

PaintingSkills Keypoint

Content

Introduction – Context and Approach

- 1 General information about the educational system in the partner countries
Austria, Belgium, Czech Republic, Denmark, Germany, Hungary, Iceland, Norway, Slovakia, Slovenia, United Kingdom
- 2 The skills training from the perspective of the painter
 - 2.1 The path to becoming a professional painter
 - 2.2 Previous requirements for the applicants before starting the training
 - 2.3 Specializations within the training of a professional painter
 - 2.4 NQF levels for professional painter training in comparison with EQF level
- 3 Projects and initiatives
 - 3.1 General project Initiatives
 - 3.2 Handcraft project Initiatives
- 4 The political environment
 - 4.1 Subsidies, scholarships, financial means
 - 4.2 Financial Resources
 - 4.3 Educational Training Allowance and Wages
 - 4.4 Migration and Influx of painting labour
- 5 Findings: Summary of the „PaintingSkills Keypoints“

Annex



Introduction – Context and Approach

The project PaintingSkillsAcademy (PSA) works around the educational and professionalization needs for the painting trade and for European craft. It is about the question of attractiveness of VET for young people, its value in the European context, the lack of knowledge, skills and competences. PSA will be established as a self-supporting structure for initial and further VET for the European painting trade.

The aim of this work package is to document the initial situation and the corresponding needs for change in the painting sector. Additional, the upcoming situations, processes, and development will be identified.

In order to picture the initial situation in the 11 partner countries (Austria, Belgium, Czech Republic, Denmark, Germany, Hungary, Iceland, Norway, Slovakia, Slovenia, United Kingdom) and to identify the state of the art, a *Desk Research* with an additional *Questionnaire* in cooperation with the partner countries has been carried out. With the *Desk Research*, executed by all partners, available educational resources and external resources from the partner countries were collected, especially including new material after the project application.



This publication is licensed under a Creative Commons License: Attribution - Share-Alike.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

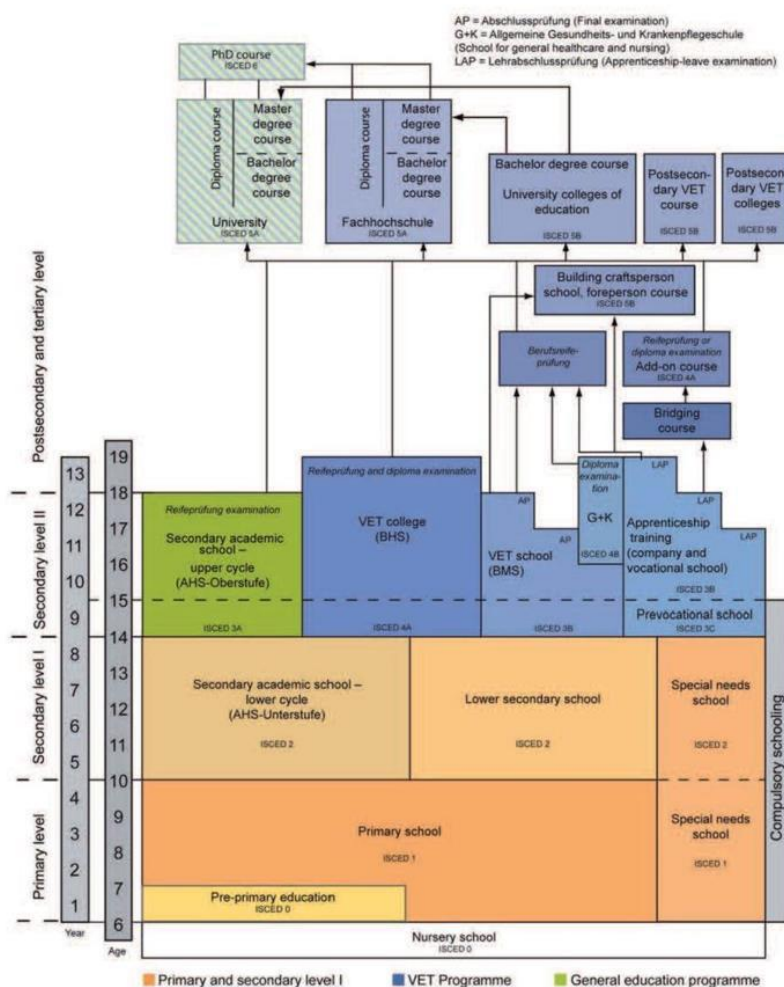
Co-funded by the
Erasmus+ Programme
of the European Union



1 General information about the educational system in the partner countries

Austria

Austria has a free and public-school system, and nine years of education are mandatory. Schools offer a series of vocational-technical and university preparatory tracks involving one to four additional years of education beyond the minimum mandatory level. As the graphic shows, after the 8th school year, pupils can choose between two pathways: a vocational training and a general education path.



Source: ibw

Note: ISCED = International Standard Classification of Education

Figure 1: Pathway of school after the 8th school year

Belgium

Education in Belgium¹ is compulsory between the ages of 6 and 18 and starts with primary school. Secondary education, starting at the age of 12, is divided into four branches: humanities, technical, artistic, and vocational. Education is regulated and mostly financed by one of the three communities: Flemish, French and German-speaking. Each community has its own school system, with little differences among them. The federal government plays a very small role: it decides directly the age for mandatory schooling and indirectly the financing of the communities. The schools can be divided in three groups: 1. Schools owned by the communities; 2. Subsidized public schools organized by provinces and municipalities; 3. Subsidized free schools, mainly organized by an organization affiliated to the Catholic church. The latter is the largest group, both in number of schools and in number of pupils.

Brussels Region

The VGC (the Flemish Community Commission) is the base and the hub of the Flemish Community in the Brussels-Capital Region and for all those seeking to get closer to the Dutch-speaking Community (<http://www.onderwijsinbrussel.be/en/about-us>).

The education of the City of Brussels is part of the officially subsidized network and is non-denominational. As an autonomous organizing authority, the City of Brussels is extending its educational activities to include nursery, primary, secondary, higher education, social promotion and artistic programmes with reduced hours (<http://instruction-publique.bruxelles.be/fr/ecoles>).

Flanders Region

In Flanders, Education is organised by the Flemish Government through the Ministry of Education (<https://onderwijs.vlaanderen.be/directies-en-administraties-secundair-onderwijs>).

Wallonia Region

The French-speaking Community / Federation Wallonia-Brussels exercises its competencies in the French language region and in regard to the institutions that fall under its purview in the bilingual Brussels-Capital Region. Brussels is its capital and home to its political bodies: the Parliament and the Government of the French-speaking Community / Federation Wallonia-Brussels.

The source of subsidized training (www.cpeons.be): CPEONS represents and coordinates the educational organizing powers recognized by the Government of the French Community. Under the supervision of the municipalities, towns, provinces and the French Community Commission of the Brussels-Capital Region, CPEONS organizes public education.

The conventional free education (www.segec.be): The General Secretariat for Catholic Education (SeGEC) in the French and German-speaking Communities of Belgium gathers 800 authorities of Catholic education. It has a triple mission of animation, representation and service delivery. It is constituted in a not for profit association, whose general assembly and board of directors entrust the daily management to the Committee of Secretaries General. As part of its service delivery mission for the benefit of its members, SeGEC provides several publications.

The free education that is non-conventional (www.felsi.eu): FELSI, the Federation of Independent Subsidized Institutions is a federation of 60 Authorities organizing 90 non-denominational subsidized free schools. Small in size and unknown by the general public, the FELSI has some of the biggest names in the Belgian educational landscape.

¹Innovative WBL Painting Talents - IN PAINT Project

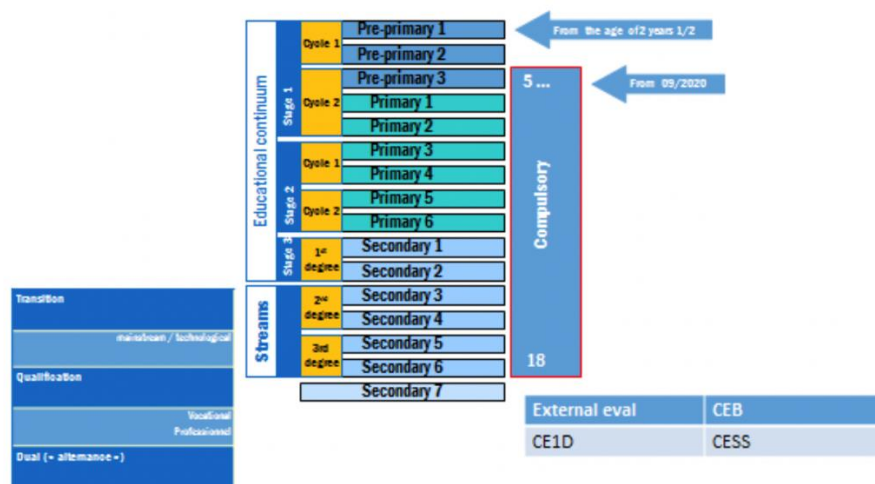


Figure 2: Pathway of school

Czech Republic

Czech Republic has public school system, and nine years of primary education are mandatory. Upper secondary education (secondary education) is provided by upper secondary schools in general and by vocational schools. The age of pupils is usually 15 to 18/19 years. School leavers acquire one of the three levels of education: secondary education with a Maturita examination; secondary education with a VET certificate; secondary education. The secondary education with a Maturita examination can be attained in general as well as vocational fields and it is a prerequisite for entering tertiary education. Upper secondary schools provide also a follow-up study enabling holders of the VET certificate to acquire secondary education with a Maturita examination, and a shortened study in which the school leavers with Maturita examination or VET certificate gain qualification in a different field. The conservatoire is a specific type of school providing lower and upper secondary, as well as tertiary professional education in the area of art. Tertiary education is carried out by tertiary professional schools and higher education institutions. Tertiary professional education is usually attained in three-year programmes. Higher education is provided in the first, second and third cycle programmes (Bachelor's, Master's and Doctoral degree programmes), or possibly in non-structured long Master's degree programmes. Adult education includes general education, vocational education, interest-based education and other education.

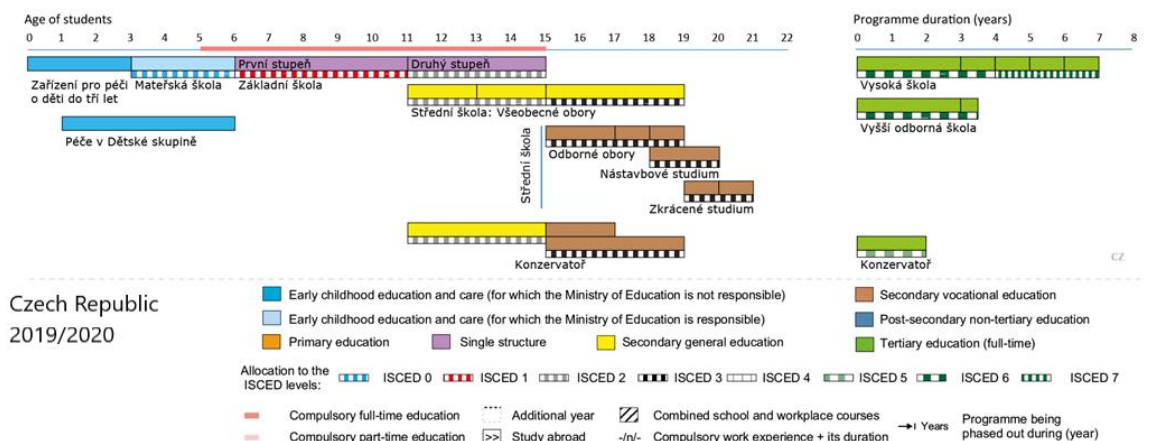
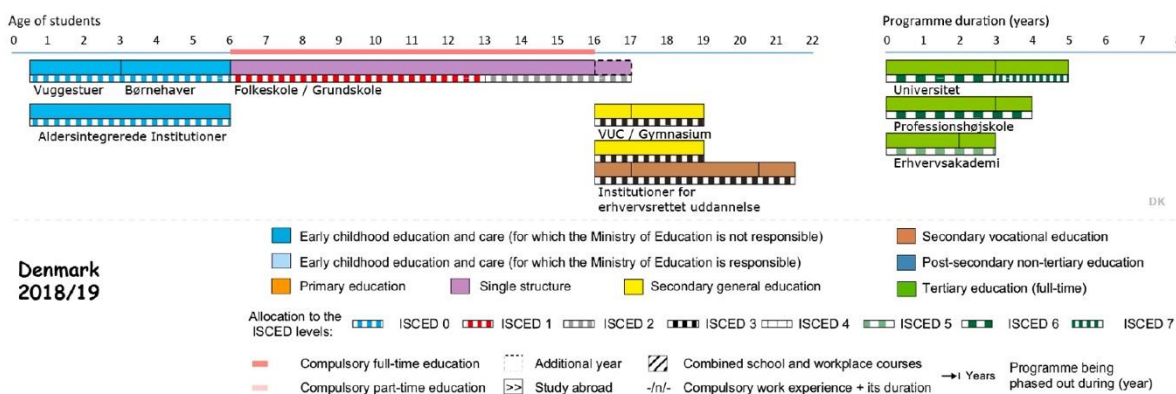


Figure 3: Structure of the Czech education system²

Denmark

The Danish education system is open to all and generally free of charge. Education is compulsory between the age of six and 16. It consists of ten years of primary and lower secondary education. Nine years of school (grade 1-9). It is possible to add a tenth grade, but that remains optional.



Source: Eurydice 2018/19

Figure 4: Danish education system³

² Source: Praha: MŠMT, 2019 [cit. 2020-03-30].

Available from: https://eacea.ec.europa.eu/national-policies/eurydice/content/czech-republic_en

³Source: Eurydice 2018-2019: https://eacea.ec.europa.eu/national-policies/eurydice/content/denmark_en

Germany

In the German education system, the Federal Ministry of Education, Cultural Affairs and Science is the main authority for making education, science and arts policy guidelines, and for adopting related laws and administrative regulations.

The Ministry closely collaborates with the Federal State and the Länder German states authorities, in supervising the entire activity of the educational institutions, organizations and foundations.

Responsibility on education issues in Germany is shared amongst the Länder and the Federal State (which has a minor role). Though, there are areas of cooperation in the education field for which such a distinction between both parts doesn't exist, known as "joint tasks" or "Gemeinschaftsaufgaben".

The Länder has a wide legislative power in their territory regarding school education, academia, as well as the sector of adult and further education (except in the case of the aforementioned joint tasks).

The German education system is divided into 5 levels:

Early Childhood Education, Primary Education, Secondary Education, Tertiary Education, Further Education

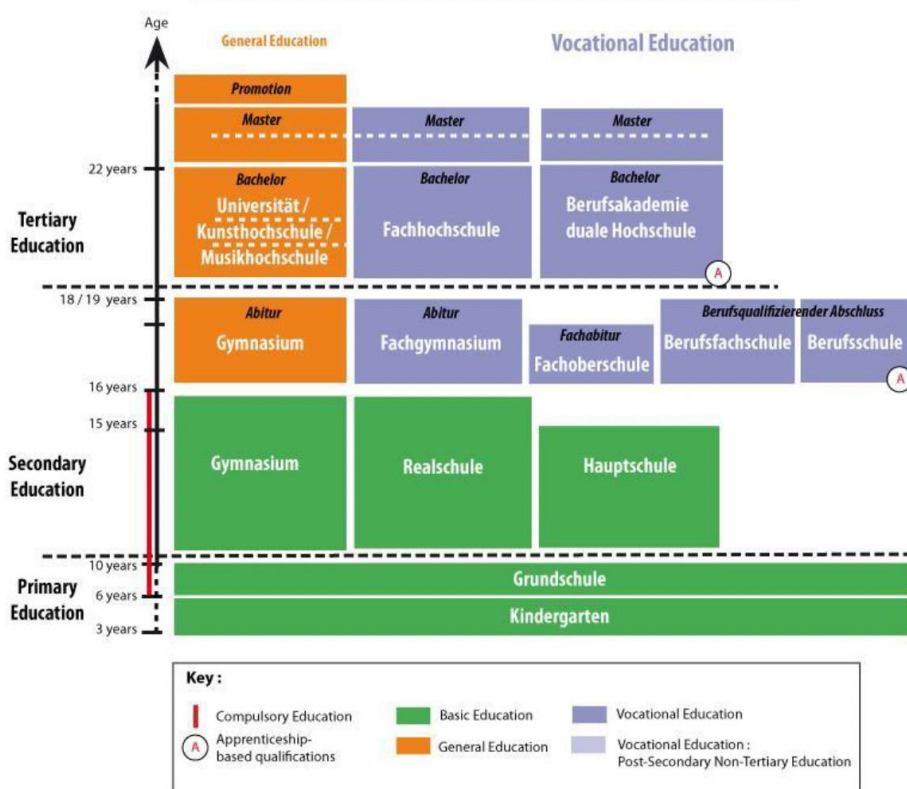


Figure 5: German education system⁴

⁴ Innovative WBL Painting Talents - IN PAINT Project

Hungary

New education system starting from 01.09. 2020

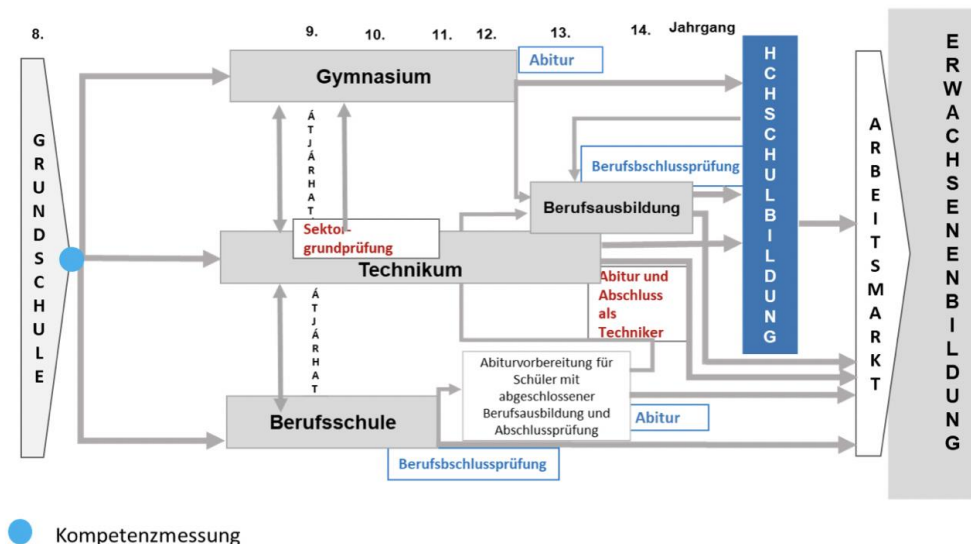


Figure 6: Hungarian education system

In the 8th (last) class of primary school, a competence measurement is carried out, which is the prerequisite for admission to a secondary school.

After the primary school (8 years) the pupils have three possibilities to continue their education.

1. secondary school, 4 years, Abitur
- 2nd technical college, 5 years, training.
3. vocational school, 3 years training.

The basic system of vocational training is additionally supplemented with special functions. Their aim is to reduce the number of early school drop-outs in the event of skills shortages.

Iceland

The education system in island is basically public funded and divided into four levels:

- Pre-school or kindergaten (Leikskóli),
- Compulsory primary and lower secondary (Grunnskóli)
- Upper secondary (Menntaskóli/fjölbrautaskóli/iðnskóli)
- Higher education or universities (háskóli)

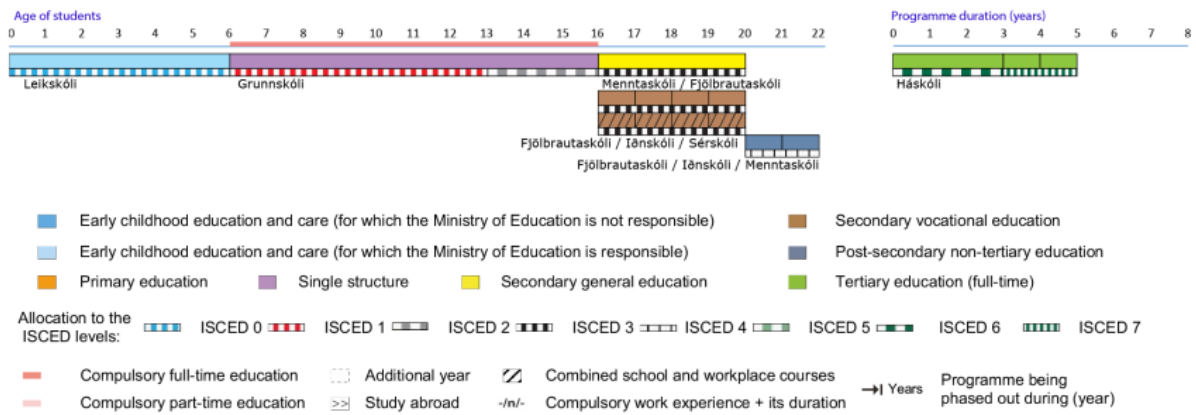


Figure 7: Icelandic education system⁵

⁵Source: Eurydice 2018-2019: <https://www.government.is/topics/education/>

Norway

The Norwegian school system is free of charge. The Primary and lower secondary school are mandatory for all children aged 6–16. The illustration below explains the education system in Norway:

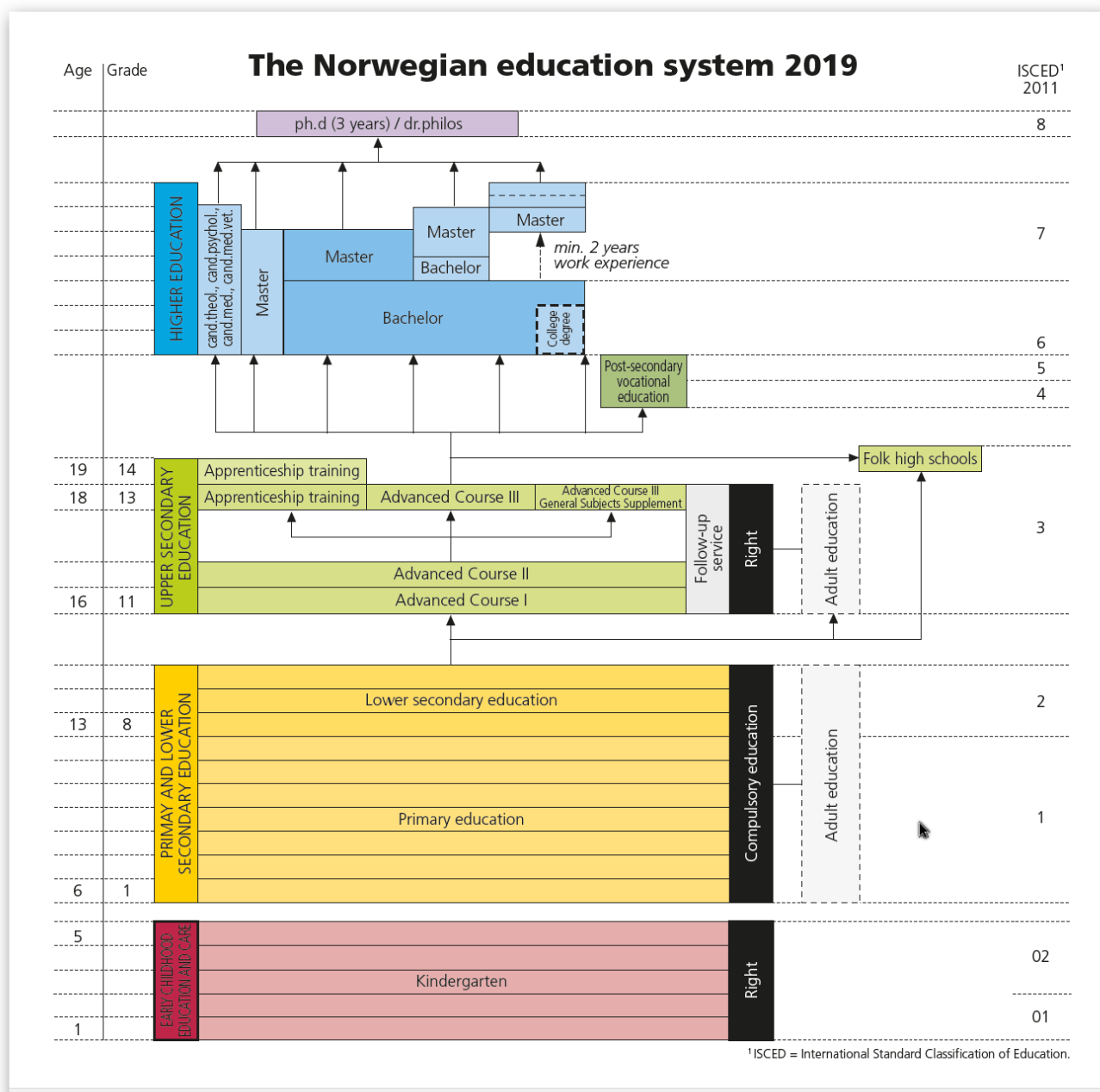


Figure 8: Norwegian education system⁶

⁶ Source: www.ssb.no

Slovakia

The Slovakian educational system can be described as liberal and decentralised. Education in state schools, colleges and universities is free for pupils and students. Compulsory education lasts 10 years.

Classification of the Slovak school system:

pre-school level, primary school, secondary schools, colleges and universities.

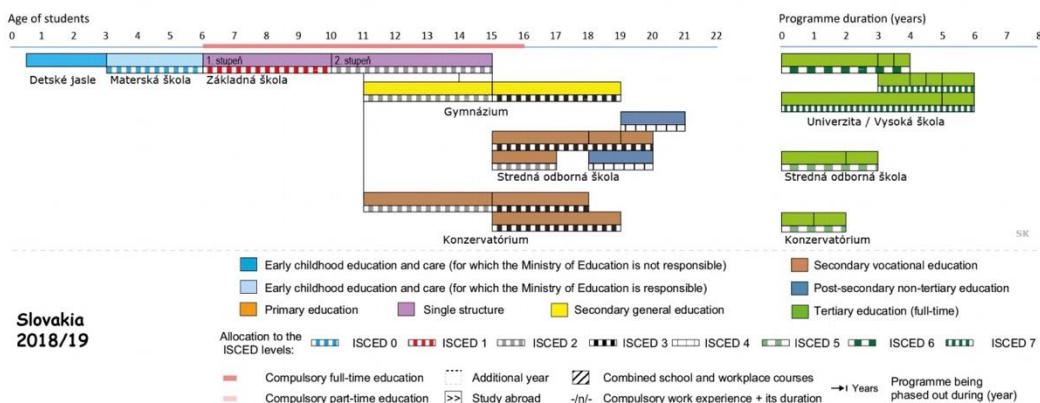


Figure 9: Slovakian education system⁷

Slovenia

The education system of the Republic of Slovenia is organised as a public service rendered by public and private institutions that provide officially recognized or accredited programmes. By law, public schools are secular, and the school space is autonomous.

Stages of the Education System:

Pre-school education, Compulsory basic education, Upper secondary education, Tertiary education

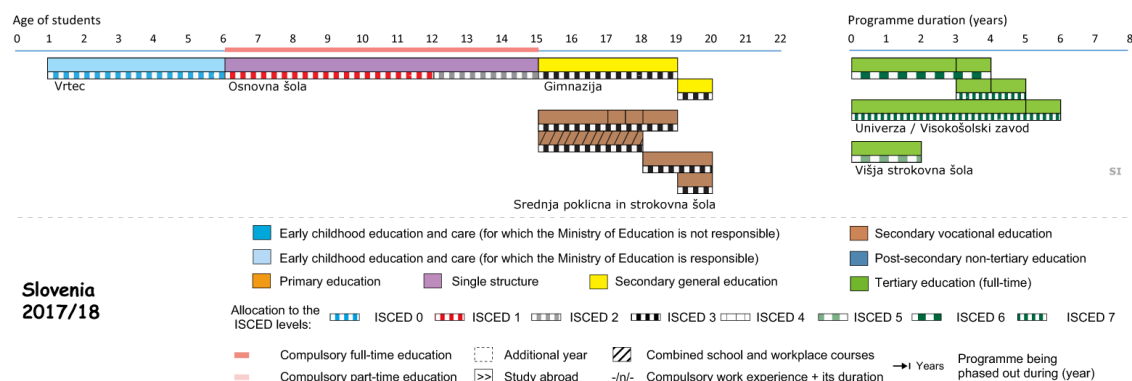


Figure 10: Structure of the National Education System⁸

⁷Source: Eurydice 2018-2019: https://eacea.ec.europa.eu/national-policies/eurydice/content/slovakia_en

⁸Source: Eurydice 2018-2019: https://eacea.ec.europa.eu/national-policies/eurydice/content/slovenia_en

United Kingdom

Education in the United Kingdom is a devolved matter with each of the countries of the UK having separate systems under separate governments. The UK Government is responsible for England; whilst the Scottish Government, the Welsh Government and the Northern Ireland Executive are responsible for Scotland, Wales and Northern Ireland, respectively.

The education system in the UK is divided into four main parts, primary education, secondary education, further education and higher education. Children in the UK have to legally attend primary and secondary education which runs from about 5 years old until the student is 16 years old. However, in England, compulsory education or training has been extended to 18 for those born on or after 1 September 1997. This full-time education does not need to be at a school and some parents choose to home educate.

The National Curriculum, established in 1988, provides a framework for education in England and Wales between the ages of 5 and 18. Though the National Curriculum is not compulsory it is followed by most state schools, but some private schools, academies, free schools and home educators design their own curricula. In Scotland the nearest equivalent is the Curriculum for Excellence programme, and in Northern Ireland there is something known as the common curriculum. The Scottish qualifications the National 4/5s, Highers and Advanced Highers are highly similar to the English Advanced Subsidiary (AS) and Advanced Level (A2) courses.

The National Curriculum is constructed in five Key Stages:

Reception Class is for 4 to 5 years old, then:

- Key Stage 1 - Foundation year and Years 1 to 2 - for pupils aged between 5 and 7 years old
- Key Stage 2 - Years 3 to 6 - for pupils aged between 8 and 11 years old
- Key Stage 3 - Years 7 to 9 - for pupils aged between 12 and 14 years old,
- Key Stage 4 - Years 10 to 11 - for pupils aged between 15 and 16 years old, and
- Key Stage 5 - Years 12 to 13 - for pupils aged between 17 and 18 years old.

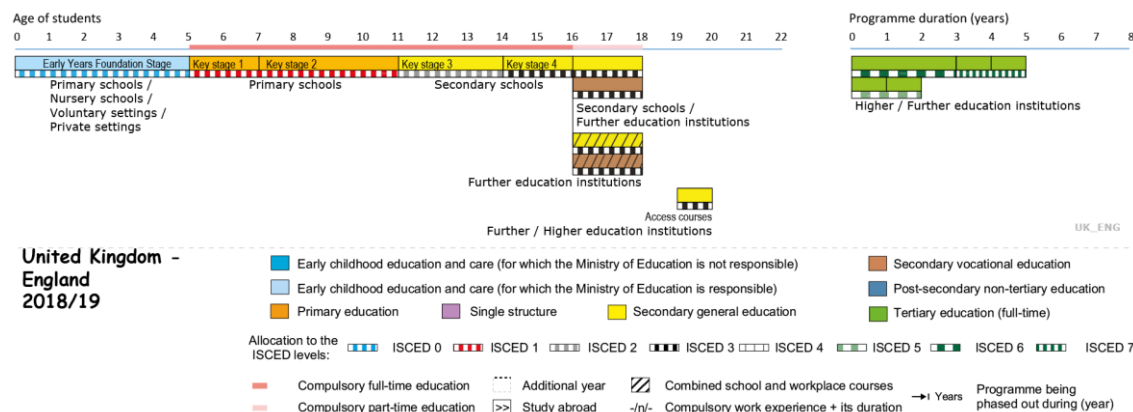


Figure 11: Education system United Kingdom - England⁹

⁹ Source Eurydice 2018-2019: https://eacea.ec.europa.eu/national-policies/eurydice/content/united-kingdom-england_en

2 The skills training from the perspective of the painter

2.1 The path to becoming a professional painter

Country	Becoming a professional painter
Austria	<p><i>Painting Apprenticeship in Austria</i></p> <p>Austria has 9 provincial vocational schools, one for each federal state with the same curriculum for the courses. In addition, there is one Technical college for Painting and related businesses in Austria. For practical training there are between two and three teachers in each VET school.</p> <p>During the apprenticeship, 1st year up to the 3rd year, the apprentice has to go every year into vocational school, each year 10 weeks (in blocks).</p> <p>The Austrian vocational training system (dual training system) consists of a combination of theory in a vocational school and practical time in the company, whereby from the beginning of the apprenticeship a real working environment is given. The system is based on the Vocational Training Act in the current version of 30.6.2018. The main feature of the dual system is the cooperation between companies on the one hand and publicly funded vocational schools on the other. The apprentices complete a 3-year apprenticeship. They are involved in the social system from the beginning and are employed in the so-called apprenticeship contract "Lehrvertrag". The apprentices in the dual system usually spend 10 weeks per apprenticeship year in a vocational school, the rest of the time in the company.</p> <p>There is also the possibility through "Lehrverbünde" apprenticeship network between two or more companies to provide the apprentice additional knowledge. At the end of the apprenticeship, depending on the trade, 3 to 4 years of apprenticeship, the so-called standardized apprenticeship examination is completed. With successfully passed apprenticeship examination, the apprentice receives the confirmation to become a skilled worker. The training regulations are the same throughout Austria. They are updated as needed by employers' and workers' organizations, the workers' chamber and trade unions. This ensures that all trainees receive the same training regardless of region or company. In addition, trainees benefit from market-relevant training that improves their chances in the ever-evolving labour market. The successfully passed final apprenticeship examination opens up the possibility of "Meister" training "Meisterprüfung" with a final examination at NQR level 6¹⁰.</p>

¹⁰ Innovative WBL Painting Talents - IN PAINT Project

Belgium	TRANSITION		QUALIFICATION	
	Prepares for higher studies		Prepares for a job + access to higher education	
	General Education	Technological Education		Vocational Education
		Techniques	Artistic	
	General courses	General courses		General courses
		Options: 7 to 11 periods		Options: 18 to 25 periods
	Options: 4 periods	Options: 16 to 24 periods		
	6th year : Certificate of Secondary Education	6th year : Certificate of Secondary Education + Certificate of qualification		6th year : Certificate of Vocational Secondary Education + Certificate of qualification
	7th year : higher education preparation	7th year : higher education preparation		7th year : qualification or complementary or Certificate of vocational secondary education qualification

Figure 12: Belgium Path to become a professional painter

In Belgium, the training for becoming Painter decorator, upholsterer, installer of wall and floor coverings can be obtained:

- Attending a Secondary Professional School for 3 years
- Attending for 1 year the classes of a Social Promotion School following the different modules (spraying, wallpapering, ...)
- Attending a block release training institute (3 years of school and in company work). The method of certification is based on: CPU (certification by units)/UAA (units of learning outcomes)¹¹

CPU refers to a skills base for the Painter/Decorator set up by the SFMQ (French Service for Trades and Qualifications).

In Belgium, the Professional Associations of Painting Contractors make reference to a competence profile for the Painter/Decorator listing all activities, competences and attitudes taken into consideration¹².

Czech Republic	<ul style="list-style-type: none"> • <i>The ideal way</i>: basic education 9 years + professional education 3 years + apprenticeship exam = issue of a trade license (he can do business himself, take bigger orders and employ people) - no practice or Master exam is needed. • <i>Less ideal way</i>: after or without any education, he or she will complete a "FULL PROFESSIONAL QUALIFICATION" consisting of 3 qualifications: painter + painter, decorator +
----------------	---

¹¹ <http://www.cpu.cfwb.be>

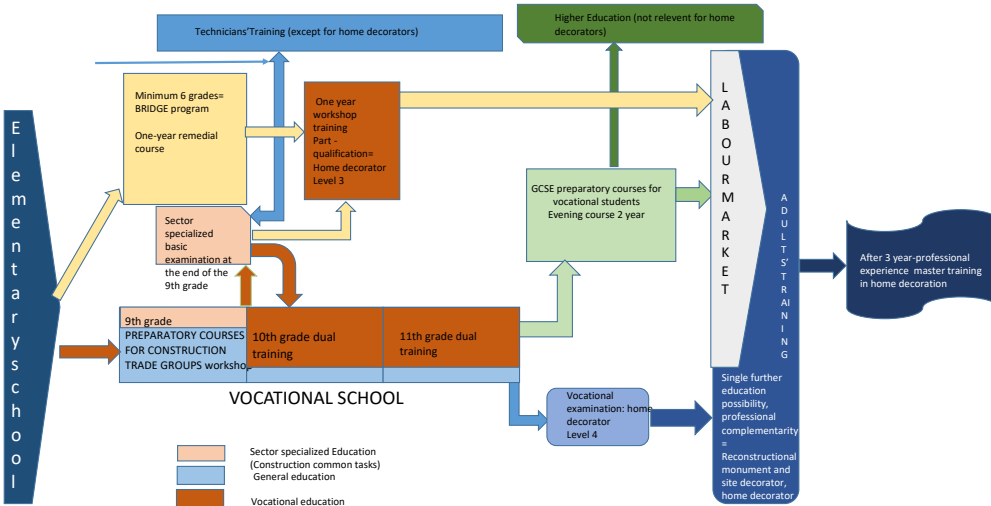
¹² http://www.constructiv.be/Constructiv/media/Publications/BCP-PCP%20FR/PCP-038_Peintre_decorateur_2017_for_web.pdf?ext=.pdf
<http://eindtermen.vlaanderen.be/buitengewoon-onderwijs/secundair-onderwijs/opleidingsvorm3/opleidingsprofielen/schilder-decorateur/opleidingsprofiel.html>

	<p>wallpaper maker. Passing the exam = issuing a trade certificate (he can do business himself, take larger orders and employ people) - no practice or Master Exam is needed.</p> <ul style="list-style-type: none">• <i>Inappropriate path</i>: 6 years working with or without education as a painter, painter or wallpaper maker. The employer will confirm his / her professional experience in the field of 6 years = issue of a trade license (he / she can do business, take larger orders and employ people) - no practice or Master exam is needed.• <i>Critical path</i>: apprenticeship in another related field of masonry, tilers, trade licensing authority recognizes this as sufficient education = issuance of a trade license (he can do business, take larger orders and employ people) - no practice or Master Exam is needed.• <i>Another critical path</i>: someone who was once trained in the field of painter, varnishing, wall papermaker or even a bricklayer (perhaps 50 years ago and never did business in the field or did it) will issue someone who does not have a so-called had to control the work (but it does not happen) = issue of a trade license (he can do business himself, take larger orders and employ people) - no practice or Master Exam is needed.																																																																																									
Denmark	3,5 - 4,5 years vocational education in which 3 years take place in the company and 0,5 year in the vocational school, if the student combines the vocational education with high school he/she will go to school for 1,5 years instead of 0,5 year.																																																																																									
Germany	<table><tr><th>Educational year</th><th colspan="3"></th><th></th><th>Aus- bildungs- stufe</th><th>NQR/EQR Level</th></tr><tr><td></td><td colspan="3">Master in painting and lacking</td><td>Auto Lacking Master</td><td></td><td>6</td></tr><tr><td></td><td colspan="3">Further vocational training</td><td>Further vocational training</td><td></td><td></td></tr><tr><td></td><td colspan="3">Painter and Lacker</td><td>Autolacker</td><td></td><td>4</td></tr><tr><td></td><td colspan="3">Final examination training level 2 = journeyman's examinations ML according to specialisation and FzL</td><td></td><td></td><td></td></tr><tr><td>Year3</td><td>Design and Maintenance</td><td>Church painting and preservation of monuments</td><td>Buildings- and corrosion protection</td><td>Shedding Vehicle painter (FzL)</td><td>3</td><td></td></tr><tr><td></td><td colspan="3">Building and object coater</td><td></td><td></td><td>3</td></tr><tr><td></td><td colspan="3">Final examination training level 1 (BuO) Intermediate examination training level 2 (ML and FzL)</td><td></td><td></td><td></td></tr><tr><td>Year 2</td><td colspan="3">Joint vocational training Building and object coater (BuO) Painter and varnisher (ML)</td><td>Shedding Vehicle painter</td><td>2</td><td></td></tr><tr><td></td><td colspan="3">Interim examination training level 1</td><td></td><td></td><td></td></tr><tr><td>Year 1</td><td colspan="3">Common basic education Basic Vocational School Year (BGJ school or BGJ cooperative)</td><td></td><td>1</td><td></td></tr><tr><td colspan="7">General school education High school diplomas: Secondary school certificate (9th grade), secondary school certificate (10th grade), Abitur (12th or 13th grade)</td></tr></table>						Educational year					Aus- bildungs- stufe	NQR/EQR Level		Master in painting and lacking			Auto Lacking Master		6		Further vocational training			Further vocational training				Painter and Lacker			Autolacker		4		Final examination training level 2 = journeyman's examinations ML according to specialisation and FzL						Year3	Design and Maintenance	Church painting and preservation of monuments	Buildings- and corrosion protection	Shedding Vehicle painter (FzL)	3			Building and object coater					3		Final examination training level 1 (BuO) Intermediate examination training level 2 (ML and FzL)						Year 2	Joint vocational training Building and object coater (BuO) Painter and varnisher (ML)			Shedding Vehicle painter	2			Interim examination training level 1						Year 1	Common basic education Basic Vocational School Year (BGJ school or BGJ cooperative)				1		General school education High school diplomas: Secondary school certificate (9th grade), secondary school certificate (10th grade), Abitur (12th or 13th grade)						
Educational year					Aus- bildungs- stufe	NQR/EQR Level																																																																																				
	Master in painting and lacking			Auto Lacking Master		6																																																																																				
	Further vocational training			Further vocational training																																																																																						
	Painter and Lacker			Autolacker		4																																																																																				
	Final examination training level 2 = journeyman's examinations ML according to specialisation and FzL																																																																																									
Year3	Design and Maintenance	Church painting and preservation of monuments	Buildings- and corrosion protection	Shedding Vehicle painter (FzL)	3																																																																																					
	Building and object coater					3																																																																																				
	Final examination training level 1 (BuO) Intermediate examination training level 2 (ML and FzL)																																																																																									
Year 2	Joint vocational training Building and object coater (BuO) Painter and varnisher (ML)			Shedding Vehicle painter	2																																																																																					
	Interim examination training level 1																																																																																									
Year 1	Common basic education Basic Vocational School Year (BGJ school or BGJ cooperative)				1																																																																																					
General school education High school diplomas: Secondary school certificate (9th grade), secondary school certificate (10th grade), Abitur (12th or 13th grade)																																																																																										

Figure 13: Germany Path to become a professional painter¹³

Figure 13: Germany Path to become a professional painter¹³

¹³ Source: Bundesverband Farbe Gestaltung Bautenschutz, (2019), Maler Taschenbuch 2020, Callwey Verlag München

Hungary	 <p><i>Figure 14: Hungary Path to become a professional painter</i></p>																		
Iceland	<p>It's a four years program to become a professional painter in Iceland. The scheme is like shown below. It ends with a national Journeyman's examination. There is only one school in Iceland that teaches painting. That is the Technical College in Reykjavik.</p> <table border="1" data-bbox="362 1164 1329 1238"> <tr> <th>Semester</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr> <tr> <td>Task</td><td>Basic B&C</td><td>School</td><td>School</td><td>Work</td><td>Work</td><td>Work</td><td>Work</td><td>School</td></tr> </table> <p style="text-align: right;">Journeyman's exam</p> <p><i>Figure 15: Iceland Path to become a professional painter</i></p>	Semester	1	2	3	4	5	6	7	8	Task	Basic B&C	School	School	Work	Work	Work	Work	School
Semester	1	2	3	4	5	6	7	8											
Task	Basic B&C	School	School	Work	Work	Work	Work	School											
Norway	<p>In Norway you have the following options:</p> <ul style="list-style-type: none"> • 2 year in upper secondary school + 2 year as an apprentice in a company • 1 year in upper secondary school + 3 year in a company * • year in a company * <p>In these cases, the education must be approved by the county.</p> <p>If you have worked 5 years or more in a company and you do not have any formal education, it is possible to have the education as an adult towards a journeyman certificate, partly based on recognition of prior learning. The education is then based on a compressed study specially adapted to adults. The training is based on the curricula for vg 1 Construction and Engineering, vg 2 Surface Engineering and vg3 Painting subject (main area).</p>																		

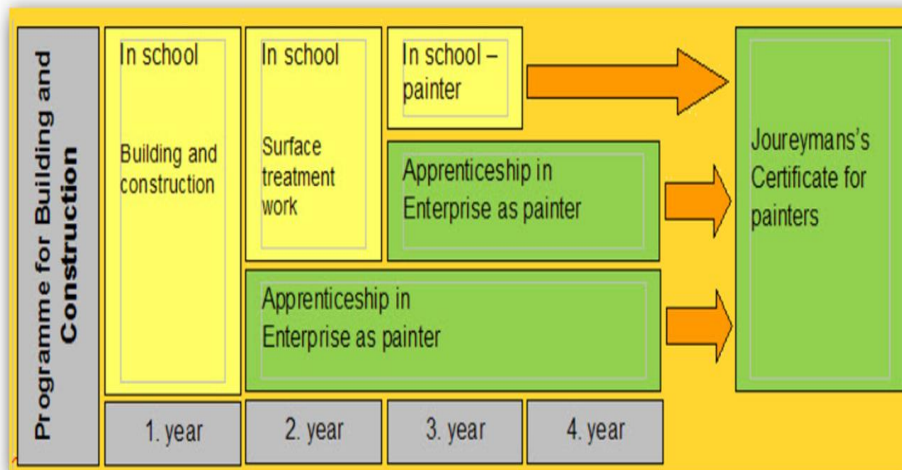


Figure 16: Vocational education and training structure in Norway¹⁴

Slovakia

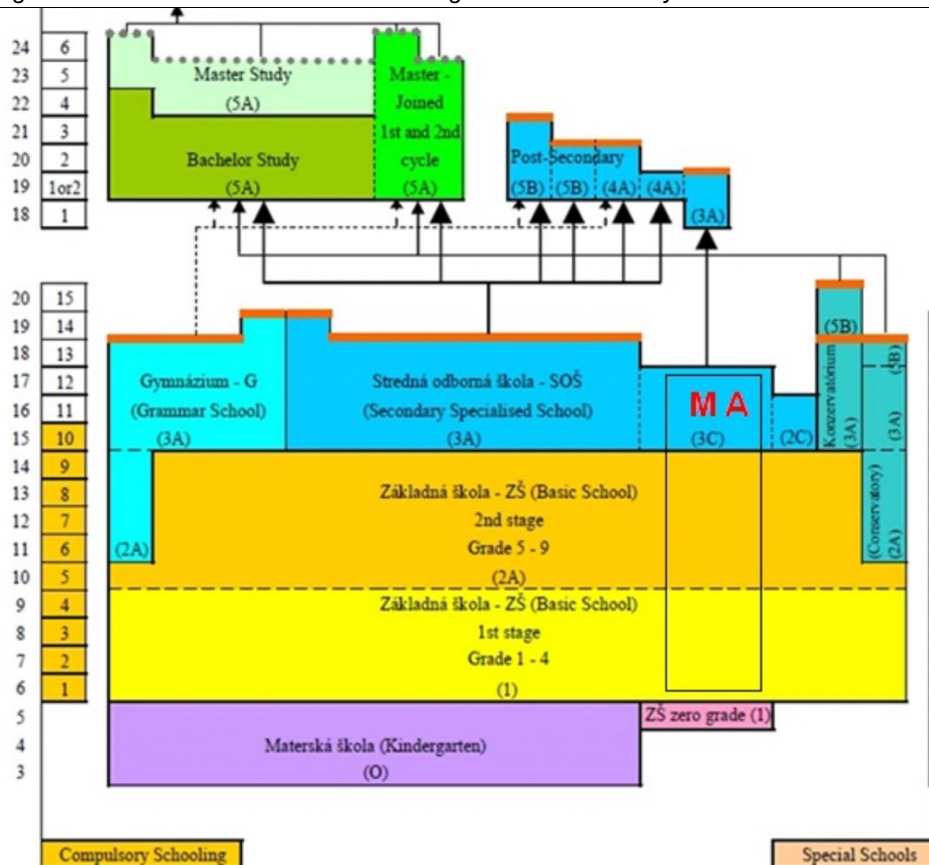


Figure 17: Slovakia Path to become a professional painter

The typical education for painters in Slovakia ends with level 3.

¹⁴ <https://www.udir.no/in-english/norwegian-vocational-education-and-training/>

Slovenia	<p>Most important in this area is (Slovenian) Small Business Act¹. This act regulates craft activities, conditions for performing craft activities and also the basis of education and training of personnel for the needs of craft activities. It says also that for the protection of the life, health and property of the people or for the protection of the environment, adequate professional qualification is required for the performance of certain craft activities. Due to that the Government has with Decree of craft activities (Uredba o obrtnih dejavnostih - Uradni list RS, št. 63/13) determined the list of craft activities referred to in the preceding paragraph and determines the conditions for appropriate professional qualification for performing these activities. Unfortunately, Painting craft is not a part of this decree. So anybody can start a painting business or become a professional painter. But before you start a painting business you have to get a Craft license at a Chamber of Craft and Small Business of Slovenia.</p> <p>Apprenticeship Act (Zakon o vajeništvu – Uradni list RS, št. 25/17) was introduced in Slovenia in 2017 and already in 2018 as one of the first branches also apprenticeship in a painting business was introduced. With that we got better connection between craft, school system and also painting industry. It came out that in Slovenia now more children are interested to step the path to become a professional painter and also painters are more aware that they have to think where and how they can/must start a way to get better skilled worker).</p> <p>Master craftsman exams for Painter or Letter painter</p> <p>A person who wants to go to master examination has to fulfil (in accordance with Article 28 of the Small Business Act) one of the following conditions:</p> <ol style="list-style-type: none"> has acquired a secondary vocational education and has at least three years of experience in the field in which he wants to take the master's exam; has acquired a secondary professional education and has at least two years of experience in the field in which he wants to take the master's exam; has at least a university degree and at least one year of experience in the field in which he / she wants to take the master's exam.
United Kingdom	<p>There are a number of different ways to become a professional Painter & Decorator; these are:</p> <p>For young people who have finished compulsory education (16 years old) –</p> <ol style="list-style-type: none"> <u>Apprenticeship Framework</u> (employed full-time by a Painting & Decorating contractor) For 2 years - 1 day a week attending a course with a Training Provider and 4 days a week working for the employer as a Painter & Decorator; to achieve a Level 2 qualification OR For 3 years - 1 day a week attending a course with a Training Provider and 4 days a week working for the employer as a Painter & Decorator; to achieve a Level 3 qualification <u>New scheme from September 2020</u> <u>Apprenticeship Standard</u> (employed full-time by a Painting & Decorating contractor) For up to 3 years - 1 day a week attending a course with a Training Provider and 4 days a week working for the employer as a Painter & Decorator; to achieve a new Level 2 standard <u>Shared Apprenticeship Scheme</u> (employed full-time by the Shared Apprenticeship Scheme)

	<p>For 3 years - 1 day a week attending a course with a Training Provider and 4 days a week working for different employers as a Painter & Decorator; to achieve a Level 3 qualification</p> <p><u>or</u></p> <p>4 <u>Full-time Learner</u> For 2 years - 5 days a week with a Training Provider on a Study Programme and 30 hours painting work experience per year; to achieve the Level 2 training qualification OR For 3 years - 5 days a week with a Training Provider on a Study Programme and 30 hours painting work experience per year; to achieve the Level 3 training qualification.</p> <p>On completing their training programme, these students need to be employed as Painters to develop the skills in the workplace (usually for 12 to 18 months) before taking the Level 2 competency National Vocational Qualification (NVQ)</p> <p>For mature people who have painting experience but no painting qualification –</p> <p>5 <u>On Site Assessment and Training</u> (minimum 3 years' experience) On-site assessment for Level 2 or Level 3, undertaken by an accredited assessment centre</p> <p><u>or</u></p> <p>6 Experienced Painter & Decorator Assessment (minimum 5 years' experience) Practical skills test and knowledge testing for Level 2 only, undertaken by an accredited assessment centre</p> <p>Planned new Qualifications from September 2020/21 The UK government is gradually introducing T Level (Technical Level) qualifications from September 2020. These will follow on from GCSEs (which are usually taken at age 16 years) and be equivalent to three A Level subjects. The 2-year courses will offer students a mixture of classroom learning, and 'on-the-job' experience during an industry placement of at least 315 hours (approximately 45 days). It is claimed they will provide the knowledge and experience needed to open the door into skilled employment, further study or a higher apprenticeship¹⁵. In September 2021 the 'Level 3 Construction T Level: On-Site Construction' should start. Painting & Decorating is one of the 4 Craft specialisms that can be selected as part of this 2-year technical course, which is an <i>alternative</i> route to an Apprenticeship or academic A Levels.</p>
--	---

¹⁵ <https://www.instituteforapprenticeships.org/t-levels/what-are-t-levels/>

2.2 Previous requirements for the applicants before starting the training

Country	Previous requirements
Austria	<p>After compulsory school, registration in the painting company.</p> <p>Choosing a module of specialisation:</p> <ul style="list-style-type: none"> • Painter and coating technician specialising in decoration painting technique • Painter and coating technician specialising in functional coatings • Painter and coating technician specialising in historic painting technique • Painter and coating technician specialising in corrosion protection <p>Employment contract with a painting company Registration at the vocational school Registration at the social insurance</p> <p>Defined requirements: Fulfilled compulsory school, physical endurance and agility, feeling of balance, manual skills, vision, skin insensitivity, spatial imagination, creative ability</p>
Belgium	<p>Training as a painter takes place in qualification teaching, in work-linked training and in vocational training.</p> <p>For the qualification teaching, the pupil must have passed the “<i>Certificat du 1er degré de l'enseignement secondaire</i> (CEID)” (Certificate of First level in Secondary School) which is an external certifying test that is common to all schools in the French Community. The pupil must not possess any particular physical or psychological aptitudes to subsequently enrol in a section of education qualifying as a painter. The course lasts two years and includes general education, technical training, vocational training, training in health and safety, on the job and work experience in companies.</p> <p>Pupils must be at least 15 years old, have signed a contract with an employer and share their training between the school and the work site.</p>
Czech Republic	<p>Government Order 211/2010 only imposes health restrictions. Field cannot carry people with impairments of the upper limbs, a breach of the skin, sensitivity to allergenic substances and epilepsy.</p>
Denmark	<p>The student must have graduated primary school with 2 in Danish and mathematics.</p>
Germany	<p>Dual training in the painting trade</p> <p>Minimum requirements</p> <ul style="list-style-type: none"> - A secondary school leaving certificate is recommended. - Sufficient general basic knowledge and skills to be able to achieve the respective vocational qualification (German, maths, chemistry, physics). - Craftsmanship, good colour vision, sense of aesthetics, affinity for technology, suitability for heights, physical fitness
Hungary	<p>Painter, decorator, upholsterer (MKKR - 4)</p> <p>Can only be acquired through school education</p> <p>Duration of training: 3 years / evening school 2 years</p> <p>Requirements: Primary school certificate</p> <p>Eligibility requirements:</p>

	<p>Aptitude test: obligatory (no allergy, no epilepsy, at least medium build, no fear of heights, not colour-blind)</p> <p>Expected skills: skilful movement, good stamina, good physical build, good sense of proportion, good dexterity, team spirit, willingness to learn about new innovative technologies</p> <p>Carpenters (MKKR - 2) Partial qualification</p> <p>Requirements: does not require a completed school leaving certificate</p> <p>Initial competences: -</p> <p>Previous professional knowledge: -</p> <p>Required traineeship: -</p> <p>Aptitude test: compulsory (no allergy, no epilepsy, at least medium build, no fear of heights, not colour-blind)</p>
Iceland	The previous requirement is a final exam from the basic school (lower secondary) and basic semester (12 weeks) for all building and construction trades.
Norway	-
Slovakia	The requirement for the 3-year apprenticeship is the completed primary school (9 years).
Slovenia	<p>Slovenian educational institutions start to accept applications for admission to the academic year every year in February. Usually there are no entrance exams for the majority of study programs. The Slovenian education system assumes that applicants will demonstrate their insistence, hard work and initiative in the process of learning.</p> <p>Painter in Slovenia is defined as a deficient profession. That means that this is one of the occupations for which there are fewer workers in the labor market than are needed by employers.</p> <p>Application for admission is possible if all primary school grades are successfully completed. Only restriction can be health restrictions, for example: physical impairment, sensitivity to allergenic substances, epilepsy, color blindness, etc.</p> <p>Conditions for promotion (from year to year in painting upper secondary school):</p> <p>Students who are positive at the end of the school year from all subjects and modules of the year of the curriculum of the school, have fulfilled all obligations of accepted contents of interest activities and all obligations of practical training by work, or are advised by the decision of the program teacher assembly, may be promoted to a higher year.</p> <p>For students with individual learning contracts, a midterm test is a prerequisite for promotion from second to third year.</p>
United Kingdom	<p>For young people, they must usually have achieved GCSE grade 3 (grade D) in English and Maths. However some Further Education Colleges (VET Centres) require GCSE grade 4 (grade C) or 2 (grade E/F).</p> <p>Importantly, they should have:</p> <ul style="list-style-type: none"> - a genuine passion and aptitude for painting and decorating and hands-on practical work - a positive attitude and a commitment to learning a trade and building their career - general good health

	- soft skills - communication, timekeeping, ability to work as a team and a flexible attitude towards work
--	--




2.3 Specializations within the training as a professional painter

Country	Modules of specialisation
Austria	<ul style="list-style-type: none"> Painter and coating technician specialising in decoration painting technique Painter and coating technician specialising in functional coatings Painter and coating technician specialising in historic painting technique Painter and coating technician specialising in corrosion protection
Belgium	<p>Within the framework of the training as a professional painter, it is possible to choose special subjects such as painting and varnishing, priming, decorating, spray painting, sponge painting, varnishing, enamelling and lacquering.</p> <p>The studies of a painter are very varied and allow you to specialize in painter-decorator, upholstery painter for wall and floor covering, decorative painting, floor resin applicator, floor coating from synthetic products and painting contractor-upholsterer-layer of wall and floor coverings.</p> <p>Aspiring painters can do internships in companies specialising in new construction, the restoration of remarkable historical buildings or the renovation of old buildings.</p>
Czech Republic	As part of the educational program, the school has the possibility to use 30% of the hour for the specialization of elective courses or Regional needs of the labour market.
Denmark	No, it's a general education.
Germany	<p>Four different apprenticeships in the Painting sector are possible</p> <ul style="list-style-type: none"> Building and object coater 2 years Painter and varnisher 3 years <ul style="list-style-type: none"> specialising in building and corrosion protection specialising in design and maintenance specialising in church painting and the preservation of historical monuments Vehicle painter
Hungary	III/ 35 582 06 Reconstruction and monument painting, monument preservation, painters (specialisation)
Iceland	No, every apprentice goes through the same program. They can choose between different tasks. The tasks are like lacking or wood painting, concrete painting or metal painting.
Norway	<ul style="list-style-type: none"> Decorative painter Painter in the industry Industrial coating <p>It is also important to note that in Norway the painter education also covers wallpapering, setting up wall covering systems, laying of flooring systems. installation of profiles and mouldings for floors in dry rooms.</p>

Slovakia	The school can offer training in free optional subjects in the curriculum e.g. foreign language communication.
Slovenia	Within Upper secondary vocational–technical and technical education there is not possible to choose specializations. Within Master Craftsman exams which are provided by Chamber of Craft and Small Business of Slovenia you can choose between Painter or Letter painter program.
United Kingdom	<p>The training qualifications (Levels 1, 2 and 3) all teach a range of compulsory specialist skills, which become more advanced at each level. These are delivered to both Apprentices and Full-time Learners, who are usually aged 16 to 19 years; however, more mature new entrants to Painting & Decorating also take these qualifications. The specialist skills are</p> <p>Level 1 (1st year of training) Apply foundation and plain papers to walls and Produce standard decorative finishes</p> <p>Level 2 (2nd year of training) Apply standard papers to ceilings and walls; Produce specialist decorative finishes and Apply paint systems using high volume low pressure (HVLP) spray equipment</p> <p>Level 3 (3rd year of training) Apply wallcovering to complex surfaces; Produce advanced decorative finishes; Apply water-borne paint systems using airless spray equipment and Carry out specialist architectural feature work</p>

2.4 NQF levels for professional painter training in comparison with EQF level

Country	NQF levels in comparison with EQF levels
Austria	<p>The eight NQF qualification levels refer to the eight EQF levels, i.e. the assignment of a qualification to the qualification level of the NQF corresponds to the level of EQF</p> <p><i>Qualification levels for professional painter training:</i> Apprenticeship final examination NQR Level 4 HTL-Kolleg SCED Level 5 Masters examination NQR Level 6</p> <p><i>Highest level of qualification for the training:</i> Masters examination NQR Level 6</p>
Belgium	The French-language certification framework is identical to the European framework. The training of painters at the level of the <i>Certificat d'enseignement secondaire supérieur professionnel</i> (Certificate of Professional Secondary Education) is level 4. It does not go beyond that, there is neither Bac nor Master's degree in this field, so there are no levels 5 and 6.
Czech Republic	<p>The EQF Level is comparable with the NQF Level in the Czech Republic.</p> <p><i>Qualification levels for professional painter training:</i> Profession in the field of painter (3 years vocational school) is at the level of EQF 3.</p>

	<p><i>Highest level of qualification for the training:</i></p> <p>The master's exam is currently not in the Czech Republic, but in Parliament there is a law on its introduction under the Chamber of Commerce at EQF level 5. does not exist in the Czech Republic.</p>
Denmark	I don't think that NQF levels in Denmark are comparable to EQF levels. A professional painter is on level 3 – 4. There is no possibility within the painting trade to get to a higher level.
Germany	<ul style="list-style-type: none"> Building and object coater NQR/EQR Level 3 Painter and varnisher NQR/EQR Level 4 <ul style="list-style-type: none"> specialising in building and corrosion protection specialising in design and maintenance specialising in church painting and the preservation of historical monuments
Hungary	<p>I/ 21 582 01 Painter (MKKR – 2) Partial Qualification</p>  <p>II/ 34 582 04 Painter, Decorator (MKKR – 4)</p>  <p>III/ 582 06 Reconstruction and monument painting, monument preservation, painters (specialisation)</p>  <p><i>Figure 18: Hungary NQF Level in comparison with EQF Level¹⁶</i></p> <p>III/ 35 582 06 Reconstruction and monument painting, monument preservation, painters (specialisation)</p> <p>The training for painters in the Hungarian school-system ends with level 4. Until now there is no other level. The education system is currently under development.</p> <p>Professional output: painter, decorator, the master in decorating is currently under development</p> <p>There is a master level, but not yet on level 6.</p> <p>The material for the master examination is currently under development. The goal is to incorporate level 6.</p>

¹⁶ Source: https://www.oktatas.hu/pub_bin/dload/LLL/HuQF/HuQF_referencing_report.pdf

Iceland	<table><tr><th>ISQF level</th><th>Examples of Qualifications</th><th>EQF level</th></tr><tr><td>7</td><td>Doctorate degree</td><td>8</td></tr><tr><td>6</td><td>Master and Candidatus degree</td><td>7</td></tr><tr><td>5</td><td>Bachelor degree</td><td>6</td></tr><tr><td>4</td><td>Diploma at higher education level</td><td>5</td></tr><tr><td>3</td><td>Matriculation examination</td><td>4</td></tr><tr><td>2</td><td>Upper secondary school leaving certificate, other final examinations</td><td>3</td></tr><tr><td>1</td><td>Upper secondary school leaving certificate, other final examinations, compulsory school final examination</td><td>1 & 2</td></tr></table>	ISQF level	Examples of Qualifications	EQF level	7	Doctorate degree	8	6	Master and Candidatus degree	7	5	Bachelor degree	6	4	Diploma at higher education level	5	3	Matriculation examination	4	2	Upper secondary school leaving certificate, other final examinations	3	1	Upper secondary school leaving certificate, other final examinations, compulsory school final examination	1 & 2
ISQF level	Examples of Qualifications	EQF level																							
7	Doctorate degree	8																							
6	Master and Candidatus degree	7																							
5	Bachelor degree	6																							
4	Diploma at higher education level	5																							
3	Matriculation examination	4																							
2	Upper secondary school leaving certificate, other final examinations	3																							
1	Upper secondary school leaving certificate, other final examinations, compulsory school final examination	1 & 2																							
	<p>Figure 19: Iceland NQF Level in comparison with EQF Level¹⁷</p> <p>The level for professional painter is ISQF level 3 which is the EQF level 4. A painter can become a master in his trade which is ISQF level 4. These are the descriptions for ISQF 3 and 4.</p> <table><tr><td>3</td><td><ul style="list-style-type: none">Content: studies are characterised by specialised preparation for regulated professions that require the employee to be able to work independently, be responsible for planning and carrying out projects and evaluating their own work.Organisation: studies are organised as vocational education and involves on-the-job trainingExtent: 180-240 secondary school creditsRights: upon graduation with vocational examination for professional rights at the third level, students can choose either further studies or employment which requires professional rights. Further studies involve increased specialisation and development at the workplace at the fourth competence level, additional studies for matriculation examination and studies at university level, or accreditation for other study programmes of the upper secondary school level.</td></tr><tr><td>4</td><td><ul style="list-style-type: none">Content: studies are characterised by increased specialisation and/or extension, or specialisation concerning management, guidance, development or innovation.Organisation: studies are organised as vocational education or job-related trainingExtent: 30 – 120 secondary school creditsRights: upon graduation with vocational examination for professional rights at the fourth level, students can choose either further studies at the fourth level, jobs with many responsibilities on the labour market, or jobs in the regulated professions. The studies can, in some cases, be accredited for certain studies at university level.</td></tr></table> <p>Figure 20: Iceland description of NQF Levels¹⁸</p>	3	<ul style="list-style-type: none">Content: studies are characterised by specialised preparation for regulated professions that require the employee to be able to work independently, be responsible for planning and carrying out projects and evaluating their own work.Organisation: studies are organised as vocational education and involves on-the-job trainingExtent: 180-240 secondary school creditsRights: upon graduation with vocational examination for professional rights at the third level, students can choose either further studies or employment which requires professional rights. Further studies involve increased specialisation and development at the workplace at the fourth competence level, additional studies for matriculation examination and studies at university level, or accreditation for other study programmes of the upper secondary school level.	4	<ul style="list-style-type: none">Content: studies are characterised by increased specialisation and/or extension, or specialisation concerning management, guidance, development or innovation.Organisation: studies are organised as vocational education or job-related trainingExtent: 30 – 120 secondary school creditsRights: upon graduation with vocational examination for professional rights at the fourth level, students can choose either further studies at the fourth level, jobs with many responsibilities on the labour market, or jobs in the regulated professions. The studies can, in some cases, be accredited for certain studies at university level.																				
3	<ul style="list-style-type: none">Content: studies are characterised by specialised preparation for regulated professions that require the employee to be able to work independently, be responsible for planning and carrying out projects and evaluating their own work.Organisation: studies are organised as vocational education and involves on-the-job trainingExtent: 180-240 secondary school creditsRights: upon graduation with vocational examination for professional rights at the third level, students can choose either further studies or employment which requires professional rights. Further studies involve increased specialisation and development at the workplace at the fourth competence level, additional studies for matriculation examination and studies at university level, or accreditation for other study programmes of the upper secondary school level.																								
4	<ul style="list-style-type: none">Content: studies are characterised by increased specialisation and/or extension, or specialisation concerning management, guidance, development or innovation.Organisation: studies are organised as vocational education or job-related trainingExtent: 30 – 120 secondary school creditsRights: upon graduation with vocational examination for professional rights at the fourth level, students can choose either further studies at the fourth level, jobs with many responsibilities on the labour market, or jobs in the regulated professions. The studies can, in some cases, be accredited for certain studies at university level.																								
Norway	<p>Intentionally yes, but the mapping has not been fully completed as the Mesterbrev/Meisterbrief is regulated by the Ministry of Trade, whereas the remaining VET is under the Ministry of Education.</p> <p>Qualification levels for professional painter training: Journeyman Certificate/Gesellenbrief at EQF-4, Higher VET training at vocational colleges at EQF-5</p>																								

¹⁷ Source: <https://www.stjornarradid.is/media/menntamalaraduneyti-media/media/MRN-pdf/Icelandic-reference-report-to-EQF.pdf>

¹⁸ Source: <https://www.stjornarradid.is/media/menntamalaraduneyti-media/media/MRN-pdf/Icelandic-reference-report-to-EQF.pdf>

	<p><i>Highest level of qualification for the training:</i> EQF-5</p> <p>The Norwegian Malermester is presently positioned as a EQF/NQF level 5. (Discussions are continuously running on a positioning as EQF-6, but with the responsibility for the Mesterbrev in a ministry not directly involved in the EQF/NQF mapping no conclusions to this have been drawn)</p>																																																
Slovakia	<p>The Slovakian NQF levels are identical with the EQF levels</p> <p><i>Qualification levels for professional painter training:</i> In the training of painters in Slovakia is on level 3 In Slovakia there is no master craftsman training and no master craftsman examination in the training of painters, logically this level 6 is very far from the needs for painting crafts. The level 6 is the first level in higher education system - degree with the title baccalaureus - Bc. In Slovakia, painting is a free trade, i.e. you do not need any training to be a painter, simply registering at the Trade Licensing Office is sufficient.</p>																																																
Slovenia	<p>The Slovenian Qualifications Framework (SQF) is a unified system of qualifications in the Republic of Slovenia for the classification of qualification into levels with regard to learning outcomes. It consists of 10 levels.</p> <p>The SQF is aimed at everyone who wishes to find out about the wide choice of educational and other qualifications available in Slovenia or to verify the mutual comparability of different qualifications. You can use the SQF to check which level your educational or other qualification corresponds to in the European Qualifications Framework (EQF) or the Qualifications Framework for the European Higher Education Area (QF-EHEA).</p> <p>The table below shows classifications of individual typical qualifications by SQF levels with regard to the type of qualification (educational qualification, vocational qualification and supplementary qualification) and the correspondence of SQF levels with EQF levelsⁱⁱ. Comparison of SQL and EQL levels see annex.</p>																																																
United Kingdom	<p><i>Comparison of NQF Level and EQF Level</i></p> <p>The information below (Table 13: 2019 RQF – EQF referencing outcome and examination of FHEQ – EQF, including QF-EHEA) is taken from page 77 of the ‘Referencing the Qualifications Frameworks of England and Northern Ireland to the European Qualifications Framework - October 2019’</p> <table><tr><th>RQF</th><th>E1</th><th>E2</th><th>E3</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr><tr><td>FHEQ</td><td></td><td>4</td><td></td><td>5</td><td></td><td>6</td><td></td><td>7</td><td></td><td>8</td><td></td></tr><tr><td>QF-EHEA</td><td></td><td></td><td>Short Cycle</td><td></td><td>First Cycle</td><td></td><td>Second cycle</td><td></td><td>Third cycle</td><td></td><td></td></tr><tr><td>EQF</td><td>-</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td></td><td></td></tr></table> <p><i>Figure 20: Comparison of SQL and EQL levels¹⁹</i></p> <p>This shows that the UK (England and Northern Ireland) RQF Level 2 qualifications equate to EQF Level 3, and the UK (England and Northern Ireland) RQF Level 3 qualifications equate to EQF Level 4.</p>	RQF	E1	E2	E3	1	2	3	4	5	6	7	8	FHEQ		4		5		6		7		8		QF-EHEA			Short Cycle		First Cycle		Second cycle		Third cycle			EQF	-	1	2	3	4	5	6	7	8		
RQF	E1	E2	E3	1	2	3	4	5	6	7	8																																						
FHEQ		4		5		6		7		8																																							
QF-EHEA			Short Cycle		First Cycle		Second cycle		Third cycle																																								
EQF	-	1	2	3	4	5	6	7	8																																								

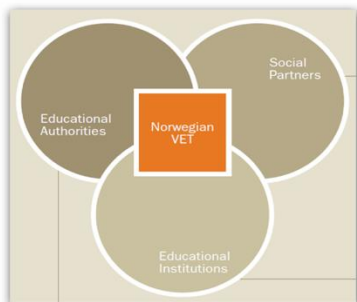
¹⁹ https://ec.europa.eu/ploteus/sites/eac-egf/files/england_northern_ireland_eqf_referencing_report_0.pdf

	<p><i>Qualification levels for professional painter training:</i> Training and competency qualifications at RQF Level 2 and RQF Level 3</p> <p><i>Highest level of qualification for the training:</i> For Painting and Decorating skills, RQF Level 3 is the highest (equating to EQF Level 4) Progression to Construction Supervisor and Construction Management roles (RQF Levels 3 to 6) can be taken, but there is no specific Painting & Decorating content in these qualifications. The UK has no master qualification.</p>
--	--

3 Projects and initiatives

3.1 General project Initiatives

Country	Current Projects General
Austria	After working out the requirements for the qualification of the master craftsman's examination on NQF Level 6 and regulation by the ministry, the master craftsman examination regulations and the question catalogues are been updated and revised.
Belgium	In the French Community, education has embarked on a major reform. The Pact for Teaching Excellence is the fruit of intense collective work begun in the following areas in 2015 and is based on an ambition shared by all the school's partners: to improve the quality of education for all pupils. It is a long-term system's reform that is being put in place over time. The reform includes an educationally oriented approach lower secondary education to encourage a better choice towards qualifying education. The reform of higher education should give priority to the provision of modular learning (Certification per Unit).
Czech Republic	Within the framework of the IKAP regional project, there is polytechnical education for pupils of 6th and 7th grades of elementary schools, where vocational teachers in vocational schools teach these pupils the basics of various crafts including painters.
Denmark	There are no current projects / initiatives to improve training, but the training is always under supervision and will be altered, if necessary.
Germany	The Federal Government, the social partners and the relevant authorities are in close contact with each other to further promote the attractiveness of dual training. This is done, among other things, through structural programmes of the Federal Ministry of Education and Research that are tailored to the current framework conditions. These programmes focus on issues such as continuing vocational training, competence diagnostics, improved transitions to work or the transfer of innovations to VET practice.
Hungary	There have been vocational demonstrations in primary schools, vocational practice classes for years. The work with the MakerSpace labs will start soon.

	<p>Professional orientation is supported by introducing each student to all construction professions in the first year of training, and at the end of the year they can confidently choose according to their abilities and interests. This will hopefully reduce the number and proportion of early school leavers. It is planned that so called branch training centres will be set up jointly by several business organisations (business organisations = training companies, firms), so that they can jointly transfer more complex knowledge. These new training centres will also have the possibility to teach vocational theory. So-called sectoral training councils have been established (18 companies and companies in the construction industry) representing the economic private sector. These councils can make proposals, they have the right to give an opinion on decisions concerning vocational training. The descriptor categories used by the Hungarian Qualifications Framework are the following: knowledge, ability, attitude, responsibility and autonomy. They provide a uniform, transparent framework for learning and teaching processes that both students and teachers are familiar with.</p>
Iceland	<p>Its participation in Erasmus+ mobility programs for apprentices that can go to work in other countries for 6 – 10 weeks. A national skills competition where apprentices compete. The winners participate in the Nordic/Scandinavian painting skills competition.</p>
Norway	<p>The VET sector in general is presently in a reform phase as part of the Social Dialogue with new curricula and training plans in development. There may be some changes to the painting profession – to be explored when the new plans are to be implemented after summer 2020.</p> 
Slovakia	<p>In Slovakia, a national project for the support of dual training is currently underway under the coordination of SIOV. The project is focused on all sectors of vocational education and training.</p>
Slovenia	<p>There are a lot of projects – so there is a list of institutions from the area of education and their projects:</p> <p>- <u>Slovenian Government: website about project: https://www.gov.si/is-kanje/?q=projekti&submit</u></p> <p><u>Institute of the Republic of Slovenia for Vocational Education and Training (CPI): website of international cooperation (http://www.cpi.si/mednarodno-sodelovanje.aspx) – list of projects:</u></p>

	<p>Erasmus+:</p> <p>Bequal app, ECOFAR, EQAVET, Mladi na prehodu, SHVET, SKILLCO, STAIRS, Talentjourney, TRAMIG, WellTo, ESCO, Learning by Doing</p> <p>EU commission projects:</p> <ul style="list-style-type: none"> - National Education Institute Slovenia: website about the projects: https://www.zrss.si/strokovne-resitve/projekti/mednarodni-projekti Slovenian educational network (SIO): the aim is to connect and integrate projects, activities and services of the Slovenian education system: https://projekt.sio.si/ - Chamber of Commerce and Industry of Slovenia of Slovenia – website about project: https://www.gzs.si/o_gzs/vsebina/Organizacija-GZS/GZS-v-projektih - Chamber of Commerce and Industry of Slovenia of Slovenia – website about project: https://www.gzs.si/o_gzs/vsebina/Organizacija-GZS/GZS-v-projektih - Chamber of Craft and Small Business of Slovenia – website about project: https://www.ozs.si/o-zbornici/projekti, where also following projects are listed: <ul style="list-style-type: none"> • MASTER 4.0 Innovations in the field of master exams and upgrading questions for master exams • DuALPlus Increasing the attractiveness of dual education of craft professions in the Alpine space • Usposabljanje mentorjev Strengthening the qualifications of mentors in companies or operations for quality mentoring of students
United Kingdom	<p>Worldskills UK encourages all who are on a training programme to enter regional and national competitions to develop and learn new skills and higher standards. Training providers offer masterclasses in conjunction with worldskills UK and offer support with the worldskills standard specification and peer support.</p>

3.2 Handcraft project Initiatives

3.2.1 Available

Country	Current Projects Handcraft Available
Austria	<p>Partnership of the Landesberufsschule Lilienfeld</p> <p>Partnership of the painting department with Vocational school of Hustopece in the Czech Republic.</p> <p>Cooperation of the HTL Baden-Malerschule Leersdorf with the SBG Dresden master school of painters.</p>
Belgium	<p>Experiences in the field of vocational training are mainly carried out through ERASMUS projects + financed by the European Commission. These are key projects 1</p>

	or 2. They allow for joint international projects or exchanges of teachers and students between different locations. We participate in the PaintingSkillsAcademy but also in BelgianSkill, Euroskill and Worldskill.
Czech Republic	This year technology / workshops have been introduced into primary school education systems. There are no projects for education of young or older craftsmen in the Czech Republic.
Denmark	There is a large selection of courses that a fully qualified painter can attend to in order to improve his/her skills.
Germany	There are initiatives in the Federal Republic of Germany that are concerned with improving the painting trade. From the federal side, there are programmes which relate to training structure improvements in general (more information on this can be found at www.bibb.de).
Hungary	The Hungarian Painters' and Varnishers' Guild Association has studied the national painters' training, the useful data and details are available to them They regularly help to delegate companies and firms for dual training They have contacted the schools and are conducting further training for teachers, professional presentations for students The offers of paint manufacturers, wallpaper manufacturers and tool manufacturers are distributed in the school workshops Many institutions (especially schools) have been painted or wallpapered free of charge out of charity to promote the profession.
Iceland	There are really none except the participation in the Nordic/Scandinavian painting skills competition
Norway	-
Slovakia	In this field the initiative of our institute is important and the participation in associated partnership with the Slovak painters' guild in various international Leonardo da Vinci projects in the past (e.g. Ma-Flo project, PSN - Painting Skill Network), Erasmus+ project e.g. Paint Tutors up gives new impulses for the improvement of painting education.
Slovenia	Idem
United Kingdom	<u>Large Painting Contractor – Bagnalls :</u> Bagnalls has, for many years, enjoyed a reputation for developing its people from apprentices to management. To supplement the college training provided under the Construction Industry Training Board (CITB) apprenticeships scheme, we established our own Painting Academy in order to provide additional practical skills training in a controlled environment. The facility, managed by our Group Technical and Training Manager and a dedicated Craftsman Tutor, provides an environment where young people can build their confidence in painting and decorating and familiarise themselves with new products before applying them in a customer's premises. The Painting Academy is also used by more experienced employees to polish-up their skills, attend safety seminars and learn about new product formulations and equipment. The facility continues to support our passion for developing our own people in-house as well as helping us to produce the highest standards of workmanship expected by our discerning customers. Since its opening in 2004, the Painting Academy has been visited by many prospective and existing customers who share our passion for skills development as well as budding apprentices

through school involvement days. Taken from: <https://www.bagnalls.co.uk/careers/training-academy/>

Large Painting Contractor – Bell Group

Our company initiatives are:

- 14 Academies developed nationally (further 5 in the pipeline for 2020) - originally designed to ease the issue of full and part time learners progressing into the sector with a training qualification, but no opportunity to convert it to a full competency qualification (NVQ)
- Service Level Agreement basis with Colleges
- Colleges chosen based on OFSTED and P&D provision to good industry standard, with a buy in from the College principal down
- Minimum of 10 interventions a year with students – Ownership by the local Branch Manager and interventions arranged and delivered locally
- Range of interventions– from specific masterclasses – i.e. Wallpaper hanging to Mobile Elevated Working Platforms (MEWPS) and Paint Spraying in partnership with manufacturers
- Each Academy is sponsored by 1 main paint manufacturer, who provides product, support and new innovation training to Academy students
- The original concept for the Academy was for all Painting & Decorating students in college (full-time or part-time); it was not originally aimed at Apprentices
- Our updated concept is that Apprentices do and will join Masterclasses to bridge gaps in provision/knowledge. In our Scotland model from 2020 the Academy classes will be a formal part of the apprentice learner journey
- We work with small, bespoke manufacturers as well as large ones to provide learners with a broad range of skills – for example currently working with Craig and Rose in Edinburgh who train our apprentices on very specialist techniques such as rusting.
- We provide Job Readiness Support - employability skills, CV writing and social skills workshop interventions, through clients and our Community Engagement Team (CEC's)
- Once a learner 'signs up' to the Academy (this is a formal process) they are equipped with Academy workwear (branded T-shirt, polo shirt. PPE, toolkit and equipment). The learner is then committed to attend the 10 interventions during the academic year and our CEC team report on this monthly
- Academy students are given first opportunity in our Apprentice recruitment process. We currently have around 50% conversion rate nationally and a significant increase in female and black and minority ethnic (BME) apprentices by developing this route to progress.

Small Painting Contractor - Timbrell Decorators

We use the following to top up skills shortages:

[Dulux Academy training courses \(https://academy.duluxtradepaintexpert.co.uk/ \)](https://academy.duluxtradepaintexpert.co.uk/)

	<p>Paint Tech Training Academy (https://www.painttechtrainingacademy.co.uk/) On-line courses i.e. asbestos awareness, interior design</p> <p><u>Lincoln College</u> We are involved with The Dulux Academy as a Partner College; one of only four in the UK. The aim of the Academy is to offer training or upskilling to practitioners from within the trade. The training lasts for one or two days and is delivered by staff from the academy, using college facilities, to practicing Painters and Decorators.</p> <p>We are also involved with The Bell Group, who are a major UK employer. We are a Bell Academy, which involves our full-time learners being given the opportunity to gain Work Experience and additional skills via workshops, interview skills etc. They are offered the opportunity to become a Bell Group College Apprentice, which may develop into a full apprenticeship at a later date.</p> <p>Skills Competitions form an important addition to what we offer our learners.</p> <p>Taking place on a yearly basis, this series of competitions held throughout England, Scotland, Wales and Northern Ireland, bring together trainees and apprentices from across the country to compete in their chosen skills. Competitors' results from each of the qualifiers are combined and the eight highest scoring competitors are selected to progress to the UK National Final, with the opportunity to progress to European and WorldSkills finals, if selected.</p> <p>There is often an issue with the lack of time and resources available within the college to prepare learners for the competitions.</p> <p>Other competitions for Painting & Decorating are - The Painting & Decorating Association's (PDA) - (i) Apprentice Paperhanger and (ii) Apprentice / Trainee Award Paint Manufacturer - Johnstone's Young Painter of the Year</p>
--	---

3.2.2. Handcraft-others

Country	Current Projects Handcraft		
	Planned	EU Cooperation	Exchange
Austria	The revision and updating of the final apprenticeship examination is planned	<p>*Participation in Erasmus+ projects, PSN, EUROPA-MEISTER, PSA.</p> <p>*International competitions of master schools between AT, CZ, SK, HU, SL.*UNIEP European competition of master students and apprentices at SIKKENS in Sassenheim NL.</p>	International vocational school competitions, exchange of apprentices via STO Foundation AT - DE. (e.g. is there an exchange with professionals, schools, teachers)

Belgium	-	-	-
Czech Republic	There are no vocational training projects for small craftsmen and this is a great pity. Vocational training is underway within the framework of private producers' activities.	Yes, within the Erasmus projects (UNIEP, SBG Dresden)	Painting skills network, Inpaint, Painting skills academy.
Denmark	-	There are no cooperation's between Denmark and the rest of EU around improving the education	-
Germany	We do not know what measures are being undertaken, for example, by the responsible authorities or self-governing bodies of the painting trade in the individual regions or federal states. A comprehensive answer to this question can therefore not be given.	It can be assumed that there is a large number of measures which have received European funding (Leonardo, Erasmus, Erasmus Plus, Interreg, etc.) in the past decade and which have only been covered by the respective programmes.	idem
Hungary	A high-quality training in a pilot system is planned, from which the trainees (later teachers) can be delegated to schools. Unfortunately, the average age of the teachers is very high. The entire vocational training is being revised by the responsible ministry, so there is no other answer to this question yet!	Within the framework of Erasmus +, we participated in mobility abroad with our students from the painting sector. We have close professional relations with the countries of the European Union.	In the future we will participate in international teacher training and organize job shadowing programs. Our school participates in the work of the Painting Skills Academy. <small>SEP</small> We have already taken part in international charity painting.
Iceland	The Icelandic painting masters association has a cooperation with the other Nordic/Scandinavian painting masters associations. They have meetings once a year.	IDAN has participated in Erasmus+ mobility programs for apprentices.	The Technical College in Reykjavik has participated in mobility programs for trainers.
Norway	-	-	-

Slovakia	-	Our institute organizes in its own projects and also finances the participation of students of painting education in various competitions in the country and abroad (e.g. Mlady tvorca - Nitra, Incheba - Bratislava, Euroskills, Worldskills,...)	Exchanges take place mainly at school level under the Erasmus+ KA1 - school mobility programme.
Slovenia	-	There are many schools in Slovenia involved in the Erasmus+ VET Mobility Charter, also painting school from Kranj (web page about the school project) and painting school from Maribor (web page about the project).	Some projects in schools and other institutions are dealing also with non EU countries or schools (for example: OZS project: Master 4.0).
United Kingdom	There are 2 planned government initiatives for vocational training - Apprenticeship Standards and T Levels. The introduction of new Apprenticeship Standards has the emphasis on training and skill acquirement, rather than the tick box method previously used; it involves an End Point Assessment to demonstrate the knowledge, skills and understanding of the profession. For T levels, the participants will have to meet entry requirements for the Level 3 programme. This is more a general technical construction route, with Learners selecting one of 4 specialist trades to take, Painting & Decorating being one of these.	*At Lincoln College the Construction department has had an exchange program with Alpha College Groningen in the Netherlands. This project is funded by The Erasmus program. This is an initiative run by the European Union to provide opportunities for students to study or gain work experience in a different country. This program is open to all our construction students, including the Painting and Decorating learners. There are many benefits to this program including learning a different language and experiencing different cultures. Staff who are visiting with their learners are given the opportunity to deliver sessions if the opportunity arises. Painting and Decorating in the Netherlands is seen as an Artisan trade and is very well respected. This is born out in the quality of the workmanship and is an eye opener to all our learners when they visit. We have also had apprentice exchanges with a German College. This is also part of the Erasmus program. This involves more time in the workplace again giving the learners an insight to the construction industry in another country. *Euroskills encourages exchanges and training across Europe for the benefits of training and experience. *The Painting & Decorating Association (PDA) was a partner in the UNIEP 'In Paint' project (2017 / 2019)	

4 The political environment

4.1 Subsidies, scholarships, financial means

Country	Subsidies, Scholarships, Financial Means
Austria	Reimbursement of travel expenses to attend vocational schools for apprentices
Belgium	There are regional bonuses and European grants for training awarded to schools that train future painters, companies that take on trainees and work-linked training centres.
Czech Republic	Yes, but to a limited extent. Only some regions subsidize about 12 euro / month for pupils of our field.
Denmark	none
Germany	Due to the federal structure in the Federal Republic of Germany, no comprehensive statement can be made here that is valid for all federal states. It is known, however, that various support programmes have been set up in Saxony, the focus of which is *a promotion of employment *education and training*School education
Hungary	The new financing system is being revised!
Iceland	The Technical College in Reykjavik is financed with state funding so fees for students are rather low, about 170 EUR pr. semester. There is a state funded student loan fund where students/apprentices can get loans
Norway	-
Slovakia	-
Slovenia	The Public Scholarship, Development, Disability and Maintenance Fund of the Republic of Slovenia ^[i] is the central national management institution for scholarships and development of human resources and offers scholarships for study and research, increases international mobility of students and researchers, provides <i>financial incentives to employers</i> for development of human resources, <i>awards excellence</i> as well as provides up-to-date information and helps build a network for minimizing obstacles to mobility of students, researchers and employees. There is also the Government Office for Development and European Cohesion Policy ^[ii] . They have decided to support the "Scholarships for Deficit Professions" program. The aim of the project is to promote the enrolment of young people in educational programs that are (or will be) recognized as deficient professions and thus provides an adequate number of young people with the knowledge necessary for the existence and development of individual industries. The main objectives of the scholarships are: *to provide adequate staff on the labour market according to the demand of employers, to promote enrolment in types and fields of education that promote economic development and improve employability, *to encourage enrolment in secondary vocational and technical education programs; and *to promote vocational and technical education. [i] http://www.sklad-kadri.si/ - May 2020. [ii] http://www.sklad-kadri.si/si/razvoj-kadrov/stipendije-za-deficitarne-poklice/ - May 2020
United Kingdom	Painting Contractors: We are not aware of anything specific in term of subsidies; however, one company is aware of some bursary funding through a number of private beneficiaries that are affiliated to organisations such as CITB. Teachers: CITB offer a scholarship for students however they must be high performing

	students and currently in the industry and on an apprenticeship. Scholarships do not seem to be offered to enter the industry. If a person is not employed then training is free up to Level 2, with a grant available for Level 3 in the form of a student loan as in university courses and is available for all at this level.
--	---

4.2 Financial Resources

Country	Financial Resources
Austria	*Regionally through individual national guilds. *Reimbursement of boarding school and accommodation costs in vocational schools for companies
Belgium	Education in Belgium is financed entirely by the federal, regional and community public authorities. Some projects can also be financed by the European Social Fund.
Czech Republic	Only school project resources
Denmark	When the apprentices are attending school, the companies will be compensated for the wages that they pay the apprentices. The payment comes from a large foundation that every Danish company contributes to.
Germany	Applications for subsidies must be submitted to the SAB (Sächsische Aufbaubank - Förderbank). The individual subsidy programmes differ in the individual federal states. Companies and employees are required to research accordingly or to visit the counselling centres, e.g. the responsible chambers (Chamber of Trade).
Hungary	The new financing system is being revised!
Iceland	The Icelandic student loan fund where students/apprentices can get loans for their subsistence
Norway	The education is paid for by the government
Slovakia	Within the framework of the initiative - dual training - the training companies in general but also in the painting trade have financial support for apprenticeship training in the amount of EUR 300 or 1,000 per year (depending on the size of the company). Our SIOV Institute arranges this state financial support through a special financial department.
Slovenia	As painter is a deficit Profession child who attend the painting school gets scholarship. It is also possible that the painting company give their own scholarship.
United Kingdom	For Training Course Fees: _From 1st May 2017, employers with a wage bill of more than £3 million must pay the Apprenticeship Levy. This Levy requires all employers to pay 0.5% of any wage bill over £3 million into the Government's new apprenticeship service, to pay for apprenticeship course fees. Employers paying the Apprenticeship Levy will be able to access the funds they have paid for the cost of apprentice training, through a new digital account. The Government top-up this amount by an additional 10%. _The Government set funding bands to determine the maximum an employer can spend on each apprenticeship training course through the digital account Employers must pay in full any amount they agree with the training provider above this maximum level. The funding bands vary by apprenticeship occupation and level, but do not vary by age. _The funding band maximum for the new Level 2 Painter and Decorator Apprenticeship Standard is £9000* (https://www.instituteforapprenticeships.org/apprenticeship-standards/painter-and-decorator/) *In England, apprenticeships are funded through the Education and Skills Funding Agency Apprenticeship Levy. _(https://www.gov.uk/government/organisations/education-and-skills-funding-agency/about) *(https://www.gov.uk/government/publications/apprenticeship-levy/apprenticeship-levy). In Scotland, the Apprentices are still currently funded by Scottish Government.

Employer	Employer pays	Government pays	Incentive payments
Apprenticeship Levy paying employer	The cost of training from their digital account and 10% of any amount over this, plus any fees over the funding band maximum	90% of any fees your digital account will not cover, up to the funding band maximum*.	£1,000 for each 16-18 year old apprentice or 19-24 year old with an Education, Health Care (EHC) plan.
Non Apprenticeship Levy paying employer (with 50+ employees)	10% of any apprenticeship training fees, plus any fees over the funding band maximum	90% of any apprenticeship training fees, up to the funding band maximum*.	£1,000 for each 16-18 year old apprentice or 19-24 year old with an Education, Health Care (EHC) plan.
Non Apprenticeship Levy paying employer (fewer than 50 employees)	0% of any apprenticeship training fees for 16-18 year olds or 19-24 year old with an Education, Health Care (EHC) plan. 10% for other apprentices. Additionally any fees over the funding band maximum.	100% of any apprenticeship training fees for 16-18 year olds or 19-24 year old with an Education, Health Care (EHC) plan. 90% for other apprentices, up to the funding band maximum*.	£1,000 for each 16-18 year old apprentice or 19-24 year old with an Education, Health Care (EHC) plan.
<p>The £1,000 incentive payment is paid to the employer in 2 instalments by the training provider - £500 after 3 months and £500 after 12 months. https://www.citb.co.uk/documents/levy/apprenticeship_levy_funding_guide.pdf To support Employers from the Construction Industry Training Board (CITB) Employers can apply for grants for directly employed individuals only on approved apprenticeships for: Levels 2 (intermediate) and 3 (advanced) apprenticeship frameworks, lasting 2 years or more in England and Wales Levels 2 and above of the new apprenticeship standards in England, lasting 1 year or more Grant rates depend on the apprenticeship type and the duration of the course. The rates are fixed for the duration of the apprenticeship as given in the Grants Scheme year the apprenticeship starts, even if they change in later Grants Scheme years. Programmes under the new apprenticeship standards may vary in length, so attendance grants are prorated based on their duration. From 1 April 2020 the employer of new apprentices at all levels will be entitled to the grant rates detailed below:</p>			

Activity	Amount
1st year of attendance	£2,500
2nd year of attendance	£2,500
3rd year of attendance	£2,500
Achievement of all levels of apprenticeship framework / EPA	£3,500

<https://www.citb.co.uk/levy-grants-and-funding/grants-funding/apprenticeship-grants/apprenticeship-grants-intermediate/>
 CITB is also piloting a £500 apprentice support grant for small businesses taking on apprenticeships, to help with initial costs. The aim is to encourage employers to take on an apprentice who may not otherwise have done so.
 The support grant will be made available to all employers who pay no levy, or the reduced rate of levy, for every apprentice that starts college or begins an apprenticeship with another training provider.
<https://www.citb.co.uk/about-citb/news-events-and-blogs/uk/2019/09/claim-500-new-apprentice-support-grant/>
 Employers may also claim a qualification grant of £600 per person for experienced (unqualified) Painters & Decorators (see Question 2b, 3.1 and 3.2) on achievement of their NVQ qualification.
<https://www.citb.co.uk/levy-grants-and-funding/grants-funding/qualification-grants/short-period-less-than-1yr-and-vq-grants/>

4.3 Educational Training Allowance & Wages

Country	Educational Training Allowance & Wages
Austria	Current starting salary for skilled workers monthly from € 1.810,-. Regulated by collective agreement, apprenticeship pay staggered from the 1st to the 3rd year of apprenticeship
Belgium	You will find the wages granted to the construction sector on the attached document which includes Collective Agreement 124 drawn up by the trade union delegation.
Czech Republic	<u>Average wages:</u> in practice, almost qualification levels in the construction industry have already been abolished. The amount of wage is determined by skill, skill and speed. After school, wages are about 1,000 euros. If employees are more experienced and efficient, wages rise up to double. A private craftsman earns more, but his orders are unstable and have to deal with the entire company's overhead.
Denmark	An apprentice will get: *The first 6 months – approx. 280 EUR a week* From 6 months to 18 months approx. 362 EUR a week *From 18 months to 30 months approx. 450 EUR a week *From 30 months to 42 months approx. 515 EUR a week.
Germany	Training allowance/month: from 01.09.2019 — Training year 1 / 650 €, Training year 2 / 715 €, Training year 3 / 880 € — from 01.08.2020, Training year 1 / 680 €, Training year 2 / 750 €, Training year 3 / 915 €. Minimum wage In the painting trade, the minimum wage is binding for all employers in the sector as a lower wage limit, irrespective of whether they are bound by collective

	<p>agreements. The minimum wage is considered generally binding. In addition, companies based abroad are also obliged to pay the minimum wage if they send employees to Germany.</p> <p>The collective agreement is valid until April 30, 2021.</p> <p>Exceptions to the industry minimum wage in the painting trade</p> <p>The minimum wage applies to all commercial workers in the sector who carry out an activity subject to compulsory insurance. However, it does not cover *Vehicle and metal painters who work in stationary workshops, *Pupils in general education, secondary education or - as part of their initial training - in preparatory vocational training, or *Pupils who have completed school, or *are employed within 12 months of the end of their schooling for a total of 50 working days for the purpose of finding a profession, and *commercial cleaning staff and other commercial support staff working exclusively in the administrative, sales and social premises of the company.</p> <p>Painter and varnisher: Who is considered "unskilled" and who as "journeyman"? A person is considered "unskilled" if he/she has not successfully completed any training relevant to the job. Accordingly, "unskilled workers" work under the supervision and guidance of journeymen and foremen and carry out simple auxiliary activities.</p> <p>Skilled workers (journeymen) are persons who carry out relevant craft activities for the painting and varnishing trade or another craft. The activities are precisely defined in the minimum wage collective agreement.</p> <p>In the case of employees who have *the journeyman's certificate in the painting and varnishing trade or a comparable other training qualification or *a state-recognised vocational school diploma or a corresponding proof (certificate) from abroad that qualifies for painting and varnishing work are assumed to be engaged in painting and varnishing activities. dhz Source: https://www.deutsche-handwerks-zeitung.de/hoeherer-mindestlohn-fuer-geruestbauer-und-maler/150/3094/328856</p> <p>(1) Basic wage = wage level for journeymen after 2 years of employment, from 01.10.2019, in €/hour</p> <p>West East Berlin Saarland 17,15 €/hour 16,52 €/hour 16,52 €/hour 15,26 €/hour</p> <p>Source: German Federal Association for Colour Design and Building Protection, (2019), Maler Taschenbuch 2020, Callwey Verlag Munich</p>
Hungary	<p>According to the new provision, which will be valid from 9 September 2020, those who do not participate in dual training (receiving a partial vocational qualification in a workshop school) will receive a uniform amount of 14,000 HUF in their 9th grade and then between 10,000 and 50,000 HUF depending on their performance. Scholarships are available for students without an employment contract. Participants in dual training can expect to receive 25 to 60 percent of the minimum wage, which can rise to 100 percent in the last year of training (minimum wage: https://www.hrportal.hu/hr/mennyi-a-szakmunkas-Minimum-net-amount-20200207.html). After a successful final examination, the newly qualified specialists can receive an amount between 150,000 and 300,000 HUF as a start-up grant, depending on the examination results.</p>

Iceland	An apprentice at the start gets about 2.200 EUR pr. month. When he finishes the Journeymans exam he gets about 3.000 EUR pr. Month. An average painter gets about 4.000 EUR pr. month.																																				
Norway	Vague level around 43000€ per year (2018)																																				
Slovakia	In Slovakia, painters work mainly as self-employed persons and there is no official wage level table or collective agreements (known as those in Germany or Austria).																																				
Slovenia	<p>In Slovenia the Government has with Decree of craft activities^[i] determined the list of craft activities referred to in the preceding paragraph and determines the conditions for appropriate professional qualification for performing these activities. Unfortunately Painting craft is not a part of this decree. So anybody can start a painting business or become a professional painter. But before you start a painting business you have to get a Craft license at a Chamber of Craft and Small Business of Slovenia. When performing a Painting craft Collective agreement for the construction industry^[ii] is obligatory to respect. The minimum wage for a painter is around EUR 800 net, but it is necessary to take into account that in accordance with the collective agreement it is also necessary to pay various allowances. [i] Decree of craft activities (Uredba o obrtnih dejavnostih) - Uradni list RS, št. 63/13. [ii] Collective agreement for the construction industry (Kolektivna pogodba gradbenih dejavnosti - Uradni list RS, št. 101/15, 80/17, 5/19 in 81/19)</p>																																				
United Kingdom	<p>The Construction Industry Joint Council (CIJC) Working Rule Agreement is the largest such agreement in the UK construction industry and covers more than 500,000 workers.</p> <p>https://builduk.org/wp-content/uploads/2018/06/Working-Rule-Agreement-CIJC-May-2018.pdf</p> <p>All the Painting Contractor respondents apply these rates, which with effect from Monday 24 June 2019 are:</p> <table><tr><th>Year of Apprenticeship</th><th>Basic pay (pence per hour)</th><th>Weekly rate of pay for Apprentice (based on 39 hours)</th></tr><tr><td>Year 1</td><td>570</td><td>£222.30</td></tr><tr><td>Year 2</td><td>680</td><td>£265.20</td></tr><tr><td>Year 3 without NVQ Level 2</td><td>793</td><td>£309.27</td></tr><tr><td>Year 3 with NVQ Level 2</td><td>1015</td><td>£395.86</td></tr><tr><td>Year 3 with NVQ Level 3</td><td>1267</td><td>£494.13</td></tr><tr><th>Classification</th><th>Basic pay (pence per hour)</th><th>Weekly rate of pay</th></tr><tr><td>General Operative</td><td>953</td><td>£371.67</td></tr><tr><td>Skill Rate 4</td><td>1027</td><td>£400.53</td></tr><tr><td>Skill Rate 3</td><td>1087</td><td>£423.93</td></tr><tr><td>Skill Rate 2</td><td>1162</td><td>£453.18</td></tr><tr><td>Skill Rate 1</td><td>1206</td><td>£470.34</td></tr></table> <p>The National Minimum Wage (NMW) and National Living Wage (NLW):</p>	Year of Apprenticeship	Basic pay (pence per hour)	Weekly rate of pay for Apprentice (based on 39 hours)	Year 1	570	£222.30	Year 2	680	£265.20	Year 3 without NVQ Level 2	793	£309.27	Year 3 with NVQ Level 2	1015	£395.86	Year 3 with NVQ Level 3	1267	£494.13	Classification	Basic pay (pence per hour)	Weekly rate of pay	General Operative	953	£371.67	Skill Rate 4	1027	£400.53	Skill Rate 3	1087	£423.93	Skill Rate 2	1162	£453.18	Skill Rate 1	1206	£470.34
Year of Apprenticeship	Basic pay (pence per hour)	Weekly rate of pay for Apprentice (based on 39 hours)																																			
Year 1	570	£222.30																																			
Year 2	680	£265.20																																			
Year 3 without NVQ Level 2	793	£309.27																																			
Year 3 with NVQ Level 2	1015	£395.86																																			
Year 3 with NVQ Level 3	1267	£494.13																																			
Classification	Basic pay (pence per hour)	Weekly rate of pay																																			
General Operative	953	£371.67																																			
Skill Rate 4	1027	£400.53																																			
Skill Rate 3	1087	£423.93																																			
Skill Rate 2	1162	£453.18																																			
Skill Rate 1	1206	£470.34																																			

	To be entitled to these rates a person must be at least:	
	<ul style="list-style-type: none"> School leaving age to get the NMW Aged 25 to get the NLW 	
	With effect from April 2020 the rates are:	
	Apprentice:	£4.15
	Aged under 18:	£4.55
	Aged 18 to 20:	£6.45
	Aged 21 to 24:	£8.20
	Aged 25 and over:	£8.72
The latest NMW and NLW rates given in The Decorator magazine for April-May 2020 (The official journal of the Painting & Decorating Association).		

4.4 Migration and influx of painting labor

Country	Migration Abroad	Influx
Austria	There is currently none	There is immigration of workers from neighbouring countries and from abroad. There is a high wage level compared to other countries
Belgium	We are experiencing a huge shortage in the construction industry, forcing the sector to recruit skilled workers from abroad and to use foreign companies. Qualifying studies attract very few young people who prefer general education courses that prepare them for university studies. In the French Community, qualifying education is a relegation education which mainly takes in pupils who have not succeeded in general education studies. Guidance is not sufficiently emphasized, which leads many young people to find themselves in fields that are not a personal choice.	Despite the high level of training, companies are struggling to recruit skilled workers in the paint industry in Belgium. Very few students attend training courses in these fields. It is therefore necessary to recruit abroad. Belgium mainly recruits skilled construction workers from Poland, Romania, Bulgaria and Portugal. Many companies from these countries work as subcontractors in the construction sector in Belgium.
Czech Republic	No, there are currently a minimum of professional craftsmen working abroad. They are paid very well in the Czech Republic and are not treated inferiorly, so they do not want to go abroad anymore.	Yes, foreign companies work here. The causes are greater capital and larger stable firms in the home country.
Denmark	There are few painters that migrate, but those who do will mostly go abroad due to finances.	Yes, because of the shortage of qualified painters there are a lot of German, Polish and painters from Eastern

		Europe that form an influx on the painting trade in Denmark.
Germany	<p>On the one hand, there is a migration abroad (e.g. Norway, Arab Emirates, China), on the other hand only about one in three employees trained in the skilled trades remains loyal to the industry today (according to a study by ifh Göttingen). The main competitor in the competition for the best skilled workers in Germany is industry. Causes of emigration: *Recognition and image of activities in industry is rated significantly higher in Germany than activities in the skilled trades. *Recognition and image of qualified craftsmen and craftswomen abroad is significantly higher (German training and further training system enjoys a very high international reputation). *Significantly better wage levels. *Significantly better financial support</p>	<p>The shortage of skilled workers affects the entire trade and thus also the painting and varnishing trade. Current developments - without taking into account the not yet foreseeable development due to the Corona crisis! The German labour market is currently in remarkably good shape (status: before the Corona crisis). On the one hand, unemployment has been declining for years and is now at a low level of under 2.5 million unemployed [as of May 2019]. On the other hand, the number of people in employment has reached new record levels with more than 45 million and the number of people in employment subject to social insurance contributions has reached around 33 million [as of May 2019]. These developments mean that more and more sectors and regions are already experiencing a shortage of qualified skilled workers. This also applies to the craft trades: the number of vacancies in the craft trades is estimated at around 250,000. Even now, securing skilled workers represents an enormous challenge for the German economy and in particular for small craft enterprises. However, this situation is likely to become even more acute in the foreseeable future, at the latest when more than three million fewer workers will be available when the baby boomers retire in 2025.</p> <p>Source: https://www.zdh.de/fachbereiche/arbeitsmarkt-tarifpolitik/arbeitsmarktpolitik-und-fachkraeftesicherung/. The demographic development and the continuing strong demand for labour due to the good economic situation is leading to an increasingly noticeable shortage of skilled workers in the skilled trades. In addition to exploiting domestic labour potential, the employment of foreign</p>

		<p>skilled workers will also become increasingly important for craft enterprises. The Specialist Immigration Act (FEG) creates a good legal framework for this, which must now be implemented quickly and in a practical manner. Source: https://www.zdh.de/fachbereiche/arbeitsmarkt-tarifpolitik/fachkraefteeinwanderung/ Causes of immigration: *Stable political and economic situation in Germany. *(Very) good job offer. *(Very) good</p>
Hungary	In the surrounding (Western European) countries the salary of skilled workers is higher than in Hungary, so that many painters work there. Therefore, there is a lack of painters in Hungary. The Hungarian building industry has gradually strengthened due to the economic development, and the number of people working abroad is decreasing thanks to the slow, almost equal wages.	Labour immigration is typical for jobs with lower qualifications, and seasonal work is typical, especially in agriculture. There are very few foreign professionals who meet the requirements of Hungarian regulations, therefore there are few foreign painters.
Iceland	No, it's the opposite. There has been a lack of painters in Iceland so we have been receiving painters from other countries.	Yes, there is due to lack of Icelandic painters.
Norway	-	-
Slovakia	This tendency is not very significant in Slovakia in the painting sector. It can be seen that commuting is a popular occupation among young people in the border regions.	Slovakia is not very attractive for western foreign workers, more attractive is for people from the East (Serbia, Ukraine). The language barrier and wage level slows down immigration of foreign workers to Slovakia.
Slovenia	There are big differences between Painting companies. Some of Painting companies where the owner is Slovenian goes abroad, but rarely. On the other hand quite, a lot of Painting companies where the owner is from a formal Yugoslav republics established Painting company in Slovenia and after a while they go to other EU state – mostly to Germany and Austria.	Yes – still. Slovenia is still very important country for people from the area of a formal Yugoslavia. The Economy and wage is better and more stable, we speak similar language, distances are short and Slovenia is a part of EU countries. So in the Building and also Painting business working in Slovenia is quite interesting – does not matter if we are speaking about running business or just as a worker.

United Kingdom	<p>The respondents were generally not aware of UK Painters & Decorators migrating to neighbouring countries. However, one small employer commented that some migration takes place to learn differing techniques more widely used in other countries i.e. specialised skills like water gilding, and a teacher commented that whilst most companies work within the UK, some do undertake contracts abroad i.e. armed forces, government buildings.</p>	<p>The respondents provided the following information – Large Painting Contractors. *Yes, a number of our apprentices were born in the EU. *I am not aware of any influx. If there is, this is something we have not experienced as a business as we are generally in a position where despite having adopted a sound approach to equality of opportunity in our recruitment practice and welcome applicants from neighbouring countries, our ‘foreign’ labour is very low, in fact marginal in comparison to the overall workforce and we have continued advertising campaigns to support recruitment. Teachers *I think there is a steady influx of eastern European workers coming into the UK construction industry, but I could not tell you the numbers. *General painters in major city developments are often required, due to shortage of workforce issues. However, no major companies are moving in to take over the UK market.</p>
----------------	---	--

5 Findings: Summary of the „PaintingSkills Keypoints“

The following information that were taken by the desk research and the answers of the questionnaire are summarised to resume in the following points:

What are the challenges and problems of VET in the painting trade (and in the context of crafts in general in Europe)?

Challenges of VET

- The High practical relevance
- Actualization (Timeliness) of the training
- The companies are in constant competition
- Training on the latest state of the art technology
- The integration of young people into the labour market is more successful in countries with dual training
- Beginning exchange of Painters (teachers and students) in Europe through per example Erasmus + activities
- There is growing interest in the development or further development of dual training/apprenticeship within

Problems of VET

- Shortage of skilled workers
- It is becoming increasingly difficult to find suitable apprentices
- In competition with schools, the attractiveness of education plays a major role.
- The quality of the training and the image of the training play a major role.
- The initial and further vocational education and training in the European context is underdeveloped
- The implementation of a new system is not easy and takes time. In addition, politicians, social partners and companies should be behind it.

What has already been done?

- Exchange of knowledge between countries
- In some country's promotion of further education and training
- Start of European apprentice exchange
- Start of European teacher exchange
- Implementation of VET systems or further development up to a master craftsman training partly started

Highest EQF Levels in the partner country's

EQF Level	Country
6	Austria
	Germany
5	Slovenia – further development is planned
	Norway – further development is planned
4	Hungary – further development is planned

	Czech Republic – further development is planned
	Belgium
	Denmark
	Iceland
	United Kingdom
3	Slovakia

Which educational resources and actions of complementary or similar nature can be used and can contribute to the project to avoid parallel efforts?

The educational systems in the partner countries are very different. They range from a "dual training system" with about 70% of practical work and a written contract in a company, to purely "academic systems" or more school-based systems.

The integration of aspects from the dual system in "academic" systems can be positive to boost a systematic cooperation among the government, schools, associations and businesses.

How will the project benefit from synergies (where applicable)?

- Importance of intercultural exchanges
- Possibility of the comparison of different education systems
- Cross-border recognition of competences, share experiences and different techniques of work used in different regions
- the ambition is to make international learning mobility more attractive a benefit for training could be the multilingual options.
- Creation of an equivalent system of competences for the different countries

What needs to be done?

- The image and perception of Painting and Decorating needs to improve to attract abler young people
- Painting and Decorating as a Craft and Industry needs to raise the accepted quality of work, to be held in greater esteem
- Painting and Decorating career resources need to be improved to attract good, appropriate young
- Painting & Decorating qualifications need to make the best use of technology and new trends
- Competitions, both national and international, are a very good way to promote the confidence of Apprentices
- Recognition of vocational training from apprentice to master craftsman in the EU
- Implementation of general dual system across EU
- Organization of European camps and courses for craftsmen in the area
- Organization of professional meetings
- Further training (continuous education) for vocational teachers and specialists
- Retaining skilled workers and recruiting junior staff
- Standardization of Painting and Decorating qualifications across Europe
- Promote Painting and Decorating as a proper, skilled profession with a variety of pathways and progression routes. This should be expertly publicized with advertising campaigns across all mediums

“What needs to be done” detailed Requests from the partner countries

Country	To be done	
	National Level	European Level
Austria	*Financial relief for companies for apprenticeship training. *Ongoing compulsory further training of apprenticeship trainers in companies. *Compulsory further training for apprentices during the apprenticeship period	*Easy permeability from apprentice to master craftsman to university education. *Recognition of the vocational training path from apprentice to master craftsman in the EU. *Mutual recognition of master craftsman training in the European member states
Belgium	-	The profession of painter should benefit from a recognition at the European level which would allow a better mobility throughout the countries of Europe. A training to be carried out in several countries and allowing a confrontation between the different techniques in force in the different European countries and a European certification would allow the student to have an international recognition.
Czech Republic	*Increase salaries for vocational teachers *Provide highly vocational training for professional craftsmen. *Introduce a Master Exam.*Unified, unmatched level of entrance exams for graduation *Entrance examinations for crafts *Introduce auxiliary apprenticeships for those who do not pass the entrance exams for crafts	Organize international camps for craftsmen from practice (not only for vocational teachers) where they could share experiences and different techniques of work used in different regions. To increase your professional level.
Denmark	It is extremely important that the trade keeps trying to influence the political establishment so that they keep the vocational education in their minds, instead of high school diploma. And most of the trade do everything they can to inform the youth that the painting trade can provide them with a good and inspiring life with a nice income and possibilities to have a career. This can only be done if the employees' and the employers' organizations together with the painting schools join forces to save the painting trade as we know it.	-
Germany	-	-

Hungary	Compilation of the structure and topics of a market-oriented training that meets several expectations. Thanks to the dual training, the partners also receive the modern knowledge, technique and technology through the learner. The student should provide the company and the entrepreneur with up-to-date, innovative knowledge and thus realize the transfer of knowledge, with which we can modernize, accelerate and qualitatively increase the performance of professional painters.	*The PSA project is a very good initiative, it is necessary to unify the output and input competences and thus make the qualification of the painting profession recognised. We intend to develop and implement a painter training above level 4. *A very good example is the Compagnon du Devoir training in France. Such a thing could also be implemented at European level. *Organization of professional meetings *Make national final exams transparent at EU level. Opportunity to participate in these. *Vocational training for vocational teachers and for professionals
Iceland	*We need more painters and therefore more apprentices. We should aim at the parents of the young people and tell them that the academic way is not the only one. It seems that many parents want to see their children as lawyers, doctors or something similar. We have to show them that vocational studies like the painting trade is not a dead end. The possibilities of continuing education are much more than when they were young. *We should aim at the kids by telling them that they can get an education and training that is internationally recognized so they can work all over the world as painters. *We should do like the chefs and cooks. They are doing TV programs with all kinds of cuisine and methods of cooking. We can do similar by doing TV programs with all kinds of painting methods.	We should do the same as at the national level but we should also make courses for a practicing painter in all kinds of knowledge about techniques and methods.
Norway	-	-
Slovakia	Better implementation of dual training in the painting trade, transfer of positive examples from countries where dual training is successful (Germany, Austria)	Agreement on the common legislative requirements at European level for the exercise, examination and certification of the profession of painter (free or licensed craft, jointly accepted training and the examinations, master craftsman's diplomas)
Slovenia	It is very important to fulfill some conditions to start to work as a painter and	As I understand the situation on European level the situation is very similar:

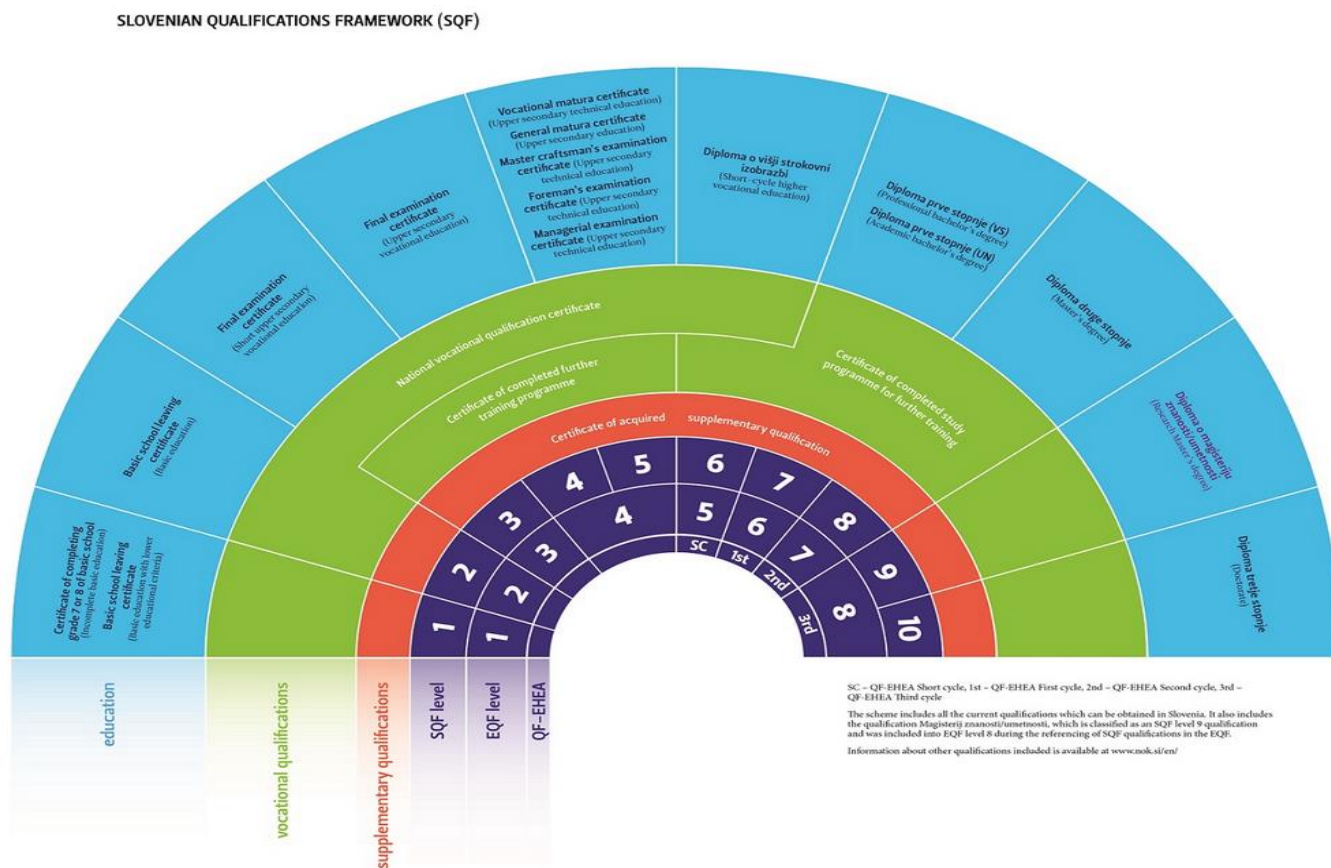
	<p>specially to fulfill conditions to run a business. Bad reputation for example “anybody can do it” gives opportunity to people who does not now the painting business to deal with painting and they do not even know where and why they make mistakes. Usually that kind of painters deals only with very low or simple technology – and they usually work for small money. That causes problems also to the educated painters not just as unfair competition but also came out as they are too expensive. All of this affects children (and parents) when they make decisions about high school and what children will be doing in life. Painting business has a bad reputation and not very good career opportunities. The solution about promoting the painting handcrafts and in particular the painting skills are as follows: *finishing painting school before starting to work in a painting business, *promoting the knowledge of the painters, *promoting the painters work – specially to the people, so they would understand what painters are capable, *giving painters opportunities for better knowledge, *promoting master painters and Europa Meisters, *promoting the career opportunities.</p> <p>. Painting business has a bad reputation and not very good career opportunities. The solution about promoting the painting handcrafts and in particular the painting skills are as follows: *finishing painting school before starting to work in a painting business, *promoting the knowledge of the painters, *promoting the painters work – specially to the people, so they would understand what painters are capable, *giving painters opportunities for better knowledge, *promoting master painters and Europa Meisters, *promoting the career opportunities.</p>	<p>*promoting the knowledge of the painters, *promoting the painters work – specially to the people, so they would understand what painters are capable, *giving painters opportunities for better knowledge, *promoting master painters and Europa Meisters, *promoting the career opportunities.</p>
--	---	--

United Kingdom	<p>*The image and perception of Painting and Decorating needs to improve to attract more able young people. *Painting and Decorating as a Craft and Industry needs to raise the accepted quality of work, to be held in greater esteem.</p> <p>*The Industry needs to promote Painting and Decorating as a proper, skilled profession with a variety of pathways and progression routes. This should be expertly publicised with advertising campaigns across all mediums. *Painting and Decorating career resources need to be improved to attract good, appropriate young people and for work with schools to start earlier to get pupils interested at a younger age. *Painting & Decorating qualifications need to make the best use of technology and new trends. *Nationally, the industry should take control and have their own training provision, to ensure the quality of training and knowledge. Painting and Decorating employers need to drive the delivery of training rather than just supporting it.</p>	<p>*Competitions, both national and international, are a very good way to promote the Industry and also the confidence of Apprentices. *UNIEP and EuroSkills should continue to promote the industry and encourage young people into the trade / profession. *Standardisation of Painting and Decorating qualifications across the UK and Europe will benefit the Craft and Industry.</p>
----------------	---	---

Annex

Slovenia

Comparison of SQL and EQL levels



Picture 4: comparison of SQL and EQL levels

LEVEL ?	EDUCATIONAL QUALIFICATIONS ?	VOCATIONAL QUALIFICATIONS ?	SUPPLEMENTARY QUALIFICATIONS ?
✓ SQF level 1 / EQF level 1	<ul style="list-style-type: none"> Basic school leaving certificate Certificate of completing grade 7 or 8 of basic school 		
✓ SQF level 2 / EQF level 2	<ul style="list-style-type: none"> Basic school leaving certificate 	<ul style="list-style-type: none"> National vocational qualification certificate 	
✓ SQF level 3 / EQF level 3	<ul style="list-style-type: none"> Final examination certificate 	<ul style="list-style-type: none"> National vocational qualification certificate Certificate of completed further training programme, SQF level 3 	<ul style="list-style-type: none"> Certificate of acquired supplementary qualification, SQF level 3
✓ SQF level 4 / EQF level 4	<ul style="list-style-type: none"> Final examination certificate 	<ul style="list-style-type: none"> National vocational qualification certificate Certificate of completed further training programme, SQF level 4 	<ul style="list-style-type: none"> Certificate of acquired supplementary qualification, SQF level 4
✓ SQF level 5 / EQF level 4	<ul style="list-style-type: none"> Vocational matura certificate General matura certificate Master craftsman's examination certificate Managerial examination certificate Foreman's examination certificate 	<ul style="list-style-type: none"> National vocational qualification certificate Certificate of completed further training programme, SQF level 5 	<ul style="list-style-type: none"> Certificate of acquired supplementary qualification, SQF level 5
✓ SQF level 6 / EQF level 5	<ul style="list-style-type: none"> Diploma o višji strokovni izobrazbi Diploma o višji strokovni izobrazbi oz. višješolski izobrazbi 	<ul style="list-style-type: none"> National vocational qualification certificate Certificate of completed study programme for further training, SQF level 6 	<ul style="list-style-type: none"> Certificate of acquired supplementary qualification, SQF level 6
✓ SQF level 7 / EQF level 6	<ul style="list-style-type: none"> Diploma prve stopnje (VS) Diploma prve stopnje (UN) Diploma o visokem strokovnem izobraževanju Diploma o specializaciji (po višji strokovni izobrazbi oz. višješolski izobrazbi) 	<ul style="list-style-type: none"> Certificate of completed study programme for further training, SQF level 7 	<ul style="list-style-type: none"> Certificate of acquired supplementary qualification, SQF level 7

<p>✓ SQF level 8 / EQF level 7</p>	<ul style="list-style-type: none"> • Diploma druge stopnje • Diploma druge stopnje (enoviti magistrski študijski program) • Diploma o univerzitetnem izobraževanju • Diploma o specializaciji (po visokošolski strokovni izobrazbi) • Diploma o visokošolskem izobraževanju <ul style="list-style-type: none"> • Certificate of completed study programme for further training, SQF level 8 • Certificate of acquired supplementary qualification, SQF level 8
<p>✓ SQF level 9 / EQF level 8</p>	<ul style="list-style-type: none"> • Diploma o specializaciji (po univerzitetni izobrazbi) • Diploma o magisteriju znanosti • Diploma o specializaciji (po visokošolski izobrazbi)
<p>✓ SQF level 10 / EQF level 8</p>	<ul style="list-style-type: none"> • Diploma tretje stopnje • Diploma o doktoratu znanosti

Picture 3: comparison of SQL and EQL levels

[://www.nok.si/en](http://www.nok.si/en) - May 2020