interviews have taken place, focus groups were organized, etc. All was very practical, aimed at the end-user, including educators with little or no contact with Europe's cultural heritage.

**Results: What were the concrete outputs and other results of your project?\***

The results of Revintage can be summarized as follows: - Insight into how the valuation of interiors in general takes place; - An overview of how this is dealt with in current VET education of courses that are broadly related to this topic (craftsmanship, restoration, architecture, interior design, tourism, etc.); - The opinion of stakeholders inside and outside education on the issue and the possibility of including elements of this in the curriculum; - A concrete description of an elective course on the appreciation and preservation of post-war interiors; - In general: interest in the reappraisal of recent interiors and the role that VET education can play in their valuation and preservation. Everything is publicly accessible via the project website <https://revintage.eu/>

Please translate your replies to English.

## Project Description

In this section you are asked to give information about the objectives and topics addressed by your project;

What was the most relevant horizontal or sectoral priority according to the objectives of your project?\*

What were the other relevant horizontal or sectoral priorities addressed by your project?\*

- VET: Contributing to innovation in vocational education and training
- VET: Adapting vocational education and training to labour market needs

In case the above selected priorities are different from the ones in the application, please explain why.

They are the same. The assessment questioned the clarity of the horizontal priority. We have chosen this mainly from the impact level. The reason for the project was that we saw that there was no joint valuation of recent interiors and, as a result, a lack of clarity about what role the parties involved (governments, citizens, craftsmen) can play in preserving them. In the curriculum description, we have paid a lot of attention to the role of man himself, both in the valuation and in the commissioning and implementation of conservation. An appropriate VET training should, in our opinion, emphasize these aspects as was also mentioned by all the experts we spoke with. Ultimately, all this should contribute to a more sustainable society in which citizens actively participate.

What were the most relevant topics addressed by your project?\*

- Creating new, innovative or joint curricula or courses
- New learning and teaching methods and approaches
- Key competences development

In case the selected topics are different from the ones in the application, please explain why.  
They are the same.

What are the concrete outcomes and achievements of your project, and how do they link back to the project objectives? Were all original objectives of the project met? Please comment on any objectives initially pursued but not achieved and describe any achievements exceeding the initial expectations.\*

The original objectives in comparison with the outcomes/achievements: a. A description of Interiors as cultural heritage. What is the life cycle of 'living' interiors to becoming cultural heritage and what phases can be identified that have an impact on these interiors? What are general tendencies, and what are specific influences on this part of our culture, either pan-European or local? Achieved: This is investigated in Activity 1 and the results can be read in Report 1. b. A mapping of the network. What is the network around post-war interiors in the broadest sense and how do groups in this network impact the life-cycle of the interiors mentioned? Achieved: The outcome of this study also can be found in Report 1. Incidentally, during the implementation of the associated activity, it became clear that the inventory would not be 100% complete. The relevant players outside education (museums, archives, architecture industry, interior design industry, research institutes) were extremely diverse. In the end, the choice we had to make proved appropriate in the implementation of subsequent activities. c. An investigation involving the relevant players in the VET sector. This includes both the training courses in the field of construction and craftsmanship as well as in the field of restoration. What is happening already and what is needed? Achieved: Research on this has been successfully conducted in the three partner countries. The result of this can be found in Report 2. Again, the report does not claim completeness but in the later activities it shows that the right choices were made. We spoke to the major institutions in this field or, on the other hand, examined them. d. A structured merging of the above. Bringing together knowledge and needs. What could be the role of the VET sector and heritage institutions in preserving interiors? Researching the resources and collections of a selection of educational institutes, museums, archives, and national sectoral institutes. Achieved: This, in addition to the aforementioned reports, received particular attention in focus groups and conversations with experts throughout the project. e. Finding ways to effectively and inclusively share the outcomes with the players involved, using their input in a meaningful way, and providing high-quality learning opportunities. Achieved: Sharing the outcomes was made easy for us by the enormous interest from stakeholders. We also shared the outcomes via social media and our website <https://revintage.eu/> f. Making a European-wide curriculum description for the VET institutions consisting of a structured set of knowledge, skills and competencies at the appropriate EQF level. Achieved: This can be found in detail in Report 7 and is based on expert comments (Report 8) in addition to previous research. Overall, Revintage fully achieved its original objectives. To be seen as an unexpected effect is the extensive interest we have experienced in taking this further.

In what way was the project innovative and/or complementary to other projects already carried out? Please describe how the needs of the identified target groups were addressed and what were the benefits of cooperating with transnational partners.\*

This VET cultural heritage project centred around the revaluation of recent interiors represents a significant step forward in preserving and celebrating our collective history. By focusing on interiors that have emerged in recent decades, we have aimed to shed light on often overlooked spaces that embody cultural, social, and design significance. Through a foreseen combination of vocational training and immersive experiences, students in the future will be equipped with the knowledge and skills needed to document, restore, and reinterpret these interiors. This project goes beyond traditional heritage

preservation by encouraging a deeper understanding of the contextual and contemporary aspects of these spaces. It fosters an appreciation for the cultural diversity and evolution of interior design, while also emphasizing the importance of sustainable practices and adaptive reuse. Through its innovative approach, this VET project sets a precedent for engaging future generations in the preservation and revaluation of recent interiors, ensuring that these valuable pieces of our cultural heritage are cherished and understood for years to come. The subject of this Erasmus+ project has been neglected earlier due to a lack of attention and knowledge in the sector. This neglect can be attributed to various factors, including a focus on more mainstream or established fields of study and a lack of awareness regarding the significance and relevance of the subject within the educational community. By embarking on the Revintage project, the participating institutions demonstrate their commitment to addressing gaps in knowledge and fostering a more inclusive and comprehensive educational experience. Through this initiative, they try to ensure that future generations can benefit from a more comprehensive understanding of the subject matter. Working together internationally on an educational project offers a multitude of benefits that enrich the learning experience for all involved. Collaborating with individuals from different countries and cultures brings a diverse range of perspectives, ideas, and approaches to problem-solving. This diversity fosters creativity, innovation, and critical thinking as participants learn from one another's unique backgrounds and experiences. Additionally, international collaboration promotes cultural exchange, fostering mutual understanding and respect among participants. Revintage it provided an opportunity to explore and appreciate different traditions, customs, and ways of thinking, and promoting attention to cultural heritage and sustainability.

**How was the progress, quality and achievement of the project activities monitored and by whom?\***

The progress, quality, and achievement of the project's activities were closely monitored by Quiosq, the project leader, through a comprehensive set of mechanisms and tools. First and foremost, regular communication channels were established to ensure effective coordination and information sharing among project partners. This included regular meetings (live and online) and shared online platforms where participants could report on their progress, discuss challenges, and exchange best practices. Additionally, from the beginning, the project's activities were carefully planned and structured, with clear objectives, milestones, and deliverables, allowing for systematic tracking of progress (see also the timetable in the attachments). Monitoring has involved regular project evaluations, both formative and summative, to assess the effectiveness and impact of the activities. Data collection methods, such as surveys, interviews, and feedback mechanisms, were on a small scale employed to gather valuable input from stakeholders, participants, and beneficiaries. This feedback was then analyzed to identify areas of improvement. The reports of the four meetings (see appendices) reflect these mechanisms.

**How did you evaluate the extent to which the project reached its objectives and planned results? Which activities did you carry out to assess the overall success of your project?\***

Because the project involved partly unfamiliar territory and partly partners who previously had little to do with the subject matter, it was important to quickly develop a common "language" and express expectations to each other. Fortunately, this took place in a particularly pleasant and motivating manner, and partly because of this, all objectives were achieved. Collaboration has proven effective and efficient in this Small Scale Partnership project, within a small group. Communication was smooth and there have been no misunderstandings about planning, activities and results. Apart from the planning schedule, which can be seen as a kind of summary of the project, the six Activities were described in detail in advance by the project manager. This gave the other partners guidance in the implementation of the various components. From the beginning, it was important for us to maintain contact with people and organizations outside the partnership, both involved in the content from their fields of expertise and directly from the relevant VET sector. They helped to make the result of the project better and more appropriate. The discussions we had related to the necessity of knowledge and skills of professionals who actually deal with the protection and restoration of interiors. This did not appear to be well-regulated on all fronts in all partner countries. The guidelines are there but at least there is a lack of people with the right skills to work with them. We discussed, among other things, the need to bring young people into contact with heritage at an early stage of their education, the necessity of its protection and the role they themselves can play in this.

**If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. How did you handle project risks (e.g. conflict resolution processes, unforeseen events, etc.)?**

Throughout the partnership, we were fortunate to experience a smooth collaboration internally among the project team. However, one notable challenge we encountered involved establishing contact with the relevant VET sector. Engaging with these stakeholders proved to be somewhat difficult initially, primarily due to their overwhelming workload and their strong focus on their existing programs. Nevertheless, through persistent efforts in all three countries, we successfully initiated collaboration with VET representatives right from the project's inception. Their involvement proved to be very essential,

bringing valuable insights and expertise to the table. In addition to engaging with professionals, it is crucial to acknowledge the vital contribution of the VET students themselves. By conducting interviews with both current and former students and organizing focus group meetings with entire classes, we were able to gather a wealth of information and firsthand perspectives. The input provided by these students has been instrumental in shaping the direction and outcomes of the project, ensuring that it remains student-centred and aligned with their needs and aspirations.

### Summary of participating organisations

Role of the Organisation	OID of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Accreditation of organisation (if applicable)	Partnership Entry Date	Partnership Withdrawal Date
Beneficiary	E10259687	Quiosq	Netherlands	Other type of organisation		01-03-2022	31-08-2023
Partner Organisation	E10068392	VisMedNet Association	Malta	Other type of organisation		01-03-2022	31-08-2023
Partner Organisation	E10170828	MAERA - MANAGEMENT, ACCOUNTING AND EDUCATION RESEARCH ASSOCIATION	Portugal	Other type of organisation		01-03-2022	31-08-2023
<b>Total number of participating organisations</b>							<b>3</b>

## Cooperation arrangements

What were the strengths that each partner brought to the project? Please describe how the tasks and responsibilities were distributed among the partner organisations.\*

The collaborative partnership brought together a diverse and blended group of partners, each contributing unique expertise and perspectives. VisMedNet from Malta emerged as the most experienced partner, leveraging their extensive knowledge in successfully implementing educational projects. While they had a strong track record, the specific topic of this project was new to them, requiring them to navigate uncharted territory. They proactively engaged with stakeholders who had not been involved in similar initiatives before, expanding their network and creating new avenues for collaboration. Maera from Portugal, relatively new to Erasmus+, demonstrated proficiency in project management and education. They, too, embarked on a fresh exploration of the project's subject matter, forging connections with entirely new partners in the fields of vocational education and training, interior design, tourism, and architecture. Their involvement is expected to continue, and they are likely to remain active in this field in the future. The Dutch partner, Quiosq, evolved further in their expertise in heritage and education through their participation in this project. The collaboration allowed them to delve into a combination of subject matter and target audience that had been underexposed until now, inspiring their future endeavours. Overall, the partnership's collective strengths and the opportunity to venture into unexplored territories have fostered a rich and transformative experience for all involved. Revintage was a necessarily international project because the context was distinctly international. The problem is different in each country. We have opted for three perspectives. In the Netherlands, there is a particular problem of post-war interiors that disappear on a large scale despite all the efforts of organizations focused on heritage conservation. This mainly concerns a lack of knowledge among residents of homes and construction workers about the possibilities of preserving elements of their interior. In Portugal, the focus is on making information accessible. As an example, we took here a case from a company that documents well-known Portuguese tiles and in this way can supplement existing interiors for consumers. In Malta, the problem was more in the area of awareness of the historical significance of the more recent interiors, with consumers, but especially also with authorities. In contrast to previous projects involving the partners, a deliberate decision was made to adopt a more balanced distribution of work. While the specific subjects of study differed across locations, the overall approach and topic remained consistent. This approach proved to be highly effective, as it facilitated fruitful discussions and a valuable exchange of ideas during the international comparison phase.

How did you ensure sound management of the project and good cooperation and communication between partners during project implementation?\*

From the outset, a comprehensive project management plan was developed, providing a roadmap that outlined the project's schedule, responsibilities, and deliverables. Quiosq took on the role of project manager and assumed responsibility for overseeing the plan's execution. To enhance project management efficiency, digital tools were employed, facilitating tasks such as recording work hours and monitoring progress. To ensure effective coordination and communication, each organization designated a local project leader who maintained regular online contact with the other two project leaders. This allowed for immediate problem-solving and adjustments to the plan as needed. These consultations were efficient and focused, enabling swift decision-making and progress tracking. Additionally, for each activity within the project, an activity leader was assigned. The activity leader provided weekly reports to the three project leaders, ensuring transparent communication and accountability. As the management consultations primarily took place online, the offline contact moments were dedicated to in-depth discussions on research findings, exchanging information, and sharing results. To ensure a broad perspective and avoid self-centeredness, external parties from the VET sector were invited to these meetings to provide inspiration and insights. It was important to approach the project from the perspective of benefiting a wide target audience rather than solely focusing on the project partners' interests. Furthermore, to enrich the project experience, relevant site visits were organized, guided by experts in the field. These visits served to deepen the understanding of the subject matter and provided practical exposure to relevant locations and contexts. By combining online collaboration, focused meetings, and on-site visits, the project fostered a comprehensive and well-rounded approach to achieving its goals.

## Implementation

### Overview of Activities

Activity title	Venue of the activity	Activity start date	Activity end date	Activity duration(days)	Grant amount allocated to the activity (EUR)
5 Project management	The Netherlands, Malta and Portugal	01/03/2022	31/08/2023	549	4 000
6 Evaluation, communication and follow-up	The Netherlands, Malta and Portugal	01/03/2022	31/08/2023	549	6 000
1 Understanding the life cycle of interiors' (heritage) values	The Netherlands, Malta and Portugal	01/03/2022	01/09/2022	185	12 500
3 Analyzing the value of post-war interiors and the role of educators	The Netherlands, Malta and Portugal	01/06/2022	01/03/2023	274	12 500
2 Mapping relevant networks in VET education	The Netherlands, Malta and Portugal	01/06/2022	01/09/2022	93	12 500
4 Setting up the educational framework	The Netherlands, Malta and Portugal	01/03/2023	31/08/2023	184	12 500
<b>Total</b>					<b>60 000</b>

## Project Lump Sum

### 5 Project management

Describe the content of the proposed activity.

Activity 5 will consist of the next sub-activities: administrative, operational, and financial management. This includes all reporting and data collection, keeping records and reports on the operation, administration, and implementation of the project as well as the administration of finances. There will be a periodical review of the activities implemented. Reporting shall be on a monthly basis for internal purposes as often as required for formal reporting purposes as required by the NA in The Netherlands. Consortium management. This includes contractual management and preparation of the project management plan that will help partners regulate their relationship throughout the project lifetime and points them to the agreed deadlines and working method. Monitoring of project activities. This includes a detailed work plan, preparation, and use of monitoring tools to ensure that all partners are supported to maintain thresholds and reach planned milestones in all the activities of the project. We believe it is good to pre-record as much as possible to avoid misunderstandings. The short time span for this project makes it essential that there is a smooth progression without stumbling. Dissemination activities and participation This includes the preparation of a strategy document and the tools that will be used to monitor its implementation, secure partnership-wide engagement, maintenance of a website and social media profiles used to share the process and results of the project with the target groups and other people interested. This includes all feedback and filling in surveys and questionnaires after meetings and other activities.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results

The target group for these activities is the group of partners in the project and all their employees on one hand and the NA on the other. We are committed to a well-managed project where the structure is so clear that there is full scope for the actual work of the project. As far as the National Agency is concerned, we want to provide full insight into all the ins and outs of the project, not only with interim reports but at any time.

Explain how is this activity going to help to reach the project objectives.



Besides internal informal periodical reporting, there will be formal reports to the National Agency on the technical and financial aspects of the implementation of the project as may be laid by the Grant Agreement. The coordinating, reporting and monitoring process is the responsibility of the project coordinator but there will be constant support by the other partners VisMedNet and Maera. For the duration of the project, the project manager will be responsible for developing and maintaining a sound financial system that fulfills all EU requirements including a financial monitoring system, that takes track of financial progress per partner and per action, receiving the Erasmus+ grant and transferring it to the other partner, coordinating and submitting reports to the Erasmus+ secretariat at the NA, organizing and advising on required financial control activities, monitoring the progress of expenditures in conformity with the application and sending in a final report and a payment claim after completion of the project. This will be a continuous activity performed by financial and project management qualified employees of the lead partner Quiosq.

Describe the expected results of the activity.

We focus on outcomes that are mainly related to the involvement of the parties with whom we have contact in the project and of anyone who in one way or another becomes aware of the results via the website and social media. We do this based on our vision of a network approach with explicit sharing and use of heritage values. The project will be scheduled tightly and detailed, always orienting its activities on the premeditated results. There will be indicators during the project that we are doing well. We will evaluate continuously with our stakeholders and, if possible, with the primary target group. We will question them about the activities they have carried out or are still carrying out and we involve them in the formulation of the conclusions. Their enthusiasm for our project will be an indicator but above all a motivation to continue. Ultimately, we all have the same goal. In addition, we will be in contact with a larger community through a website and social media. We focus on an active discussion with many stakeholders, both on the executive and the receiving side, so in both target groups.

Please explain how did you determine the grant amount allocated to this activity?

We assume a lower amount than is usual for Erasmus + projects. After all, there is lump-sum financing and the partnership is on a small scale. On the other hand, we attach great importance to a transparent well-oiled machine in terms of project management, fully supporting the four research activities and activity 6.

Was the grant amount allocated to this activity sufficient?

Yes

Please describe the content of implemented activity if activity deviated from the content of the proposed activity

There was no deviation from the planned activities in this area.

How satisfied were you with the results of implemented activity? Please rate it on a scale from 1 to 10, 1 being the worst grade and 10 being the best.

9

If you wish, give additional comments about the satisfaction for this activity

Everything could of course be better, but overall the project management went very well. All partners were actively committed to the results of the project and carried out their tasks, individually and jointly, in close consultation. As a result, there were no delays. It was nice that there was already a detailed planning in advance. It has not deviated from that.

## 6 Evaluation, communication and follow-up

Describe the content of the proposed activity.

The project is intended to contribute to a better and mutual understanding of strategies involving the target group and to assess which do and which don't work, and in what setting. This knowledge will be combined with experiences gained in other relevant projects to create a better overall understanding of present and future approaches. We will use the knowledge gained within the project but also afterward to investigate possibilities of long-term, structural cooperation in similar projects between partners and participating organizations. In so doing, we intend to improve communication within the VET and cultural heritage sector through new programs. At the local and regional levels, our project will have an immediate and direct impact because it fosters sustainable awareness, discussion, and contacts. This will be immediately visible on our planned project website, but of course especially within the institutions involved. The institutions will realize, even more than was already possible, that the target group is a diverse target group with different needs. With regard to these wishes

and possibilities, we will also pay particular attention to residents of Europe with fewer opportunities. This concerns a large group of people who consciously or unconsciously do not or less come into contact with the heritage of Europe for all kinds of reasons. This is all based on the idea that knowledge of each other's heritage contributes to active citizenship, more tolerance, and a better society. Our results are to be disseminated across Europe in many ways, as indicated earlier. There is a great need to exchange information about projects within the world of cultural heritage, for which there are many active platforms, sector-related, subject-related, national, and international. The project is integrating different European regions and ensuring a sense of internationalization and European community-building, in line with the spirit of the EU.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results

In the framework of this project, we want to reach the educators and professionals in all types of VET institutions on building, interior design, craftsmanship and restoration, and cultural heritage institutions. Dissemination in this area will be targeting: - educators and managers in the VET sector; - local, regional and national decision-makers in the management of heritage; - players involved in culture and heritage management; - political bodies and parties, politicians and other advisors and professionals who could be involved in the decision-making processes; - social groups that work for more social cohesion, inclusion, and accessibility in urban areas including that representative of specific interest groups like, cultural groups, the commercial community, individuals with disabilities, minorities, families, etc. who may have a say and what to contribute to local community consultation activities, and - any other players that each of the partners may deem necessary and interesting for the community engagement activity. The partners of Revintage will seek active engagement of the media not only as audience and multipliers for dissemination purposes but also possibly to visibly support local activities. The mentioned target groups are large and broad. We are well aware that at the same time this can mean that we will ultimately only reach a limited group. Above all, we will lay a foundation on the basis on which others can return to work. This concerns both the educational institutions as the institutions in the field of cultural heritage itself and parties that continue with research in this field.

Explain how is this activity going to help to reach the project objectives.

The ultimate goal of the project is building a curriculum targeted at competencies and awareness and connecting to a network in order to cooperate and share. Awareness will start among selected actors in the network, but ultimately among a larger group in Europe. The output of the project will be carefully aligned with groups of people that are little or not at all connected with issues such as heritage and sustainability – and may be deprived of access to their local knowledge institutions. This will be expressed in the choice of media, as well as the tone of voice of the project output. A greener future for Europe in which important values in a material and immaterial sense are preserved is in everyone's interest and everyone has a role in it. To this end, actors from all kinds of sectors must work together, so not only those of education and cultural heritage but in particular also other sectors that are in close contact with the ultimate target

Describe the expected results of the activity.

We want to ensure that, initially in the participating countries, but then throughout Europe, relevant players in the field become aware of the project and of the problem it wants to solve. This is accomplished by drawing attention to the project via the project website and social media, but certainly also via the network that will be explored and activated. The project will rely on active support for European citizenship and the general aim of making Europe and its inhabitants rooted and resilient.

Please explain how did you determine the grant amount allocated to this activity?

The dissemination strategy and implementation will run during the lifetime of the project and beyond. Dissemination activities will be designed to engage the different target groups in meaningful interaction throughout the project. These activities can be summarized as follows: Website and social media. Facebook, Twitter, Instagram, and other social media will help to promote project activities and results. Also, it is a great source of interacting with people (project outsiders) through comments, thoughts, feelings, insight, and emotions about the results activities during the project lifetime. We strive to turn the Erasmus+ Revintage project into something that will be hard to overlook in our sector. Conferences. During the project and afterward, we shall bring Revintage to the attention of relevant parties. Where possible, this involves a presence at (online) conferences, webinars, and symposia. Mailing lists. The project partners maintain their own mailing list for various reasons, e.g. send their newsletter, inform about events, and so on. Those mailing lists will be used (with full consideration of privacy guidelines) to promote the project and activities. Associated partners. Although it was mentioned earlier in the application that there are no formally recruited associated partners at this stage of this proposal, all partners have ongoing relationships with operators/stakeholders in the VET and heritage field. Each partner is to make a concerted effort to involve these in necessary consultations, and especially involve them in the further dissemination of the project outcome. Partners will inform the community about news, events, project activities, and results. Groups and associations.

The strategy for Revintage is to explore opportunities to disseminate news and information about project activities within professional groups, sectors, umbrella organizations, governments, and the like. Seeing this list of important activities we think a budget of 6000 Euro is reasonable.

Was the grant amount allocated to this activity sufficient?

Yes

Please describe the content of implemented activity if activity deviated from the content of the proposed activity

We carried out the activities in accordance with what is stated in the proposal.

How satisfied were you with the results of implemented activity? Please rate it on a scale from 1 to 10, 1 being the worst grade and 10 being the best.

9

If you wish, give additional comments about the satisfaction for this activity

It was particularly motivating to see the enormous interest in the topic. We often heard that it was very good that attention was paid to it and that the way we approached it met a need from both the VET sector and parties from heritage and architecture. It is unfortunate that the formal project period ends in that regard but we will certainly continue Revintage activities in our own organizations, with the other parties we have spoken to and on the Revintage website. Some of the reaction we have received from members of the target groups illustrate the above: "Revintage is a project of great importance and relevance in a world where the concepts of change and constant evolution are key words" (Student of International Relations) "The Revintage project was very important because it helped us access knowledge that otherwise was more difficult. So, it was pertinent to have more projects with the characteristics of Revintage" (Tourism Student) "The Revintage project allowed thinking about a very relevant theme from the cultural point of view of a city or country. Participation in the project allowed access to valuable knowledge and learning to enhance the heritage of a country. The project also allowed for very rich partnerships and interactions between professors, researchers, students, institutions and the general public" (Tourism course teacher)

## 1 Understanding the life cycle of interiors' (heritage) values

Describe the content of the proposed activity.

Interiors of a certain age, quality, authenticity, and consistency are widely recognized as cultural heritage. Before this was the case, these interiors were either used, disposed of, or ignored. In order to understand and value the more recent interiors that have not (yet) been labeled as heritage, it is important to understand the life cycle of 'living', as well as 'dying' interiors in becoming cultural heritage (or becoming 'waste'). General tendencies and phases in this process are described by theories of heritage formation, but here, we will be looking for specific patterns of this process when it comes to interiors. In particular, this inquiry will link the process of heritage formation of interiors to cultural contexts that are either tied to European developments or locally connected to significance, use, materials, design, etc. In this preliminary research of the patterns of 'heritization' of interiors, we will in review interiors from the 1920-1945 era as a case study. Next to aesthetic and historical values, this research will consider societal values such as use, memory, and identity.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results

The first in a series of four activities, this activity will ask for the input of a relevant network that is active in the valuation and preservation of pre-war interiors in Malta, Portugal, and the Netherlands. These groups consist of researchers of historical interiors at architecture and design faculties of universities; the relevant sections of national heritage agencies; open-air museums and historic house museums, as well as local businesses that preserve interior fragments of the 1920-1945-period. Parties that have already been identified are the Zuiderzeemuseum (the Netherlands); the Cultural Heritage Agency of the Netherlands; Het Nieuwe Instituut (the Netherlands); the Faculty of Built Environment (University of Malta), the Malta Planning Authority, Superintendence of heritage, Environment Resources Authority, the Werkbund Archiv in Berlin and Porto town hall that created a project called Banco de Materiais in which is included the preservation of tiles. This project helped to identify and classify the types of tiles and then even to share those for people who needed them for restoration (<https://museudacidadeporto.pt/estacao/banco-de-materiais/>). These institutions will benefit as this activity will fortify their understanding of interiors as heritage in a broad (more societal) sense. Next to this, it will enable them to

(re)connect to national and international stakeholders in the network that exist around historical interiors. Also, it will raise awareness for post-war interiors and anticipate the collaboration aiming for the preservation of these interiors. Finally, for some target groups, the post-war interiors will, at a certain point, become relevant as heritage, and this inventory will help them to, value and interpret these interiors as heritage.

Explain how is this activity going to help to reach the project objectives.

The result of this preliminary inquiry will feedback into the project to aid a systematic valuation of the post-war interiors that are central to the project at large. It will help to recognize and understand the phases in which interiors are meaningful – or vulnerable – and exemplify how valuation and preservation strategies that were applied to interiors of an earlier age could (or could not) be used in the more recent interiors at hand. Also, it will shed light on how the valuation of interiors is historically, geographically, and socially contingent, and how to meaningfully integrate local contexts in the safeguarding of post-war interiors. Finally, this activity will explore a network of stakeholders and perspectives that is vital for the subsequent activities.

Describe the expected results of the activity.

The result of the preliminary study will be a report on the life cycle of interiors, focusing on the 1920-1945 period. This report, which will be shared online and through social media, will note general trends in the value and valuation of interiors and link general patterns of preservation and destruction to local cultural contexts. In particular, the report will conclude on patterns of the vulnerability of interiors as they proceed to become culturally significant – or end up as waste. Another outcome of this activity is exchanging views and strengthening relationships with a network of stakeholders that is key to a networked approach of heritage values. This will also feedback into activities 3 and 4. The activity consists also of a short valuation training concluded with three systematic reports on cases, as some sort of prelude to activity 3. The method for valuating the interiors will be closely connected to the Australian valuation tool Significance 2.0. The valuation report will differentiate for different groups and will also note on potential values of the post-war interiors. These valuations will be shared on a project website.

Please explain how did you determine the grant amount allocated to this activity?

The allocated grant amount of 12.500,-, will be used to execute the study of literature, conduct interviews, and analyzing local case studies. The budget will be mostly used for traveling as the understanding of local influences (and knowledge) on the interior life cycle is key to the project. Other costs that are covered by this budget are sharing the outcomes online and through social media. A project website will be created for this purpose. All local travel is done by public transport. This also applies to international destinations that can be reached by train. Meetings shall be in-person when possible, to allow for unhindered intellectual and social interaction. If a sustainable way of organizing travel for in-person meetings is not deemed possible, digital conferences are organized.

Was the grant amount allocated to this activity sufficient?

Yes

Please describe the content of implemented activity if activity deviated from the content of the proposed activity

This was previously seen as a difficult part to perform. For some of the partners, the sector in which we carried out the project was new. However, the project leader had a lot of experience in this area and was able to involve the other partners in the work. This eventually led to an excellent result.

How satisfied were you with the results of implemented activity? Please rate it on a scale from 1 to 10, 1 being the worst grade and 10 being the best.

9

If you wish, give additional comments about the satisfaction for this activity

It was a new subject for all of us despite the experience we had with the VET sector and aspects of cultural heritage. In contrast to older interiors, little knowledge was available on the subject of revaluation of recent interiors, and this was particularly the case for the employees in VET education. Fortunately, everyone was remarkably interested. The statement "It's good that you are working on this and we would like to contribute in one way or another" created a lot of enthusiasm within the small consortium.

### 3 Analyzing the value of post-war interiors and the role of educators

Describe the content of the proposed activity.

This activity focuses on the synthesis between the findings in the VET sector, after studying curriculums and discussions with stakeholders, with the results of the substantive research. After understanding the 'value life' of interiors and having analyzed the heterogeneous educational network that impacts post-war interiors, in particular, it is key to research the present state of post-war interiors and find out how they are valued and treated by the educational sector at present. Desk research and interviews will give an idea of the prevalence of these interiors and their general state and how they are treated in the VET curriculums, and an inquiry into these interiors' values will also involve defining current feelings and values as well as their 'heritage potential'. In order to get these results, systematic heritage valuations of these interiors are performed with key players in the network we have mapped in Activity 2. These will have the form of focus groups, if possible on location, that will result in commented valuation reports that are linked to current patterns of use as well as scenarios for change in curriculums. The key to this activity is to translate the complexity in our post-war interiors network into (positive) heritage values, knowledge, and competencies that can be shared within the network and could give rise to patterns of meaning-making and preservation of the interiors.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results

This activity involves representatives of groups of our 'educational and post-war interiors network map' that consist of educational institutes in the VET sector, heritage institutions (het Zuiderzeemuseum, Het Nieuwe Instituut, the Werkbund archive in Berlin); businesses that own and market interior fragments of the post-war period (Cortiço e netos in Lisbon), national sectoral heritage institutions (Cultural Heritage Agency of the Netherlands, the Malta Planning Authority, Superintendence of heritage, Environment Resources Authority) and the Faculty of Built Environment (University of Malta). As participants in our focus groups, they will become more aware of the value and value potential of the postwar interiors, in some cases their own, and, most of all, they will get an insight into the dynamics of these values by exchanging views and values with each other. With the primary target group, we will look at whether it is necessary to recommend completely new courses in this area or to find opportunities for integration into existing courses.

Explain how is this activity going to help to reach the project objectives.

The activity is the prelude to a description of the required qualifications at the correct EQF level. In order to steer the way our network currently interprets, values, and deals with post-war interiors into more meaningful and sustainable pathways, the value and valuation of our interiors are of great importance. First of all, it will raise awareness of the potential of the post-war interiors that is necessary that is a prerequisite of their preservation. Furthermore, the systematic valuation of these interiors is a way to compare and align aims and goals in the related network so it becomes possible to develop joint patterns of interpretation and future scenarios for preservation that are sustained by the network instead of individual groups.

Describe the expected results of the activity.

The activity consists of extensive valuation training for the focus groups, and after the focus group valuation sessions, the activity will be concluded with three systematic valuation reports of cases of interiors of the post-war period within the framework of the possibilities offered by education at VET level.. The method for valuating the interiors will be closely connected to the Australian valuation tool Significance 2.0 and the valuations are to be commented upon by the members of the focus groups. The valuation report will differentiate for different groups and will also note on potential values of the post-war interiors. These valuations will be shared on the project website. The valuation training and individual valuation reports anticipate a valuation toolbox and a description in the form of an educational framework.

Please explain how did you determine the grant amount allocated to this activity?

The allocated grant amount of 12.500,-, will be used to meet with the members of the focus groups in the Netherlands, Malta, and Portugal where the training and valuation sessions will be held. The budget will be used for traveling, the elaboration of the meetings, and sharing the results on a project website. All local travel is done by public transport. This also applies to international destinations that can be reached by train. Meetings shall be in-person when possible, to allow for unhindered intellectual and social interaction. If a sustainable way of organizing travel for in-person meetings is not deemed possible, digital conferences are organized.

Was the grant amount allocated to this activity sufficient?

Yes

Please describe the content of implemented activity if activity deviated from the content of the proposed activity

There were no deviations. In some cases, it was a pity that we could not bring groups together and that there were individual conversations. In our opinion, however, this did not lead to a lesser result, partly because the focus groups met again in the next phase, whether or not in different compositions, and the discussions could still take place among themselves.

How satisfied were you with the results of implemented activity? Please rate it on a scale from 1 to 10, 1 being the worst grade and 10 being the best.

8

If you wish, give additional comments about the satisfaction for this activity

We are not giving this a 10 because in practice we have not been able to talk to all the people and institutions that we had listed in the proposal. However, many more other experts have replaced this, from which we have ultimately been able to get much more out of it, both in terms of knowledge and inspiration.

## 2 Mapping relevant networks in VET education

Describe the content of the proposed activity.

Departing from our knowledge gained by understanding the interior life cycle (activity 1), we will zoom into the postwar interiors we aim to integrate meaningfully in the ever-shifting present. This second stage of the project will identify current networks surrounding these interiors in the VET sector and inventorize the perspectives and actions that impact them in dedicated ways. We will register these networks in the broadest sense by identifying stakeholders and their relation to the interiors – not only by acts of valuing and preserving them but also, notably, their role in the reformation and replacement that negatively impact them. The results will be interpreted and linked to aims and needs that motivate these stakeholders, not only in terms of heritage but also in terms of education, use, available budgets, and commerce. This scan should also provide for an overview of conflicting interests, or interests on different levels, for example, commercial and social, local or national, etc. Most importantly, the results of this scan will be interpreted to find common interests and the potential in this network to adapt, connect and cooperate in reevaluating and preserving post-war interiors.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results

Target groups in this activity are the relevant VET institutions and individuals and institutions that are related to post-war interiors in Malta, the Netherlands, and Portugal. We have identified VET institutions about craftsmanship, building and restoration/preservation, and local heritage institutions with an interest in recent interiors such as open-air museums (the Zuiderzeemuseum) and heritage sector agencies (the Cultural Heritage Agency of the Netherlands, the Malta Planning Authority, Superintendence of heritage, Environment Resources Authority). We will be mapping (types of) training that is relevant for redoing homes, as well as agencies that provide for historical research of monuments, and finally, businesses that care for 'archives' of physical interior elements (notable the industrial tile 'archive' of Cortiço e netos and the project SOS azulejo in Porto created to make people aware for the devastation that the cultural heritage is suffering (<https://www.facebook.com/projectososazulejo/>)). Educators may benefit from becoming aware of different outcomes for their curriculum on renovation projects and finding enriching knowledge and resources. Heritage institutions will be able to better navigate societal values of interiors by forging relationships with the VET sector and dedicated groups. Keepers of interior element 'archives' will profit from connecting their 'collections' to historical information such as a better understanding of the use and local interpretations. Sectoral institutes will be able to anticipate an emerging heritage category and be prepared for the process of valuation that follows.

Explain how is this activity going to help to reach the project objectives.

In order to influence the way our network interprets, values, and deals with post-war interiors, it is key to understand the current dynamic of the relevant educational institutes and other stakeholders that impacts these interiors. Not only do we need to know their existence and actions, but also their motivations, frames of value, and agency. Departing from this, we can analyze the way post-war interiors have been approached, valued, and treated in different VET courses, and identify new patterns of use and meaning for the various parties involved. Furthermore, we believe that a better understanding of the network that impacts these interiors, both inside the VET sector and outside, is a first step in inspiring new forms of

exchange and partnerships that, in the end, will lead to a more sustainable and meaningful treatment of the interiors at hand.

Describe the expected results of the activity.

The result of this activity will be a mapping of relevant educational institutions and other stakeholders that form the network that impacts post-war interiors. The network mapping will shed light on motivations, frames of values, and actions of the parties that are involved. An interpretation of this inquiry will shed light on the possibilities of a more value-aware and sustainable way of dealing with the mentioned interiors. In particular, this activity will also map out the primary target group. Who are we actually dealing with in the VET sector and how are we going to reach them? What are their special wishes? We may find that this target group is diverse in every partner country so that in the other activities we will have to work with pilots, classified on geographical or demographic basis.

Please explain how did you determine the grant amount allocated to this activity?

The allocated grant amount of 12.500,-, will be spent for interviewing key players as well as the more typical groups in our 'interior value map'. For that, we need to travel locally and intentionally for gaining insight into the network and exchanging expertise. Other costs that are covered by this budget are sharing the outcomes online and through social media. The mapping results will be shared on the project website. All local travel is done by public transport. This also applies to international destinations that can be reached by train. Meetings shall be in-person when possible, to allow for unhindered intellectual and social interaction. If a sustainable way of organizing travel for in person meetings is not deemed possible, digital conferences are organized.

Was the grant amount allocated to this activity sufficient?

Yes

Please describe the content of implemented activity if activity deviated from the content of the proposed activity

There were no deviations.

How satisfied were you with the results of implemented activity? Please rate it on a scale from 1 to 10, 1 being the worst grade and 10 being the best.

9

If you wish, give additional comments about the satisfaction for this activity

Mapping the relevant stakeholders turned out to be a time-consuming but motivating activity. It was good to see that so many people were interested but needed actual curriculum elements within VET education about the revaluation of recent interiors. The leader of this activity has portrayed the existing situation beautifully. It has provided the right basis for further activities in the project.

## 4 Setting up the educational framework

Describe the content of the proposed activity.

After having shed light on the evolution of the significance of interiors, their most important stakeholders and translating the many aims and goals in the related network to heritage values, the final question in this inventory must be what could be the role of VET and heritage institutions and -professionals in preserving post-war interiors? In order to answer this question, we make a description of a curriculum at EQF level 4/5. This description contains all the qualifications necessary to be able to handle the identified problems and challenges in practice. More precisely: with these qualifications, graduates can actually make a contribution to the preservation of post-war interiors.

Describe the target group for this activity. Who is going to take part and who is going to benefit from the results

This inquiry will focus on the primary target group. The EQF description will be made in consultation with this target group. The basic principle is that the target group knows best what students in the VET sector can handle and at which final level the knowledge, skills, and competencies should lie.

Explain how is this activity going to help to reach the project objectives.

The aim of the project is to create a more sustainable way of treating post-war interiors, which also does justice to the

cultural continuity of interiors in Europe. In this process, heritage institutions serve as a knowledge institute (advising individual European citizens as owners of spaces and objects), as a partner (jointly ensuring conservation and research into values), and as knowledge providers for the VET institutions. Educators can nuance current curricula, that are often exclusively based on aesthetic values, with historical and social values and thus connect with current discussions within the heritage field and the European society as a whole.

Describe the expected results of the activity.

The results partly depend on the previous research and the contacts that have been made with institutions in the field of VET education. We will organize expert meetings in The Netherlands, Portugal, and Malta that are open to the various stakeholders in commercial, educational, and institutional parties. Its intention is to compare existing practices in the treatment of postwar interiors, as well as create space for new practices and collaborations. A resulting inventory of knowledge, know-how, and collections that are related to the mentioned interiors in the format of an EQF description will be disclosed on a project website. If possible in terms of time, we will share the framework in the form of a part-curriculum description and we will test it.

Please explain how did you determine the grant amount allocated to this activity?

The allocated grant amount of 12.500,-, will be used to facilitate the expert meetings and formulate the EQF framework. The budget will be used for traveling, the elaboration of the meetings, and sharing the results on a project website. All local travel is done by public transport. This also applies to international destinations that can be reached by train. Meetings shall be in-person when possible, to allow for unhindered intellectual and social interaction. In a sustainable way.

Was the grant amount allocated to this activity sufficient?

Yes

Please describe the content of implemented activity if activity deviated from the content of the proposed activity

We did what was thought of beforehand. As mentioned, it was still unclear whether we could actually test the curriculum. Indeed, this proved unfeasible given the time, period of the year and scheduling capabilities of the VET schools we were in contact with. It was therefore particularly gratifying to receive so many detailed responses to our curriculum description (Report 7). These expert responses are collected in Report 8.

How satisfied were you with the results of implemented activity? Please rate it on a scale from 1 to 10, 1 being the worst grade and 10 being the best.

8

If you wish, give additional comments about the satisfaction for this activity

As mentioned, it was unfortunate that we could not actually test it out but that was anticipated. However, the responses from all the experts, including people from the VET sector, gave us more than enough useful material.

## Impact and Follow-up

How did the participation in this project contribute to the development of the involved organisations? What was the project's impact on the participants, target groups and other relevant stakeholders?\*

As previously mentioned, this project delved into uncharted territory for the three participating organizations. While each had prior involvement in VET education, as well as varying degrees of experience in cultural heritage, design, and architecture, the amalgamation of these fields was a novel undertaking for all of us. However, the invaluable insights we acquired and the overwhelming enthusiasm we encountered throughout the project have ignited a collective desire among the three organizations to continue exploring this interdisciplinary domain. Partners disseminated the Revintage project on their social networks, websites and LinkedIn pages, and also on the social networks of national and international institutions. The project was also promoted physically together with project partners, such as schools and public institutions. The target audience of this was students, teachers and researchers who study the topic and an audience interested in the subject. We envision our continued engagement to extend beyond the confines of new Erasmus+ projects. While such initiatives remain viable avenues, we aspire to push boundaries and explore opportunities that lie beyond traditional frameworks. As a testament to the progress made, we have forged enduring connections with VET institutions specializing in this interdisciplinary area. As a result, we are actively strategizing and planning to submit a follow-up project in



collaboration with these newfound partners. This follow-up endeavour aims to translate the partly theoretical outcomes of our project into practical application, fostering an environment where tangible results can be implemented and experienced. Crucially, the realization that our efforts can significantly contribute to the advancement of a more sustainable and inclusive European society acts as a powerful impetus. This recognition reinforces our commitment to pursue this line of work further. By bridging the realms of VET education, cultural heritage, design, and architecture, we aim to create meaningful and lasting impacts that extend beyond the boundaries of our immediate project. Our collective resolve to drive positive change in society is a driving force behind our pursuit of future collaborations and endeavours.

How did you make the results of your project known within your partnership, in your local communities and in the wider public? Who were the main target groups and what channels did you use to share your results with them?\*

From the very inception of this project, the three partners have exhibited a steadfast commitment to expanding the network surrounding its core themes. It was of utmost importance to engage with the appropriate stakeholders within the VET sector, including teachers and students, as well as representatives from various related fields such as architects, interior designers, policymakers, and museums. In practice, this approach proved to be more significant than relying solely on social media platforms like Facebook and Instagram, although we did find fruitful engagement in that realm as well. Notably, the responses and interactions we received on LinkedIn were particularly remarkable. Professionals within the industry clearly recognized the appeal and urgency of the project's subject matter, and their valuable insights poured in through this professional networking platform. Social media also served as a valuable conduit for receiving numerous recommendations regarding individuals or institutions that we should approach. To ensure sustained interest and engagement, we established a dedicated website (Revintage.eu) which has garnered substantial traffic and continues to do so. We actively maintain this platform by regularly publishing new articles, a blog and updates, including the outcomes of our project. By consistently providing fresh content, we strive to sustain the attention and interest of our audience. During the project, partners maintained their own mailing list for various reasons, e.g. sending their newsletter, informing about events, and so on. Those mailing lists were used to promote the project and activities. Although it was mentioned that there were no formally recruited associated partners at this stage of this proposal, all partners have ongoing relationships with operators/stakeholders in the VET and heritage field. Each partner was to make a concerted effort to involve these in necessary consultations and especially involved them in the (further) dissemination of the project outcome. Through these concerted efforts, we have fostered a vibrant and diverse community of stakeholders who share our passion for the project's topics. The expanded network has become a valuable resource, offering a wealth of knowledge, expertise, and potential collaborations. This collaborative ecosystem not only enhances the impact of the project itself but also paves the way for future endeavours and initiatives in related fields.

What was the impact of the project at the local, regional, European and/or international levels? Do you have plans to continue using the results of the project or continue to implement some of the activities after the project's end?\*

As previously highlighted, the impact of the project surpassed our initial expectations, prompting us to seriously contemplate a follow-up initiative that involves active participation from representatives within the VET sector. This expanded project envisions broader collaboration, welcoming contributions from additional European countries. Our ultimate objective will be to tangibly implement the proposed educational program, translating it into real-world practices and experiences. At this moment, Quiosq, VisMedNet and MAERA believe that it may be possible for the subject explored in the Revintage project to continue to be worked on, namely through initiatives and activities developed with secondary education institutions with which the partners have established a partnership, namely starting from research and collaboration work in this project. By extending the project's timeframe, we aim to delve deeper into the impact on graduate students and their subsequent professional endeavours. Through rigorous evaluation, we seek to measure the influence of the acquired competencies on their work within their respective fields. This comprehensive assessment is crucial in gauging the actual utilization of learned skills and knowledge for the betterment of a more sustainable society where recent interiors are recognized as having value and not automatically will be demolished.. In essence, our aspirations extend beyond theoretical exploration, emphasizing the practical implementation of the educational program. By in the future actively involving stakeholders from the VET sector as partners, we ensure a holistic and inclusive approach that not only addresses immediate needs but also caters to the long-term objectives of fostering sustainable development. This collaborative effort allows us to leverage the expertise and diverse perspectives of multiple countries, enriching the project's outcomes and enhancing its potential impact. The anticipated follow-up project signifies a commitment to continued growth, aiming to leave a lasting impression on both the educational landscape and the professional journeys of graduate students. By measuring the real-world implications of our efforts, we can effectively assess the transformative power of learned competencies, fostering a workforce that is equipped to contribute meaningfully to the development of a better European



society.

Did you use Erasmus+ platforms for preparation and implementation of the project, and do you plan to further use them for follow-up? If yes, please describe how.

The EPALE platform has served as a valuable resource from the project's initial stages, providing access to informative articles on topics relevant to our work. EPALE has continued to play a crucial role as one of our primary communication and dissemination channels to external audiences. Furthermore, it will serve as a key platform for the sustained dissemination and continuation of the achieved results stemming from the Revintage project. Information about the results of the project was added in July 2023. During the project's ideation phase, we leveraged the capabilities of the Up2Europe platform to fine-tune our concepts and align our ideas with the broader European landscape. This platform facilitated the calibration of our ideas by offering valuable insights and opportunities for collaboration. Additionally, the Erasmus+ Project Results Platform proved to be an invaluable tool, serving as a central hub for sharing our project outcomes, engaging in meaningful discussions, and building upon the established outputs. Its proven track record of promoting effective knowledge exchange encouraged us to actively utilize and contribute to this platform, also after the project has finished. Information about the results of the projects was added August 2023. In the process of preparing the project proposal, we extensively relied on the wealth of information provided by the National Agency (NA) through their websites and personal contacts. The NAs' comprehensive resources, particularly the impact tool, played a vital role in sharpening our thoughts and ensuring the robustness of our proposal. The careful consideration of impact beforehand not only provided a solid foundation for our project's development but also instilled a sense of accountability and responsibility within the entire team. It guided our actions, fostered adaptability, and facilitated meaningful collaboration, leading to positive consequences that permeated every aspect of our project. The utilization of these various platforms and interactions with the NAs have enriched our project development journey, equipping us with the necessary knowledge, insights, and networking opportunities to ensure the project's success. By tapping into these powerful tools and engaging with key stakeholders, we have laid a solid foundation for effective communication, knowledge sharing, and continuous progress in our pursuit of sustainable educational outcomes.

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced tangible deliverables, please describe if and how you have promoted free access to them by the public. How have you ensured that the project's results will remain available and be used by others? In case a limitation was imposed for the use of the open licence, please specify the reasons, extent and nature of this limitation. How have you ensured that the project's results will remain available and be used by others?\*

Since the project's start, we have devoted considerable effort to establishing and maintaining a dedicated project website, prominently acknowledging the support received from the European Erasmus+ program. This website now stands as a comprehensive repository of valuable information, housing all the project's results and reports. Importantly, this wealth of knowledge and resources is accessible to anyone without any restrictions, ensuring widespread dissemination and utilization. Recognizing the enduring value of this platform, we have committed to its maintenance and regular updates for a minimum of five years following the project's conclusion. This long-term commitment ensures that the website remains a valuable resource even after the project's official completion. Furthermore, there is potential for the website to be repurposed and continued as a central hub for a future follow-up project, should such an opportunity arise. An encouraging development worth noting is the significant traffic that we have already observed on various pages of the website. This influx of visitors demonstrates a genuine interest in the project and underscores the importance of maintaining an accessible and informative online presence. By offering a user-friendly interface and hosting a diverse range of content, the website has succeeded in attracting and engaging a broad audience, and not only from the VET sector. The continued traffic to the website serves as a testament to its relevance and usefulness within the educational and professional community. It signifies that our efforts to provide a comprehensive collection of project materials and outcomes have resonated with individuals seeking knowledge, inspiration, and practical insights. As such, we are motivated to further enhance the website's content and user experience, ensuring that it remains a dynamic and valuable resource well beyond the project's lifespan.

The following question represents your feedback to the European Commission about application, implementation and reporting procedures for your Erasmus+ project. When answering this question, please take into account the opinion of organisations involved in your project.

Do you consider that the procedures applicable to your project were proportionate and simple?\*

YES

The following questions should be addressed taking into account effects on the coordinator organisation and partner organisations (including associated partners, if any).

Do you consider that your organisations have developed high-quality practices as a result of their participation in Erasmus+ Key Action 2?\*

YES

Please provide more information about your reply: what type of high-quality practices you developed or did not manage to develop? Why?\*

All partners share a deep sense of involvement and recognize their potential to contribute significantly to the betterment of European society through the implementation of Erasmus+ projects. While the wording may appear formal, this feeling is genuinely acknowledged and embraced by each partner involved. The realization that meaningful change can be initiated from the grassroots level through education is truly empowering. It is particularly gratifying to witness the tangible impact that non-educational institutions can have in this domain, often surprising education stakeholders themselves. As they become increasingly aware of the benefits that collaborative efforts bring, there is a growing recognition of the value of cooperation. Throughout the project implementation process, we continue to gain valuable insights into the most effective ways to engage in partnerships. Striking the right balance between honouring each other's interests and aligning with European policies is essential. It is heartening to discover that, more often than not, we share common objectives and that our diverse backgrounds and approaches can complement and enhance one another. This collective experience reinforces the importance of collaboration and highlights the transformative potential that arises from diverse perspectives and expertise. By harnessing our individual strengths and leveraging our different approaches, we can create synergistic solutions that have a far-reaching impact. The recognition of shared goals and the ability to mutually enhance and refine our strategies foster a spirit of cooperation that is essential in shaping a better European society.

## European Language Label

The European Language Label is an award set up by the European Commission as part of the Erasmus+ programme. Its objectives are to recognise excellent projects in the area of multilingualism, to help sharing their results, and to promote public interest in language learning.

European Language Labels are awarded in each EU member state and in third countries associated to Erasmus+. The labels are awarded either on annual or biannual basis, depending on the country. You can learn more about the European Language Label on the Europa web, here:

European language initiatives

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Thanks to having completed a Key Action 2 small-scale partnership project, your organisation has the opportunity to apply for the European Language Label.

**Please note that applying for the European Language Label will not influence the evaluation of your final report in any way. All the information provided in replies to questions in this section will be used exclusively in the selection procedures for the European Language Label.**

Would you like to apply for the European Language Label?

NO

To address the above requirements, please reply to the following questions:

## Annexes

The maximum size of a file is 15 MB and the maximum total size is 100 MB.  
The maximum number of all attachments is 100.

### Declaration on honour

Please download the declaration on honour, print it, have it signed by the legal representative and attach.

### Other documents

Please attach any other relevant documents.

If you have any additional questions, please contact your National Agency. You can find their contact details here: [List of National Agencies](#)

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### List of documents

No	Name	File size (kB)	Type of document
0	Final Report 8 expert meetings Revintage.pdf	0 190	Other document
1	Report REVINTAGE M4 Amsterdam.pdf	0 934	Other document
2	Revintage Meeting 2 Malta August 2022.pdf	0 551	Other document
3	Revintage Report 7 Curriculum description.pdf	0 646	Other document
4	Revintage Timetable.pdf	0 173	Other document
5	Revintage Report 3 to 6 Valuation case studies.pdf	0 1795	Other document
6	Revintage Meeting 1 Online April 2022.pdf	0 519	Other document
7	Revintage Report 1 Describing theories of heritage formation.pdf	0 1423	Other document
8	Revintage Report 2 Mapping relevant networks in VET education.pdf	0 1420	Other document
9	Revintage Meeting 3 Porto January 2023.pdf	0 470	Other document
10	DeclarationOnHonour 2021-2-NL01-KA210-VET-000048525 EN 2023-07-17T10_30_41 signed.pdf	0 175	Declaration on honour
	<b>Total size (kB)</b>	<b>8301</b>	

## Checklist

- All necessary information on your project has been encoded in Beneficiary Module;
- The report form has been completed using one of the mandatory languages specified in the Grant Agreement;
- All the relevant documents are annexed:
- Declaration on Honour, signed by the legal representative of the beneficiary organisation;
- The necessary supporting documents as requested in the grant agreement;
- You have uploaded the relevant results on the Erasmus+ Project Results platform: <http://ec.europa.eu/programmes/erasmus-plus/projects/>
- You have saved or printed the copy of the completed form for your records.

### Conditions for the Final report submission

Final report can only be submitted if:

- All mandatory fields in the report have been filled in
- Reported Budget is greater than zero, see Budget 0
- Declaration on Honour has been uploaded
- Checklist has been fulfilled

### PROTECTION OF PERSONAL DATA

Please read our privacy statement to understand how we process and protect

your personal data 0