



Innovative WBL Painting Talents - IN PAINT



WP3 - Mapping the situation of teachers and trainers WBL training, the good practices and the training tools

Report



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





Partnerships between European umbrella organisations and their national members or affiliates

KA3 – Support for Policy Reform

VET-Business Partnerships on Work-based learning and Apprenticeships

Agreement N°2017-2462 / 001 – 001

Project N° 585169-EPP-1-2017-1-LU-EPPKA3-VET-APPREN

www.eu-inpaint.eu

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



Table of Contents

Introduction	Page 5
Part I	
Mapping the situation of teachers and trainers WBL training – The Questionnaire	Page 6
1.1 Development of the Questionnaire	Page 6
1.2 Implementation	Page 8
1.3 Evaluation and Explanation	Page 9
1.4 Summary Part I	Page 21
Part II	
Mapping the situation of teachers and trainers WBL training, the good practices and the training tools – Desk Research	Page 24
2.1 Austria	Page 25
2.1.1 Education System and Vocational Education and Training	Page 25
2.1.2 Work-based learning	Page 27
2.1.3 Good practices and training examples	Page 37
2.1.4 Training tools examples	Page 45
2.1.5 Useful websites	Page 46
2.2 Belgium	Page 48
2.2.1 Education System and Vocational Education and Training	Page 48
2.2.2 Work-based learning	Page 53
2.2.3 Good practices and training examples	Page 57
2.2.4 Training tools examples	Page 57
2.2.5 Useful websites	Page 58
2.3 Czech Republic	Page 59
2.3.1 Education System and Vocational Education and Training	Page 59
2.3.2 Work-based learning	Page 60
2.3.3 Good practices and training examples	Page 62
2.3.4 Training tools examples	Page 63
2.3.5 Useful websites	Page 63
2.4 Germany	Page 64
2.4.1 Education System and Vocational Education and Training	Page 64
2.4.2 Work-based learning	Page 68
2.4.3 Good practices and training examples	Page 73
2.4.4 Training tools examples	Page 75
2.4.5 Useful websites	Page 76
2.5 Slovenia	Page 77

2.5.1 <i>Education System and Vocational Education and Training</i>	Page 77
2.5.2 <i>Work-based learning</i>	Page 81
2.5.3 <i>Good practices and training examples</i>	Page 81
2.5.4 <i>Training tools examples</i>	Page 82
2.5.5 <i>Useful websites</i>	Page 82
2.6 <i>United Kingdom</i>	Page 84
2.6.1 <i>Education System and Vocational Education and Training</i>	Page 84
2.6.2 <i>Work-based learning</i>	Page 85
2.6.3 <i>Good practices and training examples</i>	Page 89
2.6.4 <i>Training tools examples</i>	Page 90
2.6.5 <i>Useful websites</i>	Page 91
2.8 <i>Summary Part II</i>	Page 92
Part III	
Conclusions	Page 95
Appendix: The Questionnaire	Page 98

Introduction

The project In Paint intends to establish a model of permanent cooperation among Professional Associations, their Painting Member Contractors and VET Institutes at National level, coordinated by UNIEP at the European level. At National level, the Painting Contractors Associations, members of UNIEP, have a privileged relationship with their Painters and with trainers/teachers/VET providers. However, this cooperation has to be reinforced and made systematic. To better professionalise the sector, the gap between VET institutes and companies has to be filled in through a permanent work with the teachers/trainers in connexion with businesses. Furthermore, a need exists to constantly update the WBL in Painting trainings. At this aim, In Paint will create a WBL Observatory gathering existing tools for trainers/teachers in the sector as handbooks, videos, checklists, FAQs, and giving the possibility to exchange good practices and documents. This interactive In Paint WBL Platform will have an open access to all stakeholders of the sector and will represent a resource centre.

On the other side, In Paint aims to increase the effectiveness of the WBL in Painting training. To do that, a WBL Developer's profile will be defined. The Developer will be managed and provided as a "service" by the National Associations. He/she will represent the pillar of this cooperation among Professional Associations, VET providers and companies supporting them in the WBL process and, at the same time, detecting their training needs, constantly providing them with last innovative technics from the manufacturers and training tools.

Through the network of each partner, an important multiplying effect is expected. It is estimated that after 24 months of project the Platform will account for an important range of registered users exploiting the Platform as a relevant tool for management recruitment decisions and training.

The project in general

The project's purpose is to improve the professionalism, qualification, skills and image of the Painting sector and attract more young Painters by increasing the effectiveness of the training for Painters through work-based learning (WBL), which is delivered by vocational education and training (VET) institutes and Painting Contractors.

The six partner countries in this project (Austria, Belgium, Czech Republic, Germany, Slovenia, United Kingdom) are at different stages in implementing their WBL and apprenticeship schemes. The starting point is to know the state of the art in the six countries, aimed to identify the situation of teachers and trainers WBL training, the good practices and the training tools examples.

State of the art

In order to map the situation of the Painting industry in six partner countries (Austria, Belgium, Czech Republic, Germany, Slovenia, United Kingdom) and to identify the state of the art of Painter's apprenticeship, a Questionnaire and a Desk Research, in collaboration with the partner countries have been carried on. The Questionnaire is an additional measure in order to get information on the different systems, while the main part is the Desk Research executed by all partners to present and to explain their own system.

To get an overview, the current situation of work-based learning in each country is explained with data and references.

Part I

Mapping the situation of teachers and trainers WBL training

The Questionnaire

To identify the state of the art of teachers and trainers in WBL training, the good practices and the training tools, a Questionnaire has been prepared to be addressed to VET providers. The output of the Questionnaire gives an overview and a general information about the teachers and trainers WBL training systems.

1.1 Development of the Questionnaire

Overall 28 questions about the state of the art of teachers and trainers in WBL training were asked and separated in two different categories. The Questionnaires were provided in English, German and French and were translated into other national languages whether necessary.

Topics of the Questionnaire

The 28 questions about the state of the art of apprenticeship were separated in two different categories:

Table 1: Categories of questions

Category		
A	Apprenticeship	Apprenticeship in general
		Dual apprenticeship
		In school apprenticeship
		Contractually agreed apprenticeship (employment contract)
B	Situation of teachers and trainers	Teachers in VET schools
		Trainers in Painting companies

Category A: Apprenticeship. It has been divided into four subcategories:

1. *Apprenticeship in general*
2. *Dual apprenticeship*
3. *In school apprenticeship*
4. *Contractually agreed apprenticeship (employment contract)*

The first part of the Questionnaire deals with fundamental questions about the system of apprenticeship in general.

The differences between the various systems of education in the Painting sector are highlighted (i.e. if a dual or only vocational apprenticeship takes place, and whether there are also periods of practice in the curriculum). In addition, details on training-relevant regulations and labour law are shown.

The information provided by the participants, showed a big variety of apprenticeship's systems in the participating countries.

Category B: Situation of Teachers and Trainers. It has been divided into two subcategories:

1. *Teachers in VET schools*
2. *Trainers in Painting companies*

For this part, material about teachers and trainers has been collected. The information provided by the participants illustrates the education and training of teachers VET schools and trainers in Painting companies and permits to analyse the collaboration of teachers and trainers with Professional Associations.

The Questionnaire – an overview

The Questionnaire was provided in English, German and French.

The introduction of the Questionnaire provides the participants with an overview of the projects' topics to meet the requirements.

For a better comprehension, we report below the list of questions separated into categories and subcategories.

A. Apprenticeship

Apprenticeship in general

- Q 1 Is apprenticeship taking place in your country?
- Q 2 Where apprenticeship is taking place?
- Q 3 At what age is apprenticeship possible?
- Q 4 Duration of training
- Q 5 Final examination
- Q 6 Midterm examination
- Q 7 Is an inter-company training possible?

Dual apprenticeship

- Q 8 Which is the duration of training in the Painting company per year (weeks)?

In school apprenticeship

- Q 9 Is there a mandatory practice period in a Painting company?

Contractually agreed apprenticeship (employment contract)

- Q 10 Does the apprentice receive a payment?
- Q 11 Is a fixed holiday period agreed?
- Q 12 Is he/she paid in case of illness?
- Q 13 Are there rules on employment restrictions?
- Q 14 Are training regulations available for the Painter's training?
- Q 15 Are the training regulations up-to-date?
- Q 16 Are detailed training requirements requested?
- Q 17 Are female apprentices being trained?
- Q 18 Are there special provisions for female apprentices?

B. Situation of teachers and trainers

Situation of teachers in VET schools

- Q 19 What kind of education have vocational school teachers in the specific fields for Painters?
- Q 20 Is training taking place?
- Q 21 Are the teachers interested in professional development?
- Q 22 Is there an interest in a platform with technical news for the Painting trade?
- Q 23 Is the technical school part of a building technician training?
- Q 24 How many hours of practical work are taught at school?
- Q 25 Are the teachers interested in working with the Painters' Association?
- Q 26 Should the Painters' Association offer further education seminars?

Situation of trainers in Painting companies

Q 27 Are the trainers trained for apprenticeship?

Q 28 Is there a training offer for trainers?

1.2 Implementation

The Questionnaire has been developed based on the experiences from the apprenticeship's systems already established in Austria, Germany and Czech Republic. The systems from Austria and Germany have historically grown and are constantly evaluated. On the contrary, the apprentice training in Czech Republic has developed in the most recent years.

For a better result, it has been decided to classify people to be interviewed into four groups taking into consideration their specific needs.

1. *Painting companies*
2. *Paint industry*
3. *Painters' Associations*
4. *Teachers and trainers*

The Painting companies and the Paint industry need well-trained specialists to provide high-quality skilled work on the one hand, and to process the high-quality products of the Paint industry with the best possible specialist knowledge, on the other.

The Painters' Associations have, amongst others, the function to best support the apprentices' training in vocational schools and Painting companies in order to maintain a high quality of education and thus the image of the Painting trade.

Teachers and trainers should work together with the Painting companies, the Paint industry and the Guilds/Painting Associations to ensure the best training for the apprentices. Therefore, updated information on their education and training is an important part of the survey.

Finally, the responsible person from each country partner have handed out the Questionnaires to the above-mentioned categories.

Stakeholders: the sample of the survey

Over all 48 persons participated to the survey.

Table 2: Survey's sample divided per country

Country	UK	SI	DE	CZ	BE	AT	Total
Frequency	5	8	11	2	10	12	48

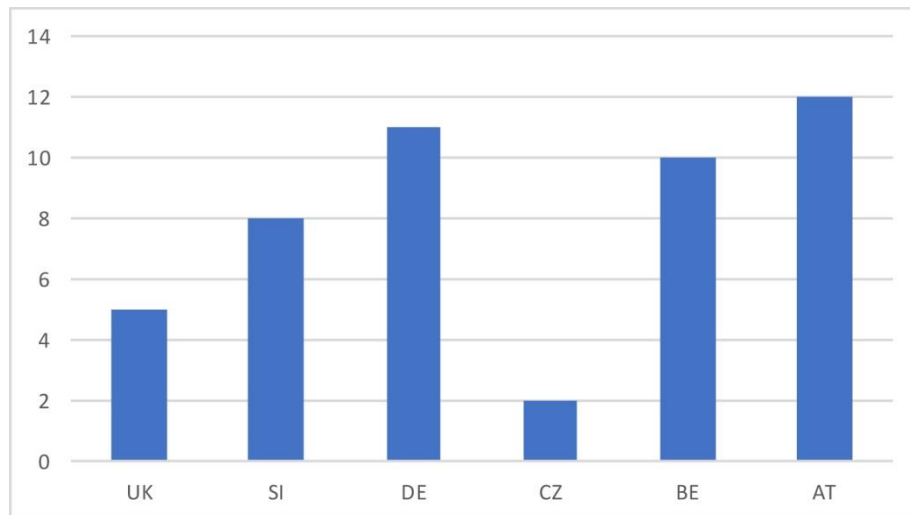


Figure 1: Survey's sample divided per country

1.3 Evaluation and Explanation

The Questionnaire's results have been evaluated based on two categories of questions.

The first group of research questions (A) addresses to apprenticeship in general and the different education systems, like dual apprenticeship, in school apprenticeship and contractually agreed apprenticeship (employment contract).

The second set of questions (B) addresses to the situation of teachers in VET schools and trainers in Painting companies.

Additional questions are included into the explanation.

Questions Category A - Apprenticeship

Apprenticeship in general

Question 1: "Is apprenticeship taking place in your country?"

Apprenticeship is taking place in all participating countries.

Question 2: "Where apprenticeship is taking place?"

Table 3 shows the different training systems in the partner countries. It turns out that in Germany, Austria, United Kingdom and parts of Belgium dual apprenticeship in Painting companies is an essential feature of education.

In Czech Republic and Slovenia, apprenticeship as skilled worker is possible via a technical school.

In the United Kingdom an apprentice must be employed by a Painting & Decorating Contractor with the supervision of a training provider (e.g. College of Further Education usually 1 day per week) or as a full-time learner (5 days per week) with a training provider or College of Further Education.

Belgium shows different systems of education and training for apprentices depending on the three regions of the country: Flanders, Wallonia and Brussels. On top of this already complex situation, in some of them, there are different school groups working individually.

Table 3: Apprenticeship

Country	Training system
UK	Employment by a Painting & Decorating Contractor with the supervision of a training provider (e.g. College of Further Education usually one day per week) Full-time learner (5 days a week) with a training provider or College of Further Education.
SI, CZ	In a technical school with practice time during the school hours

DE, AT	In a Painting company with employment contract and the supervision of a vocational school
BE	In a Painting company with employment contract or in a technical school without practice time during the school

Question 3: “At what age is apprenticeship possible?”

In all participating countries apprenticeship can start at the age of 15 except for UK (16).

Question 4: “Duration of training”

The average duration of apprenticeship is 3 years in the United Kingdom, Slovenia, Germany, Czech Republic and Austria.

In the United Kingdom, the education lasts 2 or 3 years depending upon whether it is an Intermediate or Advanced Apprenticeship.

In Germany the apprentice can choose between a 2-year education for Building and Object coater or 3-year for Painter and Varnisher – specialising in design and maintenance/in church Painting and the preservation of historical monuments.

Belgium shows a special case in apprenticeship as skilled worker for Painting. The apprentice can choose between 1 and 5 years of education depending on specialisation.

Concerning WBL, a new law in Flanders permits to the Painting-Decorating apprentice to start in a WBL programme, since the school year 2017-2018. This programme comprises 20 hours/week training in a company and the apprentice receives a remuneration.

In Wallonia one can become Painter–Decorator by following the courses at the IFAPME and/or FOREM institutions.

Question 5: “Final examination”

In countries where apprenticeship takes place mainly in VET schools like in Slovenia, Czech Republic, Belgium and the United Kingdom, the final examination is held at the technical school.

In Germany and Austria, the final examination is carried out through representatives of the Chamber of Commerce-Craft/Associations at the end of the training period. Additionally, Germany foresees an intermediate examination after the 2nd year of apprenticeship.

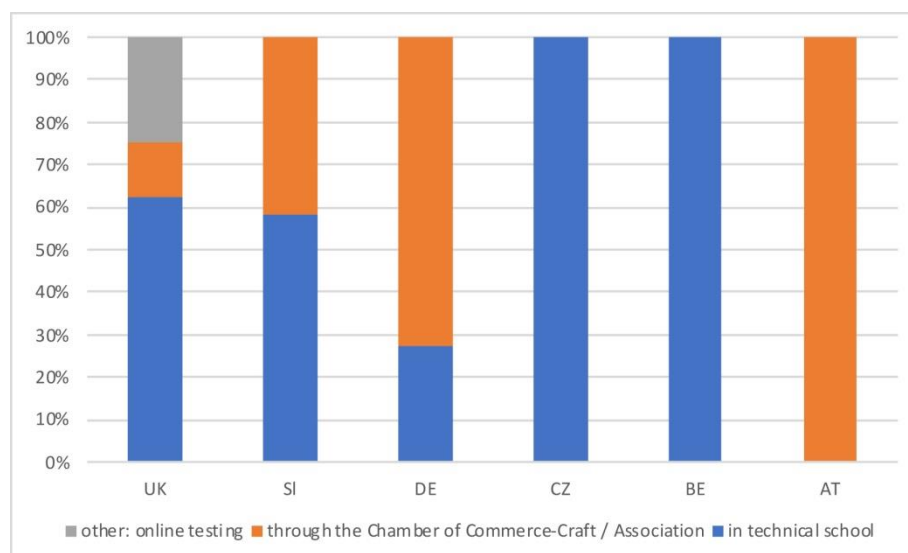


Figure 2: Apprenticeship in general - Final examination

Question 6: “Midterm examination”

In VET schools, an examination takes place at the end of each school year except for Czech Republic (no midterm examinations).

In Slovenia after the 2nd year of school, a midterm examination takes place.

In Belgium, the student is evaluated from the 3rd year and by an external jury of professional Painters with a 5 years' experience of independent Painting company.

Question 7: "Is an inter-company training possible?"

An inter-company training is possible in all participating countries. It is mostly carried out by the Chamber of Commerce-Craft and Associations.

In Germany, a further training for apprentices is possible and is provided by the Guild/Association.

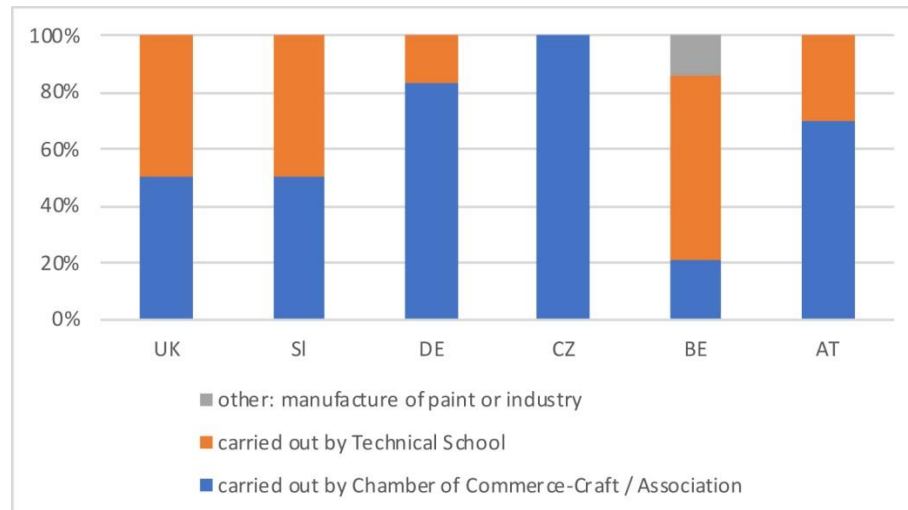


Figure 3: Apprenticeship in general - Inter-company training

Dual and in school apprenticeship

Question 8: "Which is the duration of training in the Painting company per year (weeks)?"

The duration of training in the company varies up to 42 weeks per year and depends on whether the training takes place in the company with accompanying school attendance or in a VET school with practice periods in a Painting company. For detailed information see additional question table 4.

Question 9: "Is there a mandatory practice period in a Painting company?"

In school apprenticeship practice periods in Painting companies are obligatory in all partner countries with the exception of Czech Republic.

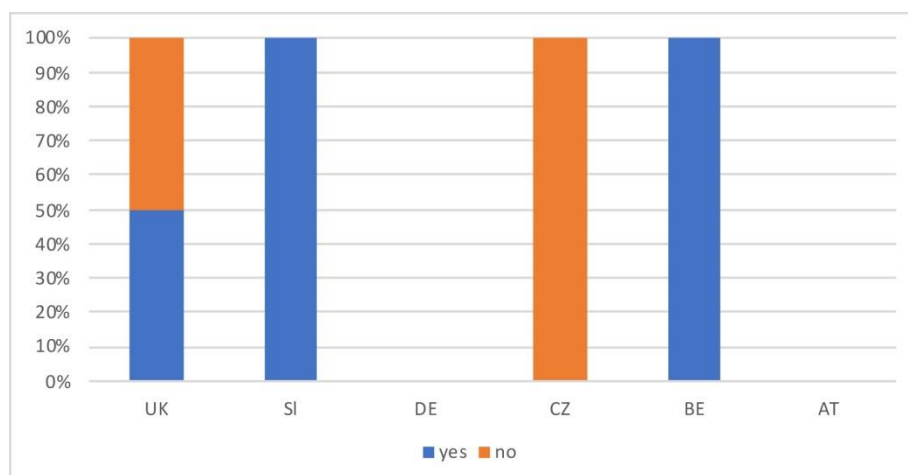


Figure 4: In school apprenticeship practice period in a Painting company

In the UK, a formal apprenticeship (dual apprenticeship) is mandatory, while for a Full-time Learner it is a 'best practice', not mandatory, reason for the divided UK result.

Additional question: “Is there a regulation to a practice time in a Painting company?”

Table 4: Apprenticeship duration of training in a Painting company

Country	Education system	Duration of training in a Painting company
UK	In a technical school with practice time in a Painting company	Apprentices attend a Further Education College for 1 day per week and 4 days per week within a Painting company. There may be a few Colleges which deliver 'block release' (2 or 3 weeks full time in College) with the rest of the year training in the company.
BE		<ul style="list-style-type: none"> - Wallonia: the apprentices follow a theoretical course in a training centre (IFAPME – SYNTRA) for 1 day per week /rest of the year training in the company. - Flanders started a new WBL programme 2017-2018. This programme is foreseen to have 20 hours/week training in a company.
SI	In a technical school with practice time during the school hours	Depending on the training year, the apprentice has modules of apprenticeship training between 3 and 18 weeks per year
CZ		No regulation
DE	In a Painting company with employment contract and the supervision of a vocational school	Usually the supervision of the vocational school lasts 14 weeks per year. The rest of the year (38 weeks) the training takes place in the company. Each school organizes the supervision on its own resulting in different possible systems: <ul style="list-style-type: none"> -Periodical classes: 4 times in 3-4 weeks -Daily classes: 1,5 days per week -In some schools the supervision lasts 1 year, afterwards in the second and third year only 1 day per week.
AT		10 weeks school education per year: periodical classes (block wise) from September to June / rest of the year training in the company (42 weeks per year)

Contractually agreed apprenticeship (employment contract)

Question 10: “Does the apprentice receive a payment?”

In all participating countries, the apprentice receives a payment whose amount varies in every country between the 1st and the 3rd year of apprenticeship (see table 5).

Additional question: “How many Euros per month? (Gross per year of apprentice training)”

Table 5: For apprenticeship_ payment per month

Country	Payment per month
UK	1 st year: 228.28 € per month 2 nd year: 284.20 € per month 3 rd year: 423.19 € with achieved NVQ Level 2 per month = 1,692.76 € 332.16 € without achieved NVQ Level 2 per month = 1,328.64 €
SI	1 st year: 250 € per month 2 nd year: 300 € per month 3 rd year: 400 € per month
CZ	Depends on the amount of productive hours, in case of full amount approximately 115 € per month (2 weeks: the apprentice has one-week theory and one-week vocational

	training)
DE	1 st year: 620 € per month 2 nd year: 685 € per month 3 rd year: 850 € per month Bonus per year: 1 st year: 130 € 2 nd year: 170 € 3 rd year: 210 €
AT	1 st year: 574.03 € per month 2 nd year: 691.62 € per month 3 rd year: 868.05 € per month
BE	1 st year: 444.30 € per month 2 nd year: 490.30 € per month (if successfully finishing the 1 st year) 3 rd year: 528.60 € per month (if successfully finishing the 2 nd year)

Question 11: “Is a fixed holiday period agreed?”

In the United Kingdom, Germany and Austria apprentices have fixed holiday regulations, between 22 in the United Kingdom and 25 days per year in Germany and Austria. The holidays in Slovenia, Czech Republic and Belgium depend on the school vacations.

Table 6: Holiday period days per year

Country	Is there a fixed holiday period regulated for apprentices?	Days per year
UK	22 days of holidays and 8 days of Public/Bank holidays per year. The total paid holiday entitlement accrues at the rate of 0,577 days per week of service in the relevant holiday year.	22 days / year
SI	6 weeks in the main summer vacation and 8 days through the school year	Approx. 40 days / year
CZ	Main school break July and August plus 1 week in February and 5 additional days during the school year	Approx. 50 days / year
DE	Yes 23 days 25 days for apprentices younger than 16 years: regulated by the Working Conditions Act for Youth	23 – 25 days
AT	Yes	25 days / year
BE	The apprentice can take 20 unpaid days. They have to be taken during school holidays. The apprentice always needs the confirmation of the company. They cannot be taken on the days when apprentice should be at school.	20 days / year

Additional question: “How is the holiday time for apprentices regulated?”

Table 7: Holiday period regulation

Country	Regulation of holidays
UK	Construction Industry Joint Council – Working Rule Agreement (CIJC – WRA)
SI	Apprenticeship law
CZ	According to the organization of the school year regulated by the Ministry of Education
DE	Collective agreement between the federal association and the responsible union
AT	Law for working hours - Austrian collective agreement
BE	Collective agreement between sector and regional legislation

Question 12: “Is he/she paid in case of illness?”

In case of illness the apprentice is paid in all participating countries except from Czech Republic. The duration of paid sick leave days depends on the working hours regulation in each country.

Table 8: Illness payment

Country	Does the apprentice receive payment for sickness?	Days per year	In case of illness, how is the payment for apprentices regulated?
UK	Yes	<p>The first seven days may be covered by self-certification. Thereafter, absence must be covered by a certificate or certificates given by a registered medical practitioner. The apprentice shall be entitled to Statutory Sick Pay (SSP) plus Industry sick pay in accordance with WR.20 save the aggregate amount of SSP plus Industry sick pay shall not exceed a normal week's pay in accordance with WR.1.4.2.</p> <p>The maximum annual days for sick leave is 140 days with SSP payment (currently £92.05 / €105.23) and 65 days Industry Payment (currently £130 / €148.61), which run concurrently; therefore after 65 days only SSP is paid.</p>	CIJC (Construction Industry Joint Council) – Working Rule Agreement (WRA)
SI	Yes	<p>(1) The apprentice has the right to have at least a day of justified absence from practical work training because of personal circumstances and without replacing practical training with work in the case of his / her own marriage, family deaths (parents, brothers and sisters, grandparents, spouse, child) and elementary an accident suffered by an apprentice or his family, and in other cases determined by a collective agreement.</p> <p>(2) During the period of practical training of an apprentice, the employer is obliged to pay 100% the apprenticeship compensation. Apprenticeship for those days and for as many hours as the burden on the apprentice on the day when, for justified reasons, cases of absence from practical training with work due to illness and statutory holidays and work of free days for the absence from the work from the previous paragraph</p>	With apprentice law

		and when not working for reasons on the employer's side. (3) The employer shall pay compensation for the apprenticeship prize from his own funds.	
CZ	No	--	He or she is a pupil in the educational process, not a worker
DE	Yes	Up to six weeks in a row per year. A new period of six weeks starts if the reason is another/a new illness or the period of time between the first and second illness is more than six months.	Law on continued pay
AT	Yes	25 days / year	Law on working time. Austrian collective agreement.
BE	Yes	One month, according to the general labour legislation.	The apprentice must already be in the company since one continuous month in order to receive the guaranteed wage as requested by the government.

Question 13: “Are there rules on employment restrictions?”

In all participating countries apprenticeship is regulated by law.

Table 9: Employment restrictions regulations

Country	Rules on employment restrictions	
UK	Yes	Through company and training provider Employment law Painting Decorating Association - PDA Government Apprentice organization See the CIJC – WRA, includes the PDA
SI	Yes	Apprentice law
DE	Yes	Working Conditions Act Working Conditions Act for Youth Maternity Protection Act Collective agreement
CZ	Yes	Laid down in the Schools Act Regulation: 7 hours work, not before 6 a.m., not later than 10 p.m.
BE	Yes	Contract between apprentice, school and company. For the Dutch speaking community this is regulated by the Concept Note bis of the Flemish Government. For Wallonia this is regulated by OFFA (training office for the French speaking community)
AT	Yes	Law for workers safety regulations Law for the protection of the youth Austrian collective agreement Law for working hours Industrial safety regulation Legal protection of working mothers

Question 14: “Are training regulations available for the Painter's training?”

Detailed training regulations are available in the United Kingdom, Germany, Czech Republic and Austria. There are only general rules in Slovenia and Belgium (for detailed information see table 10).

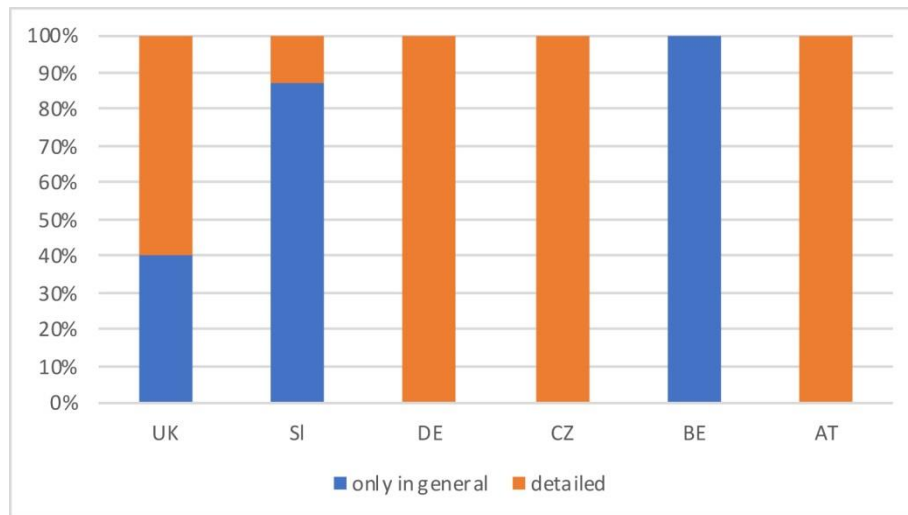


Figure 5: For dual apprenticeship available training regulations

Additional question: “Training regulations”

Table 10: Training regulation requirements, institutions

Country	Do detailed training requirements exist and when have they been set up?	Who / Which institution set up the training regulations?
UK	Yes	Construction Industry Training Board (CITB)
SI	Yes With catalogue of practical training and an apprenticeship plan	Social partners (Ministries, chambers, employers, trade unions)
DE	Yes, set up 3.7.2003 The training regulations include the framework curriculum and the requirement for training suppliers to provide a training plan for apprentices	Painters Association approved by the Ministry
CZ	Yes Fulfilling the school educational plan	Ministry of Education
BE	Yes	Flemish Agency for Entrepreneurial education CPEONS – Central committee for education
AT	Yes, set up 30.5.2012	Painters Guild approved through the Ministry

Question 15: “Are the training regulations up-to-date?”

In all countries the training regulations are up-to-date.

Question 16: “Are detailed training requirements requested?”

Detailed training requirements are requested in all partner countries.

Question 17: “Are female apprentices being trained?”

Female apprentices are trained in all countries.

Question 18: “Are there special provisions for female apprentices?”

Special provisions for female apprentices exist in all countries.

Table 11: Female apprentices

Country	Are there special regulations for female apprentices?	How is female apprenticeship regulated in Painting companies?
UK	Yes	Everyone must abide by the <u>Equality Act 2010</u>
SI	Yes	Special care for pregnancy and parenting. Regarding the protection of apprentices during pregnancy and breastfeeding, the provisions of the Act governing labour relations apply.
DE	Yes	Maternity Protection Act
CZ	Yes	Laid down in the Labour Code, pregnant woman
BE	Yes	Maternity Protection Act
AT	Yes	Maternity Protection Act

Questions Category B - Situation of teachers and trainers

Teachers in VET schools

Question 19: “What kind of education have vocational school teachers in the specific fields for Painters?”

For teaching in the specific fields of Painters, a practical training with experience is required in the UK, Slovenia, Czech Republic and Belgium. In Germany and Austria, a diploma as master craftsman with practical experience is necessary (for detailed information see table 12). Vocational education is required in all participating countries.

Additional question: “Teachers’ education”

Table 12: Teachers’ education

Country	What kind of education have vocational teachers about specific subjects for Painters (practical painters training, educational training...)?
UK	<p>In 2013 the Further Education teaching qualifications were deregulated and employers of further education teachers have developed their own policies on qualification requirements for their staff. These policies vary depending on the type of organisation, the type of training offered and the learners that are recruited.</p> <p>However, the usual requirement for teaching in Further Education (FE) (and the lifelong learning sector of education in the United Kingdom) was the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), studied at QCF Level 5 or 7.</p> <p>In November 2016 the teaching qualifications were revised again and the current qualification for FE teachers is the Level 5 Diploma in Education and Training.</p> <p>Awarding Organisations, who certificate and quality assure formal qualifications in the UK, also stipulate the requirements for both (i) Teachers/Trainers and (ii) Assessors of competency qualifications.</p> <p>An example from one of these Awarding Organisations states that Approved Training and Assessment organisations are responsible for appointing appropriately qualified staff to –</p> <p>(i) Carry out training and register them with the Awarding Organisation before they are involved with the delivery of training qualifications. They must ensure that Trainers are occupationally competent to perform their role* and provide them with opportunities for Continuous Professional Development (CPD).</p> <p>Trainers must also:</p> <ul style="list-style-type: none"> • hold or be working towards the learning and development qualification Level 3 Award Assessing Vocationally Related Achievement, or one of the Awarding Organisation’s recognised Exemptions • keep up to date with industry best practice • maintain a Continuous Professional Development (CPD) record.

	<p><i>*Occupationally competent has traditionally meant at least 5 years relevant industry experience</i></p> <p>(ii) Carry out assessment and register them with the Awarding Organisation before they carry out any assessment duties. They must ensure that Assessors for qualifications with NVQ in the title are occupationally competent to perform their role and provide them with opportunities for Continuous Professional Development (CPD).</p> <p>Assessors must also:</p> <ul style="list-style-type: none"> • hold a Level 3 Award in Assessing Competence in the Work Environment or Level 3 Certificate in Assessing Vocational Achievement, an A1 Award in Assessing Candidates Using a Range of Methods, a D32/33 Assess Candidate Performance Using Differing Sources of Evidence, or achieve an appropriate learning and development qualification for assessment within 12 months of registration • be registered on an appropriate learning and development qualification prior to any assessment work undertaken with learners if the assessor is unqualified • carry out assessments to the agreed learning and development standards • have verifiable knowledge of the occupational standards at or above the level being assessed • keep up to date with industry practice for the duration of their role • meet the <i>Sector Skills Council's Consolidated Assessment Strategy</i> for each qualification being assessed.
SI	Practical Painter training, experiences
DE	<p><i>Trainers in company:</i></p> <p>They have passed the master craftsman examination for this craft or a related one, or have passed an equivalent examination for this craft or a related one and received an exceptional permission.</p> <p><i>Vocational teachers:</i></p> <p>They have completed a teacher training (educational training) including the professional education for the subjects that are going to be taught.</p> <p>It is also possible the completion of relevant professional studies or long-lasting practical experience as foundation for a lateral entry. For this an additional educational training is necessary.</p>
CZ	They are trained in the field with a final examination
BE	They have to have practical experience (either being an independent or having years of experience)
AT	Examination for the master craftsman's diploma and a two-year educational training

Question 20: "Is training taking place?"

Teachers further training education is compulsory in all countries except in Czech Republic. Continuing education opportunities are provided through the Paint industry, a Painter Association or a school.

Table 13: Teachers and Trainers

Country	How is the training of teachers / trainers regulated? (voluntary, mandatory...)	Who organizes the training? (Paint industry, Painters Associations, school, Painting companies...)
UK	<p>Mandatory</p> <p>If a person wants to teach or assess in the Further Education sector, needs the following qualifications:</p> <ul style="list-style-type: none"> - At least a level 3 qualification (for example NVQ/vocational level 3 in the subject you want to teach). <p>If there's a particular demand for your knowledge and skills, some employers will consider</p>	<p>Potential teachers / trainers must already have proven experience of working as a Painter & Decorator (traditionally for at least 5 years) and hold at least an NVQ Level 3 (or equivalent e.g. City & Guilds Advanced Craft) in Painting & Decorating.</p> <p>The 'teacher training' is delivered by Colleges of Further Education, and a potential teacher is referred by the College they will be teaching at.</p>

	<p>you if you have substantial professional experience, or a level 2 qualification for some construction courses.</p> <ul style="list-style-type: none"> - Evidence of level 2 (GCSE or equivalent) English, Maths and ICT to apply for Qualified Teacher Learning and Skills (QTLS). - To complete the appropriate teaching qualification - Diploma in Teaching in the Lifelong Learning Sector (DTLLS). This is the minimum qualification needed to work as a 'full' teacher in Further Education and it allows the teacher to apply for Qualified Teacher Learning and Skills (QTLS) status. <p>Awarding Organisations certificate and quality assure formal qualifications in the UK. Training Providers are required to register Trainers with the Awarding Organisation before they are involved with the delivery of training qualifications</p>	
SI	Sometimes mandatory, but mainly on voluntary basis	Painting industry, Painters Associations
DE	Mandatory	Vocational schools
CZ	Voluntary	School
BE	There is a contract between the teacher and the centre / school	This is organized in Syntra -campus
AT	Mandatory	Painting Trade

Question 21: “Are the teachers interested in professional development?”

Teachers are generally interested in further education.

Question 22: “Is there an interest in a platform with technical news of the Painting trade?”

For teachers and trainers, a platform about technical news in Painting trade is of interest.

Question 23: “Is the technical school part of a building technician training?”

The technical schools are in all participating countries a part of a building technician training.

Question 24: “How many hours of practical work are taught at school?”

The weekly hours of practical work at VET schools range from 5 to 36 hours per week.

Table 14: Taught hours of practical work

Country	Hours per week
UK	Between 6 and 8
SI	36 hours. Practical training by working with the employer and training of an apprentice at

	<p>school may be of a total of 8 hours per day and 36 hours per week. If classes are held in school for 5 or more hours a day, the same day there should be no practical work training with the employer.</p> <p>Students in secondary vocational education are provided with at least 655 hours at school workshops and at least 24 weeks of practical work-related training. In the case of an individual contract, however, the student can be at the employer for training from 24 to 52 weeks.</p>
DE	<p>Because of the German federal system, this depends on the school and state. The practical work is based on an activity-oriented concept and varies depending on the learning field: in average 25% of the time spent for a learning field. Additionally, courses on practical work are given amounting to 7 weeks practical work teaching for the whole 3-year apprenticeship.</p>
CZ	16 (every 2 nd week)
BE	between 6 and 8
AT	between 10 and 14

Question 25: “Are teachers interested in working with the Painters’ Association?”

For VET school teachers, further training courses offered by the Painters’ Association are desired.

Question 26: “Should the Painters’ Association offer further education seminars?”

For VET school teachers, further education seminars offered by the Painters’ Association are desired.

Trainers in Painting companies

Question 27: “Are the trainers trained for apprenticeship?”

In all participating countries, the trainers partly require special technical training education to train apprentice in Painting companies with the exception of Czech Republic. The participating countries recommend in general a special additional education for apprentice’s trainers in Painting companies.

Question 28: “Is there a training offer for trainers?”

In Slovenia, Czech Republic and Austria, there are further training offers for trainers in Painting companies. The participating countries in general recommend a special education for apprentice trainers in Painting companies.

1.4 Summary Part I

A – Apprenticeship

Apprenticeship in general

- 1 In all participating countries apprenticeship is taking place.
- 2 It turns out that in Germany, Austria, United Kingdom and parts of Belgium dual apprenticeship in Painting companies is an essential feature of education.
In Czech Republic and Slovenia, apprenticeship as skilled worker is possible via a VET school.
- 3 In all participating countries apprenticeship can be started at the age of 15 except for the United Kingdom where it is possible from 16 years on.
- 4 The average in duration of apprenticeship is about 3 years in the United Kingdom, Slovenia, Germany, Czech Republic and Austria.
Depending on specialisation, in some countries the education can also last 2 years or between 1 and 5 years like in Belgium.
- 5 In countries with mainly apprenticeship in VET schools, like Slovenia and Belgium, and in the United Kingdom, the final exam is held at the technical school.
In Germany and Austria, the final examination is carried out through representatives of the Chamber of Commerce-Craft / Associations at the end of the training period. In addition, Germany has an intermediate examination after the 2nd year of apprenticeship.
- 6 In VET schools a midterm examination takes place at the end of each year of school.
In Slovenia after the 2nd year of school and in Belgium at the beginning of the 3rd year. In Czech Republic there are no midterm examination.
- 7 An inter-company training is possible in all participating countries. It is carried out mostly by the Chamber of Commerce-Craft and Associations. In Germany a further training for apprentices is possible and will be provided by the Guild/Association.

Dual and in school apprenticeship

- 8 The duration of training in the companies varies up to 42 weeks per year. The duration of training depends on the education system in each country.
- 9 In school apprenticeship practice periods in Painting companies are obligatory in all partner countries. An exception is Czech Republic where practice periods are not mandatory.

Contractually agreed apprenticeship

- 10 In all participating countries the apprentice receives a payment. The amount of payment varies in every country between the 1st and the 3rd year of apprenticeship.
- 11 In the United Kingdom, Germany and Austria apprentices have fixed holiday regulations, between 22 days (UK) and 25 days per year (DE and AT). The holidays in Slovenia, Czech Republic and Belgium depend from the school vacations.

- 12 In case of illness the apprentice is paid in all participating countries except of Czech Republic. The duration of paid sick leave days depends on the working hours regulation in each country.
- 13 In all participating countries apprenticeship is regulated by law.
- 14 Detailed training regulations are available in the United Kingdom, Germany, Czech Republic and Austria. There are only general rules in Slovenia and Belgium.
- 15 In all countries the training regulations are up-to-date.
- 16 Detailed training requirement is requested in all partner countries.
- 17 Female apprentices are trained in all countries.
- 18 Special provisions for female apprentices exist in all countries.

B – Situation of teachers and trainers

Teachers in VET schools

- 19 For teaching in the specific fields of Painters, a practical training with experiences is required in the UK, Slovenia, Czech Republic and Belgium. In Germany and Austria, a diploma as master craftsman with practical experience is necessary. Vocational education is required in all participating countries.
- 20 Teachers further training education is compulsory in all countries except for Czech Republic. Continuing education opportunities are provided through the Paint industry, a Painter Association or a school.
- 21 Teachers are generally interested in further education.
- 22 For teachers and trainers, a platform about technical news in Painting trade is of interest.
- 23 The technical schools are in all participating countries a part of a building technician training.
- 24 The weekly hours of practical work at VET schools range from 5 to 20 hours per week.
- 25 For the VET school teachers further training courses offered by the Painters' Association are desired.
- 26 For the VET school teachers further education seminars offered by the painter associations are desired.

Trainers in Painting companies

- 27 In all participating countries the trainers partly require special technical training education to train apprentice in Painting companies. The participating countries recommend in general a special additional education for apprentice trainers in Painting companies.

- 28 In Slovenia and Austria there are further training offers for trainers in Painting companies. The participating countries in general recommend a special education for apprentice trainers in Painting companies.

Part II

Mapping the situation of teachers and trainers WBL training, the good practices and the training tools

Desk Research

This Desk Research is based on literature research and information collected by the countries partners (Austria, Belgium, Czech Republic, Germany, Slovenia, United Kingdom) of this project.

A summary into planned and existing WBL and apprenticeship reforms is provided as well as examples of best practices and policy frameworks.

At first the current situation of the Education, VET (Vocational Education and Training) and WBL (Work Based Learning) in every country has been analysed to get an overview about the different systems. It includes the following information:

- education within the school system
- provision of VET
- ongoing or planned national reforms
- legislative framework with a list of reference laws
- learning programme
- details about schools, teachers and trainers

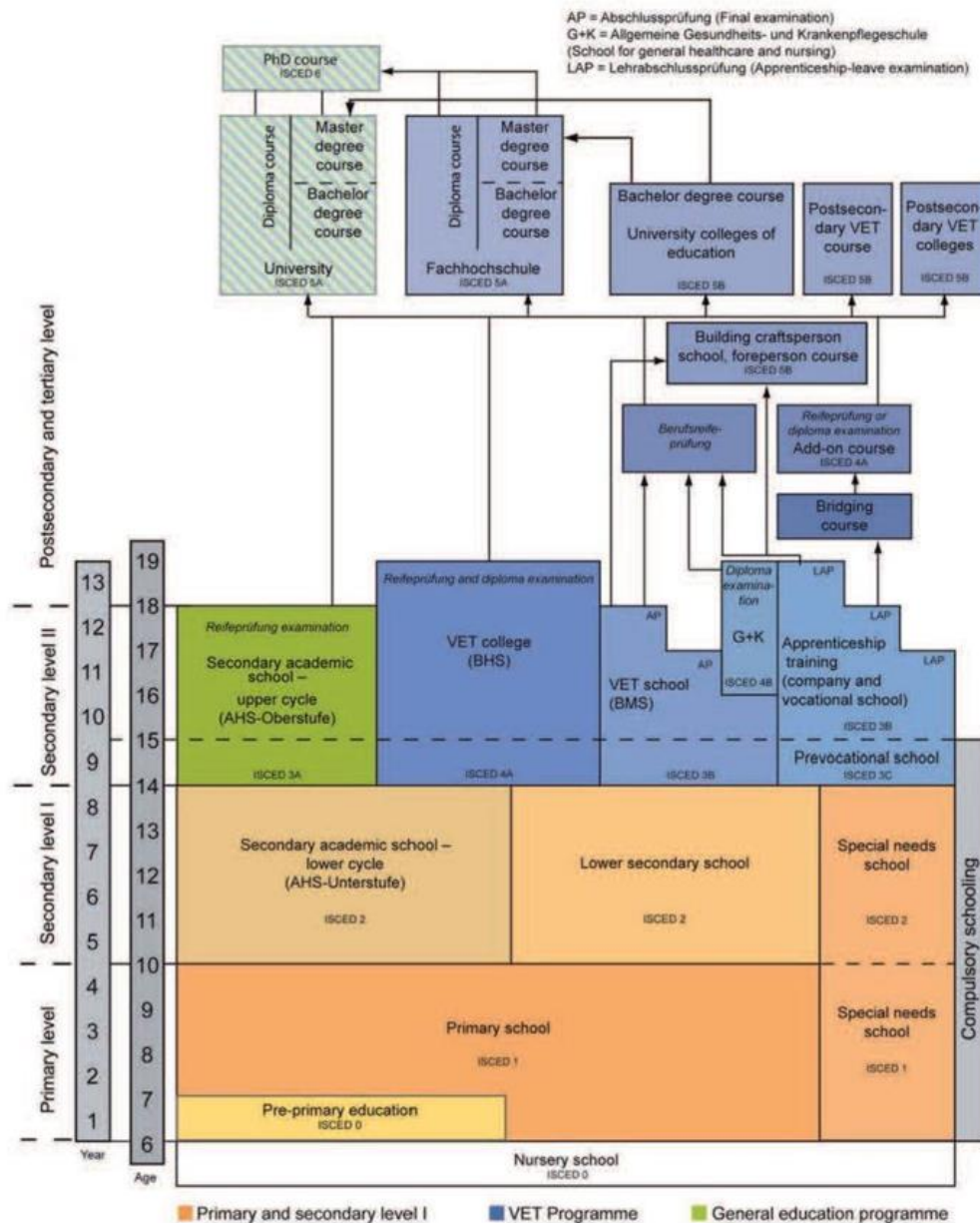
The situations of work-based learning has been described with data and references showing the existing WBL good practices and training tools examples, which will be gathered in the painting Platform.

2.1 Austria

2.1.1 Education System and Vocational Education and Training

Education system

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.



Source: ibw

Note: ISCED = International Standard Classification of Education

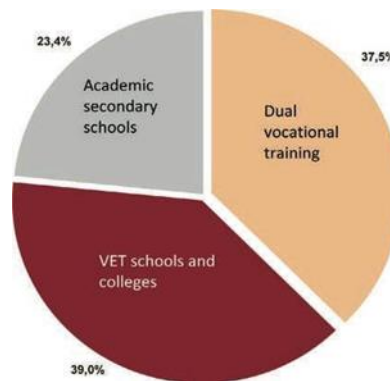
Figure 6 – Pathway of school after the 8th school year

As the graphic shows, after the 8th school year, pupils can choose between two pathways: a vocational training and a general education path.

Vocational education and training

Initial vocational education and training

Initial vocational education and training (IVET) is extremely important in Austria. After completing their compulsory schooling period, about 40 % of young people are trained in a legally recognised apprenticeship occupation and another 40 % opt for a VET school or college. This means that some 80 % of Austrian pupils follow a vocational education and training pathway.



Source: Statistics Austria, BMBF + ibw
(Institute for Research on Qualifications and Training of the Austrian Economy)

Figure 7: Distribution of young people in year 10 (school year 2012/13)

Initial vocational qualification can be obtained by attending a dual VET programme (apprenticeship and part-time vocational school) or in full-time schools.

IVET trainers

The authorised apprenticeship trainer (such as the company owner) is entitled to train apprentices himself/herself. He or she may, however, entrust another competent employee with this task. The success of company-based apprenticeship training is mainly determined by the IVET trainer's professional competence and pedagogical (teaching) skills.

The work of the IVET trainer not only requires certain previous professional qualifications but also proof of knowledge and skills related to vocational education and law.

This knowledge is proven in the course of the IVET trainer examination. This is waived for people who have completed the forty-hour IVET trainer course. Some qualifications or examinations (such as successful completion of the master craftsperson exam or completion of a part-time industrial master college) are treated as equivalent to the IVET trainer examination.

The majority of trainers train their apprentices on a part-time basis alongside their regular work. But there are also full-time trainers and full-time training supervisors in many large companies.

IVET trainer qualification

- subject-specific qualifications
- vocational education know-how
- legal knowledge

Education at part-time vocational school

The focus of education at part-time vocational school is on occupation-oriented specialist instruction (with about 65%); general subjects make up some 35% of the schooling period. Specialist instruction also includes practical training in workshops and/or laboratories.

Part-time vocational schools are established for individual apprenticeship occupations. The apprentice is obliged to attend vocational school. He or she is summoned to attend part-time vocational school depending on where the training enterprise is located in the respective province. Classes are grouped according to the individual apprenticeship occupation or in some cases according to groups of related apprenticeship occupations.

The following organisation forms of teaching at part-time vocational schools exist:

- all year round, i.e. at least on 1 full school-day or 2 half school-days a week
- by block, i.e. for at least 8 weeks continuously
- seasonally, i.e. in block form at a particular time of year

The variety of organisation forms is due to consultation between the business sphere and those responsible for school instruction and takes account of the individual economic and regional sectors' needs.

Part-time vocational school

- subject-related theoretical training supplementing enterprise-based training
- complementary subject-related practical training
- deepening and completing general education
- subject-related foreign language training

Vocational school teachers

Since the introduction of university colleges of education (PHs) in 2007, subject-related didactics has been taught to vocational school teachers in the form of a 3-year bachelor course at PHs. The 1st and the 3rd year of the study are completed on a part-time basis, the 2nd is a full-time study. Graduates are awarded the academic degree Bachelor of Education (BED).

Greatly simplified, the following 3 groups of part-time vocational school teachers can be distinguished:

Group I – teachers of general education subjects and teachers of business administration

Group II – teachers of occupation-related theory

Group III – teachers of occupation-related practice

The prerequisite for admission to study to obtain the teaching diploma for part-time vocational schools in Groups I and II is the certificate of secondary education and VET diploma which grants access to tertiary education from a specialist VET college, the upper secondary school-leaving certificate or the certificate providing general access to higher education (HE) for skilled workers and graduates of 3 to 4 years full-time VET schools and relevant training. For Group III it is necessary to provide proof of a relevant master craftsperson certificate or an equivalent relevant qualification as well as the general university entrance qualification (such as Reifeprüfung, Berufsreifeprüfung or Studienberechtigungsprüfung, i.e. a restricted study qualification for HE studies).

In addition, as well as personal aptitude, at least 3 years' relevant professional practice is required for admission to HE study programmes .

2.1.2 Work-based learning

Apprenticeship: dual vocational training

Graduates of an apprenticeship programme acquire a full vocational qualification of a high standard. The training in an apprenticeship occupation is open to all young people who have completed their 9 years of compulsory schooling. No specific school qualification is required for accessing an apprenticeship.

Training in the company and in part-time vocational school

There are significant differences between dual training in an apprenticeship occupation and vocational education and training (VET) in full-time schools:

- in the apprenticeship training system, the two places of learning are the training company and part-time vocational school
- the apprentice is in a training relationship with his or her training company and a student at a part-time vocational school at the same time
- the company-based part of dual vocational training makes up the major part of the apprenticeship period
- the apprenticeship-leave examination is taken in front of professional experts. The focus of this examination is on the competences required for the respective profession

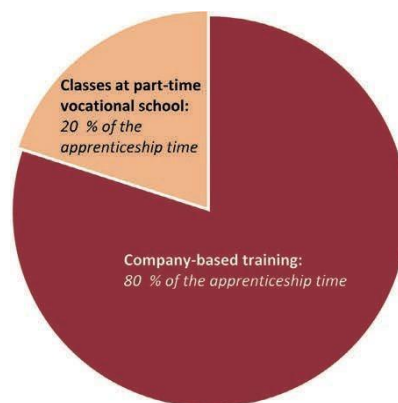


Figure 8: Distribution of training time between company-based and vocational school

Company-based training

Apprenticeship training is seen by companies as an investment in the future. It enables companies to meet their future need for qualified skilled workers as best as possible. Already during their training, apprentices carry out valuable work for their training company.

Currently, approximately 35.000 companies are open to young people as training sites. By voluntarily providing apprenticeship training, companies show that they accept social responsibility. By offering company-based training places, youth unemployment is reduced and the future need for qualified skilled labour secured at the same time.

Completion of the apprenticeship relationship, however, does not necessarily lead to an employment relationship between the apprenticeship diploma holder and the training company. Fully trained skilled workers can change to other companies, and training companies can also recruit externally trained workers. This possible fluctuation is a feature of a free VET system. Companies which invest in apprenticeship training, therefore, do not only act in their own interest but make a long-term contribution to the benefit of all economic sectors and professional branches which have a demand for qualified apprenticeship graduates.

Apprenticeship occupations

In Austria, there are 199 apprenticeship occupations in trade, commerce and industry and 15 in agriculture and forestry (as at summer 2014). They are set up as individual, group, special-focus or modular apprenticeships and regulated by federal legislation.

All legally recognized apprenticeships in trade, commerce and industry are laid down in the list of apprenticeship occupations, which also specifies the apprenticeship periods and relationships to other apprenticeship occupations including credits awarded for already completed apprenticeship periods.

Their legal bases are laid down in the Vocational Training Act (BAG). For each individual apprenticeship occupation, the Minister of Economy issues a training regulation, which is binding for the training provided in training companies.

Training regulations set the job's profile specific to the respective apprenticeship occupation. This job profile is the curriculum for the training company. It contains – broken down by apprenticeship years – the professional competences which the apprentice must be taught in company-based training. For newly regulated apprenticeship occupations, not only job profiles but also activity descriptions are formulated, which lay down, in the form of a short list, the occupational requirements the trained apprentice is able to meet. The curriculum of part-time vocational school is equivalent to the training regulation. In many occupations, the job profile is supplemented by supportive training guidelines, material and manuals.

Qualifications which lead to a reduction of the apprenticeship period:

- the upper secondary school-leaving certificate from academic secondary school (AHS)
- the final certificate from VET college (BHS)
- the final certificate from a VET school (BMS) of at least 3 years' duration
- another apprenticeship already completed with the apprenticeship diploma

Specific features of company-based training

Company-based training is characterized by the following features:

- Initial vocational education and training is held under real-life working conditions. The apprentice acquires the required knowledge and skills which are laid down in the job profile for the respective apprenticeship occupation. Immediately upon completion of the training, he or she is able to take up a qualified professional activity as a skilled worker
- most of the training is provided as part of productive activities. This reduces costs and increases the apprentice's motivation to learn
- companies which cannot provide the job profile completely, have the possibility to use complementary practical training in a training agreement

Company-based training:

- learning on the workplace
- learning by carrying out productive activities and using technologies
- learning within a training agreement
- engaging in a qualified activity immediately after apprenticeship

Suitability of training company

Companies that want to train apprentices submit an application, before recruiting them, for determining the suitability for apprenticeship training (request for declaration), to the respective competent apprenticeship office of the Federal Economic Chamber. Local competence lays in the apprenticeship office of the province where the training company is based. The apprenticeship office is obliged by law to examine, in collaboration with the Chamber of Labour, whether the company meets the prerequisites for apprenticeship training. If that is the case, the company will be issued a "declaration", certifying that the company is entitled to recruit apprentices.

Prerequisites for apprenticeship training:

Fulfilment of legal conditions

Pursuant to the Trade, Commerce and Industry Regulation Act, the company must be entitled to carry out the activities in which the apprentice is to be trained. However, apprentices cannot only be trained by companies in trade, commerce and industry, but also by members of the liberal professions, such as pharmacists, architects, lawyers, civil engineers, etc., and by associations, administrative offices and other legal entities.

Fulfilment of corporate conditions

The company needs to be equipped and managed in a way that it is in a position to impart to the apprentice all of the knowledge and skills included in the occupational profile. Those companies that

cannot fully teach this knowledge and these skills have the possibility to train apprentices within the framework of a training agreement.

The company size is not decisive for apprenticeship training. Every company – also a one-person company – can train apprentices if it is guaranteed that they are appropriately assisted.

In addition, a sufficient number of professionally and pedagogically qualified trainers must be available in the company.

Apprenticeship-leave examination

The apprenticeship-leave examination aims to establish whether the candidate has acquired the skills and competences required for the respective apprenticeship occupation and is able to carry out the activities particular to the occupation himself or herself in an appropriate manner.

The apprenticeship-leave examination consists of a practical and a theoretical examination. The theoretical examination is waived under certain conditions, for example if the candidate can prove successful completion of part-time vocational school.

The following people can be admitted to the apprenticeship-leave examination:

- apprentices (in their learnt or a related apprenticeship occupation) and
- people who have completed the stipulated apprenticeship period with credits being awarded for school-based education or who are not obliged to complete any apprenticeship period after having completed such an education

However, the Vocational Training Act also opens access to the apprenticeship-leave examination to persons who have not completed any formal training (apprenticeship or school) and thus provides them with the possibility of acquiring a formal professional qualification. In concrete terms, they must meet the following conditions:

- they are aged 18 years or more and
- to provide evidence that they have acquired the knowledge and skills required for the respective apprenticeship occupation, such as by exercising a relevant semi-skilled or other practical activity of appropriate length or by attending a relevant course event
- in addition, completion of at least half of the period stipulated for the respective apprenticeship occupation is accepted as evidence if there is no other possibility of entering into an apprenticeship contract for the remaining apprenticeship period

Apprenticeship contract

The apprenticeship contract is entered into between the authorised apprenticeship trainer and the apprentice and forms the basis of vocational training in the dual system. It must be concluded in writing. In case of underage apprentices, the apprenticeship contract must also be signed by his or her legal representative. Standardised forms can be obtained from the apprenticeship offices of the Economic Chambers in the individual Federal provinces.

Recording of the apprenticeship contract

The apprenticeship contract must be submitted as fast as possible, at least within 3 weeks after the beginning of the training, to the apprenticeship office for recording purposes. The apprenticeship office will then examine the data of the apprenticeship contract and the training company's suitability. In addition, it awards credits for occupation-specific training periods. The recording of the apprenticeship contract is a prerequisite for the apprentice's later admittance to the apprenticeship-leave exam.

The apprenticeship contract must include the following details:

- the name of the apprenticeship in which training is conducted
- the apprenticeship periods
- the beginning and end of training
- details regarding the people authorised to train apprentices and, if applicable, the IVET trainer

- details related to the apprentice
- a note concerning compulsory attendance of part-time vocational school
- any periods of training held within the framework of a training alliance with other companies or educational institutions
- the amount of the apprenticeship remuneration
- the day on which the apprenticeship contract is concluded

Competences

The success and further development of the dual system are ensured by the partnership of many institutions and establishments at various levels.

Federal level

Federal Ministry of Science, Research and Economy (BMWFW)

The company-based part of apprenticeship training is within the sphere of competence of the Ministry of Economy. The legal bases for dual training are laid down in the Vocational Training Act (BAG). The training regulations for the individual apprenticeship occupations are issued by the Ministry of Economy on the basis of expert opinions submitted by the Federal Advisory Board on Apprenticeship.

Federal Advisory Board on Apprenticeship (BBAB)

The Federal Advisory Board on Apprenticeship is set up by the Ministry of Economy upon the proposal of the social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour). Part-time vocational school teachers are co-opted as advisory members. The Federal Advisory Board on Apprenticeship submits statements and concepts to the Ministry of Economy which need to be considered when adopting or amending regulations.

Federal Ministry for Education and Women's Affairs (BMBF)

Provisions concerning the organisation of part-time vocational schools and the cornerstones for the framework curricula are laid down in the Federal School Organisation Act. The Ministry for Education issues framework curricula for part-time vocational schools for each apprenticeship occupation. Half of the salaries of teachers of part-time vocational schools are financed from federal funds.

Provincial level

Apprenticeship Offices

The apprenticeship offices, which are located in the economic chambers in the individual provinces, act as vocational training authority of the first instance. They examine (jointly with representatives of the regional chambers of labour) the training companies' suitability to provide apprenticeship training in subject-specific and staff-related respects; in addition, they are responsible for examining and recording apprenticeship contracts. In principle it is their task to provide wide-ranging counselling to apprentices and training companies in all matters concerning apprenticeship. In this work they are supported by offices for the protection of apprentices and young people which are located at the regional chambers of labour. The heads of apprenticeship offices appoint the chairpersons of the apprenticeship-leave examination boards on the basis of a proposal to be obtained from the Regional Advisory Board on Apprenticeship. The apprenticeship-leave exams and subsidisation schemes for training companies are also handled by apprenticeship offices.

Federal provinces

The federal provinces are responsible for constructing and equipping part-time vocational schools. In addition, they finance half of the salaries of teachers of part-time vocational schools.

Provincial governors and Provincial administrative courts

At the regional level, provincial governors assisted by the respective provincial government offices are responsible for apprenticeship training and act as instance of control. They decide among others on cancellations of illegally registered apprenticeship training contracts and appoint the members of their respective regional advisory board on apprenticeship.

The provincial administrative courts decide as second instance on appeals in apprenticeship training matters, such as the withdrawal of the authorisation as a training company.

Regional Advisory Boards on Apprenticeship

In every province, one Regional Advisory Board on Apprenticeship with representatives of the social partners has been established with the aim of providing counselling services in all issues related to VET. It is responsible for preparing expert opinions, proposals and suggestions directly related to the apprenticeship training system in the respective province. On its proposal, chairpersons of apprenticeship-leave examination boards are appointed.

Regional school inspectors

Regional school inspectors are responsible for school inspection and fulfilment of all the agendas within their sphere of responsibility as well as for implementation of the federal framework curricula in the form of regional curricula.

Local level

Training companies

Authorised apprenticeship trainers are responsible for the provision of apprenticeship training. It is in their company that the respective apprentice is trained to become a skilled worker. In this work they are assisted by IVET trainers.

Part-time vocational school

Part-time vocational schools form an integral part of the economic life of their respective location. Direct contact with training companies in the region is a key prerequisite to ensure they optimally fulfil their educational task.

The next page provides an overview of the institutions involved in dual training, as well as of their responsibilities and competences.

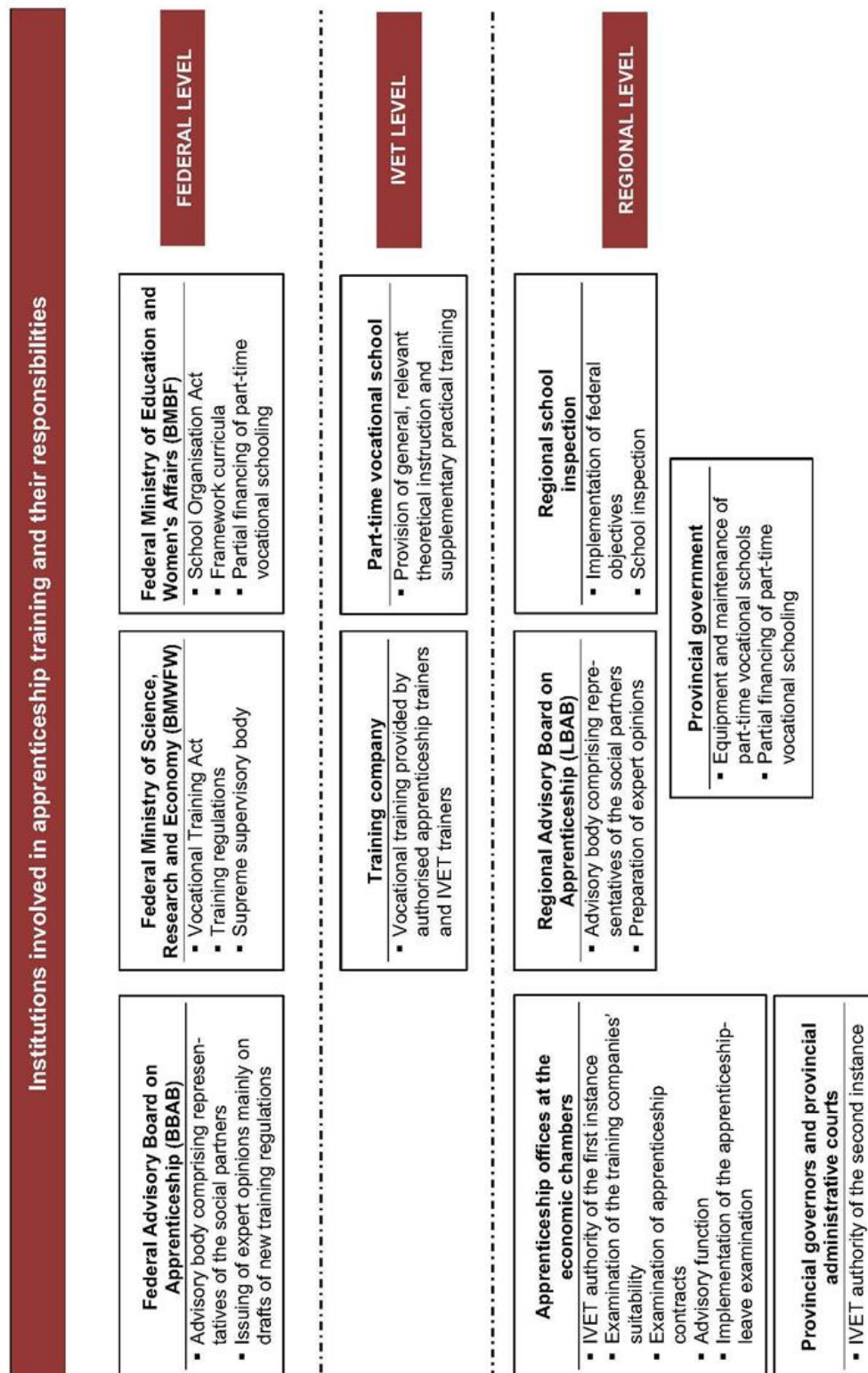


Figure 9: Institutions involved in apprenticeship training and their responsibilities

Modularisation of apprenticeship training

The amendment to the Vocational Training Act (BAG) in January 2006 created the possibility of modularising apprenticeships. This aims to improve the attractiveness of apprenticeship training.

In modular apprenticeships, training comprises **three modules**:

Basic module

The basic module aims to impart the knowledge and skills required for carrying out basic activities of the modular apprenticeship. The basic module has a minimum duration of 2 years. In justified exceptional cases it can also be only 1 year long.

Main module

The main module comprises the knowledge and skills required for exercising the chosen specialisation (e.g. ventilation technology in the modular apprenticeship “Installations and Building Technology”). It has a minimum duration of 1 year. The combined duration of the basic and main module must be at least 3 years. Where the basic module – as mentioned above – only takes 1 year in justified exceptional cases, the main module must have a minimum duration of 2 years.

Special module

The special module aims to impart the knowledge and skills for special services, products or their production. It covers a training period of half a year or a full year.

Within this system it is possible to combine different modules: every apprentice in a modular scheme is obliged to complete the basic module and select a main module. In addition, the apprentice can be trained in another main module or one or more special modules. It must be noted that the overall training period must not exceed the maximum total apprenticeship period of 4 years. The combination of modules must already be selected when concluding the apprenticeship contract – therefore at the beginning of the apprenticeship period. Although it is possible to change between the modules, this will lead to a change in the apprenticeship contract. [...]

Apprenticeship and Matura

Berufsmatura: Apprenticeship diploma plus certificate of secondary education

Thanks to the introduction of the Berufsmatura certificate, which provides general access to higher education for skilled workers and graduates of 3 to 4 years full-time VET schools, apprenticeship training also forms a good basis for the tertiary education sector. Since autumn 2008 all Austrian apprentices have had the possibility to complete the Berufsmatura exam free of charge and parallel to apprenticeship training.

The Berufsmatura (also termed Berufsreifeprüfung) certificate entitles holders to access higher education in Austria. This means that they can attend universities, universities of applied sciences (Fachhochschulen), university colleges of education, post-secondary VET courses, and other programmes which can only be attended by holders of the certificate of secondary education (Reifeprüfung).

Holders of the Matura certificate in apprenticeship training

Apprenticeship training is also an interesting option for holders of the certificate of secondary education (Matura) that has been acquired at an academic secondary school (AHS). With the training company's consent, it is possible to reduce the apprenticeship period for Matura holders by 1 year. In this way, AHS graduate in particular is provided an easier entry into the world of work (ibw - D. Achleitner, J. Wallner, A. Schönherr 2014).

Painting Apprenticeship in Austria

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 2 and 3 teachers in each VET school.

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).

At the moment there are no ongoing or planned reforms in Austria.

The Professional Profile of Painting within the Teaching profession is described in a Paper from the ibw - Institute for Research on Qualifications and Training of the Austrian Economy in *Lehrberufsbeschreibungen – Berufsprofile*¹. The learning programme of the modules will be described.

Modules of specialisation²:

- **Painter and coating technician specialising in decoration painting technique /**
Maler/in und Beschichtungstechniker/in – Schwerpunkt Dekormaltechnik
- **Painter and coating technician specialising in functional coatings /**
Maler/in und Beschichtungstechniker/in – Schwerpunkt Funktionsbeschichtungen
- **Painter and coating technician specialising in historic painting technique /**
Maler/in und Beschichtungstechniker/in – Schwerpunkt Historische Maltechnik
- **Painter and coating technician specialising in corrosion protection /**
Maler/in und Beschichtungstechniker/in – Schwerpunkt Korrosionsschutz

National Law

The apprenticeship training is regulated by national law, inside the Bundesgesetzblatt³. It shows the professional profile (Berufsprofil), the job profile (Berufsbild) from the 1st to the 3rd year of education including the modules of specification and the structure of apprenticeship-leave examination separated in a theoretical and a practical part.

¹ 2013, ibw - Institut für Bildungsforschung der Wirtschaft (ibw - Institute for Research on Qualifications and Training of the Austrian Economy), N. Boute, K. Luger, S. Tritscher-Archan *Lehrberufsbeschreibungen – Berufsprofile Deutsch-Englisch; (page 126, 127, 128)*
https://www.bmdw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/1386769855_lehrberufsbeschreibungen_de_en_2013.pdf

² 2013, ibw - Institut für Bildungsforschung der Wirtschaft (ibw - Institute for Research on Qualifications and Training of the Austrian Economy), N. Boute, K. Luger, S. Tritscher-Archan *Lehrberufsbezeichnungen Deutsch-Englisch; (page 7, 8)*
https://www.bmdw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/1386769885_lehrberufsbezeichnungen_de_en_2013.pdf

³ Bundesgesetzblatt BGBl. II Nr. 181/2012: Verordnung des Bundesministeriums für Wirtschaft, Familie und Jugend über die Berufsausbildung im Lehrberuf Maler/in und Beschichtungstechniker/in (Maler/in und Beschichtungstechniker/in-Ausbildungsordnung)
https://www.ris.bka.gv.at/GeltendeFassung/Bundesnormen/20007847/Maler_in%20und%20Beschichtungstechniker_in-Ausbildungsordnung%2c%20Fassung%20vom%2029.05.2018.pdf

List of Painting schools in Austria

Table 15: List of vocational schools for the painting sector in Austria

Vienna	Berufsschule Holz, Klang, Farbe & Lack Hütteldorfer Straße 7-17 A 1150 Wien Phone: +43 (1) 59916-95262 Fax: +43 (1) 59916-99-95261 Web: https://www.hkfl.at/ E-Mail: office@hkfl.at	Director: Christoph Hrabe BD OSR Dipl.-Päd. Dipl.- HTL-Ing. BEd. Contact: BOIGNER Richard. VL Dipl.-Päd. BEd Maler und Beschichtungstechnik
Upper Austria	Berufsschule Linz9 Wiener Straße 181 A 4020 Linz Phone: +43732 343431 Fax: +43732 7720 258459 Web: http://www.bs-linz9.ac.at/ E-Mail: bs-linz9.post@ooe.gv.at	Director: BD Dipl.-Päd. Franz Bertalan Contact: Karl-Heinz Blindeneder Maler und Beschichtungstechnik, Malermeister
Salzburg	Landesberufsschule Wals Schulstraße 7 5071 Wals Phone: +43 662 85 13 76 Fax: +43 662 85 13 76 85 Web: https://www.lbs-wals.salzburg.at/ E-Mail: sekretariat@lbs-wals.salzburg.at	Director: Gabriele Kindermann, BEd.
Tirol	Tiroler Fachberufsschule für Bautechnik und Malerei Eichatstraße 18a 6067 Absam Phone: +43 5223 54356 Fax: +43 5223 54356 20 Web: http://www.tfbs-bau.tsn.at e-mail: bautechnik@tsn.at	Director: Ing. Mag. Reinhard Ehrenstrasser BEd
Burgenland	Berufsschule Eisenstadt Gölbeszeile 10 – 12 7000 Eisenstadt Phone: +43 2682/63303-22 Fax: +43 2682/63303-30 e-mail: office@bs-eisenstadt.at Web: http://www.bs-eisenstadt.at	Director: Johannes Fenz
Carinthia	Fachberufsschule Völkermarkt Hans Kudlich Weg 17 9100 Völkermarkt Phone: +43 4232 2875 Fax: +43 4232 2875 82 E-Mail: voelkermarkt@bs.ksn.at Web: http://www.fbs-voelkermarkt.at/	Director: Waltraud Gross

Vorarlberg	Landesberufsschule Dornbirn 1 Eisengasse 38 a 6850 Dornbirn Phone: +43 05572 24318 Fax: +43 5572 24318 70 E-Mail: sekretariatlbsdo1@snv.at Web: http://www.lbsdo1.snv.at/	Director: SR Günther Ritter Contact: Vice Director Ronald Hofer
Styria	Landesberufsschule Graz 6 Hans-Brandstetter-Gasse 8, 8010 Graz Phone: +43 316/471244 Fax: +43 0316/47 1244-13 E-Mail: lbs-graz@lbs-graz6.ac.at Web: http://www.lbs-graz6.steiermark.at	Director: Dipl. Pädn. Martina JEINDL, Bed
Lower Austria	Berufsschule Lilienfeld Berghofstraße 14 A 3180 Lilienfeld Phone: +43 2762/54670 Fax: +43 2762/54670-38 E-Mail: Gerhard.duhs@lbslilienfeld.ac.at web: http://lbslilienfeld.ac.at/	Director: BD OSR Ing. Johann Atzinger Contact: BDR Vice Director Ing. Gerhard Duhs

Technical college for painting and related businesses in Austria VET school of painting, coating and design

Table 16: Technical college for painting

Lower Austria	Leesdorfer Hauptstraße 69 2500 Baden Phone: +43 2252 / 80250 Fax: +43 2252 / 80250 22 E-Mail: office@malerschule-baden.ac.at web: www.malerschule-baden.ac.at	Director: DI. Prof. Michael Wagner
----------------------	---	------------------------------------

1.1.3 [Good practices and training examples](#)

Good practices

Inside the training guide of painters written by IBW ⁴ you can find some examples of good practices:

- creating possibilities to exercise
- organization of apprentice workshops
- security and health instructions for building site

⁴ IBW – Institut für Bildungsforschung der Wirtschaft (Hg.): Ausbildungsleitfaden Maler/in und Beschichtungstechniker/in – Fahrplan für Ihre betriebliche Ausbildung. Wien 2014

Best Practice

Übungsmöglichkeiten schaffen

Dieses Best Practice-Beispiel wurde uns zur Verfügung gestellt von:



Übungen in der Werkstatt sind unerlässlich für ein entsprechend sicheres Auftreten der Lehrlinge im Umgang mit Dekormaterialien und den entsprechenden Werkzeugen.



Vorzeigen und üben lassen. Professioneller Umgang mit Material und Werkzeug zeugt von Kompetenz und Qualität in der betrieblichen Ausbildung. Dadurch wird das Ansehen des Betriebes und der Mitarbeiter wesentlich gestärkt.



36

UNTERGRUNDBEARBEITUNG

Best Practice

Lehrlingsworkshops

Dieses Best Practice-Beispiel wurde uns zur Verfügung gestellt von:



Lehrlingsworkshops auf Regionalebene, organisiert von der Tiroler Malerinnung, tragen zum Austausch der Lehrlinge bei. Dabei werden aktuelle Fachthemen besprochen und Techniken praktisch geübt. Ganz nebenbei entstehen engere Bekanntschaften, die für den weiteren beruflichen Werdegang entscheidend sein können.



43

BESCHICHTUNG

Figure 10: Training guide of painters: examples of good practice

Best Practice

Sicher und Gesund auf der Baustelle

Dieses Best Practice-Beispiel wurde uns zur Verfügung gestellt von:



FALSCH Beim „fälschen“ Heben und Tragen der Lasten wird die Wirbelsäule zu stark beansprucht.



RICHTIG Durch die „richtige“ Körperhaltung schützen Sie Ihre Bandscheiben und Ihre Lendenverletzungen.



FALSCH Die Schenkel der Leiter sind nicht genau auseinandergeklappt.



RICHTIG Überprüfen Sie die Leiter auf offensichtliche Beschädigungen (z. B. Querschnitte, Risse etc.)



Verwenden Sie nur „geprüfte“ Leitern.



FALSCH Die Ugrössicherung wurde nicht gemacht.



RICHTIG Die Leiter wurde ordnungsgemäß gesichert.



FALSCH Bei bedingt begrenzten Sublettern ist die letzte Sprosse oder oberste Stufe nicht zu betreten.



RICHTIG Wählen Sie der Arbeitshöhe entsprechende Höhenstufen (Leitern) aus. Stuhlleitern dürfen nur freistehend benutzt werden.



FALSCH Leiten Sie Leitern nicht an Mauern, Fenstern, Balkonen etc. an.



RICHTIG Leitern dürfen nur auf waagrecht, rutschsicheren und festem Untergrund (z. B. Beton, Asphalt, etc.) aufgestellt werden. Der Ausstellwinkel soll etwa 75° betragen.

LERNEN UND ARBEITEN IM LEHRBETRIEB

25

26

LERNEN UND ARBEITEN IM LEHRBETRIEB



FALSCH: Das seitliche Hineinnehmen beim zu schweren Umräumen führt zu schweren Unfällen.



RICHTIG: Sicherung des Anlagelatters gegen Abrutschen durch Befestigung oder eine zweite Person.



FALSCH: Die Anlagelatter entspricht nicht der erforderlichen Länge.



RICHTIG: Anlagelatter müssen mindestens einen Meter über das zu bearbeitende Objekt hinausragen.



FALSCH: Das Festhalten mit beiden Händen muss beim Absteigen möglich sein.



RICHTIG: Das Festhalten mit beiden Händen ist möglich. Latten werden beim Auf- und Absteigen durch eine zweite Person zugesichert.



FALSCH: Leitern dürfen nicht als Brücke benutzt werden.



FALSCH: Zigaretten, Alkohol oder zu viele nicht benötigte Chemikalien haben auf der Arbeitsfläche nicht verloren.



RICHTIG: Das Tragen von Handschuhen und Atemschutz bringt Verletzungen bzw. Erkrankungen vor.



Unterweisen Sie Ihre Mitarbeiter im Umgang mit Chemikalien und den Brandschutzmaßnahmen.

Figure 11: Training guide of painters: example of good practice on construction site

Training examples

Apprenticeship-leave examination

Trainings examples, stand 2013 current

Module of specialisation⁵: Painter and coating technician specializing in functional coating

Lehrabschlußprüfung

Im Lehrberuf Maler und Beschichtungstechniker

Schwerpunkt „Funktionsbeschichtung“

Der Lehrberuf des Malers und Beschichtungstechnikers erfordert eine praktische Prüfarbeit im Anstrich und der Malerei. Der Einfachheit halber muss ein Teil der praktischen Arbeit im Anstrich auf Mustertafeln vorgenommen werden und zur Fertigstellung (Lackierung der inneren Fläche) für die praktische Arbeit am Prüfungstag mitgenommen werden.



Anstrichvorbereitung: Als Prüfungsstück ist eine Mustertafel aus einer 12 mm Pressspanplatte mit den Maßen 50x70 cm vorgesehen. Zwei Profileisten aus Holz – ¼ Stab mit 2 cm Breite und 2 cm Höhe (Rundung nach Außen) – sind vor der Beschichtung aufzusetzen. Die Kanten sind mitzulackieren.

Anstrichaufbau: Hochwertiger Anstrich

Glanzgrad: Seidenmatt

Farbmaterial: Acryl- Lösungsmittelfrei

2 Außenflächen und Leisten:

Ein Komplementärfarbtönen nach Wahl, fertig ausgeführt

Inneres Feld: Vorbereitet für die Schlusslackierung. Bei der Prüfung, mit beige-tempertem Acryllack RAL 7035 mit dem Pinsel zu lackieren!

Mustertafel 2: 12 mm Pressspanplatte 50 x 70 cm Einseitig grundiert ist mitzubringen. Vor der Prüfungskommission ist eine Seite mit Acrylgrund zu grundieren. Die 2. Seite ist zu schleifen und mit Spachtelkitt zu überziehen.

Als Praktische Arbeit (Prüfarbeit) in der Malerei soll nach Untergrundprüfung ein mehrfarbiges Ornament sowie ein Walz- oder Gestaltungsmuster auf Dispersionsgrund ausgeführt und abliniert (Band und Ritzer) werden. Weiters ist eine Farbmischübung durchzuführen, wobei dieser Farbton in das Ornament miteinzubeziehen ist. Der Vor- und Familienname ist in freier Pinseltechnik über dem Ornament auszuführen.

Ferner sind zur Prüfung mitzubringen:

Saubere berufsmäßige Arbeitskleidung!

Schreibzeug	Bügel	Malerbürste	Kittspachteln
Arbeitskleidung	Walschwämme	Heizkörperpinsel	Abdeckbänder
Plakatschreiber	Lackmauserl	Spitzpinsel	Musterwalzen bzw.
Linierpinsel	Lackpinsel	Malstock	Gestaltungswerkzeug und
Lineal	Lyoner	Glaspapier div.	Material
		Abstauber	für etwaige Gestaltungen



Figure 12: Apprenticeship-leave examination / Trainings examples, stand 2013 current specializing in functional coating

⁵ 2013, ibw - Institut für Bildungsforschung der Wirtschaft (ibw - Institute for Research on Qualifications and Training of the Austrian Economy), N. Boute, K. Luger, S. Tritscher-Archan *Lehrberufsbezeichnungen Deutsch-Englisch*; (page 7, 8) https://www.bmdw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Documents/1386769885_lehrberufsbezeichnungen_de_en_2013.pdf



FASSADENBESCHICHTUNG MIT SILIKONHARZFARBE



Problemstellung:

Fassade:
Bestehende alte Kalkmalerei auf Kalkzementputz („Rieselwurf“) und Ausblühungen durch aufsteigende Feuchtigkeit im Sockelbereich.

- Welche Fassadenbeschichtungssysteme sind möglich?
- Obige Fassade soll mit Silikonharzfarbe neu beschichtet werden. Welche Vorteile hat hierbei die Silikonharzfarbe?
- Die Dachuntersichten sollen deckend beschichtet werden. Erklären Sie die Vorgangsweise!
- Welchen Materialverbrauch hat man bei einem Untergrund mit einer 3mm Putzkörnung, die mit Kalk bemalt ist, auf 1 m²?
- Wie werden Restfarben und das Auswaschwasser entsorgt?
- Was sind neutrale Farbtöne?
- Wie wird das benötigte Gerüst aufgestellt?
- Welche Sicherheitsvorschriften müssen beim Aufstellen des Gerüsts und der Verarbeitung des Materials berücksichtigt werden?



VERUNREINIGTE DISPERSIONSMALEREI



Problemstellung:

Gasthausküche:
Untergrund - bestehende Isolierfarbenmalerei mit Gulasch aus „Kelomat“ verunreinigt. Das Ofenrohr soll ebenfalls beschichtet werden!

- Erklären Sie die Reinigung des Untergrundes und die Sanierung der Malerei!
- Wie hoch ist der Materialverbrauch für 1 m² Dispersionsmalerei?
- Welches Material und Werkzeug benötigen Sie für diese Arbeiten?
- Mit welchem Material beschichten Sie das Ofenrohr und wie ist der Beschichtungsaufbau?
- Wie werden Ofenlacke entsorgt?
- Nennen Sie 3 unbunte Farbtöne!
- Merkmale einer Stehleiter aus Holz!
- Welche Sicherheitsvorschriften müssen Sie beim Arbeiten mit Lösemitteln berücksichtigen?

Figure 13 (left): Apprenticeship-leave examination / Example of questions: Facade coating with silicon resin colour
Figure 14 (right): Apprenticeship-leave examination / Example of questions: Contaminated dispersion painting



FENSTERBESCHICHTUNG



Problemstellung:

Verbundfenster und Fensterstöcke sollen neu mit deckendem Holzschutzfarbmateriale beschichtet werden!

- Beschreiben Sie alle Arbeitsvorgänge für diesen Beschichtungsaufbau!
- Welche Materialien setzen Sie für diesen Zweck ein?
- Welches Werkzeug benötigen Sie für diese Arbeiten?
- Wie schützen Sie die Malerei und Umgebung?
- Was sind „lasierende“ Farben?
- Zählen Sie 3 Fensterbeschichtungsmaterialien auf!
- Welche Sicherheitsvorschriften müssen Sie beim Arbeiten mit Lösemitteln berücksichtigen?

Figure 15: Apprenticeship-leave examination / Example of questions: Window coating

Apprenticeship-leave examination

Trainings examples, stand 2013 current

Module of specialisation: Painter and coating technician specialising in decoration painting technique

Lehrabschlußprüfung Im Lehrberuf Maler und Beschichtungstechniker Schwerpunkt „Dekormaltechnik“



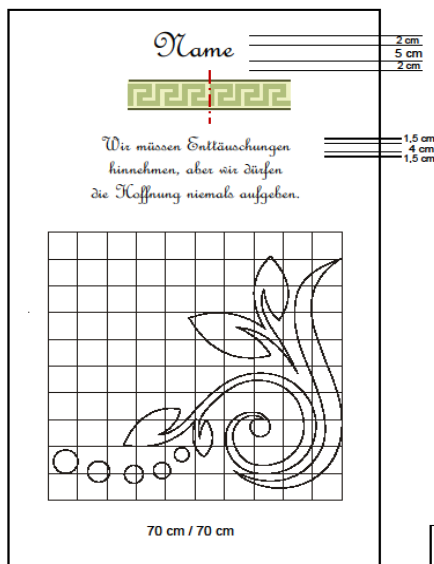
Der Lehrberuf des Malers und Beschichtungstechnikers mit dem Schwerpunkt „Dekormaltechnik“ erfordert eine praktische Prüfarbeit im Anstrich und der Malerei. Der Einfachheit halber muss ein Teil der praktischen Arbeit im Anstrich auf Mustertafeln vorgenommen werden und zur Fertigstellung (Holz- oder Steinimitation) praktische Arbeit am Prüfungstag mitgenommen werden.

Als Praktische Arbeit (Prüfarbeit) in der Malerei soll nach Untergrundprüfung ein mehrfarbiges mitgebrachtes Ornament 1:5 rastervergrößert werden. Eine vorgegebene Bordüre ist nachzuzeichnen, zu stechen, aufzupausen u. farbig zu malen. Weiters ist eine Farbmischübung durchzuführen, wobei dieser Farbton in das Ornament miteinzubeziehen ist. Zwei Schriftzeilen in vorgegebenen Text sind in freier Pinseltechnik über dem Ornament auszuführen. Es ist ein vorgegebenes Architektur - Profil in Graumalerei mit dem Strichzieher auszuführen.

Ferner sind zur Prüfung mitzubringen:

Saubere berufsmäßige Arbeitskleidung !

Schreibzeug	Pauspapier	Malerbürste	Kittspachteln
Arbeitskleidung	Pausrad,	Heizkörperpinsel	Abdeckbänder
Plakatschreiber	Nadel	Spitzpinsel	Gestaltungswerkzeug und
Linierpinsel	Pausbeutel	Malstock	Material
Lineal	Lackpinsel	div. Glaspapier	für etwaige Gestaltungen
Maßstab		Abstauber	



Pinselschrift - Name

Schrifthöhe 9 cm mit 5/8" Plakatschreiber

Ornamentband – Mäander

Abnehmen des Motives von der Vorlage mit Transparentpapier
Herstellung einer Pause (durchstechen, aufpausen)
ausmalen

Linierung – oberhalb / unterhalb

Pinselschrift - Spruch

Schrifthöhe 7 cm mit 3/8" Plakatschreiber

Ornament

Rastervergrößerung auf die Wand (70 cm / 70 cm)
Farbgestaltung des Ornamentes

LAP Dekormaltechnik 1



Figure 16: Apprenticeship-leave examination / Trainings examples, stand 2013 current

Apprenticeship-leave examination

Trainings examples, stand 2013 current

Module of specialisation: Painter and coating technician specialising in historic painting technique

Lehrabschlußprüfung

Im Lehrberuf Maler/in und Beschichtungstechniker/in
Schwerpunkt „Historische Maltechnik“



Der Lehrberuf Maler/in und Beschichtungstechniker/in im Schwerpunkt „Historische Maltechnik“ erfordert eine praktische Prüfarbeit „Beschichtung auf Holz- und Putzuntergründen“. Der Einfachheit halber wird ein Teil der praktischen Arbeit auf Mustertafeln vorgenommen und zur Fertigstellung (Beschichtung der inneren Fläche) für die praktische Arbeit am Prüfungstag mitgenommen.



Mustertafel 1:

Beschichtungsvorbereitung: Als Prüfungsstück ist eine Mustertafel aus einer 12 mm MDF - Platte mit den Maßen 50x70 cm vorgesehen. Zwei Profilleisten aus Holz – 1/4 Stab mit 2 cm Breite und 2 cm Höhe – sind vor der Beschichtung aufzusetzen. Die Kanten sind mitzulackieren.

Beschichtungsaufbau: Beschichtungsmaterial
Ölfarbe

Farbmaterial: Ölfarbe

2 Außenflächen und Leisten:

Ein Komplementärfarbtönen nach Wahl, fertig ausgeführt

Inneres Feld: Vorbereitet für die Schlussbeschichtung, ist vor der Prüfungskommission mit beigestellter Ölfarbe ca. RAL 7035, **mit dem Pinsel zu streichen und exakt zu beschneiden!**

Mustertafel 2: 12 mm MDF-Platte 50 x 70 cm Einseitig mit Ölfarbe grundiert, ist mitzubringen. Vor der Prüfungskommission ist eine Seite zu schleifen und mit Spachtelkitt zu überziehen.

Als Praktische Arbeit (Prüfarbeit) in der Malerei soll nach Untergrundprüfung eine Fläche in Kalkglätte beschichtet werden. Der untere Bereich soll in Kalktechnik nach vorgegebenem Farbton gemischt, 2x Beschichtet und abliniert werden (Ritzer). Weiters ist eine Schablone nach vorgegebenem Muster zu schneiden und zu schablonieren. Die fertig schablonierte Bordüre soll beidseitig einliniert werden (ca. 1 cm Bandlinie). Der Vor- und Familienname ist in freier Pinseltechnik über der Kalkglätte auszuführen.

Ferner sind zur Prüfung mitzubringen:

Saubere berufsmäßige Arbeitskleidung!

Schreibzeug	Schablonenfolie	Malerbürste	Kittspachteln
Arbeitskleidung	Folienschneidmesser	Heizkörperpinsel	Abdeckbänder
Plakatschreiber	Lackpinsel	Trockenfarben	Glaspapier
Linierpinsel	Lyoner	Ocker, Oxyd rot	Maßstab
Lineal	Abstauber	Ultramarineblau	Schablonier Pinsel



Figure 17: Apprenticeship-leave examination / Trainings examples, stand 2013 current specialising in historic painting technique

Apprenticeship-leave examination

Trainings examples, stand 2013 current

Module of specialisation: Painter and coating technician specialising in corrosion protection

Lehrabschlußprüfung

Im Lehrberuf Maler/in & Beschichtungstechniker/in
Schwerpunkt „Korrosionsschutz“



Der Lehrberuf der Maler/in und Beschichtungstechniker/in mit dem Schwerpunkt „Korrosionsschutz“ erfordert eine praktische Prüfarbeit.

Als Praktische Arbeit (Prüfarbeit) nach Untergrundprüfung und etwaiger Vorarbeit, ist Durchzuführen:
Entrosten, Entfetten, Haftgrundierung, Imprägnierung, Korrosionsschutz-grundierung, Metallbeschichtung, Bodenspachteln (Abkrackeln), Aluanschlussprofil montieren, Beschichten mit Dämmschichtbildner (Brandschutz) Bodenversiegeln mit und ohne Dekorchips, Verfüllen mit Dichtstoff.

Mitzubringen:

- 1.) Eisenblechplatte 50x70 cm leicht angerostet ca. 2 mm dick
- 2.) Alublechplatte 50x70 cm ca. 2 mm dick
- 3.) Pressspanplatte 50x70cm ca. 19 mm dick, unbeschichtet, Sichtseite mit 3-seitig montierten Randleisten aus „Aluanschlussprofil“ auf Gehrung geschnitten, für 4. Seite „Aluanschlussprofil“ 50 cm lang lose zum Montieren bei der Prüfung. (Bild Nr.: 2.)
- 4.) U-Profil 80 mm, ca. 50 cm lang, angerostet
- 5.) Pressspanplatte 50x70 cm ca. 19 mm dick Sichtseite mit umlaufenden Randleisten Aluprofil oder Holz ca. 3 mm hoch, Mittig geteilt durch 2 Aluanschlussprofile ca. 3 mm hoch im Abstand von ca. 4 mm, Fläche 1 u. 2, grundiert und fertig gespachtelt. (Bild Nr.: 1)



Aluanschlussprofil Innenhöhe 3 mm

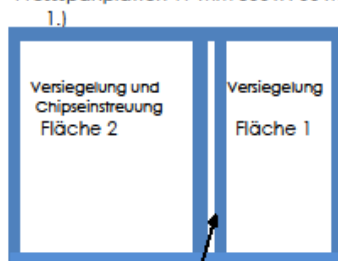


Aluanschlussprofile als Dehnfuge

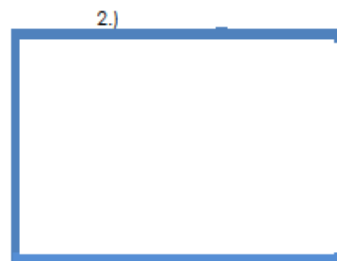


U-Profil

Pressspanplatten 19 mm 500 x 700 mm



Dehnfuge



Kein Anschlussprofil

Ferner sind zur Prüfung mitzubringen:

Saubere berufsmäßige Arbeitskleidung !

Schreibzeug	Drahtbürste	Schleifpapier	20 cm Raket
Arbeitskleidung	Abstauber	10 cm Mauserl mit	Traufel
Pinzel	Kunststoffschwamm	Bügel	Kurze Nägel
Kartuschen Pistole	Schleifvlies	Hammer, Eisensäge	Abdeckband 19 mm

Hinweis: Eigenes Material darf verwendet werden. Es dürfen jedoch keine vorgemischten Farben verwendet werden.



Figure 18: Apprenticeship-leave examination / Trainings examples, stand 2013 current specialising in corrosion protection

2.1.4 Training tools examples

Apprenticeship training competition in lower Austria

(Landeslehrlingswettbewerb Niederösterreich) at WISA St. Pölten 09/04/2016

This competition takes place once a year in every province, it is organized by the provincial chambers. The members of the competition are the best students of the provincial vocational schools. The 3 winners of every province may join the federal apprenticeship competition which is organized every year by another provincial chamber.



Figure 19: Apprenticeship training competition, St. Pölten (AT) 2016

Federal apprenticeship training competition Austria 2013, St. Veit an der Glan⁶

Bundeslehrlingswettbewerb 2013 „The Carinthian Competition of Colours“ in St. Veit an der Glan



„Lehrlingswettbewerbe sind neben einem guten Training in Disziplin, Leistungsorientierung, Genauigkeit und Feingefühl auch gleichzeitig ein Sprungbrett für die weitere Karriere. Viele ehemalige Teilnehmer sind heute erfolgreich in der Industrie und im Gewerbe tätig oder haben sich im Trainingsbereich spezialisiert. Die Malerinnung ist stolz auf die talentierten Nachwuchskräfte, die auch auf internationalem Parkett bei den Euro- und Worldskills zu den Favoriten zählen.“

Erwin Wieland, Bundesinnungsmeister, Erwin Wieland GmbH



46

LEHRLINGSWETTBEWERBE

Figure 20: Federal apprenticeship training competition, Austria 2013

2.1.5 Useful websites

- WKONö: **“Lehre? Respekt! Weil’s im Leben Profis braucht!”**
Apprenticeship explained for students, parents and teachers
<https://www.lehre-respekt.at>
- Landesinnung der Tiroler Maler und Tapezierer: **“Malerlehrling.at ... und stolz darauf!”**

⁶ IBW – Institut für Bildungsforschung der Wirtschaft (Hg.): Ausbildungsleitfaden Maler/in und Beschichtungstechniker/in – Fahrplan für Ihre betriebliche Ausbildung. Wien 2014

Information for apprentices (Companies for apprenticeship, Job profile, Trainings portfolio, Worksheets⁷, apprentice leave examination, chambers in Austria
<http://www.malerlehrling.at>

- Bundesministerium Digitalisierung und Wirtschaftsstandort: **“Publikationen Lehrlingsausbildung”**
Publications about apprenticeship training
<https://www.bmdw.gv.at/Berufsausbildung/LehrlingsUndBerufsausbildung/Seiten/PublikationenLehrlingsausbildung.aspx>
- Statistik Austria: **“Betriebliche Weiterbildung”**
Statistics about In-company training
https://www.statistik.at/web_de/statistiken/menschen_und_gesellschaft/bildung_und_kultur/erwachsenenbildung_weiterbildung_lebenslanges_lernen/betriebliche_weiterbildung/index.html

⁷ 2012, “Ausbildungsmappe“, ARGE Tirol, Landesinnungsmeister Höck, Malermeister Alexander Rohm

2.2 Belgium

2.2.1 Education System and Vocational Education and Training

Education system

Education in Belgium 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://instructionpublique.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.

Vocational education and training

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) <http://www.cpu.cfwb.be>

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

Schools can also refer to the competences of the Professional Association through “Constructiv” which is the agency responsible for all building trades and formation, providing schools and companies with relevant information about training and tools.

<http://www.constructiv.be/fr-BE/Andere/Onderwijs/Leerlingen/Stages.aspx>

<http://www.constructiv.be/nl-BE/Andere/Onderwijs/Leerlingen/Stages.aspx>

<http://www.constructiv.be/nl-BE/Andere/Onderwijs/Leerlingen.aspx>

<http://www.constructiv.be/fr-BE/Andere/Onderwijs/Leerlingen.aspx>

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 consideration (see table 16).

[http://www.constructiv.be/Constructiv/media/Publications/BCP-PCP%20FR/PCP-038 Peintre decorateur 2017 for web.pdf?ext=.pdf](http://www.constructiv.be/Constructiv/media/Publications/BCP-PCP%20FR/PCP-038%20Peintre%20decorateur%202017%20for%20web.pdf?ext=.pdf)

<http://eindtermen.vlaanderen.be/buitengewoon-onderwijs/secundair-onderwijs/opleidingsvorm3/opleidingsprofielen/schilder-decorateur/opleidingsprofiel.htm>

Table 17: Profession Painter-Decorator: List of competences and skills

PROFESSION PAINTER-DECORATOR				
ACTIVITIES	KEY ACTIVITY	COMPETENCES KNOWLEDGE	SKILLS	ATTITUDES
PRELIMINARY: COMMON BASIC CONSTRUCTION CONCEPTS TO BE TAKEN INTO ACCOUNT				
Working in a construction company	Working independently		Seeking situations and opportunities in order to enrich knowledge and ideas.	Be curious and willing to learn. Being open to external events and to innovations, both in your own profession and in that of your customers.
			Performing a task individually, without help or supervision.	Be independent.
			Achieve his goal in spite of the emerging difficulties.	Be persistent.
			Solving problems and working independently, without outside help or advice.	Have a sense of initiative.
			Perform a task correctly, despite time and budget limitations.	Being result-oriented, wanting to achieve the best result, within time and budget constraints, without losing sight of quality standards.
			Be punctual.	Be punctual.
	Teamwork		Anticipating, foreseeing the possible consequences of a situation. Take account of tasks still to be carried out. Identify any problems that are not directly related to your own task.	Anticipate.
			Working together with others and helping them in their work.	Have a team spirit.
			Adapting to change (other tools, other people, other procedures and tasks).	Be flexible.
	Communication		Establish contacts easily, develop and maintain a network of contacts that can provide information or help.	Be social.
			Behaviour involving violence, harassment or inappropriate sexual behaviour at the workplace	Show respect for his colleagues.
	Performing administrative tasks		Exchanging information with his colleagues in a constructive and useful way. Exchange information with customers in a constructive and useful way. Manage a schedule, plan tasks, set priorities between multiple tasks. Complete any forms and documents provided by the team leader.	Communicate easily, have a sense of human contact. Be organised.
Quality Management	Quality-oriented working	The image and guidelines in terms of quality of the company and the customer	Understand the customers' expectations and respond to them efficiently.	Be focused on customer's satisfaction.
			Execute details carefully.	Be accurate. Pay attention to details and have patience.
			If possible, take aesthetic aspects into consideration when performing the work.	Have a sense of aesthetics.
			Reporting when others deliver poor quality work.	Possess professional ethics.
			Evaluate your work in terms of quality and quantity and correct if necessary.	Have a sense of self-control.
			Take the parameters into account when carrying out the tasks.	Have an eye for efficiency.
			Use tools and materials efficiently, avoid waste.	Be economical.
			Traceability of the products, evidence of what has been achieved	Keep the labels and markings of the materials used.

Safety and health at work	Observe safety, health and accident prevention regulations	Responsibilities of employees, employer and the manager	Report dangerous situations.	Work carefully, accept feedback from colleagues on safety issues	
		Ranking of preventive measures (elimination of risks, personal and collective protective equipment)			
		Training obligations			
	Working hygienically	Principles of general and personal hygiene	Apply the principles of general and personal hygiene.	To be aware of the importance of hygiene and to be active and proactive in this area.	
		Guidelines of the enterprise or organisation concerning cleanliness and hygiene	Apply the guidelines of the company or organisation with regard to cleanliness and hygiene.		
	Communicate about incidents, accidents and dangerous situations	Possible causes of damage on a construction site	Recognize potentially hazardous situations.	Be attentive.	
		The regulations governing the right to stop work (example: serious and immediate danger, reporting it to the employer immediately).	Follow the procedures.		
		The internal procedures of the company or organisation in relation to reporting 'of accidents or incidents, including those relating to violence or aggression' or any employment situation constituting a serious and immediate threat			
		'of any identified deficiency in the protection systems			
		The emergency number (police, fire brigade, ...)	Contact the appropriate services for the situation.		
	Using collective protective equipment	Knowledge of the different protective equipment (e.g. nets, safety barriers, etc.)	Use the collective protective equipment.	Understand the importance of using collective protective equipment, pay attention to situations where collective protective equipment is required.	
			Follow the instructions for use.		
	Use personal protective equipment (PPE).	The PPE (safety equipment and clothing) necessary for the exercise of the profession (protection of the face, hearing, head, hands, feet, breathing)	Wear PPE when necessary, check for the presence of PPE on site.	Be aware of any situation in which PPE must be worn.	
		The situations in which PPE must be worn			
		The safety signs related to the PPE (the road)	Apply the specific use instructions for PPE (gloves, safety glasses, safety glasses, etc.). Handle the PPEs with care. Maintain and inspect the PPE at regular intervals. Store the PPE correctly after use.	Ensure correct use of PPE.	
The correct use, maintenance and storage of PPE		Be responsible for the use and maintenance of your own PPE.			
Management of the specific risks	Treatment of hazardous products	The hazardous products with which you come into contact	Work with caution with hazardous products.	Work safely.	
		The way in which harmful dust can penetrate the body			
		The risks and regulations concerning the use of hazardous products	Store hazardous products carefully.		
		The rules for the storage of hazardous products			
		Safety signs, transport and product precautions	Reading and understanding the safety information. Read and interpret the danger symbols on the labels of hazardous products.		
	Treatment of asbestos	Regulations in case of accidents with dangerous products	Apply specific measures in case of accidents with dangerous products.	Be vigilant.	
		The different products containing asbestos	Recognize products containing asbestos during various manipulations.		
		The health risks of working with asbestos-containing products	Reacting correctly when asbestos is present (protection, notify the site manager, ...).		
	Means and techniques used to remove products containing asbestos	Means and techniques used to remove products containing asbestos		Work safely.	
	Managing emissions of wood and quartz dust	Risks due to exposure to wood and quartz dust and measures to reduce emissions and exposure	Use machines that reduce dust emissions. Provide aspirators and use them correctly. Use respiratory protective equipment correctly.	Work safely.	
	Managing electricity	Basic knowledge of electricity	Work with intact and safe electrical equipment	Work safely.	
		The risks of working with electricity and electrical appliances	Consult a qualified electrician for installation, repair and modification work.		
	Managing noise pollution	Sources of noise pollution in the environment	Ability to implement environmental protection measures.	Adopting a respectful attitude towards your environment and your colleagues.	
		The risks of high noise levels and prevention (collective measures against noise and hearing damage)	Use personal protective equipment.	Work safely.	
	Managing the risk of fire and explosion	The risks of fire and explosion and the associated prevention measures	Respect the preventive measures.	Work safely.	
		The types of fire	Respecting the priorities: alarm, evacuation, extinguishing energy sources, clearing access roads for the fire brigade, extinguishing the seat of fire, fighting the seat of fire.	Keep calm and react quickly.	
		The fire triangle			
		Procedures in case of fire			
		Instructions for extinguishing a fire			
	First aid				
	Working ergonomically	The risks of one-hand or bad postures	Offer help to colleagues to work ergonomically. Carry out the correct movements when lifting.	Adopting a respectful attitude towards your environment and your colleagues.	
		Lifting techniques and lifting equipment: the basic principles of safe load handling	Handle lifting equipment correctly for lifting.		Work safely.

Use of machinery and equipment	Use the material and the machines correctly.	The operation of machines and tools.	Only use machines and tools for their intended purpose. Select the machines or tools correctly.	Being considerations. Having an analytical mind.
		The risks and safety measures associated with the use of machinery and tools	Read and understand the safety instructions. Follow the safety instructions carefully. Wear suitable PPE. Never remove or disable the safety devices of the machines.	Work safely.
	Checking the machines and equipment	The condition of the machines and tools during normal operation	Check the proper functioning of tools and machines.	Having a critical mind.
		The different parts and the operation of the machines and tools Basic knowledge of hydraulics, mechanics, materials science and electricity.	Check the relevant operating parameters (fuel, pressure, temperature, ...).	
	Maintaining the machines and equipment.	Maintenance techniques, products used (oil, etc.) and tools used (key, pump, etc.) or minor maintenance.	Refill the oil. Lubricate the rotating parts. Perform minor replacements (dampers, fuses, ...).	Be practical.
	Cleaning the machines and equipment	Material cleaning techniques Products needed (for cleaning, disinfecting) and equipment (high-pressure cleaner)	Apply the material cleaning techniques. Use suitable products and materials.	Keep a clean and tidy work environment.
Organisation of the site	Installing the signage	The different means of closing off access to the site The different safety signs, markings and pictograms	Installing the fences. Respect the signs.	Work safely.
	Supply electricity	Basic knowledge of electricity	Connect the electrical equipment safely to the network. Use the generator when there is no network.	Work safely.
	Storing material and tools	The storage conditions of each material or tool	Store the material and tools in correct and safe conditions during and after work.	Pay attention to storage.
		Appropriate protective equipment against falling material and stored tools	Install appropriate protective equipment against falling material and stored tools. Handle and stack material with care at height.	Be responsible, do not work if the protections are missing.
	Keep a clean and tidy work environment		Keep the passages clear.	
		Materials and products used to clean the site	Remove the waste. Clean up the site after the activities.	Keep a clean and tidy work environment.
Working at height	Using ladders	Regulations, standards and prescriptions concerning safety in relation to ladders	Position a ladder correctly.	Do not place yourself in the event of dangerous situations.
		Conditions of use of ladders: only for light works or short duration and at restricted heights.	Use other means for working at height (ladders, work cage, etc.).	Work safely.
	Building and dismantling scaffolding	Regulations for the construction and admission of scaffolding	Apply the regulations for the construction and admission of scaffolding.	Report any defect in the protective equipment to the management.
		Rules for dismantling scaffolding	Apply the rules for dismantling scaffolding. Provide suitable access to the site.	Do not place yourself in the event of dangerous situations.
	Installing safety nets	Manufacturer's instructions	Use an elevator to place safety nets. Position them according to the regulations (minimum space under the nets, ...).	Work safely.
	Installing edge protection equipment	The different types of edge protection depending on the workplace to be closed	Install the appropriate edge protection.	Pay attention to the risk of falling.
	Using personal protective equipment	The personal protective equipment required for working at height (helmet, safety harness, etc.)	Check the presence of personal protective equipment on site.	Ensure its use.
			Install the anchors. Equip yourself properly.	
	Mounting and securing a height elevator	The requirements for the use of a construction lift and the manufacturer's instructions (standards, classes, stability)	Assemble the devices and stack the materials correctly. Handle a construction lift.	Check that the certification of the equipment is in order.
	Using a platform lift truck	Hazards and training requirements related to the use of these machines		Only authorised persons who have received the required training may use the AWP.
Working in an environmentally conscious way	Understand the energy performance of a building	The general principles of the energy performance of a building The consequences of poor insulation and ventilation placement		Be aware that any intervention in the building is important for the indoor climate and the global energy performance of the building.
	Respect waste management	Distinction between hazardous and non-hazardous products and waste	To protect the environment against pollution from certain materials and substances.	Be aware of the ecological importance and the possible environmental penalties that poor waste management can involve.
			Protect yourself and your colleagues from the harmfulness of certain materials and substances.	Be vigilant.
		Sorting categories (recyclable products, products to be disposed and/or specific directions of disposal, special case of asbestos)		Systematically collect the waste.
				Be determined to sort the waste.
			Organize and comply with waste sorting (bins, containers, etc.).	Ask for information if you have any doubts about the destination of the waste. Be vigilant.
		Importance of the role of the undertaking in sorting and recycling certain waste, and benefits for the undertaking itself and for the environment		If the container is full, take action.
		Knowing the risks of handling and the regulations concerning the disposal of asbestos-containing and other hazardous waste	Identify asbestos-containing and other hazardous waste products, separate them from other waste streams, pack and dispose them safely.	Work safely.
	Reduce water consumption	The regulations concerning the evacuation of water. Water is a non-renewable resource.	Efficient use of water for cleaning activities.	Economize and ecological awareness, being economical in the use of water.
	Optimizing energy consumption	The ecological, extractible or polluting nature of certain types of energy sources. Energy consumption on a construction site (generators, transport, machines, ...)	Efficient use of machines and tools.	Reflexes and a sense of responsibility (switching off energy consumers when not needed: lighting, heating, cooling, etc.); pursue instead of active cooling.

Table 18: List of technical schools for painting in Belgium

Ordinary secondary education BSO with study direction painting and decoration in the 2nd and 3rd degree			
Vrij gesubsidieerd onderwijs	Sint-Guido Instituut	Verheydenstraat	39 1070 ANDERLECHT
Vrij gesubsidieerd onderwijs	Technicum Noord-Antwerpen Bovenbouwschool	Londenstraat	4 3 2000 ANTWERPEN
Officieel gesubsidieerd onderwijs	Stedelijk Lyceum Cadix	Noorderlaan	52 2060 ANTWERPEN
Gemeenschapsonderwijs	GO! Busleyden Atheneum-campus Caputsteen	Frans Coeckelbergsstraat	22 2220 HEIST-OP-DEN-BERG
Vrij gesubsidieerd onderwijs	Sint-Lutgardis	Gasthuisstraat	3 2400 MOL
Vrij gesubsidieerd onderwijs	KOGEKA 2	Technische-Schoolstraat	52 2440 GEEL
Officieel gesubsidieerd onderwijs	Gesubsidieerd Technisch Instituut	Dieseghemlei	60 2640 MORTSEL
Gemeenschapsonderwijs	GO! Busleyden Atheneum-campus Caputsteen	Caputsteenstraat	51 2800 MECHELEN
Gemeenschapsonderwijs	GO! technisch atheneum 2	Vildersstraat	3 3500 HASSELT
Vrij gesubsidieerd onderwijs	Instituut Mariaburcht	Hasseltse dreef	115 3512 STEVOORT
Gemeenschapsonderwijs	GO! Maxwell	Stadsgraaf	22 3650 DILSEN-STOKKEM
Gemeenschapsonderwijs	GO! atheneum Mercurius	Mudakkers	25 3920 LOMMEL
Vrij gesubsidieerd onderwijs	Vrij Technisch Instituut	Zandstraat	138 8200 SINT-ANDRIES
Gemeenschapsonderwijs	GO! technisch atheneum	Rijzelstraat	7 8200 SINT-MICHIELS
Vrij gesubsidieerd onderwijs	Petrus & Paulus campus west VTI	Stuiverstraat	108 8400 OOSTENDE
Vrij gesubsidieerd onderwijs	Vrij Technisch Instituut 3	Beekstraat	21 8500 KORTRIJK
Gemeenschapsonderwijs	GO! athena campus Heule en campussen CLW	Guido Gezellelaan	10 8501 HEULE
Gemeenschapsonderwijs	GO! MSKA Roeselare	Groenestraat	170 8800 ROESELARE
Vrij gesubsidieerd onderwijs	Vrij Technisch Instituut 1	Leenstraat	32 8800 ROESELARE
Gemeenschapsonderwijs	KTA MoBi	Coupure	312 9000 GENT
Vrij gesubsidieerd onderwijs	EDUGO campus Glorieux	Sint-Jozefstraat	7 9041 OOSTAKKER
Vrij gesubsidieerd onderwijs	VLOT!	Prosper Thuysbaertlaan	1_A 9160 LOKEREN
Vrij gesubsidieerd onderwijs	Vrij Technisch Instituut	Sinte Annalaan	99_B 9300 AALST
Gemeenschapsonderwijs	GO! atheneum Herzele	Papiemolenstraat	103 9500 GERAARDSBERGEN
Gemeenschapsonderwijs	GO! Erasmusatheneum Deinze	Volhardinglaan	11 9800 DEINZE
List of adult education schools			
Taxandria cvo Turnhout		Boomgaardstraat	56 2300 Turnhout
Centrum voor Volwassenen onderwijs Sint-Lutgardis		Jozef Calasanzstraat	4 2400 Mol
Stedelijk centrum voor volwassenen onderwijs		Grotesteenweg	226 2600 Antwerpen
Centrum voor Volwassenen onderwijs Crescendo		Vaardijk	86 2800 Mechelen
Centrum voor Volwassenen onderwijs Qrios Noord		Rijksweg	357 3630 Maasmechelen
Provinciaal centrum voor volwassenen onderwijs Limburg		Europaplein	36 3630 Maasmechelen
Centrum voor Volwassenen onderwijs Vrij Technisch Instituut		Boeveriestraat	73 8000 Brugge
Centrum voor Volwassenen onderwijs Roeselare		Arme-Klarenstraat	40 8800 Roeselare
Centrum voor Volwassenen onderwijs MIRAS		Stationsstraat	25 8900 Ieper
Centrum voor Volwassenen onderwijs		Martelaarslaan	13 9000 Gent
centrum voor volwassenen onderwijs KISP		Industrieweg	228 9030 Gent
JANITOR - Centrum voor Volwassenen onderwijs		Noordlaan	32 9100 Sint-Niklaas
Provinciaal Centrum voor volwassenen onderwijs Scheldeland		Kerkstraat	16 9240 Zele
Centrum voor Volwassenen onderwijs Kisp - VTI Aalst		Sinte Annalaan	99 9300 Aalst
Centrum voor Volwassenen onderwijs KISP- VAZOV		Hoogstraat	22 9700 Oudenarde
Centrum voor Volwassenen onderwijs De Vlaamse Ardennen		Fortstraat	47 9700 Oudenarde
Part-time centers of professional secondary education with study direction painter-decorator			
Vrij gesubsidieerd onderwijs	Don Bosco Technisch Instituut	Guldendallaan	90 1150 SINT-PIETERS-WOLUWE
Vrij gesubsidieerd onderwijs	Don Bosco Technisch Instituut	Louis Vanbeverenstraat	14 1500 HALLE
Gemeenschapsonderwijs	GO! Spectrumschool	Ruggeveldlaan	496 2100 DEURNE
Vrij gesubsidieerd onderwijs	Vrij Technisch Instituut	Lieven Bauwensstraat	29 8200 SINT-ANDRIES
Gemeenschapsonderwijs	GO! Ensorinstituut	Schapenstraat	45 8400 OOSTENDE
Vrij gesubsidieerd onderwijs	Centrum Leren en Werken	Scheutistenlaan	8 8500 KORTRIJK
Gemeenschapsonderwijs	GO! athena campus Heule en campussen CLW	Pastoor De Beirstraat	7 8860 LENDELEDE
Gemeenschapsonderwijs	GO! talent Dendermonde	Alois De Beulelaan	17 9240 ZELE

2.2.2 Work-based learning

Apprenticeship

Vocational block release training is organised in three ways:

1. Block release education and training centres (Centre d'éducation et de formation en alternance – CEFA) in the French Community, Teilzeitunterrichtszenter in the German speaking Community and Centrum voor Deeltijds Onderwijs (CDO) in the Flemish Community. Students attend two days/week of classes at the centre and spend three days in an enterprise.
2. Industrial apprenticeship contract or apprenticeship contract for workers in employment.

3. Apprenticeship organised for the Associations representing SMEs, i.e. self-employed occupations (with practical training, in trade skills, commercial training and training for service occupations).

List of CEFA Centres - complementary training in painting decoration - Article 49 - Alternate secondary education

- Bruxelles-Capitale
 - Ixelles - CEFA - Centre scolaire Eperonniers-Mercelis
- Hainaut
 - Marchienne-Au-Pont - CEFA - Centre Educatif Communal Secondaire H. Dunant
 - Fontaine-L'evêque - CEFA - Institut D'enseignement Technique Sainte-Marie
 - Ath - CEFA - Institut Provincial D'enseignement Secondaire
 - Mons - CEFA - Institut Saint-Luc
- Liège
 - Seraing - CEFA - College Saint-Martin - I.S.M. Pairay
 - Seraing - CEFA - Ecole Polytechnique De Seraing - Enseignement De La Province De Liege
 - Verviers - CEFA - Ecole Polytechnique De Verviers - Enseignement De La Province De Liege
 - Liege - CEFA - Ville De Liege
- Namur
 - Tamines - CEFA - "Basse Sambre"
 - Dinant - CEFA - Communauté Scolaire Libre Georges Cousot
 - Saint-Servais - CEFA - Ecole Professionnelle

In Flanders, SYNTRA is the agency of the Flemish government that ensures and promotes quality, innovative and labour market-oriented competence development of young people and adults in function of more and more entrepreneurial activity in Flanders. The Agency acts as a neutral director of the work component in dual learning and facilitates and supports the various partners and parties in this field. The objective is to provide quality and sustainable workplaces.

http://www.onderwijsinbrussel.be/les-volgen/aanbod/scholen?field_onderwijsniveau=667

A new law has been voted in **Flanders**, permitting the Painting-Decorating apprentice to start in a WBL programme⁸. It has been applied since the school year 2017-2018.

The programme is very similar to the previous but gives to student wider possibilities in the Painting skills. He/she will have to learn everything about the Painting and Decorating and also wallpapering. The new programme foresees an involvement of the company where the WBL will take place. A mentor will have to be designated by the company. He/she will be continuously working together with the pupil.

The mentor has to follow a course to be able to assist and train the pupil while previously this was not at all needed. This programme is foreseen to have a 20 hours/week training in a company.

Another change introduced by the new legislation is the remuneration of the apprentices. Whether before each sector could determine the apprentice's remuneration, today the remuneration amount is fixed for all sectors combined (not only painting, but also carpentry, roof work,...)⁹.

In Wallonia there is the possibility to become Painter – Decorator by following the courses in the IFAPME and/or FOREM institutions.

⁸ http://onderwijs.vlaanderen.be/nl/decretenbundel-2018#Duaal_leren_en_aanloopfase

⁹ https://www.onderwijskiezer.be/v2/secundair/sec_duaal_leren.php

IFAPME is a public interest organization subsidized by Wallonia.

Among its missions, the main objective of IFAPME is to offer training in a multitude of professional sectors. The courses are organized on the basis of the alternation principle (courses in the Centre and practical training in companies).

<http://www.ifapme.be/formations-a-un-metier/trouver-une-formation-a-un-metier/catalogue-des- formations-a-un-metier/peintre-en-batiment-tapissier-poseur-de-revetements-des-murs-et-du-sol- apprentissage.html>

FOREM is the Wallonia Public Service for Employment and Professional Training.

<https://www.leforem.be/Horizonemploi/rome/42233.html>

List of IFAPME Centres in Belgium - training of Painter in building, upholsterer, wall and floor - Apprenticeship training

Libramont-Chevigny: Centre IFAPME Luxembourg - rue de la Scierie, 32 - Libramont

Charleroi: Chaussée de Lodelinsart, 417 - 6060 Gilly

Liège: Centre IFAPME Liège - Rue du Château Massart, 70 - 4000 Liège

Mons: Centre IFAPME MBC - Avenue du Tir, 79a - 7000 Mons

Namur: Centre IFAPME Namur-Brabant wallon - Rue Henri Lemaître, 69 - 5000 Namur

Verviers: IFAPME Centre of Verviers - Rue de Limbourg, 37 - 4800 Verviers

Table 19: List of FOREM Centres in Belgium

Section peinture – Centres Forem								
	centre	nom des formateurs	n°téléphon e	nom du responsable	tél	code postal	commune	Rue
1	centre de Tournai	Steve Podevyn		Carine Defrenne	069/881642	7500	Tournai	Rue du Moulin de Marvis, 9
2	centre de Chatelineau	Eric Cambier		Tamara De Meyere	071/242722	6200	Chatelineau	Rue du 11 Novembre, 83
3	centre de Namur	Etienne Massaer		Pascal Malaise	081/719804	5002	Saint Servais	Rue de la Pepinière, 87
4	centre de grâce hollogne	Jorge Martin		Daniel Chatelain	04/2476817	4460	Grace Hollogne	Rue de Wallonie, 21
5	centre de Tubize	Michel Elaerts		Eve-Marie Mosseray	067/895201	1480	Tubize	Rue de la filature
6	centre de Verviers	Bernard Saintviteux		Jean-Marie Gillis	0476/550285	4800	Ensival	Rue de Chapeliers, 128
7	Centre de Frameries	Philippe Coomans		Patricia Delannoy	065/613127	7080	Frameries	Route de Bavay, 92

List of other institutions providing training in the Painting sector

- **EFP - Rue de Stalle 292B - 1180 Bruxelles**
EFP's ambition is to become the number one organization for courses in the Brussels Region. With the main objective of offering quality training to young and old and encouraging their entrepreneurial spirit.
The alternation allows the apprenticeship of a profession via an internship and a practical and theoretical training.
- **Bruxelles Formation – bf.construction - Chaussée de Vilvorde 66 - 1120 Neder-Over-Heembeek**
It offers:
- qualifying courses in the fields of construction, eco-construction and professional cleaning for job seekers.
- short and tailor-made modules for workers at the request of sectors, sectoral funds or companies.
- **CDR_BRC - Avenue François Malherbe / François Malherbelaan 42 B-1070 Bruxelles / Brussel**
CDR Construction is the Professional Reference Centre Brussels for the construction sector. CDR Construction works in partnership with actors from the public sector and the Brussels private sector in the perspective of fostering employment in the construction sector in the Brussels-Capital Region.

Within WBL it is very important that the mentor is well trained in order to get a good result for the apprentice. The following link bring us to the training schedules for the mentor:

<http://mentor.constructiv.be/>.

Good mentoring training aims to provide employees with skills in guidance, coaching and training. There is a lot of knowledge, expertise and potential in every company. The transfer of this knowledge and skills is very important. Thanks to the mentor training in construction, experienced employees receive a number of important didactic and pedagogical tips to transfer the treasure of information.

Duration: 1 day

List of establishments organizing the training Upholsterer (garment worker) - Secondary level - Social advancement education

- *Institut Paul Hankar - Boulevard de l'Abattoir 50 / 1000 Bruxelles 02/279 51 50 - 02/279 51 59
hankar@brunette.brucity.be - <http://www.paulhankar.be>*
- *Institut d'Enseignement Technique Secondaire de Promotion Sociale, Boulevard Roullier 1 /6000 Charleroi 071/53 17 55 - 071/53 15 12 roberto.bruno@hainaut.be - <http://www.ietsps.be>*
- *Institut d'Enseignement de Promotion Sociale de la Communauté Française, Avenue du Roi Albert 643 / 7012 Jemappes 065/88 15 00 - 065/82 38 18 - iepscf.jemappes@skynet.be - <http://www.iepsjemappes.be>*
- *Institut Provincial des Arts et Métiers du Centre - Rue Paul Pastur 1, 7100 La Louvière -064/22 22 80 - 064/26 61 92 noella.mertens@hainaut.be - <http://amll.hainaut.be>*
- *Ecole Industrielle et Commerciale - Rue Verte 1 / 6530 Thuin 071/59 04 69 - 071/59 66 56
eicctm@gmx.fr, raymond.richard@skynet.be - <http://www.promsocthuin.be>
Powered by TCPDF (www.tcpdf.org)*

List of establishments organizing the training Painter - 5-6 Professional - Secondary education

- *Institut Diderot - Rue des Capucins 58 / 1000 Bruxelles 02/289 63 00 - 02/289 63 18
idid.capucins@brunette.brucity.be - <http://www.brunette.brucity.be/diderot/jour>*
- *Institut provincial d'enseignement Charles Delière - Rue des Archers 12, 7130 Binche
064/31 02 20 - 064/31 02 32 - infocharlesdeliere@gmail.com - <http://www.charlesdeliere.be>*
- *Institut Sainte-Anne - Rue Circulaire 5 / 6041 Gosselies, 071/25 82 20 - 071/25 82 21
direction@isagosselies.be, isa@isag.be - <http://www.isagosselies.be>*
- *Instituts Saint-Luc : Institut Saint-Luc et Institut technique Saint-Luc, Rue Saint-Luc 3 / 7000 Mons
065/33 71 21 - 065/31 15 57 direction@saint-luc-mons.be - <http://www.saint-luc-mons.be>*
- *Institut de la construction, des arts décoratifs et de l'infographie - ICADI - site Jonfosse - Rue Jonfosse 76 / 4000 Liège 04/222 07 33, 04/223 03 31 icadijonfosse@gmail.com, icadijonfeduatrice@yahoo.fr, sec.icadi@ecl.be - <http://www.icadi.eu>*
- *Collège Saint-André - site rue du Voisin - Rue du Voisin 124 / 5060 Avelais 071/26 00 60 - 071/26 05 13 info@collegesaintandre.be - <http://www.collegesaintandre.be>*

- *Communauté scolaire libre Georges Cousot - Place Roi Albert 1er 11
5500 Dinant 082/21 35 20, 082/21 35 23 - 082/21 35 29 info@cousot.net -
http://www.cousot.net /
Site web : http://www.icadi.be/*

List of establishments organizing complementary training in Painting decoration - 7 Professional - Secondary education

- *Institut de la construction, des arts décoratifs et de l'infographie - ICADI - site Jonfosse - Rue Jonfosse 76 / 04/222 07 33, 04/223 03 31 icadijonfosse@gmail.com, icadijonfeduatrice@yahoo.fr, sec.icadi@ecl.be - http://www.icadi.eu*
- *Institut de la construction, des arts décoratifs et de l'infographie - ICADI - site Pouplin
Rue Pouplin 27 / 4000 Liège 04/222 01 56 - 04/221 03 67 sec.icadi@ecl.be, icadijonfosse@gmail.com - http://www.icadi.eu*
- *Collège Saint-André - site rue du Voisin /- Rue du Voisin 124 / 5060 Auvelais
071/26 00 60 - 071/26 05 13 info@collegesaintandre.be - http://www.collegesaintandre.be*

2.2.3 Good practices and training examples

Building your Learning is an online library for Painters and other professions.

- <https://www.buildingyourlearning.be/search/&Profession=Schilder-decorateur&Language=Fran%C3%A7ais&LastFilter=Profession&Language=Nederlands>
- <https://www.buildingyourlearning.be/search/&Profession=Schilder-decorateur&Language=Fran%C3%A7ais,Nederlands&LastFilter=Profession>
- <https://www.buildingyourlearning.be/search/&Profession=Stukadoor,Dekvloerlegger,Tegelzetter,Natuursteenbewerker,Schilder-decorateur,Industrieel%20Schilder&Language=Nederlands>

Maak uw keuze ("Make your choice")

- <http://www.constructiv.be/nl-BE/Andere/Tewerkstelling/Beroepscompetentieprofielen.aspx>

2.2.4 Training tools examples

Comics

The aim of the comic book series "The adventures of painting company Robert" is to point out to the professional Painters some important items in the Painting profession.

The use of the comic book series is strongly recommended in school and educational centres to promote the Painting profession. In the meantime, 5 albums have already been released and the 6th album will be released in the course of 2019.



Figure 21: Training tool examples: comic book series



Figure 22: Training tool example: 6th album coming in 2019

2.2.5 Useful websites

- <https://www.buildingyourlearning.be/learningobject/4183/FR>
- <https://www.buildingyourlearning.be/search/&Profession=Peintre-d%C3%A9corateur&Language=Fran%C3%A7ais>
- http://www.constructiv.be/Constructiv/media/Publications/BCP-PCP/BCP-038_Schilder-decorateur_2017_for_web.pdf?ext=.pdf
- <https://www.ivp-coatings.be/opleidingen/studenten.aspx>
- Initiative to promote the painting profession:
<http://www.schilderschool.be/>

2.3 Czech Republic

2.3.1 Education System and Vocational Education and Training

Education system

The Ministry of Education, Youth and Sports (MŠMT) is responsible for the National education system. The key responsibilities of the MŠMT include the development of the national education strategy and priorities. Schools are governed by the regions within the national education system. The Czech Republic has 14 administrative units called regions (NUTS 3).

A regional body of state administration is a regional authority which is responsible for the development of a regional long-term plan of education and a report on education in the region. It also allocates resources from the State budget to schools, covering pedagogical staff wages and direct educational costs.

All VET schools have a relatively high level of autonomy. School directors hold significant powers and are responsible for the preparation and implementation of school curricula based on approved national curricula, for the quality of pedagogical work and human resources policy, and for educational management and efficient use of financial resources.

The National Curricula under the responsibility of the MŠMT contains the minimum requirements for education stipulated by the State and are created for the fields of education. They are mainly focused on learning outcomes and key competences. Based on the National Curricula, upper-secondary schools design their own programmes (School educational programmes). The objective is to allow for a more flexible shaping of graduate profiles in line with regional needs, the development of the relevant field and the interests and capacities of students.

Ministry of Labour and Social Affairs (MPSV) is responsible for retraining under the auspices of the public employment service. Training provided within the public employment services is regulated by the Employment Act.

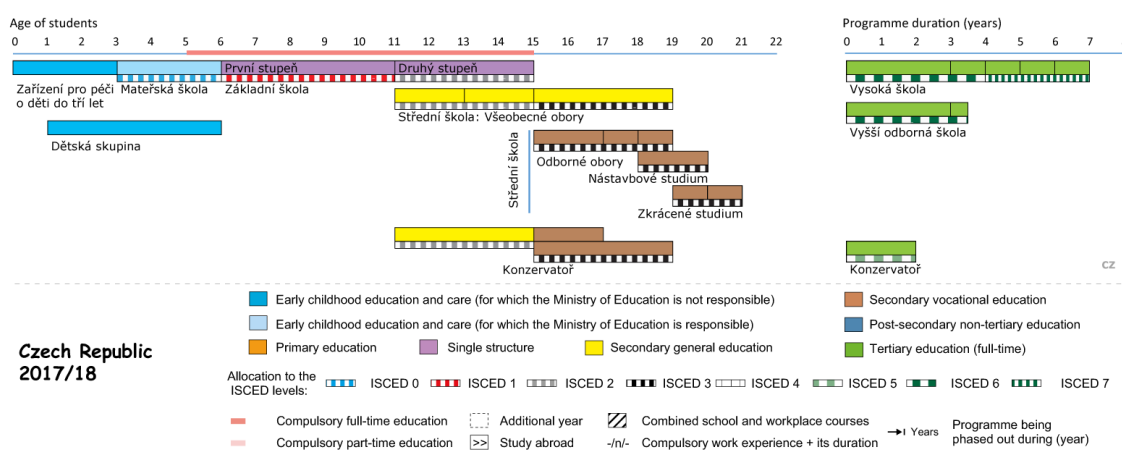


Figure 23: Structure of the National Education System¹⁰

Vocational education and training

Three-year vocational programmes enable graduates to perform manual work in the craft. They are usually provided by secondary vocational schools and include a final examination and a vocational certificate. Three-year vocational programme includes general subjects, vocational subjects and practical training. The minimum allocation of general and vocational subjects and practical training is

¹⁰ Source: Eurydice, 2017-2018: https://eacea.ec.europa.eu/national-policies/eurydice/content/czech-republic_en

defined by the National Curricula. Usually, general subjects are allocated 30-35% of the instruction time; vocational subjects 20-30% of the time and practical training 35-45%.

The pupils enter vocational education after completing the basic school, i.e. normally at the age of 15 (after concluding the nine-year compulsory education).

For vocational certificate courses, standardised final examination assignments have been under development since 2009. A uniform content for each study programme (e.g. painter, bricklayer, toolmaker, baker, hairdresser, etc.) is developed jointly by vocational school teachers and experts with practical experience. Since 2014/15, the use of uniform assignments is compulsory for all secondary schools. The regular update of topics for assignments as well as technical support is the responsibility of National Institute for Education (NÚV).

Schools are motivated to admit many students to reach higher funding levels (costs per capita), often causing lowering selection criteria and decreasing school quality. To oppose this trend, in 2016, a reform of regional school funding has been adopted by the Government. It introduces new criteria to determine the level of funding, such as the number of lessons taught, the number of children with special needs in the class, etc.

The field experts support continuous development of VET curricula and the implementation of the European tools, as the European Credit System for Vocational Education and Training – ECVET. A system of recognition and validation of learning outcomes has been developing during the past years. The legislative framework was created by the Act on Verification and Recognition of Further Education Results. To obtain vocational qualification, the applicant needs to demonstrate all competences listed in the qualification standard of the National Register of Qualifications.

Teachers and Trainers

VET teachers (teachers of vocational theoretical subjects, teachers of vocational training and teachers of practice) need to acquire tertiary pedagogical qualification. VET teachers must demonstrate their practice in the field and complement their pedagogical education.

Practical training instructors are exclusively employees of the company so the Act on Pedagogical Staff does not recognise them as pedagogues. Therefore, they do not need to have pedagogical training despite the fact they interact with learners.

Continuing education of VET teachers does not form a system: its contents or time scope are not centrally prescribed and education is managed individually by every school – the headmaster of the school is responsible for continuing professional development of pedagogical staff.

Legislative framework

Vocational education and training up to the level of tertiary professional school is governed by the Act on pre-school, basic, secondary, tertiary professional and other education – School Act. The Act on Pedagogical staff stipulates a definition of the position of pedagogical staff, lays down requirements for the performance of the occupation, as well as for the continuing training and career system¹¹.

2.3.2 Work-based learning

Apprenticeship

Under the School Act, the education provided by the secondary schools contains two parts – theoretical and practical education. Practical education is provided either in schools (e.g. practice in labs, school workshops, etc.) or in a real work environment (e.g. practical training in companies). Companies providing practical education conclude with the school the Agreement on the Contents and Range of Practical Training and Terms and Conditions of its Provision. Practical training takes place in school workshops or in other environments, and ideally also in real companies. Its goal is to develop practical manual skills of the students at EQF 2 or 3 level.

¹¹ <http://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-od-1-9-2018>

Practical training is usually provided in the form of week-long cycles – one week of theoretical education at school and one week of practical training at the work place, but other schemes are also common. During the 3 years of the study, students usually experience various types of activities.

The minimum duration of practical training and work placement is defined by the Framework Educational Programme for particular field of study. Organisation of work placements is the responsibility of the school. During the period of the work placement, a pupil or student is not seen as an employee of the company where he/she carries out the practical education. The School Act, however, stipulates the right of the pupil/student to get remuneration for the work bringing income to the company where the work placement is carried out. The minimum monthly remuneration corresponds to 30% of the minimum wage.

The three-year vocational education programmes (ISCED 3C/EQF 3) concluded by a final examination and vocational certificate enable the graduates to enter directly the labour market and to perform manual work, craft and similar occupations.

Access to most vocational occupations is not legally defined, however employers usually ask for relevant formal VET qualification. Self-employed (usually craftsmen) require a formal qualification although it can be partly replaced by proof of work experience. The Trades Licensing Act has been amended and it stipulates that a set of vocational qualifications leading to a complete vocational qualification is sufficient for obtaining a trade's licence for the craft. The government is now dealing with the need for a Master examination to obtain a trade certificate.

Cooperation with social partners

According to the law, the final examination and the issuing of the vocational certificate must be supervised, checked and reviewed by an expert (member of the examination board) from an enterprise.

Social partners can influence vocational education at national and regional level particularly through co-operation on the preparation of curricula. Their representatives participate on the newly introduced uniform assignments for final examinations. Enhancing the role of employers and increasing their participation in VET is one of the current national priorities.

Financial incentives

There is no comprehensive system of financial incentives for VET participation of other partners.

Tax incentives were introduced at the end of 2014. Direct and indirect funding of secondary and tertiary vocational education by employers is deemed as a tax-deductible expense.

Enhanced possibility for schools to finance instructors from companies has been fostered by the amendment to the School Act of 2009. The schools may use part of the per capita labour costs to pay the employee of the company leading the practical training.

Some enterprises provide scholarships and other benefits to the students within the field of their interest. An agreement, that the benefiting student will work for the company after completion their studies, may be required.

List of Painting schools in Czech Republic

Table 20: List of vocational schools for the painting sector in Czech Republic

VET SCHOOLS	Number of students
SOŠ Jarov	40
OU a PrŠ Hlučín	28
SOU stavební Plzeň Borská	28
SŠ polytechnická Brno Jílová	22
Stř. průmysl. škola stav. Valašské Meziříčí	21
SŠ stavební a strojní Teplice	20
SŠT Přerov	19
SOŠ a SOU Nymburk	19
Střední škola živnostenská a ZŠ Planá	18
Gymnázium a SOŠ Podbořany	17
SŠ stavební a dřevozpracující Ostrava	17
Akademie řemesel Praha	17
Střední škola polytechnická, ČB	17
SPrŠ stavební Ústí nad Labem	15
ZŠ a OŠ Horšovský Týn	15
SOŠ Hustopeče	14
OU Cvrčovice	13
OU a PrŠ Brno Lomená	11
SOU Uherský Brod	10
OU Lipová	9
Vyšší odb. a Střední škola DAKOL Karviná	7
SŠ Trhové Sviny	6
St. průmysl. škola staveb. Havlíčkův Brod	6
SOŠ a SOU Třešť - Černovice	3
Total	392

2.3.3 Good practices and training examples

Activities from the national project financed from EU funds

a) Involvement of expert practitioners in teaching

The activity is intended for a school teacher and a practitioner from the company who collectively plan and implement 12 teaching hours during the 10 consecutive months in which the class is being taught. After each lesson, reflection will take place, including the evaluation of the methods used and the impact on the educational processes and the results of the pupils.

<https://www.youtube.com/watch?v=qfrl6Jn62wc>

<http://www.cechmal.cz/index.php?cmd=item&id=1268&menuID=299>

b) Teacher training at the company

The cooperation consists in passing the internship of a selected teacher from the VET school to the host employer company for 40 hours within 10 days. The teacher does not have to attend one-time course (40 hours of internship may not be completed in 10 consecutive days). Activity can be realized throughout the school year.

2.3.4 Training tools examples

Comics

www.zerobarvy.cz/img/vychova/01/komiks_01_str01.jpg

http://www.zerobarvy.cz/img/vychova/02/komiks_02_str02.jpg

Learning library

<https://ejilova.publi.cz/>

Presentation of the Painting trade by the National Institute for Education

<http://www.infoabsolvent.cz/VideoObory/Video/3941H01>

Teaching of Painters with the help of mobile applications.

These apps are free to download on Play Store:

- RAL Color
- Real Color Mixer RGB Tool
- Scanner App
- Color Harmonizer
- Color Harmony
- Color Analyzer
- Paint Color Decorating
- Color Scanner
- Paint Tester
- Paint Color Decorating
- Pantone for Printing
- PRIMALEX
- Dulux Visualizer CZ

2.3.5 Useful websites

- Eurydice, 2017-2018:
https://eacea.ec.europa.eu/national-policies/eurydice/content/czech-republic_en
- School Act:
<http://www.msmt.cz/dokumenty-3/skolsky-zakon-ve-zneni-ucinnem-od-1-9-2018>

2.4 Germany

2.4.1 Education System and Vocational Education and Training

Education system

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:

1. Early Childhood Education
2. Primary Education
3. Secondary Education
4. Tertiary Education
5. Further Education

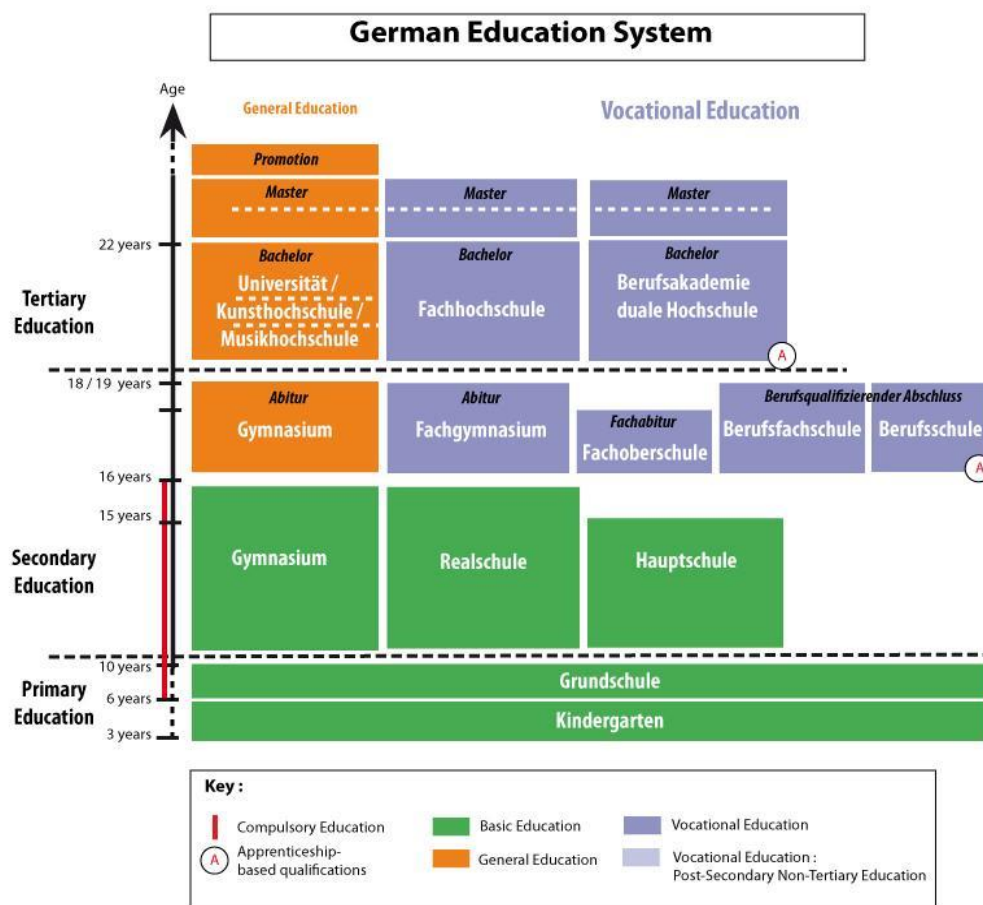


Figure 24: German education system

Vocational education and training¹²

The German vocational education and training system, also known as the dual training system, is characterized by its combination of theory and training embedded in a real-life work environment. The dual system is firmly established in the German education system. The main characteristic of the dual system is cooperation between mainly small and medium sized companies, on the one hand, and publicly funded vocational schools, on the other. This cooperation is regulated by law. Trainees in the dual system typically spend part of each week at a vocational school and the other part in a company, or they may spend longer periods at each place before alternating. Dual training usually lasts two to three-and-a-half years.

The **Vocational Training Act of 1969**, which was amended in 2005¹³, lays down the foundation for the German apprenticeship system and thereby introduces the close alliance between the Federal Government, the federal states (the 'Länder') and companies with a view to providing young people with training in nationally recognized occupations which is then documented accordingly by means of a certificate issued by a competent body, i.e. a chamber of crafts and trades.

Additionally to the aforementioned Vocational Training Act, **the Crafts and Trade Code**¹⁴ is the second provision regulating the crafts and trades such as the painting craft. It regulates the exercise of crafts in the trades, the vocational education as well as further education in the crafts and the crafts self-administration.

Furthermore it determines which crafts are subject to authorisation for their autonomous operation. The painting and varnishing trade is one of these, that means only persons who are registered in the Register of Craftsmen are allowed to exercise the painting craft. For being registered the requirement is a proof of qualification which is the master craftsmen qualification.

Best form of recruitment for companies

Businesses that take part in the dual training scheme consider vocational training to be the best form of personnel recruitment. Companies which provide training not only save on recruitment costs but also avoid the risk of hiring the wrong employee for the job.

The main benefit for apprentices is that they receive market-relevant training that improves their chances on the labour market which is constantly evolving and upgrading skills in response to the latest innovations of the digital age while simultaneously broadening their social and democratic participation.

Continuous updating of training regulations

There are currently around 330 occupations requiring formal training in Germany. Employer organizations and trade unions are the drivers when it comes to updating and creating new training regulations and occupational profiles or modernizing further training regulations.

As a result, training, testing and certificates are standardized in all industries throughout the country. This ensures that all apprentices receive the same training regardless of region and company. Moreover, employers have trust in these certificates as they provide evidence of what an individual knows and is able to do.

¹² See <https://www.bmbf.de/en/the-german-vocational-training-system-2129.html>
https://www.bmbf.de/pub/Berufsbildungsbericht_2017_eng.pdf
See also <https://www.bpb.de/228391/das-duale-ausbildungssystem>
<https://www.bibb.de/dokumente/pdf/Berufsbildung-im-Deutschland.pdf>

¹³ See Vocational Training Act (Berufsbildungsgesetz – BBiG) of 23 March 2005 (Federal Law Gazette [BGBl.], Part I, p. 931) last amended by Article 22 of the Act of 25 July 2013 (Federal Law Gazette Part I p. 2749)
https://www.bmbf.de/pub/The_2005_Vocational_Training_Act.pdf
See also http://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=26096

¹⁴ Trade Code / Handwerksordnung <https://www.gesetze-im-internet.de/hwo/HwO.pdf>

The shared responsibility between government, employers and trade unions also helps in responding to emerging new challenges such as digital innovations like the Internet of Things which will have an increasing impact on manufacturing and the way work is organized.

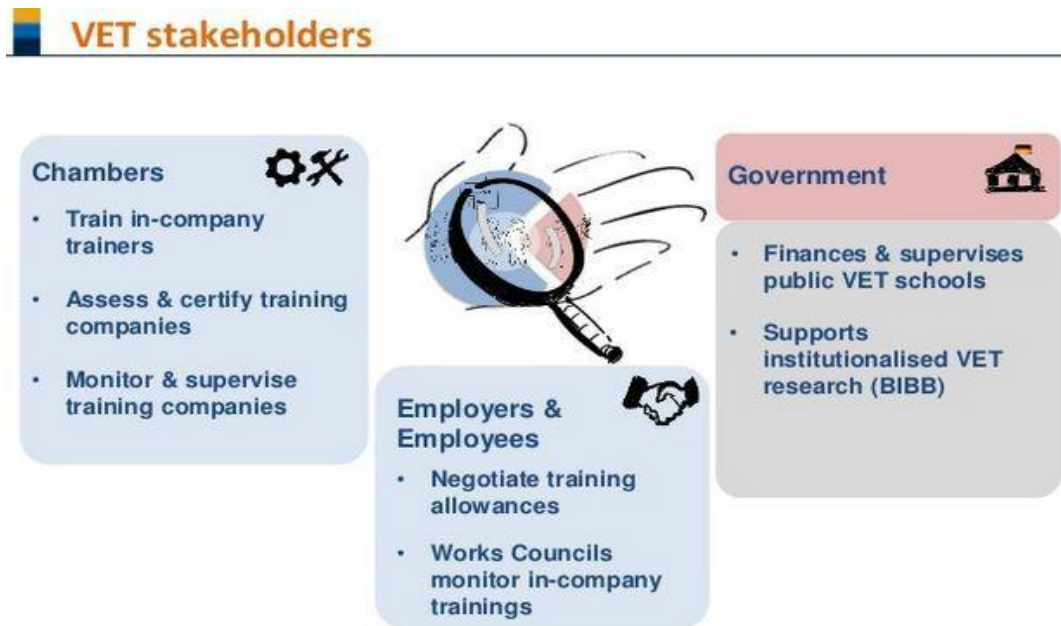


Figure 25: VET stakeholders

Challenges for the German Vocational Training System¹⁵

1) *Matching problems remain a central challenge*

The 2016 training balance reveals another rise in the number of unfilled company-based training places, proving that matching problems remain a central challenge for the training place market.

2) *Further fall in the number of companies providing training*

The number of companies offering training fell again. In 2015 it was 20.0 % (2014: 20.3 %).

3) *Interest of young women in dual training occupations continued to decline*

As in the previous year, the number of training contracts concluded with young women fell again in 2016 by 3,500 (–1.7 %) to 204,100.

Measures (depicting selected examples):

1) *Improving the transition into training*

Employers undertook in the Alliance for Initial and Further Training to increase the number of company-based training places compared with training places registered with the BA (Bachelor) in 2014 by 20,000.

In 2016 the BMBF¹⁶, BMAS¹⁷ and BA strengthened their joint “Educational chains leading to vocational qualifications” initiative to make it easier for young people to manage the transition from school into training through integrated mentoring instruments such as potential analyses, careers orientation programmes held over several weeks and individual career start coaching.

¹⁵ See “Report on Vocational Education and Training 2017”

https://www.bmbf.de/pub/Berufsbildungsbericht_2017_eng.pdf

¹⁶ Bundesministerium für Bildung und Forschung (BMBF) – Deutschland <https://www.bmbf.de/>

¹⁷ The Federal Ministry for Labour and Social Affairs (BMAS)

2) *Modernising vocational training*

The main attribute of good quality vocational training and further training is qualifications that are up-to-date and measure up to the current and foreseeably developing technical state of the art. Over the past 10 years almost half the training occupations in the area of initial vocational training have been modernised and 18 new ones created.

In 2016 the BMBF also launched its new “VET 4.0” initiative, which will rapidly orient vocational initial and further training towards the digitalisation of the economy. The modernisation process in the painting sector will be discussed in a later section.

3) *Increasing the attractiveness of training*

In 2016 the BMBF launched the national “You and your training – practically unbeatable!” information campaign, which addresses the specific target groups for training to improve the dual system’s image, enhance young people’s interest in it and motivate them to apply for dual training.

In 2010 the German Confederation of Skilled Crafts (ZDH) started a nationwide image campaign especially for the crafts¹⁸. This campaign aims at refocusing public interest on the crafts and presenting a modern and contemporary image of the crafts, especially to young people as possible future apprentices. Therefore it points out the various professional fields and career opportunities in the crafts and uses in particular Social Media like Facebook, Twitter, YouTube and Instagram in order to spread its message to the younger generation.

In the painting sector, the painters guild of Westphalia launched a similar image campaign called “Werde Maler”¹⁹ (“become a painter”) which has been adopted by two more guild associations, namely North-Rhine and Schleswig Holstein. It also aims at improving the image of the painting and cranishing craft and to attract more young people to the profession, but it does so at the level of the guilds. It connects painting guilds and improves their already existing networks. It also helps pooling resources as well as taking advantage of synergy effects from linking already existing efforts into a common coherent strategy.

4) *Initiatives to integrate young people from migrant backgrounds and refugees into education and training*

The Federal Government regards the current influx of migrants and refugees not only as a serious challenge but as an opportunity to secure a future supply of skilled staff by integrating them into training. At the same time, young people from migrant backgrounds, the children or grandchildren of the so-called “guest worker generation” who are seeking training, and disadvantaged groups of German nationals must continue to receive the support they need. The Federal, Länder and local governments and the BAMF²⁰, BA, Social Partners, companies and foundations implemented important measures to improve the integration of refugees into training and the labour market in 2016. As well as expanding the range of integration courses, their activities focused on providing additional careers orientation, vocational preparation, vocational training and post-qualification and retraining services.

¹⁸ See www.handwerk.de and <https://www.zdh.de/service/imagekampagne-handwerk/>

¹⁹ See <https://www.werde-maler.de>

²⁰ The Bundesamt für Migration und Flüchtlinge (Federal Office for Migration and Refugees, BAMF)

2.4.2 Work-based learning

Apprenticeship

The vocational education and training system in Germany assures the future of young people's education. The dual system forms the core element of vocational training and is usually of three years' duration. Teaching of the knowledge, skills and competences needed for an occupation is based on the typical requirements of work and business processes and prepares the trainees for a specific job. Every young person who has completed full-time compulsory school has access to dual training; there are no further requirements. This training pathway is characterised by two learning venues - companies and part-time vocational schools. In the company, the trainees acquire practical skills in a real working environment. On one or two days per week, the trainees attend part-time vocational school, where they are taught general and vocational knowledge related to their training occupation.

Training places are offered in public and private enterprises, in practices of the liberal professions and, to a very limited extend, also in private households²¹.

Table 21: Apprenticeship in Germany

Type of educational programme	Main economic sectors	Corresponding ISCED level and orientation	Balance between school- and work-based training	Average duration of studies	Transfer to other pathways	Admission requirement
Vocational Training	In every sector	3B	In average: 4 days a week in company, 1 day in VET school	Mostly 3 years	Specialized upper secondary programmes (ISCED 4), further vocational education programmes (ISCED 5B)	Finished compulsory full-time education, but no further requirements for access

Source: Hensen/Hippach-Schneider 2013.

In Germany there is a system of recognized training occupations or vocational education and training (VET) standards. The German term *Ausbildungsberuf* (training occupation) describes a key element of the training and education system which comprises a vocational education and training standard, occupational characteristics, a training plan of two or three years and a qualification frame. The standard defines the context and time frame of the training courses for the state-recognised occupations, like training specifications and assessment requirements. The Federal-Länder Coordination Committee for Vocational Training Regulations / Framework Curricula finally approves the new vocational training regulation and the framework curriculum that has been coordinated with it. Employers and trade unions jointly formulate the employment requirements for the standard. In the practice of vocational training, all cooperation is based on consensus; no regulations concerning initial or further vocational training may be issued against the declared will of either of the social partners. Thus, initiatives for vocational educational reforms either stem from the social partners or have to meet with their acceptance²².

Some data

1 federal association (BFGB) and 17 state ("Länder") guild associations of the painting and varnishing craft
 360 guilds
 40.818 painting contractors
 206.500 employees

²¹ CEDEFOP, REFERNET Germany, Kristina Hensen-Reifgens, Ute Hippach-Schneider, BIBB p.2

²² Hensen/Hippach-Schneider 2013, p. 30 ff

Average company size: 5 employees (65,5% have 1-4 employees)

Number of apprentices: 20.384 (Painter and varnisher: 14.250, vehicle varnisher: 4.903, building and object coater: 1.231)

Number of schools: 120²³

2 coordinated learning venues ("Dual") for each VET programme

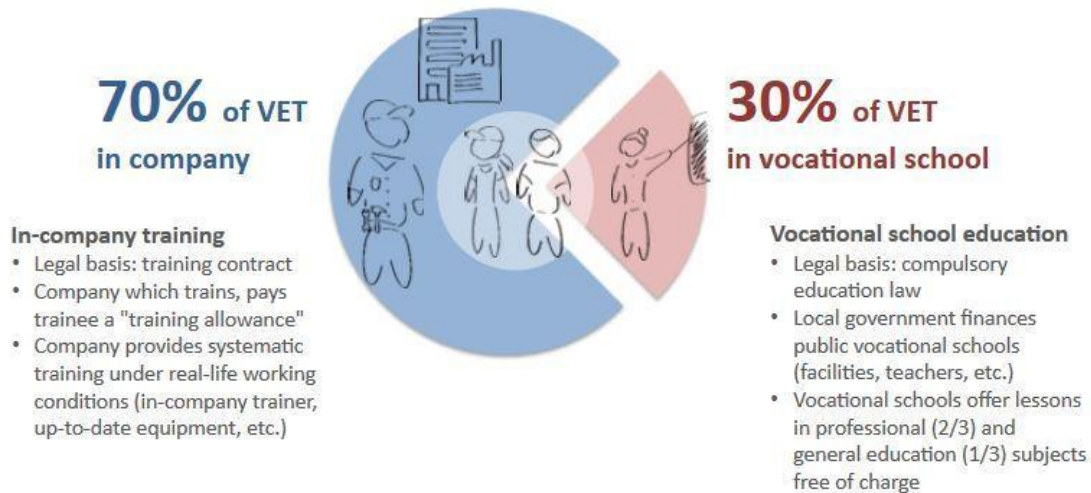


Figure 26: VET programme

Educational regulations and framework curriculum

Content, implementation and learning objectives of the vocational education of painters are laid down in the educational regulations (3rd July 2003)²⁴ and further specified as learning fields in the framework curriculum (16th May 2003)²⁵.

Being specified as aforementioned 4 different apprenticeships in the Painting sector are possible:

1. Building and object coater²⁶ (Bauten- und Objektbeschichter) – 2 years
2. Painter and varnisher – specialising in building and corrosion protection²⁷ (Fachrichtung Bauten- und Korrosionsschutz) – 3 years
3. Painter and varnisher – specialising in design and maintenance²⁸ (Maler und Lackierer - Fachrichtung Gestaltung und Instandhaltung) – 3 years
4. Painter and varnisher – specialising in church painting and the preservation of historical monuments²⁹ (Maler und Lackierer - Fachrichtung Kirchenmalerei und Denkmalpflege) – 3 years

Building and object coater – 2 years

²³ See <https://www.farbe.de/verband/schulen/>

²⁴ <https://www.bibb.de/tools/berufesuche/index.php/regulation/maler-und-lackierergewerbe.pdf>

²⁵ <http://www.kmk.org/fileadmin/pdf/Bildung/BeruflicheBildung/rlp/MalerLackierer.pdf>

²⁶ See https://www.bibb.de/tools/berufesuche/index.php/certificate_supplement/en/bauten_und_objektbeschichter_e.pdf
<https://www.bibb.de/de/berufeinfo.php/profile/apprenticeship/100316>

²⁷ See

https://www.bibb.de/tools/berufesuche/index.php/certificate_supplement/en/maler_und_lackierer_fr_bauten_korrosionsschutz_e.pdf

<https://www.bibb.de/de/berufeinfo.php/profile/apprenticeship/56rt4738>

²⁸ See : <https://www.bibb.de/de/berufeinfo.php/profile/apprenticeship/67453455>

²⁹ See: <https://www.bibb.de/de/berufeinfo.php/profile/apprenticeship/67584z57>

Profile of skills and competences

- Carry out work in an autonomous and customer-oriented manner on the basis of work orders working both alone and as part of a team
- Plan and coordinate work
- Set up workplaces
- Stipulate stages of work steps and materials required and initiate safety, health and safety at work and environmental protection measures at the workplace
- Conduct discussions with customers
- Check the quality of work for any errors in execution and document work
- Check and evaluate underlying surfaces and prepare such surfaces for coating
- Carry out protective measures for surfaces and objects not to be treated
- Treat, cover, coat and design surfaces
- Maintain and repair surfaces
- Carry out finishing and installation works
- Carry out plastering, insulation and dry wall works
- Conduct measurements and document results
- Select implements, tools, machines and equipment for the job at hand, set up operate and maintain machines
- Erect and dismantle temporary scaffolding
- Operate vertical lift working platforms, set up and maintain hoists and conveyors
- Process materials and components.

Range of occupations accessible to graduates

Building and object coaters mainly work at craft trade companies in the painting and varnishing branch, particularly for firms specialising in facade and interior design.

Access to next level of education / training

Painter and varnisher, master craftsman qualification in painting and varnishing

Painter and varnisher – specialising in building and corrosion protection³⁰ – 3 years

Profile of skills and competences

- Work autonomously and in a customer-oriented way to execute works on the basis of work orders, carry out planning and design works either alone or as part of a team and coordinate work with other trades
- Plan work, set up workplaces
- Stipulate stages of work steps and materials and components required and initiate safety, health and safety at work and environmental protection measures at the workplace
- Conduct discussions with customers
- Check the quality of the work for any errors in execution, document works
- Carry out quality assurance measures and hand over work to customer
- Record materials and time used and invoice for services provided
- Check and evaluate underlying surfaces and prepare such surfaces for coating
- Carry out protective measures for surfaces and objects not to be treated
- Treat, cover, coat and design surfaces
- Maintain and repair surfaces
- Carry out finishing and installation works, carry out plastering, insulation and dry wall works
- Conduct measurements and document results

³⁰ See: <https://www.bibb.de/de/berufeinfo.php/profile/apprenticeship/56rt4738>

- Select, set up, operate and maintain implements, tools, machines and equipment for the job at hand
- Process materials and components
- Erect and dismantle temporary scaffolding
- Operate vertical lift working platforms, set up and maintain hoists and conveyors
- Set up, operate and maintain blasting plants
- Construct housings and casings
- Maintain buildings and plants and carry out repair works
- Carry out corrosion and concrete protection measures
- Carry out fire protection and insulation measures
- Produce safety and street markings

Range of occupations accessible to graduates

Painters and varnishers specialising in building and corrosion protection mainly work at painting and varnishing companies within the craft trades sector specialising in corrosion protection. They work on a range of different construction sites in commercial construction or in the industrial and plant construction sector.

Access to next level of education / training

Master craftsman qualification in painting and varnishing

Painter and varnisher – specialising in design and maintenance³¹ – 3 years

Profile of skills and competences

- Work autonomously and in a customer oriented way to execute works on the basis of work orders, carry out planning and design works either alone or as part of a team and coordinate work with other trades
- Plan work, set up workplaces
- Stipulate stages of work steps and materials and components required and initiate safety, health and safety at work and environmental protection measures at the workplace
- Conduct discussions with customers
- Check the quality of the work for any errors in execution, document works
- Carry out quality assurance measures and hand over work to customer
- Record materials and time used and invoice for services provided
- Check and evaluate underlying surfaces and prepare such surfaces for coating
- Carry out protective measures for surfaces and objects not to be treated
- Treat, cover, coat and design surfaces
- Maintain and repair surfaces
- Carry out finishing and installation works, carry out plastering, insulation and dry wall works
- Conduct measurements and document results
- Select, set up, operate and maintain implements, tools, machines and equipment for the job at hand
- Erect and dismantle temporary scaffolding
- Operate vertical lift working platforms, set up and maintain hoists and conveyors
- Process materials and components
- Apply ceiling, wall and floor coverings

³¹ See:

https://www.bibb.de/tools/berufesuche/index.php/certificate_supplement/en/maler_und_lackierer_fr_gestaltung_instandhaltung_e.pdf

- Draw up and implement plans for room and facade design
- Produce lettering and signs
- Carry out energy efficiency measures
- Carry out wood and building protection measures

Range of occupations accessible to graduates

Painters and varnisher specialising in design and maintenance mainly work for painting companies in the craft trades sector and for firms specialising in facade and interior design. They may also find employment with companies which carry out restoration works. They work on a range of different construction sites such as in the private and public sectors, in residential and commercial construction or in the industrial and plant construction sector.

Access to next level of education / training

Master craftsman qualification in painting and varnishing

Painter and varnisher – specialising in church painting and the preservation of historical monuments³² – 3 years

Profile of skills and competences

- Work autonomously and in a customer-oriented way to execute works on the basis of work orders, carry out planning and design works either alone or as part of a team and coordinate work with other trades
- Plan work, set up workplaces
- Stipulate stages of work steps and materials and components required and initiate safety, health and safety at work and environmental protection measures at the workplace
- Conduct discussions with customers
- Check the quality of the work for any errors in execution, document works
- Carry out quality assurance measures and hand over work to customer
- Record materials and time used and invoice for services provided
- Check and evaluate underlying surfaces and prepare such surfaces for coating
- Carry out protective measures for surfaces and objects not to be treated
- Treat, cover, coat and design surfaces
- Maintain and repair surfaces
- Carry out finishing and installation works, carry out plastering, stucco, insulation and dry wall works
- Conduct measurements and document results
- Select, set up, operate and maintain implements, tools, machines and equipment for the job at hand
- Process materials and components
- Erect and dismantle temporary scaffolding, operate vertical lift working platforms, set up and maintain hoists and conveyors
- Produce work and coating materials in accordance with historical recipes
- Carry out historical and design working techniques, produce reconstructions and reproductions
- Carry out repair measures within the scope of the preservation of historical monuments

³² See:

https://www.bibb.de/tools/berufesuche/index.php/certificate_supplement/en/maler_und_lackierer_fr_kirchenmalerei_e.pdf

Range of occupations accessible to graduates

Painter and varnisher specialising in church painting and the preservation of historical monuments work for painting companies in the craft trades sector, in workshops specialising in church painting and restoration and for firms specialising in facade and interior design.

Access to next level of education / training

Master craftsman qualification in painting and varnishing

Reforms and developments

The **reform of a training occupation** within the dual system in accordance with § 4 para. 1 of the Vocational Training Act (BBiG) and § 25 para. 1 of the Crafts and Trade Code (HwO) is initiated due to corresponding needs in the economy. The process is started in most cases by the trade associations, the top-level employers' organisations, the trade unions and the Federal Institute for Vocational Education and Training (BIBB).

In the case of the German painting sector a reform of the training occupation is planned by amending the training regulations and thereby establishing two new specialisations for painters and varnishers. This reform aims at increasing the attractiveness of the painter and varnisher profession while maintaining the apprenticeship's high quality.

Planned amendment of the apprenticeship (training regulations) for painters and varnishers³³

The amendment will introduce two new specialisations for painters and varnishers:

- 1) Energy efficiency and design technique
- 2) Mounting technology and surface design

This modernisation of the painting apprenticeship is a reaction to new challenges and tasks for the painting sector in general. It addresses content-related and technical developments in the professional praxis and thereby adapts the training regulations (latest revision: 2003) to these new circumstances. This means that the structure and training contents will be revised, if necessarily.

In the face of the ongoing energy revolution competences regarding energetic restoration for the sake of energy saving and the reduction of carbon-dioxide become more important for painters and varnishers. In the last few years also the state of art for energetic restoration developed rapidly so that the training regulations have to keep up with such changes. These developments should be recognized by the new specialization in "energy efficiency and design technique". The specialisation in "mounting technology and surface design" further reacts on increasing activities in this area of the profession and aims at apprentices who like to focus on this work like finery, moulding, dry construction and glazing.

2.4.3 Good practices and training examples

Good practices

In response to the question – "Do you have any examples of 'good practice', or suggestions relating to WBL that could be shared with other countries?" from the aforementioned WP2 questionnaire the following information was given and supplemented by additional desk research.

A variety of different programs, measures and courses are offered and executed in order to further strengthen the work-based learning.

Orientation for entering the profession and advise on career opportunities and paths

Enter into the vocational education

³³ The amendment process is still running and will be finished at the earliest in 2020.

Seminar on the personal start in the vocational education for apprentices. Dealing with communications training, personal target planning, self/external assessment, team building etc.
https://www.farbe-hessen.de/aktuell/termindetails/?no_cache=1&tx_sfeventmgt_pievent%5Bevent%5D=469&tx_sfeventmgt_pievent%5Baction%5D=detail&tx_sfeventmgt_pievent%5Bcontroller%5D=Event:

Training and education (improving the regular training and education)

“Farbcurriculum”

Various training examples, practical exercises and the associated learning fields are presented on the so-called “Farbcurriculum” website and interactive platform.

<http://www.nibis.de/~fabe-we/>
<https://farbcurr.nline.nibis.de/nibis.php>

Training course

Mandatory part of the apprenticeship complementing the company-based training. Teaching content are vocationally specific practical skills and knowledge. It helps to guarantee the high quality of the apprenticeship and the equivalent level of training of the apprentices with different company and school backgrounds. Additionally, it is directed at ensuring the adaptability to technical and economic changes something that especially small training enterprises often aren’t capable to do.

<http://www.malerinnung-muenchen.de/ausbildung/ausbildungsberufe/was-ist-eine-uelu/>

Further training and education (giving opportunities for acquiring new and additional skills, techniques etc. and higher qualifications)

Advanced course

Aiming at highly talented and motivated apprentices in the third apprenticeship year who are interested in acquiring voluntarily additional knowledge such as new and special painting techniques.

<http://www.malerinnung-muenchen.de/ausbildung/ausbildungsberufe/leistungskurs-fuer-die-besten/>

Master craftsman training (German “Meister”)

After successfully completing the apprenticeship it is possible to acquire the German degree “Meister” by attending further training. Graduates, the so-called “Meister” are allowed to start their own business in the painting craft and to educate apprentices.

<http://www.malerinnung-muenchen.de/meisterschule/mvk-maler-und-lackierer/kursinformationen/>

Promotion circle for young painters

Seminar for young painters (younger than 35 years) dealing with traditional handcrafting techniques and their application.

<https://www.farbe-rhein-main.de/ausbildung/montagsmaler/>

Exchange programs (especially focusing on strengthening social and personal skills)

Erasmus+ project in Romania

Promoting cross-border cooperation and intercultural exchange and thereby the European idea this project is providing a unique opportunity for apprentices to broaden their minds and to work in intercultural contexts and teams.

<https://www.maler-lackierer-bayern.de/aktuell/nachricht/artikel/rumaenienprojekt-lehrlingsbaustelle-martinsdorf-rumaenien-im-rahmen-des-eu-gefoerderten-erasmus/>

Apprentice exchange (Germany-Austria)

Exchange of apprentices between Germany and Austria. Benefits are skills development, exchange of ideas and views, establish contacts and getting to know manifold professional activities.

<https://www.farbe-hessen.de/aktuell/nachricht/artikel/sto-stiftung-startet-deutsch-oesterreichisches-azubi-austauschprojekt-in-fulda-und-hamburg/>

Erasmus+ further training in Schlanders/Italy „Fassmalerei auf Holzmasken“

Addressing primarily trainers who are actively engaged in the apprenticeship training.

https://www.farbe-bw.de/aktuell/termindetails/?no_cache=1&tx_sfeventmgt_pievent%5Bevent%5D=473&tx_sfeventmgt_pievent%5Baction%5D=detail&tx_sfeventmgt_pievent%5Bcontroller%5D=Event

Apprentice exchange (Germany-Austria)

Exchange of apprentices between Germany and Austria. Benefits are skills development, exchange of ideas and views, establish contacts and getting to know manifold professional activities:

<https://www.farbe-hessen.de/aktuell/nachricht/artikel/sto-stiftung-startet-deutsch-oesterreichisches-azubi-austauschprojekt-in-fulda-und-hamburg/>

Prices and competitions for apprentices (honouring outstanding and highly motivated apprentices and thereby showcasing the painters profession)

National painting team

The national painting team is a nationwide support initiative for the best young talents. Highly skilled and motivated young painters and varnishers get the opportunity to become part of the team and receive an intensive further education there. The members are selected by nationwide selection procedures: An excellent final examination and the successful participation at competitions at the level of Chamber of Crafts and state level allows them to qualify for the federal painting competition. The three first-placed painters become members of the national team. As such they are able to prepare and qualify for the European Championships.

<https://www.farbe.de/unsere-themen/ausbildung/ausbildung/maler-nationalteam/>

Apprentice of the month

Search for personalities who act as role models for craft training influencing other apprentices and advertising media. Apprentices in the second and third apprenticeship year can be suggested by their employers. Conditions are a good performance in the apprenticeship (company + vocational school), motivation, reliability, ability to work in a team and customer orientation as well as voluntary work and engagement in the guild or association.

<https://www.farbe-hessen.de/aktuell/nachricht/artikel/lehrling-des-monats-gesucht/>

Promotion circle for young painters

Seminar for young painters (younger than 35 years) dealing with traditional handcrafting techniques and their application:

<https://www.farbe-rhein-main.de/ausbildung/montagsmaler/>

2.4.4 Training tools examples

Training examples

Various training examples, practical exercises and the associated learning fields are presented in the so-called “Farbcurriculum”:

<http://www.nibis.de/~fabe-we/>

<https://farbcurr.nline.nibis.de/nibis.php>

Videos depicting the occupational profile and the daily work of Painters:

<https://www.werde-maler.de/videos/>

Picture series showing the professional activities of Painters:

<https://www.werde-maler.de/beruf/>

Additional information:

<https://www.farbenberufe.de/>

[2.4.5 Useful websites](#)

- Vocational Education and Training:
<https://www.bmbf.de/en/the-german-vocational-training-system-2129.html>
https://www.bmbf.de/pub/Berufsbildungsbericht_2017_eng.pdf
<https://www.bpb.de/228391/das-duale-ausbildungssystem>
<https://www.bibb.de/dokumente/pdf/Berufsbildung-im-Deutschland.pdf>
- Educational regulations (Ausbildungsordnung) “Verordnung über die Berufsausbildung im Maler- und Lackierergewerbe” (3rd July 2003):
<https://www.bibb.de/tools/berufesuche/index.php/regulation/maler-und-lackierergewerbe.pdf>
- Framework curriculum (Rahmenlehrplan) “Rahmenlehrplan für den Ausbildungsberuf Maler und Lackierer/Malerin und Lackiererin Bauten- und Objektbeschichter/Bauten- und Objektbeschichterin” (16th May 2003):
<http://www.kmk.org/fileadmin/pdf/Bildung/BeruflicheBildung/rlp/MalerLackierer.pdf>
- Report on Vocational Education and Training 2017:
https://www.bmbf.de/pub/Berufsbildungsbericht_2017_eng.pdf
- Bundesinstitut für Berufsbildung (BIBB) – Deutschland:
www.bibb.de
- Vocational Training Act (Berufsbildungsgesetz – BBiG) of 23 March 2005:
https://www.bmbf.de/pub/The_2005_Vocational_Training_Act.pdf
http://www.ilo.org/dyn/natlex/natlex4.detail?p_lang=en&p_isn=26096
- Trade Code/ Handwerksordnung:
www.gesetze-im-internet.de/hwo/HwO.pdf

2.5 Slovenia

2.5.1 Education System and Vocational Education and Training

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.

The State acts as founder of public:

- upper secondary schools
- short cycle higher education colleges
- higher education institutions
- educational institutions for SEN (Special Educational Needs) children
- residence halls for students
- supporting professional institutes in education

The Municipality acts as founder of public:

- kinder gardens
- basic schools (single structure primary and lower secondary education)
- residence halls for pupils
- music schools
- adult education organisations

Public institutions are State controlled by appointment of representatives to governance bodies, public funding, salary system, adoption of common rules and guidelines of public service, centrally adopted curricula. The providers of public service are under supervision of the school inspectorate. The governance body of public kinder gardens and schools is the council and the management body is the head teacher, who is also a pedagogical leader. Teachers enjoy professional autonomy and the head teacher has the autonomy in accordance with requirements to employ teachers of own choice. As specified by the Constitution of the Republic of Slovenia, there is a guarantee of freedom of choice in education and autonomy of higher education institutions.

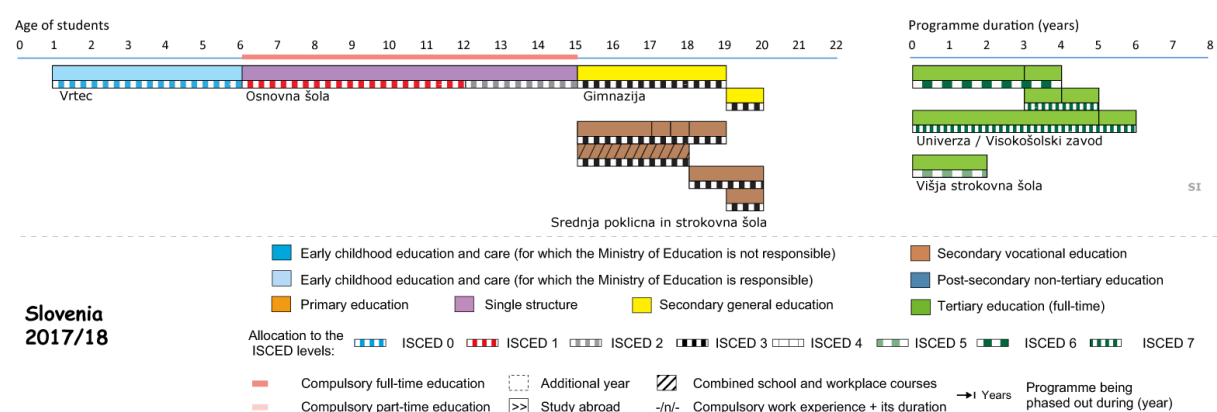


Figure 27: Structure of the National Education System³⁴

³⁴ Source: Eurydice 2017-2018: https://eacea.ec.europa.eu/national-policies/eurydice/content/slovenia_en

Stages of the Education System

The Slovenian education system is organised into several levels of education:

- ***Pre-school education***

Pre-school education is optional and encompasses the centre-based early general pre-school education and care. Children can enrol as early as at the age of 11 months and attend it until they start basic school.

- ***Compulsory basic education***

Compulsory basic education is organized in a single-structure 9-year basic school attended by pupils aged 6 to 15 years.

- ***Upper secondary education***

Upper secondary education takes 2 to 5 years (typical age of students: 15-19). Educational programmes include vocational, professional and gymnasias (general) programmes.

- ***Tertiary education***

Tertiary education includes short-cycle higher vocational education and higher education study programmes. First cycle higher education programmes encompass professional and academic study programmes (typical age of students: 19-22). Short-cycle higher vocational education is provided by higher vocational colleges that offer 2-year vocational education (typical age of students: 19-21). The first, second and third cycle study programmes are offered by public or private universities and single higher education institutions.

In Slovenia, almost half of all people aged 19 to 24 is enrolled in tertiary education. Majority of them (85% in 2015/16) are full-time students and do not pay tuition fees. The public agency for quality assurance in higher education (SQAA) was founded in 2009 and Registered in the European Register of Quality Assurance Agencies in Higher Education (EQUAR) in 2013. SQAA is a part of European system of quality assurance in higher education since 2013, its roles include accreditation of higher education institutions and study programmes and external evaluation of higher education institutions and study programmes.

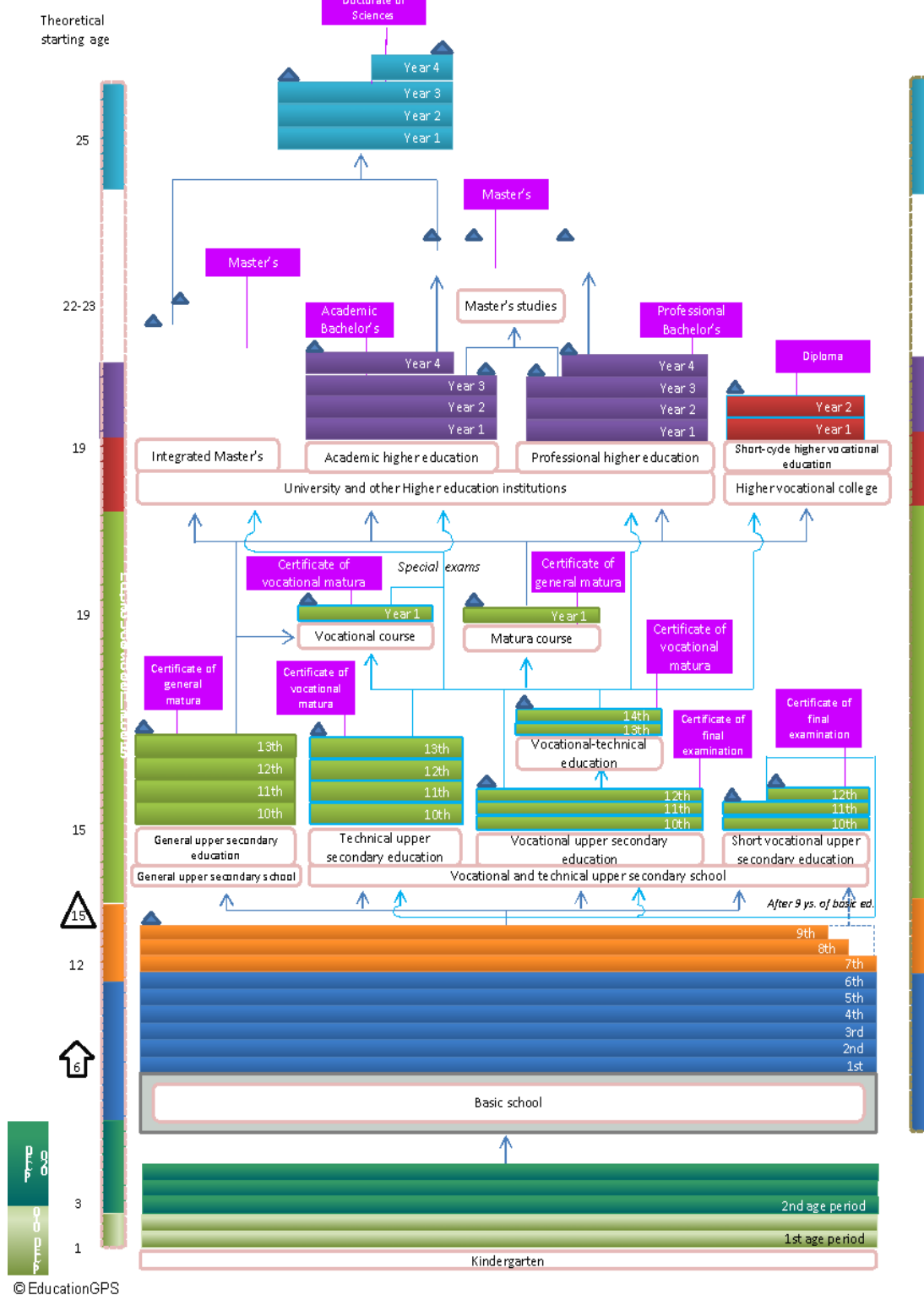


Figure 28: Structure of the education system in Slovenia^{35 36}

³⁵ Source: OECD (2012-13), "Slovenia: Overview of the education system", OECD Education GPS:

http://gpseducation.oecd.org/Content/MapOfEducationSystem/SVN/SVN_2011_EN.pdf

<http://www.oecd.org/slovenia/Education-Policy-Outlook-Country-Profile-Slovenia.pdf>

³⁶ Link: Video Presentation of the Slovenian education system

<https://www.youtube.com/watch?v=slZhc8F57wM&feature=youtu.be>

Upper-secondary and post-secondary non-tertiary education

After the compulsory basic education of 9 years comes the upper-secondary education. The upper-secondary education takes 2 to 5 years. As a rule, the upper-secondary education welcomes 15-year old.

Main objectives of the upper-secondary education in Slovenia are to allow as many persons as possible to attain:

- general educational qualification and an occupation
- the highest level of creativity possible
- the highest possible level of educational qualification
- inclusion in the European integration processes

The upper-secondary education encompasses general education, i.e. different types of gymnasias programmes (SI) and the Matura course, and vocational and technical education:

- general education is aimed at attaining knowledge and skills needed to continue the education at university
- vocational and technical education is aimed at attaining an occupation needed to enter the labour market and technical education to get the qualifications needed to continue education in non-university tertiary education programmes

The upper-secondary education is provided by upper-secondary schools. The schools may be specialised in the provision of a single programme type (*i.e. gimnazija*) or provide several programmes; they may be single-type organisations or by reason of diversification of programmes and size, they may be organised as school centres with several organisational units.

The system of upper-secondary education is centralised: decisions on founding and financing of upper-secondary schools and approving and allocating education programmes are adopted at the national level. However, schools and teachers enjoy autonomy (subject to regulations) in concretising teaching content, choosing teaching methods, staffing and managing employment relationships, as well as enrolling new students.

Relevant law

- *Organization and Financing of Education Act* (EN) specifies the requirements for the provision of education activities and the form of management and funding of such activities
- *Gimnazije Act* (SI) governs education in general and technical *gimnazija* which enable students to gain access to further education at universities upon completion of the general Matura examination
- *Vocational Education Act* (SI) governs education leading to qualification of short-cycle and upper-secondary education, technical upper-secondary education, as well as in-service training
- *Apprenticeship Act* (SI) governs the apprenticeship as a form of upper secondary vocational education and training and programmes of continuous professional and vocational education and training
- *Matura Act* (SI) governs the completion of education within the general and technical upper-secondary education and specifies the content of the general Matura and vocational Matura, composition and competences of the Matura bodies, and procedure for the completion of Matura; *Placement of Children with Special Needs Act* (SI) governs the guidance of children and youth with special educational needs within the education process and lays down the manner and form of education provision
- *Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education* (SI) specifies the implementation of special rights of the indigenous Italian and Hungarian ethnic communities
- *School Meals Act* (SI) specifies the organisation and subsidizing of school nutrition

Schools

- Secondary technical school for construction and gymnasium Maribor
<http://gradbena.si/programi/>
- Secondary economic, service and construction school - School centre of Kranj
<http://www.sckranj.si/sesgs/izobrazevalni-programi.html>

National reform

- Acceptance of Vocational and Professional Education Act (ZPSI-1) (Official Journal of the Republic of Slovenia, No. 79/06) - <https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/74689>

2.5.2 Work-based learning

For the implementation of work-based learning a contract has to be signed. In higher vocational programmes there is one type of learning contract, signed by the school, company and student. In vocational upper secondary programmes there are two types of learning contract:

1. Individual learning contract, between the employer and student (or parents/his legal guardian);
2. Collective learning contract, which is more common, between the employer, school and student (or his parents).

Individual learning contract allows for increasing the amount of work-based learning in the company, thereby decreasing the amount of practical training in the school. If the individual learning contract is signed, in the second year pupil will have to pass a midterm test of practical skills. A learning contract contains the responsibilities and obligations of parties, duration and programme of work-based learning. The latter defines competences the student shall develop and acquire in each year and this is prepared by school. If the company can implement only a part of the program due to the narrow area of expertise, the rest shall be carried out in some other company or in the intercompany training centre. It should be pointed out that learning contract are not contracts of employment. (CEDEFOP ReferNet Slovenia 2014, p. 5)

- Vocational and Professional Education Act (ZPSI-1) (Official Journal of the Republic of Slovenia, No. 79/06) – <https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/74689>
- Rulebook on the Verification and Management of the Register of Learning Places and on the Deletion from the Register (Official Gazette of the Republic of Slovenia, No. 26/03) – <https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/41430>
- Law on Organization and Funding of Education and Training (official consolidated text) (ZOFVI-UPB5) (Official Gazette of the Republic of Slovenia, 16/07) – <https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/78530>
- Correct norms and standards for the implementation of educational programs for the closure of vocational and secondary professional education (Official Gazette of the Republic of Slovenia, No. 76/03, 78/04, 85/06, 100/07, 67/08) – <https://www.uradni-list.si/glasilo-uradni-list-rs/vsebina/44725>

2.5.3 Good practices and training examples

- Traditional humanitarian Painting campaign

www.ozs.si/Ponudba/Novice/Novinarskosredi%C5%A1%C4%8De/Podrobnostnovice/tabid/1501/ArticleId/4830/Default.aspx

www.ozs.si/Za%C4%8dlane/Sekcijeinodbori/Sekcijaslikopleskarjevfasaderjevin%C4%8drkoslik/Aktualnoizsekcije/Podrobnostnovice/tabid/1532/ArticleId/4484/Default.aspx

- Health and Safety – OiRA (Online Interactive Risk Assessment) and NpZdM (health promotion plan at the workplace) for painters and facades
www.ozs.si/Za%C4%8dlane/Sekcijeinodbori/Sekcijaslikopleskarjevfasaderjevin%C4%8drkoslik/Aktualnoizsekcije/Podrobnostnovice/tabid/1532/ArticleId/4435/Default.aspx
- JUB Academy
www.jub.si/o-podjetju/tehnolosko-raziskovalni-center-jub
- Competition of Painters
www.vzgojni-zavod-verzej.si/fotogalerija/mednarodna-humanitarna-akcija-in-19-tekmovanje-slikopleskarjev-slovenije-foto
- Academy RIGIPS-KNAUF
www.knaufinsulation.si/?_ga=2.118665353.1495178527.1545543387-23619318.1545543387
- Apprenticeship system
www.ozs.si/Za%C4%8Dlane/Vajeni%C5%A1tvo.aspx
www.ozs.si/obrtnik/Aktualna%C5%A1tevilka.aspx
- Various promotions at public events
www.ozs.si/Za%C4%8dlane/Izobrazevalnicenter/Poklicnoizobrazevanje/Promocijapoklicev.aspx
- Description and promotion of profession
www.ess.gov.si/ncips/cips/opisi_poklicev/opis_poklica?Kljuc=3370&Filter,%20http://gradbena.si/programi/srednje-poklicno-izobrazevanje/slikopleskar-crkoslikar/,%20
www.youtube.com/watch?v=ovVUXoE1qcU

2.5.4 Training tools examples

Some examples from Slovenian Painting industry:

- www.youtube.com/watch?v=t14uX_zN_9w
- www.youtube.com/watch?v=M_Yfre4n2KM
- www.youtube.com/watch?v=9ADko2M9uZA
- www.youtube.com/watch?v=2Rzub54CCvY
- www.youtube.com/watch?v=7vJPdcmFagE
- www.youtube.com/watch?v=u7b-Tca9QtE
- www.zima.si/vodnik-po-izdelkih/1327-slikopleskarski-copici/

2.5.5 Useful websites

- National Education System Eurydice 2017-2018:
https://eacea.ec.europa.eu/national-policies/eurydice/content/slovenia_en

- OECD (2012-13), "Slovenia: Overview of the education system", OECD Education GPS:
http://gpseducation.oecd.org/Content/MapOfEducationSystem/SVN/SVN_2011_EN.pdf;
<http://www.oecd.org/slovenia/Education-Policy-Outlook-Country-Profile-Slovenia.pdf>

2.6 United Kingdom

2.6.1 Education System and Vocational Education and Training

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 UK education system is also split into "key stages" which breaks down as follows:

- Key Stage 1: 5 to 7 years old
- Key Stage 2: 7 to 11 years old
- Key Stage 3: 11 to 14 years old
- Key Stage 4: 14 to 16 years old

Students are assessed at the end of each stage.

Primary Education

Primary education begins in the UK at age 5 and continues until age 11, comprising Key Stages 1 and 2 under the UK educational system.

Secondary Education

From age 11 to 16, students will enter secondary school for Key Stages 3 and 4 and the most important assessment occurs at age 16 when students pursue their GCSE's or General Certificate of Secondary Education.

Once students complete their GCSE's they have the choice to go into further education and then potential higher education, or finish school and go into the working world.

Primary and secondary education is mandatory until the age of 16. After this age, education is optional.

Further Education

Once a student finishes secondary education, he/she has the option to extend into further education to take his/her A-Levels, GNVQ's (General National Vocational Qualification), BTEC's (Business and Technology Education Council) or other such qualifications. UK students planning to go to college or university must complete further education.

Higher Education

The UK has a wide variety of higher education opportunities with over 100 universities offering various degree programmes for students from the UK and around the world.

In the UK about one-third of all students go on to some form of higher education and this number is well over 50% for students from Scotland.

Most undergraduate degree programmes take 3 years to finish; however, the "sandwich course" is increasing in popularity, which is 4 years and involves 1 year in the workplace (normally in your 3rd year). In Scotland the courses are 4 years in length for undergraduate programmes.

For graduate or master's programmes they are generally shorter in length and undertaken after graduation of the undergraduate programme. Some professional degrees like medicine, veterinary, law etc. have longer programmes that can be as much as 5 years.

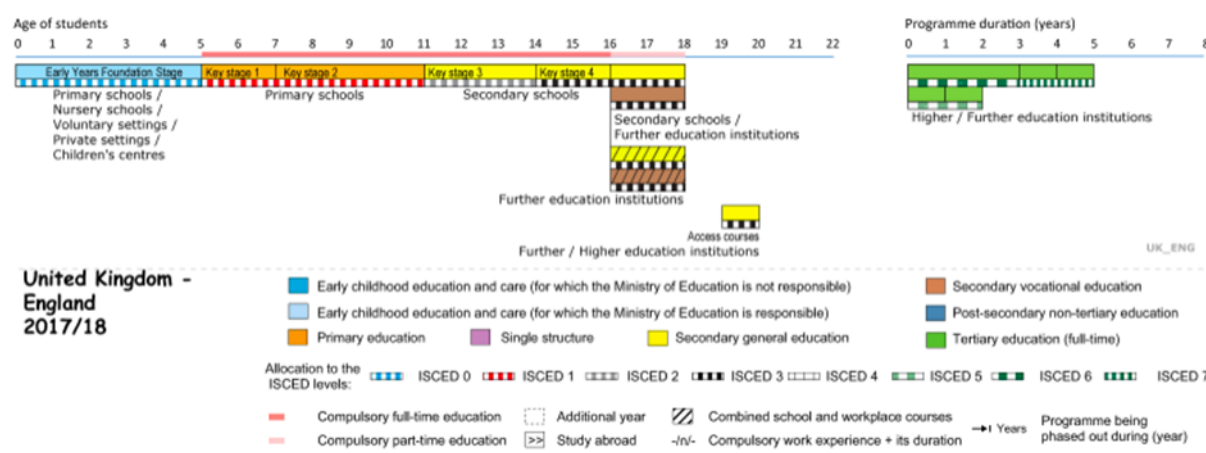


Figure 29: Structure of the National Education System – England Overview³⁷

Additional Note:

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.

2.6.2 Work-based learning

Apprenticeship

The definition given by the National Apprenticeship Service (NAS) is:

- 1) An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience, along with functional and personal skills, required for their immediate job and future career. These are acquired through a mix of learning in the workplace, formal off the job training and the opportunity to practice and embed new skills in a real work context. This broader mix differentiates the Apprenticeship experience from training delivered to meet narrowly focused job needs.
- 2) On completion of the Apprenticeship the apprentice must be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the industry.

To complete a Construction Apprenticeship, the apprentice must have been employed during the apprenticeship, have evidenced competence in the specified range of vocational skills and have an employed status at the time of completion.

³⁷ source: Eurydice 2017-2018: https://eacea.ec.europa.eu/national-policies/eurydice/content/united-kingdom-england_en

The core people involved in a Construction Apprenticeship are:

- Employer – the primary provider of learning in the workplace, and supports the apprentice through mentoring, learning and payment of wages
- Apprentice – contributes to the productivity of the employer and undertakes the requisite learning
- Training provider – provides off-site tuition and administrative support to both the employer and apprentice (training providers can include colleges, training centres, manufacturers, suppliers and some employers)
- Government – provides a financial contribution to the training costs of the apprenticeship
- Managing agent – sets up and monitors the apprenticeship and obtains and distributes the government funding. The managing agent was traditionally the Construction Industry Training Board (CITB) but in more recent time it can also be the training provider or the employer (apprentices can choose not to have a managing agent)

The Intermediate (Level 2 over 2 years) and Advanced (Level 3 over 3 years) apprenticeships have been meeting the needs of employers since the mid 1990's and have been developed to help meet the identified skills priorities of the industry and for England by:

- Continuing to provide qualifications required by employers to help their business grow
- Providing a flexible entry route to attract applicants from under-represented groups
- Including literacy, numeracy, problem solving and employability skills to develop the confidence of apprentices to take with them throughout their working life
- Meeting the requirements of the Specification of Apprenticeship Standards for England (SASE)

The Apprenticeship Framework (or component parts) for 'Level 2 Decorative Finishing and Industrial Painting' or 'Level 3 Decorative Finishing', includes:

1. Employee Rights and Responsibilities (ERR)
2. Functional Skills in English, Maths and Information and Communications Technology (ICT)
3. Personal Learning and Thinking Skills
4. The occupational training or knowledge qualification (Level 2 Diploma in Painting and Decorating or Level 3 Diploma in Painting and Decorating) and
5. The competency qualification (Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations or Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating).

These qualify the person for one of the industry card schemes – essential for getting on-site.

The total number of guided learning hours (GLH), which includes both on-the-job and off-the-job guided learning, are as follows:

- Intermediate (Level 2) Decorative Finishing and Industrial Painting
953 GLH over a minimum period of 18 months; plus an additional 100 GLH for ERR induction and Functional Skills.
- Advanced (Level 3) Decorative Finishing (Painting and Decorating)
1314 GLH over a minimum period of 30 months; plus an additional 100 GLH for ERR induction and Functional Skills.

In greater detail:

Intermediate (Level 2) off-the-job learning will be comprised of:

- 45 GLH – Level 1 Functional Skill in Maths
- 45 GLH – Level 1 Functional Skill in English
- 10 GLH – ERR as an induction programme delivered at the start of the programme (mentoring and appraisals are built into the training GLH in each training qualification)

- 629 GLH – Decorative Finishing and Industrial Painting apprentices will attend a training centre (on block or day release) to learn how to apply paint by brush and roller or industrial spray methods (depending upon the chosen pathway) in a training environment. The decorative pathway covers the hanging of standard wall coverings as part of the training

Advanced (Level 3) off-the-job learning will be comprised of:

- 45 GLH – Level 2 Functional Skill in Maths
- 45 GLH – Level 2 Functional Skill in English
- 10 GLH – ERR as an induction programme delivered at the start of the programme (mentoring and appraisals are built into the training GLH in each training qualification)
- 869 GLH – Decorative Finishing (Painting and Decorating) apprentices will attend a training centre (on block or day release) to learn how to prepare background surfaces for painting and decorating, to apply paint to complex surfaces by brush and roller, to hang wall coverings to complex surfaces and to apply coatings by spray method in a training environment

A Traditional Apprenticeship combines studying at a Further Education College or Training Provider with experience on-site over a 2 to 3 years period (or 4 years in Scotland). This is the most common way to get qualified and is available across the UK.

The Construction Industry Training Board (CITB) funds the training with a grant of up to £10,250 (available to eligible employers registered with them) and employers in England may also be able to claim £1,500 from the National Apprenticeship Service if they have not recruited an apprentice in the last 12 months. The Apprenticeship Grant for Employers is available in addition to any grants from CITB, to help pay the apprentice's wages.

CITB also has a Shared Apprenticeship Scheme, which is a new approach to training and promises more opportunities for young people and businesses in construction. Apprentices get a variety of on-site experience by working on high-profile projects for more than one employer, as well as completing a full Level 3 Apprenticeship.

The apprentice is employed by the Shared Apprenticeship Scheme, so employment responsibilities are taken care of and employers are only charged for the time the apprentice is with them. It is appropriate for employers who have identified a training opportunity within their company for an apprentice but cannot commit to the long-term employment of that apprentice, and are committed to giving apprentices an opportunity to learn and progress. At the end of the scheme, or at any point during it, an employer has the option to take over the apprentice's employment – adding a fully-trained person to their workforce.

There is also the CITB Work Experience Construction Programme. This matches employers with local students and supports them throughout with a dedicated Apprenticeship Officer.

A work experience placement can last for up to 6 weeks (the duration varies between England, Scotland and Wales), giving the student time to pick up some skills and the employer the chance to see what potential they have.

Eligible employers will also receive a payment of up to £200 to support costs incurred for providing the work experience placement (i.e. for PPE etc.). There is no cost to the employer, though some companies do give the applicant a small amount to cover travel costs, but this is entirely optional. CITB staff will complete the majority of the paperwork, and on completion of the evaluation at the end of the placement the £200 will be processed for payment automatically.

The work experience candidate, although unpaid, will be covered by the employer organisation's Employer's Liability Insurance, like any member of staff.

The number of hours is normally agreed by the employer and candidate, but they should not work too much or without necessity. They should also not work more than 5 days in any consecutive 7-day period, and it is strongly recommended to not work more than a standard 8 hours per day.

Ideally the candidate will assist experienced tradespeople in the company, but the employer will need to have in mind their lack of experience that could bring to potential health and safety risks. The work experience candidate must be supervised all the time and must receive full health and safety guidelines at the beginning of the placement. Ideally, they would have a specific supervisor; however, this does not mean that they cannot work alongside other staff members.

Changes and the Future (in England)

The 2012 Richard Review into English apprenticeships reported that (i) the government should be encouraging more the apprenticeship (ii) significant changes were needed to increase provision and (iii) the importance of making apprenticeships more demanding and responsive to the employers' needs.

Since then, there has been a clear commitment of the government to replace the existing set of apprenticeship frameworks with employer-designed apprenticeship 'standards' that are more in line with the knowledge, skills and behaviours that employers are looking for. This is known as Trailblazer Apprenticeships.

One of the main changes in this approach is the transition from the 'framework apprenticeships' to the new 'standards-based apprenticeships' and how these apprenticeships are assessed. As well as helping employers design new apprenticeship standards, the government is turning off the apprenticeship frameworks, with the ambition that all apprenticeship starts will be on the new standards by 2020 and existing Frameworks are being withdrawn in batches.

Only the organisations on the new Register of Apprenticeship Training Organisations (RoATP) can offer training for new apprenticeships, and only organisations listed on the Register for Apprenticeship Assessment Organisations (RoAAO) can offer the end-point assessment services for specific apprenticeships.

In April 2017 the Institute for Apprenticeships was formed and that organisation is now the ultimate decision maker on approving apprenticeship standards and assessment plans. Under the Technical and Further Education Bill, the Institute for Apprenticeships remit will also include all technical education and will deliver reforms across both apprenticeship-based and college-based routes, ensuring a more consistent approach to high-quality technical and skills-based education.

Contents of the Current Painting & Decorating Training or Knowledge Qualifications

Level 2 Diploma in Painting and Decorating - The Units of Training taught as off-the-job guided learning, usually over 2 years.

CC 1001 Know how to and carry out safe working practices in construction

CC 2002 Knowledge and use of information, quantities and communicating with others 2

CC 2003 Knowledge and use of building methods and construction technology 2

CC 2019 Know how to and prepare surfaces for decoration 2

CC 2020 Know how to and apply paint systems by brush and roller 2

CC 2021 Know how to and apply standard papers to walls and ceilings

CC 2022 Know how to and produce specialist decorative finishes 2

CC 2023 Know how to and apply water-borne paint systems using high volume low pressure (HVL) spray equipment

CC 2024 Know how to and erect and dismantle access equipment and working platforms 2

Level 3 Diploma in Painting and Decorating - The Units of Training taught as off-the-job guided learning, usually over 3 years.

CC 1001 Know how to and carry out safe working practices in construction

CC 3002 Knowledge and use of information, quantities and communicating with others 3
 CC 3003 Knowledge and use of building methods and construction technology 3
 CC 2024 Know how to and erect and dismantle access equipment and working platforms 2
 CC 3014 Know how to and apply paint systems by brush and roller 3
 CC 3015 Know how to and apply hangings to walls and ceilings
 CC 3016 Know how to and produce specialist decorative finishes 3
 CC 3017K Know how to and carry out specialist architectural feature work
 CC 3018 Know how to and apply water-borne paint systems using airless equipment
 CC 3050 Know how to and prepare surfaces for decoration 3

Contents of the new Trailblazer Apprenticeship

The employers developing the new Trailblazer Apprenticeship agreed the training Standard (content) in September 2015; although the full scheme was finally approved in June 2018, it has not yet been delivered as discussion regarding external quality assurance of the scheme is still ongoing.

The agreed Standard can be found at <https://www.instituteforapprenticeships.org/apprenticeship-standards/painter-and-decorator/>.

2.6.3 Good practices and training examples

From the 'In Paint' WP2 questionnaire on 'Improving the Painting Industry's Work Based Learning', the following information was given in response to the question –

"Do you have any examples of 'good practice', or suggestions relating to WBL that could be shared with other countries?"

- Constant feedback with Apprentice and Mentor
- Allow Apprentices the opportunity to experience as much as possible when working on site
- Monitoring / checking good working practice of Apprentices should include using the proper Personal Protective Equipment (PPE), safe working at height – scaffold versus ladder etc. and showing respect to the customer's house and belongings
- Formal Apprenticeships
- Induction to the Painting company and to each site
- Finding the right student (Apprentice) for the right employer is important; some students work well in small companies, other progress further in large companies
- The importance of doing a period of work experience (before starting the Apprenticeship)
- A College platform for recording WBL is evidenced on a purpose-built E-portfolio called One File. The system records all assessments in the workplace, tracks the Learner journey and demonstrates progression and performance criteria that is required to achieve the minimum standards
- A blend of electronic portfolio and paper-based portfolios work well to suit individual differences in learning
- A College finds that good relationships with employers, and flexibility of delivery and assessment works well
- During quieter times of the year, Apprentices come to College more often to get ahead, and then when employers are busy, College attendance may be less
- Sharing apprentices with other employers for short periods helps accelerate course times, as some evidence is infrequent in occurrence

From the same questionnaire, in response to the question –

"For Painting Contractors who employ Apprentices – How much time and effort do you give to monitoring and supporting the progress of Apprentices' Painting Craft skills?"

- Bi-annual 1:1; 4 apprentice developments meetings a year – both 'in house'
- 'On the job' coaching/tool box talks

- Day to day communication is between the Apprentice and Painters they work with, plus regular inspection of their work
- College attendance and performance is monitored
- A lot, as I have a small business and have the chance because we work on an almost 1:1 basis
- Day to day progress!
- 80% of their working week; that is not to say we couldn't do much better as the Apprentice's workload is dependent on the job they are carrying out at that time and that drives the variety etc.
- I did a 1:1 with all my employees as it is critical for them to be valued and for safety reason

2.6.4 Training tools examples

Over many years, the PDA-Painting and Decorating Association has worked in partnership with the CITB-Construction Industry Training Board to develop the content, practical delivery programmes and end of year / qualification assessments. However, these materials are owned and copyrighted by the CITB and are only available to their approved delivery organisations, so unfortunately, we are unable to share this information.

Some other examples provided by teachers are:

- Interactive teaching resources e.g. www.nearpod.com/; <https://kahoot.com/>; <https://www.cityandguilds.com/what-we-offer/centres/improving-teaching-learning/smartscreen#sheets>
- Replicate the 'Train the Painter' modules - as per the Institute of Corrosion (ICorr) <https://www.icorr.org/training-qualifications-2/> and <http://www.icats-training.org/>
- Weblinks to - Industry Standards of Work e.g. (British Standards) BS 8000-12: Workmanship on building sites – Code of practice for decorative wallcoverings and painting; BS 6150: Painting of Buildings <https://www.bsigroup.com/en-GB/>
- Video' demonstrations by Craftsmen <https://www.handover.co.uk/apct-dvd-series>
- Support materials from a reputable company <https://www.handover.co.uk/tools-and-sundries/books-magazines-dvds>
- WorldSkills Standards <https://www.worldskills.org/what/projects/wsss/>
- Manufacturers or companies who provide specific training i.e. Lincrusta specialist wallcoverings <https://lincrusta.com/courses>

Text books commonly used in Colleges of Further Education:

1. The City & Guilds Textbooks -
Level 1 Diploma in Painting & Decorating (ISBN 978-0-85193-295-8)
Level 2 Diploma in Painting & Decorating (ISBN 978-0-85193-296-5)
2. Oxford University Press Textbooks –
Painting & Decorating Level 1 (ISBN 978-1-4085-2695-8)
Painting & Decorating Level 2 (ISBN 978-1-4085-2696-5)
Painting & Decorating Level 3 (ISBN 978-1-4085-2697-2)
3. Painting & Decorating by Roy Hughes (ISBN 0-7506-6737-0) covers Levels 1 and 2
4. Painting & Decorating by Derek Butterfield and others, 6th Edition (ISBN: 9781444335019)

2.6.5 Useful websites

- <http://www.afo.sscalliance.org/frameworks-library/index.cfm?id=FR04258>
- <https://www.citb.co.uk/qualifications-standards/apprentice-frameworks/>
- <https://www.citb.co.uk/citb-apprenticeships/>
- <https://www.goconstruct.org/>
- <http://www.hse.gov.uk/youngpeople/index.htm>
- <https://www.feadvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training>
- <https://www.instituteforapprenticeships.org/apprenticeship-standards/painter-and-decorator/>

2.8 Summary Part II

The following part provides a summary of the WBL apprentice education system of each country

Austria

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.

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 6. The advantage of dual training in Austria is the market-relevant integration of young skilled workers into the working environment and thus the relatively low youth unemployment.

Belgium

Education and training in Belgium are a regional matter and therefore treated by the 3 regions: Flanders, Wallonia and Brussels. On top of this complex situation these regions have several school groups who work individually.

During the vocational education and the dual training system the students acquire skills part-time by education at school or training centre and part-time by education on the work floor. Thus, the involvement of companies is bigger. A mentor needs to be appointed by the company. He/she continuously works with the student. The mentor needs to follow a course to be able to assist and train the student properly.

Schools and training centres in Belgium have been organizing dual learning since 1 September 2016³⁸.

However, the programme for the painting-decorating apprentice only started as from school year 2017-2018.

The evaluation of the student is done by the class council or the guidance team where also the mentor has a vote. Students in dual study programs can obtain at the end 2 types of study certificates: an educational qualification or a professional qualification.

³⁸ See http://onderwijs.vlaanderen.be/nl/decretenbundel-2018#Duaal_leren_en_aanloopfase

Czech Republic

The vocational education and training in Czech Republic is provided by the secondary vocational schools in two ways – theoretical and practical education. Practical education is provided either in schools (e.g. practice in labs, school workshops) or in a real work environment (e.g. practical training in companies). Companies providing practical education conclude with the school the Agreement on the Contents and Range of Practical Training and Terms and Conditions of its Provision. Its goal is to develop practical manual skills of the students at EQF 2 or 3 level.

Practical training is usually provided in the form of week-long cycles. During the 3 years of the study, pupils usually experience various types of operations.

The minimum duration of practical training and work placement is defined by the Framework Educational Program for particular field of study. Organisation of work placements is the responsibility of the school. During the period of the work placement, a pupil or student is not regarded as an employee of the company where he/she carries out the practical education.

The School Act, however, stipulates the right of the pupil/student to get remuneration for the work within the company. The minimum monthly remuneration is 30% of the minimum wage.

The three-year vocational education program (ISCED 3C/EQF 3) concluded by a final examination and a vocational certificate enable the graduates to enter directly the labour market and to perform manual work, craft and similar occupations.

Germany

The German vocational education and training system (dual training system) is characterized by its combination of theory and training embedded in a real-life work environment. The system is based on the Vocational Training Act of 1969, which was amended in 2005. The main characteristic of the dual system is cooperation between mainly small and medium sized companies, on the one hand, and publicly funded vocational schools, on the other. Trainees in the dual system typically spend part of each week at a vocational school and the other part at a company, or they may spend longer periods at each place before alternating. Training, testing and certificates are standardized in all trades and are regularly updated by employer organizations and trade unions by creating new training regulations or amending the existing ones. This ensures that all apprentices receive the same training regardless of region and company. Additionally, the apprentices benefit from receiving market-relevant training that improves their chances on the labour market which is constantly evolving. For businesses that take part in the dual training scheme, vocational training is the best form of personnel recruitment. Companies which provide training not only save on recruitment costs but also avoid the risk of hiring the wrong employee for the job.

Slovenia

The upper-secondary education encompasses general education: vocational (and technical) education is aimed at attaining an occupation needed to enter the labour market; and technical education at attaining qualifications needed to continue education in non-university tertiary education programmes, as well. The upper-secondary education is provided by upper secondary schools. The schools may provide several programmes; they may be single-type organisations or by reason of diversification of programmes and size, they may be organised as school centres with several organisational units.

Upper secondary vocational and technical education and training are divided into 20 broad technical/vocational fields within which several courses are available (for example: Building course contains also Painting, Construction, Ceramics Layer, Floor Layer, Carpenter, ...). Courses differ in their length (including number of credit points), admission criteria, options for the continuation of education, level of vocational standards for the specific profession and levels of qualification. All courses include general education for continuous personal development, environmental studies and

personal health care. Every vocational or technical course must also contain subjects aimed at: the development of communication skills; the development of knowledge and awareness, learning about national integrity, national identity, one's own cultural tradition as well as other cultures and civilisations, the development of talents and training for artistic expression and perception of arts. Courses must be provided at an internationally comparable level and must enable participants' involvement in the European labour market.

WBL programmes take part in all 3 years of education. Modules are spread on 3 year of education. Practical training with work at the employer is divided: 1st year = 3 weeks, 2nd year = 3 weeks and 3rd year = 18 weeks.

Since school year 2018/19 in Slovenia apprenticeship started also in the Painting sector.

The apprentice has now practical education at the employer (and not only at school), so 111 weeks are divided in 55 at school and 56 at the employer (640 + 912 hours).

United Kingdom

The current routes into Painting & Decorating are:

1) APPRENTICESHIPS

An Apprentice must be employed by a Painting & Decorating Contractor and will usually spend 1 day a week with a Training Provider (e.g. College of Further Education) and 4 days a week working on site for their employer.

There are two Apprenticeship levels either - 2 years to Level 2, or 3 years to Level 3 and the Apprenticeship Framework (or component parts) includes:

1. Employee Rights and Responsibilities (ERR)
2. Functional Skills in English, Maths and Information and Communications Technology (ICT)
3. Personal Learning and Thinking Skills
4. The *occupational training or knowledge qualification* (Level 2 Diploma in Painting and Decorating or Level 3 Diploma in Painting and Decorating)
5. The *competency qualification* (Level 2 NVQ Diploma in Decorative Finishing and Industrial Painting Occupations or Level 3 NVQ Diploma in Decorative Finishing – Painting and Decorating).

These qualify the person for one of the Construction Skills Certification Scheme (CSCS) industry cards – essential to be permitted to work 'on-site'.

It is possible for a young person to start on a Level 2 Apprenticeship, and on completion of this, extend it to a Level 3 if appropriate for them.

2) FULL-TIME LEARNER (5 days a week)

A full-time Learner undertakes the same occupational training qualification (Level 2 Diploma in Painting and Decorating) with a Training Provider, in simulated conditions. If they have not achieved Level 2 in Maths and English previously (when in compulsory secondary education) they have to improve to that level.

This course will take 2 years, after which they can progress to the Level 3 Diploma in Painting and Decorating for a further year's training or take up an Apprenticeship if available.

When the training qualification(s) is/are achieved, this person will have very little 'site experience' and so on gaining employment as a Painter & Decorator, they will have to develop the learned practical skills on site, and work to achieve the competency qualification.

Part III

Conclusions

The current document summarises the conclusions of the Desk Research and the survey activity.

It is a first guide to help to understand the complex systems of Painting Apprenticeships in six countries of the European Union with different VET traditions.

The report provides current information on:

- Vocational education and training (VET)
- Work-based learning (WBL)
- Examples of WBL good practices, training programmes and training tools
- Questionnaire
- Literature

The report includes also a review of scientific literature and documents relating to national policies and research results. The purpose was to get all existing tools together and to put them on a WBL Platform at the disposal of the higher number of Painting stakeholders.

The training systems of the partner countries are very different, increasing the difficulty of comparing the systems.

The education systems 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.

During the research it turned out that those systems with a long tradition of apprenticeship training show the advantages of a dual education system with the main focus on practice and a supporting school education. These systems have the advantage of a direct entry into working life and a lower youth unemployment. This is because the young people are already in employment and thus actively participating in the labour market from the beginning of their education.

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

Therefore this research has detected the following needs:

- Painting skills recognition by the society
- Qualified Painters and Decorators

The aim of the present document is to create a common understanding on WBL in the Painting sector to guarantee more quality in training provision, to gather information from very different sources in the Painting sector and to provide guidance about training in the Painting sector.

Sometimes companies are not aware how important is to get involved in WBL. The costs for the companies during education do not pay for themselves immediately but after that education has finished, the better qualified skilled workers can produce higher quality work for their companies.

Examples from individual countries of the European Union for the transition to a dual training system already exist. Some countries as Czech Republic and Slovenia are taking the first steps towards a dual training system. At the moment especially the industry sees the value of a dual vocational training system to create qualified skilled workers.

The benefits are visibly positive like:

- Better career prospects for young people
- High quality of education
- Less unskilled workers
- Faster entry into self-employment

Table 22: Apprenticeship in general advantages of the dual education system for society, youth and companies

Society	Youth	Company
No agency fees for the state	The apprentice has from the beginning of their career, a practically orientated start to work	Training of the required qualified skilled workers for the company
Low overhead of school costs	The young person is employed from the time his/her education finishes	No agency fees
Tax-payer	The apprentice receives a payment including an employment contract	Uniform quality criteria in training
Lower youth unemployment	Employment	Training of the required qualified skilled workers for the company
More business start-ups through better education	Chances to reach higher positions as qualified skilled worker	Gains a trainer for new apprentices
Additional value	The apprentices receives a legally recognised proof of her/his training at the end of education	Gains qualified skilled workers
Recognition of craft	better educated	Offers high quality professional work to the customers

Table 23: Apprenticeship in general disadvantages of the pure school education system

Society	Youth	Company
Agency fees for the state	Minimum practical experience when starting work	Agency fees
Cost for school system	No access to professional life	Cost to educate after school
No tax	The apprentice receives no payment	No coherent quality criteria in apprenticeship
Costs for state / more youth unemployment	Fewer career prospects or less career potential	Less qualified skilled workers
Fewer business start-ups	Less chances to reach higher positions	Lower quality of qualified skilled workers
Lower quality of work produced	Less educated	Offers lower quality of work to the customers

From the information provided for this report, and tables 24 and 25, it can be seen that there are very large differences in the professional training and education for young people to prepare them for entry into the labour market, which all the time needs well-trained skilled workers.

There are successful education systems which can be used as an example for other countries to adapt and develop their own systems, based on WBL examples. However, even with these established systems, improvements are possible and necessary. The ever-changing challenges in the labour market and in the economy requires adjustments and extensions especially towards digitization and mobility.

To help in advance these identified changes, we can promote:

- The newly developed WBL Platform for apprentices, trainers and companies, which will contain new skills, new materials (training resources) and digitalisation.
- The development and implementation of a WBL Developer, as a new profile (job role) to work as a link between schools and businesses to promote the uptake of structured, professional training for the Painting and Decorating Industry/Sector.

Appendix: The Questionnaire

"Innovative WBL Painting Talents - IN PAINT" 2017-2019

Project N° 585169-EPP-1-2017-1-LU-EPPKA3-VET-APPRE

UNIEP, the International Association of Painting Contractors, is currently leading the European project: "In Paint".

The project's purpose is to improve the professionalism, qualification, skills and image of the Painting Industry and attract more young Painters by increasing the *effectiveness* of the training for Painters through [Work Based Learning](#) (WBL), which is delivered by Vocational Education and Training (VET) organizations and Painting Contractors.

A questionnaire has been prepared to be addressed to VET providers in order to map the situation in the 6 partner countries (AU, BE, DE, SI, CZ, UK) and identify the state of the art of teachers and trainers in WBL training, the good practices and training tools.

QUESTIONNAIRE

(State of the art of teachers/trainers in Work Based Learning)

Country:

.....

Apprenticeships:

- ☐ Yes ☐ no
- ☐ Only in a technical school
- ☐ College with practice time
- ☐ With contract in painting company and school attendance

At what age is apprenticeship possible?

.....

Duration of training:

- ☐ 1 Year
- ☐ 2 Years
- ☐ 3 Years
- ☐ 4 Years

With final exam

- ☐ In the technical school
- ☐ Through the chamber of Commerce-Craft / Association

Midterm exam

- ☐ Yes ☐ no

If yes, after which year of training?

- ☐ 1. Learning Year
- ☐ 2. Learning Year
- ☐ 3. Learning Year

Is an inter-company training possible?

- ☐ Yes ☐ no

If yes, carried out by:

- ☐ Chamber of Commerce-Craft / Association
- ☐ Technical School

For dual apprenticeship

How long is the duration of training in the painting company per year?

.....Month

.....Weeks

In school apprenticeship

Is there a mandatory practice period in a painting company?

☐ Yes ☐ no

If yes, duration of practice time in the painting company

.....Month

.....Weeks

For contractually agreed apprenticeship (employment contract)

Does the apprentice receive a payment?

☐ Yes ☐ no

If yes, how much € per month

.....

Is a fixed holiday period agreed?

☐ Yes ☐ no

If yes, how many days a year?

If paid in case of illness

☐ Yes ☐ no

If yes, how many days a year?

Are there rules on employment prohibitions?

☐ Yes ☐ no

If yes, where is this regulated?

Are training regulations available for the painter's training?

Only general ☐

Detailed ☐

Are the training regulations up-to-date?

☐ Yes ☐ no

Are detailed training requirements requested?

☐ Yes ☐ no

Are female apprentices being trained?

☐ Yes ☐ no

Are there special provisions for female apprentices?

☐ Yes ☐ no

Situation of teachers

What kind of education do vocational school teachers have in the specialist fields for painters?

☐ Practical painter education

☐ Vocational education

Is the training taking place

☐ Mandatory

☐ Voluntary

☐ Through the paint industry

☐ About a painter association

Are the teachers interested in professional development?

☐ Yes ☐ no

Is there an interest in a platform with technical news of the painting trade?

☐ Yes ☐ no

Is the technical school part of a building technician training?

☐ Yes ☐ no

How many hours of practical work are taught at school?

.....h per Week

Are the teachers interested in working with the painters' association?

☐ Yes ☐ no

Should the painters' association offer further education seminars?

☐ Yes ☐ no

Situation of trainers in the painting companies:

Are the trainers trained for apprenticeship?

☐ Yes ☐ no

If no

Would a special education be welcomed?

☐ Yes ☐ no

If yes

☐ Pedagogical education

☐ Professional training

Is there a training offer for trainers?

☐ Yes ☐ no

If no, further education is welcome

☐ Pedagogical training

☐ Professional training

Thank you for taking the time to answer the questionnaire!

Figure 30: English questionnaire

"Innovative WBL Painting Talents - IN PAINT" 2017-2019

Project N° 585169-EPP-1-2017-1-LU-EPPKA3-VET-APPRE

UNIEP, der Internationale Verband der Malerbetriebe, führt derzeit das europäische Projekt "In Paint" durch.

Ziel des Projekts ist es, die Professionalität, Qualifikation, Fähigkeiten und das Image der Malerbranche zu verbessern, um mehr junge Menschen für den Malerberuf zu interessieren. Indem die Attraktivität der dualen Ausbildung für Maler und durch berufsbegleitendes Lernen (WBL) verbessert wird, sowohl in Bildungseinrichtungen und Malerunternehmen.

Um die Situation in den 6 Partnerländern (AU, BE, DE, SI, CZ, UK) abzubilden und den Stand der Technik von Lehrern und Trainern in WBL-Trainings, sowie die Good Practices und Trainingsinstrumente zu ermitteln, wurde ein Fragebogen erstellt, der an Berufsbildungsanbieter gerichtet wird.

Fragebogen

(Stand der Technik von Lehrern, Ausbildern in der dualen Ausbildung)

Teilnehmerland:

.....

Lehrlingsausbildung:

- ☐ Ja ☐ Nein
- ☐ Nur in einer Fachschule
- ☐ Fachschule mit Praxiszeiten
- ☐ Mit Vertrag in Malerfirma und Schulbesuch

Ab welchem Lebensjahr ist die Lehrlingsausbildung möglich?

.....

Dauer der Ausbildung:

- ☐ 1 Jahr
- ☐ 2 Jahre
- ☐ 3 Jahre
- ☐ 4 Jahre

Mit Abschlussprüfung

- ☐ In der Fachschule
- ☐ Durch die Kammer/ Verband

Zwischenprüfung

- ☐ Ja
- ☐ nein

Wenn ja, nach welchem Jahr der Ausbildung?

- ☐ 1. Lehrjahr
- ☐ 2. Lehrjahr
- ☐ 3. Lehrjahr

Ist eine überbetriebliche Weiterbildung möglich?

- ☐ Ja ☐ Nein

Wenn Ja, durchgeführt von?

- ☐ Verband/Innung
- ☐ Schule

Bei Dualer Lehrlingsausbildung

Wie lange ist die Dauer der Ausbildung in der Firma pro Jahr

.....Monate
.....Wochen

Bei schulischer Lehrlingsausbildung
Gibt es eine verpflichtende Praxiszeit in einer Malerfirma?

☐ Ja ☐ Nein

Wenn Ja, Dauer der Praxiszeit in der Malerfirma

.....Monate
.....Wochen

Bei Vertraglich vereinbarter Lehrlingsausbildung (Arbeitsvertrag)
erhält der Lehrling eine Bezahlung?

☐ Ja ☐ Nein

Wenn ja wie viel € monatlich

Ist eine fixe Urlaubszeit vereinbart

☐ Ja ☐ Nein

Wenn ja wie viele Tage pro Jahr

Erfolgt eine Bezahlung bei Krankheit

☐ Ja ☐ Nein

Wenn ja wie viele Tage pro Jahr

Gibt es Vorschriften über Beschäftigungsverbote

☐ Ja ☐ Nein

Wenn ja, wo wird das geregelt

Sind Ausbildungsvorschriften für die Malerausbildung vorhanden?

Nur allgemein

Detailliert

Sind die Ausbildungsvorschriften aktuell?

☐ Ja ☐ Nein

Sind detaillierte Ausbildungsvorschriften erforderlich

☐ Ja ☐ Nein

Werden weibliche Lehrlinge ausgebildet?

☐ Ja ☐ Nein

Gibt es für weibliche Malerlehrlinge besondere Bestimmungen?

☐ Ja ☐ Nein

Situation der Lehrer

Welche Ausbildung haben Berufsschullehrer in den Fachgegenständen für Maler

Praktische Malerausbildung

Pädagogische Ausbildung

Findet Weiterbildung statt

Verpflichtend

Freiwillig

Durch die Farbindustrie

Über einen Malerverband

Sind die Lehrer an fachlicher Weiterbildung interessiert

☐ Ja ☐ Nein

Besteht Interesse an einer Plattform mit fachlichen Neuigkeiten des Handwerks?

☐ Ja ☐ Nein

Ist die Fachschule teil eine Bautechnikerausbildung

☐ Ja ☐ Nein

Wie viel Stunden praktische Arbeit wird in der Schule unterrichtet?
.....Std per Woche

Sind die Lehrer an einer Zusammenarbeit mit dem Malerverband interessiert.
☐ Ja ☐ Nein

Soll der Malerverband Weiterbildungsseminare anbieten?
☐ Ja ☐ Nein

Situation der Ausbilder in den Malerfirmen
Werden die Ausbilder für die Lehrlingsausbildung ausgebildet
☐ Ja ☐ Nein

Wenn nein
Wäre eine spezielle Ausbildung erwünscht
Pädagogische Ausbildung
Fachliche Ausbildung

Gibt es Für Ausbilder ein Weiterbildungsangebot
☐ Ja ☐ Nein
Wenn nein, ist eine Weiterbildung erwünscht
Pädagogische Weiterbildung
Fachliche Weiterbildung

Figure 31: German questionnaire

"Innovative WBL Painting Talents - IN PAINT" 2017-2019

Projet N ° 585169-EPP-1-2017-1-LU-EPPKA3-VET-APPRE

L'UNIEP, l'Association internationale des entrepreneurs de peinture, dirige actuellement le projet européen "In Paint".

Le but du projet est d'améliorer le professionnalisme, la qualification, les compétences ainsi que l'image du secteur de la peinture et d'attirer plus de jeunes peintres en augmentant l'efficacité de la formation pour les peintres par le biais de la [formation sur le lieu de travail](#), dispensée par les Instituts de Formation Professionnelles et les Entrepreneurs de peinture.

Afin de connaître la situation dans les 6 pays partenaires (AU, BE, DE, SI, CZ, UK) et d'identifier l'état de l'art des enseignants et des formateurs dans la formation sur le lieu de travail, les bonnes pratiques et les outils de formation, un questionnaire a été établi pour être adressé aux prestataires d'EFP.

QUESTIONNAIRE

(État de l'art des enseignants / formateurs dans l'apprentissage par le travail)

Pays :

.....

Apprentissage:

- ☐ Oui ☐ Non
- ☐ Seulement dans une école technique
- ☐ Collège avec temps de pratique
- ☐ Avec contrat en entreprise de peinture et fréquentation scolaire

À quel âge l'apprentissage est-il possible?

.....

Durée de la formation:

- ☐ 1 an
- ☐ 2 ans
- ☐ 3 ans
- ☐ 4 ans

Avec examen final

- ☐ Dans l'école technique
- ☐ Par la chambre de commerce-artisanat / association

Examen de mi- saison

- ☐ Oui ☐ Non

Si oui, après quelle année de formation?

- ☐ 1. Année d'apprentissage
- ☐ 2. Année d'apprentissage
- ☐ 3. Année d'apprentissage

Une formation inter-entreprises est-elle possible?

- ☐ Oui ☐ Non

Si oui, réalisée par:

- ☐ Chambre de Commerce-Artisanat / Association
- ☐ École technique

Pour l'apprentissage dual

Quelle est la durée de la formation dans l'entreprise de peinture par an?

.....Mois

.....Semaines

En apprentissage scolaire

Y va-t-il une période de pratique obligatoire dans une entreprise de peinture?

☐ Oui ☐ Non

Si oui, durée de la pratique dans l'entreprise de peinture

.....Mois

.....Semaines

Pour un apprentissage contractuellement convenu (contrat de travail)

L'apprenti reçoit-il un paiement?

☐ Oui ☐ Non

Si oui, combien d'euros par mois

..... ..

Une période de vacances fixe est-elle convenue?

☐ Oui ☐ Non

Si oui, combien de jours par an?

Est-il payé en cas de maladie?

☐ Yes ☐ no

Si oui, combine de jours par an?

Existe-t-il des règles sur les interdictions d'emploi?

☐ Oui ☐ Non

Si oui, où est-ce réglementé?

Des règlements de formation sont-ils disponibles pour la formation du peintre?

Seulement général ☐

Détaillé

Les règlements de formation sont-ils à jour?

☐ Oui ☐ Non

Des exigences de formation détaillées sont-elles requises?

☐ Oui ☐ Non

Les apprenties femmes sont-elles formées?

☐ Oui ☐ Non

Y a-t-il des dispositions spéciales pour les apprenties-femmes?

☐ Oui ☐ Non

Situation des enseignants

Quel type d'éducation les enseignants des écoles professionnelles ont-ils dans les domaines spécialisés pour les peintres?

☐ Enseignement pratique professionnel

☐ Enseignement professionnel

La formation a-t-elle lieu

☐ Obligatoire

☐ Volontaire

☐ Par le biais de l'industrie de la peinture

☐ Par une association de peintres

Les enseignants sont-ils intéressés par le développement professionnel?

☐ Oui ☐ Non

Y a-t-il un intérêt pour une plate-forme avec des informations techniques sur le métier de peintre?

☐ Oui ☐ Non

L'école technique fait-elle partie de la formation d'un technicien en bâtiment?

☐ Oui ☐ Non

Combien d'heures de travail pratique sont enseignées à l'école?
..... h par semaine

Les enseignants sont-ils intéressés à travailler avec les associations des peintres?

☐ Oui ☐ Non

L'association des peintres devrait-elle proposer d'autres séminaires de formation?

☐ Oui ☐ Non

Situation des formateurs dans les entreprises de peinture:

Les formateurs sont-ils formés pour l'apprentissage?

☐ Oui ☐ Non

Si non

Une éducation spéciale serait-elle la bienvenue?

☐ Oui ☐ Non

Si oui

☐ Education pédagogique

☐ Formation professionnelle

Y a-t-il une offre de formation pour les formateurs?

☐ Oui ☐ Non

Si non, une formation complémentaire est la bienvenue

☐ Formation pédagogique

☐ Formation professionnelle

Merci d'avoir pris le temps de répondre au questionnaire!

Figure 32: French questionnaire

Phase Leading Organization:
Landesinnung Der Maler Und Tapezierer
Niederösterreich (AU)



In cooperation with:

UNIEP (LU), Confederatie Bouw (BE), Cech maliru, lakyrniku a tapetaru CR z.s. (CZ), Střední škola stavební a strojní, Teplice (CZ), Bundesverband Farbe Gestaltung Bautenschutz (DE), SBG (DE), IMANOVATION (PT), OZS - The Chamber of craft and Small Business of Slovenia (SI), PDA - Painting and Decorating Association (UK)



Associated partner:
SMEunited

