



Project report – Main findings and experiences of the project PaintingSkills

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Introduction

This report shall introduce you to the Leonardo da Vinci project PaintingSkills and its main findings.

One of the main objectives of the project was to develop a web-based tool that shows painting contractors in the individual countries what trained painters in the other participating countries can do. At the same time, this tool and the project results achieved demonstrate, for the benefit of the trained painters, the skills they need to know if they want to work in other countries.

In other words, the project findings give opportunity to become familiar with the similarities and differences of the skills of trained painters in the participating countries.

The project results, especially the online-tool, are made accessible at the website of UNIEP, the International Union of Painting Contractors: www.uniep.eu and at the project website: www.paintingskills.eu

Brief overview of the vocational training systems for painters in the countries involved

Painter and decorator in Denmark

Profile of skills and competences

A qualified painter and decorator is able unaided and in a practised manner to plan, describe and carry out correct building painting work in compliance with requirements concerning environmental aspects, quality, productivity, aesthetics and the use of colours. A qualified painter and decorator has competence in the following areas: responsibility, independency, flexibility, commitment and understanding of health and safety requirements as well as requirements relating to the natural environment.

Range of occupations accessible to the holder of the certificate

Painters and decorators work both indoors and outdoors. They paint ceilings, walls, doors and panelling in houses and apartments, varnish floors, hang wallpaper and other types of wall coverings. Outdoor work includes the painting of brickwalls, woodwork, fences, carports and the like. Typical tools used include: brush, roller and spray gun. Painters and decorators are employed in painting and decoration firms or operate their own business.





Duration and mode of education and training

The total duration of the education and training programme varies between 3 years and 6 month(s), with 35 weeks of formal education and training and 134-147 weeks of on-the-job training.

Danish vocational education and training programmes are alternating programmes, which means that the education and training activities alternate between education and training at a school and on-the-job training in an enterprise.

Name and status of the body awarding the certificate

Malerfagets faglige Fællesudvalg
Islands Brygge
2300 København S



Painter and varnisher in Germany

The German vocational education and training system offers multiple possibilities: the apprentices are able to choose between a 3-year-education and a 2-year-education with an option to continue (vocational training by steps).

According to the German vocational education regulations in the education and training the different degrees can be build on one another. So the first degree can be reached on the first step and the second degree can be reached by continuing the education. Both ways have the first and the second year in common.

Alt. 1: 2 year-education

The apprentice must attend an interim test after the first year. Passing the exam after 2 years, the apprentice becomes a “Building and object coater” (BOC).

If he/she wants to study further and if a painting contractor conveys his operating education, he/she can continue for another year and by passing this final exam he/she becomes a “painter and varnisher”, either in the speciality

- design and maintenance or
- church painting and preservation of historical monuments or
- building and corrosion protection.

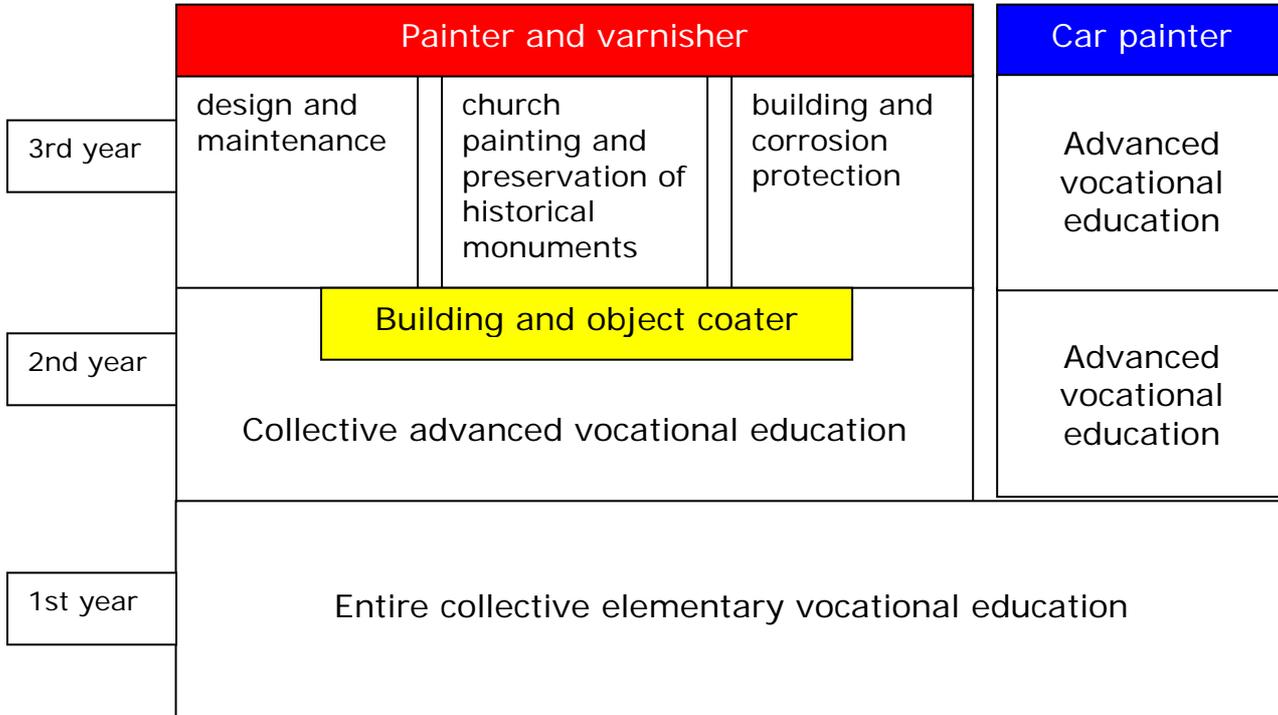
Alt 2: 3 year-education

The apprentice directly chooses the 3 year education and becomes a “painter and varnisher” as above. There is an interim test to attend after 2 years. If he/she fails the final exam after 3 years, he/she under certain circumstances can be recognized as a “building and object coater”.

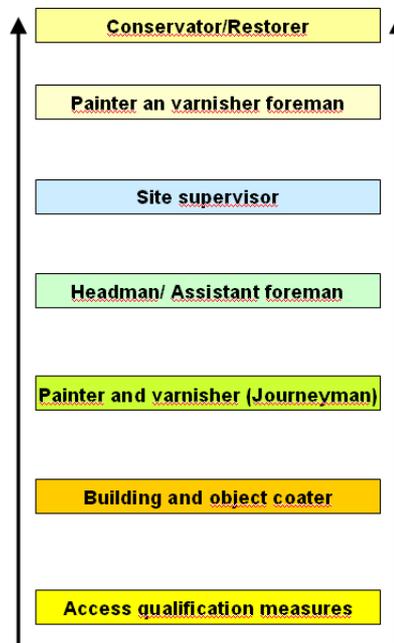
There is also a possibility to become a painter and varnisher and to gain the bachelor’s degree by collaborative study "University Dual".

To display the „Painting Points“ of all the different European VET-Systems certainly contributes to the transparency of the differences and possibilities. Comparing them, a wide variety of both duration and contents in education appears. Because of the manifold German system and the differentiation into 3 specialities, the weight of the single “competency statement” can display the real main focus but imperfectly. Before starting an education or employment in a foreign country, further stationary information about the VET-system is recommended.





Structure of VET



Painter in Italy

The painter profession in Italy is segmented in 6 main groups which are not connected in one association although Anvides is representing the professional interests of 1, 2, 3 and 4 (see below) plus the plasterers which in Italy are not separated from the painters. Moreover painter work is also executed by construction companies and is not at all covered by painter specific legislation or rules. The general rules for the construction and/or restoration sector apply also to painters. The Health, Safety, Environment and Quality rules apply for all sectors including the painters. The specific scaffolding rules impose that most of the scaffolding on the facade is executed only by certified scaffolding constructors.

- 1) **Restoration painters:** They are (a minor) part of the category of experienced restoration artisans and artists comprising wood, mineral surfaces, marble and other natural stone, paintings, sculptures and other art. This specialisation can only be learned on the job. Some of the artists have a university degree (Accademia delle belle arti).
- 2) **Decoration painters:** This is a growing group of decorators who are most of the time learning the decoration techniques in practice and/or through training organised by the suppliers of decorative paints.
- 3) **Construction painters :**This is the biggest group of qualified and unqualified painters working in the construction industry.
- 4) **Thermic Insulation Experts:** This is the most recent category who specialises in the application of thermic insulation systems on facades. Most of the time they get their education through the suppliers of the thermic insulation systems or they learn it in the practice (on the job).
- 5) **Anti-corrosion painters and Industrial coating painters:** this is the category of painters who apply paint most of the time with a spraying equipment. They work in the wood-industry (furniture, doors and windowframes) in the metal-industry, at (petro)chemical plants or infrastructure-projects.
- 6) **Car-refinish painters:** This is the most qualified category of painters who repair the coating system of the cars. They learn their profession in the practice and/or through a training organised by the automotive coating suppliers.

The lack of a formal painting qualification brings a lot of problems for the Italian painting trade (e.g. difficulty to find young people willing to learn the profession and trainees in general, because they consider the profession as unattractive).

The difficulties in the participation of the Italian representatives in the PaintingSkills project due to the lack of a formal qualification system were extremely high.





We are however sure that the Italian painting business will benefit from the results achieved in our project such as the spreadsheet with the national qualification profiles and the on-line tool. We consider it a first step towards bridging the gap with the rest of Europe and allowing the specialised Italian painters to finally get a recognition for their qualification acquired through many years of experience. Moreover, certification of competencies is a highly controversial topic in the Italian Ministry of Labour. Thanks to the results of the Leonardo project PaintingSkills, the Italian painters-association Anvides will contribute to the Italian developments in the Lifelong learning projects of the Italian Ministry of Labour.





Painter in Norway

The Vocational Education and Training system (VET system)

Norway has a VET system built upon the tripartite cooperation principle. A system of cooperation, mandated by the Education Act, is established both at national and regional level, involving both employers' and workers' unions.

The authorities at national level (The Ministry of Education and the Directorate for Education and Training) are responsible for the curriculum/ subject syllabus, the VET-structure and the acts. The authorities at county level are responsible for school- and VET dimensioning, for dispensing the VET financing provided by the state budget (including apprenticeships), for providing apprenticeships and for supervision.

Education and training is conducted both in schools and in enterprises. Both public and private enterprises accept apprentices and are approved as training enterprises by the county. Training Offices and Training Circles, enterprise driven cooperation ensuring apprenticeship place provision, have become increasingly common.

The first stage at which VET is provided in Norway is at lower secondary level through Elective programme subjects. These enable 8–10th year students to try out subjects from the different upper secondary level programmes, including VET.

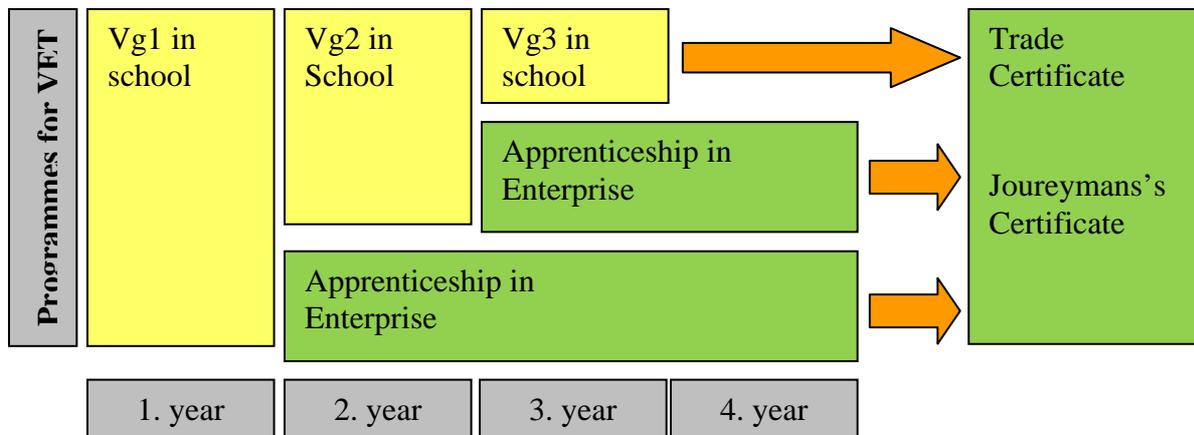
Having completed lower secondary education, a student can choose to enter one of the following nine Vocational Education Programmes. : Programme for Technical and Industrial Production; Programme for Electricity and Electronics; Programme for Building and Construction; Programme for Restaurant and Food Processing; Programme for Health and Social Care; Programme for Media and Communication; Programme for Agriculture, Fishing and Forestry; Programme for Service and Transport; Programme for Design, Arts and Crafts.

To become a painter the student has to choose the Programme for Building and Construction.



The Vocational Education and Training Structure

The standard model for VET at upper secondary level is often called the 2+2-model. This refers to the division of the standard four year programme into two years of school-based training followed by two years of enterprise-based training which corresponds to one year in school. The model carries a certain degree of flexibility. You can also accomplish the training by one year in school and three years in an enterprise or by all four years in an enterprise.



Painter in Spain

In Spain the profession of painter is included in the general agreement of the construction industry; therefore, although specific regulations for painting exist, this activity must also comply with the general construction regulations and legislation. Health, Safety, Environment and Quality regulations apply for all sectors including the painters.

Spanish painters may or may not be members of any professional painters association (that can be local, provincial, “autonomic” –ref. to any of the Spanish autonomous regions, in some way comparable with the German *Länder*–, and/or of ANSPI, which is a federation of Spanish painters associations representing the professional interests of painters at nationwide level. Nevertheless, to perform their professional activity, it is not obligatory that painters belong to any professional association.

The profession of painter includes decoration painters (incl. construction painters) and industrial painters. Besides traditional painters’ tasks (like hanging wallpaper), at present new tasks are gradually being taken over by decoration painters (like installing thermal insulation and other). Industrial painters perform specific tasks related to industry (like car-refinish painting in the automotive sector, and other). Some tasks, like scaffolding and other, are performed by specialised professionals, although minor use is performed directly by painters (like minor plaster works and so).

Similarly to Italy, the present lack of a specific and formal training for painters causes some problems to the Spanish painting trade. Training is normally obtained on-the-job or through individual initiative. In the last few years this tendency has reversed, and new actions are being taken with promising results.

Just recently, 2 specific qualifications for painters have been proposed for approval by the Spanish Department of Education. Both of them are included in the professional family of *Edificación y Obra Civil* (Construction and Building), and are:

- 1) *Pintura Decorativa en Construcción* (Decorative Painting in Building), and
- 2) *Pintura Industrial en Construcción* (Industrial Painting in Building)

It is foreseen that in the course of 2010 they will be approved and that development of VET courses will be initiated. This training will correspond with the Intermediate Level of Spanish VET, of 630 learning hours each, that is, 5 terms to 2 school years, Level 1 and 2. It will be possible to obtain both qualifications, as they only differ in 2 modules (300 hours in total), the rest are common/core modules. In this case the total learning hours are 930, obtaining both qualifications. (For more information, please refer to the UNIEP-PaintingSkills website-online tool.)

Work practice in enterprises is foreseen and agreed, although in this stage of the process this aspect is yet to be defined in detail.





(See diagram in annex at the end of this section for an overview of the Spanish Educational System. The green marked box corresponds to this vocational training.)

Another problem is the lack of enough students, due to the difficulty of finding young people willing to learn the profession and trainees in general, because there is a widespread tendency towards considering the profession as unattractive, like in Italy.

In spite of this, the actual qualification level of professional Spanish painters is comparable to that of many other European countries, mainly due to on-the-job training, and also individual initiatives, for example training centres promoted through local entities like city councils or some of the Spanish autonomous regions, with courses of painting specialities.

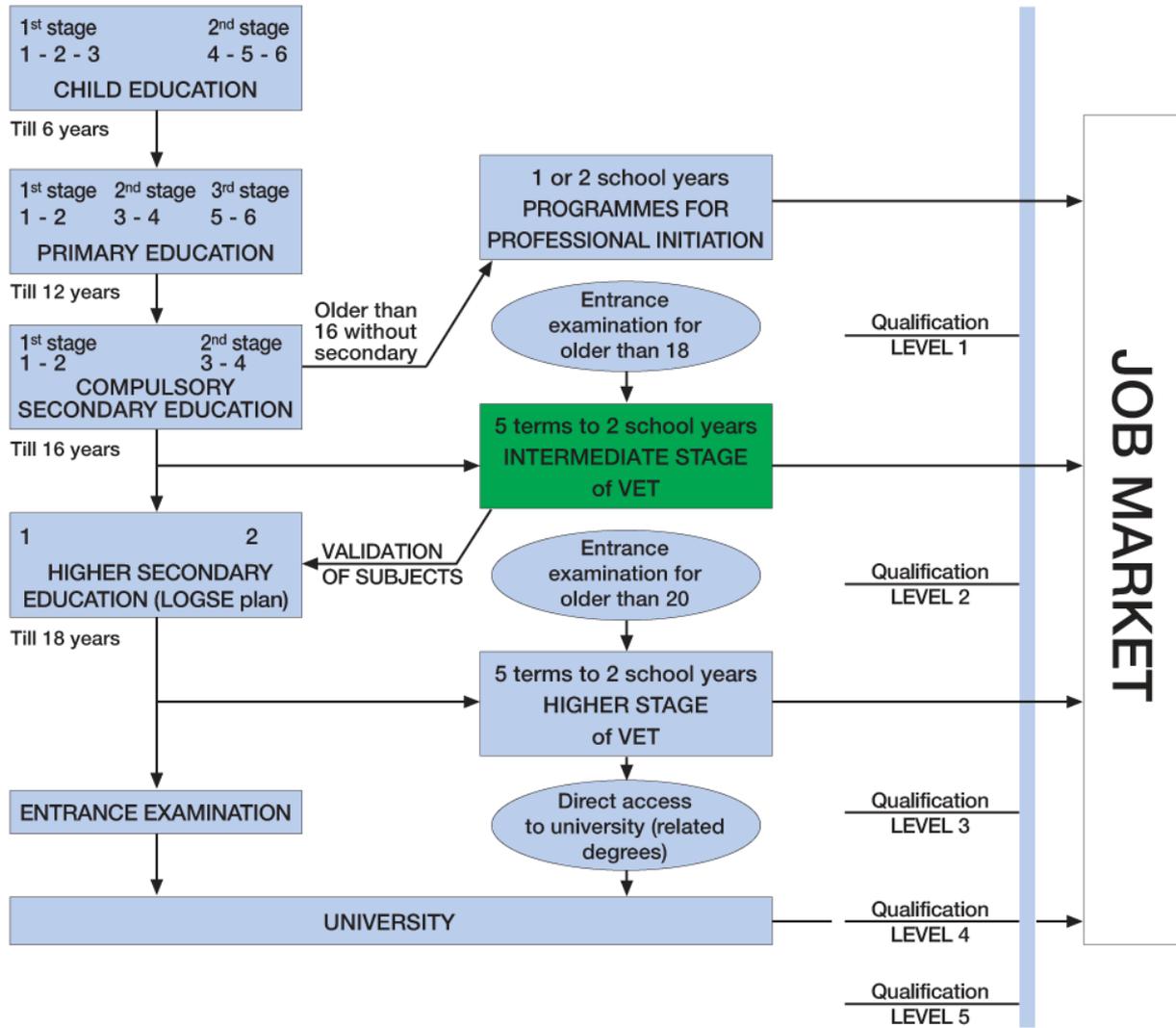
All the previous considerations made it very difficult to try to make real Spanish painters' qualifications more comparable to those of other European countries in this PaintingSkills project, and some compromises had to be reached, especially in relation to the assignment of points in unit level and learning outcome level.

ANSPI's aim is that the long-term outcome for Spain of the PaintingSkills project may result in a collaboration with the Spanish Department of Education in order to build up a specific formal vocational training for painters or, if this is not possible, to develop at least higher formal qualifications, or official validation with a title for private and on-the-job training, and thus recognizing the real (based on experience) knowledge and skills of professional painters.

The on-line tool, that makes it easier to compare the qualification level of Spanish painters with those of other European countries, is a great step forward in this aim. And as immediate result the Spanish painting business and professional painters will benefit, who can now be more aware of the possible differences and lacks in their knowledge and skills, and also improve mobility and presence in the European job market.



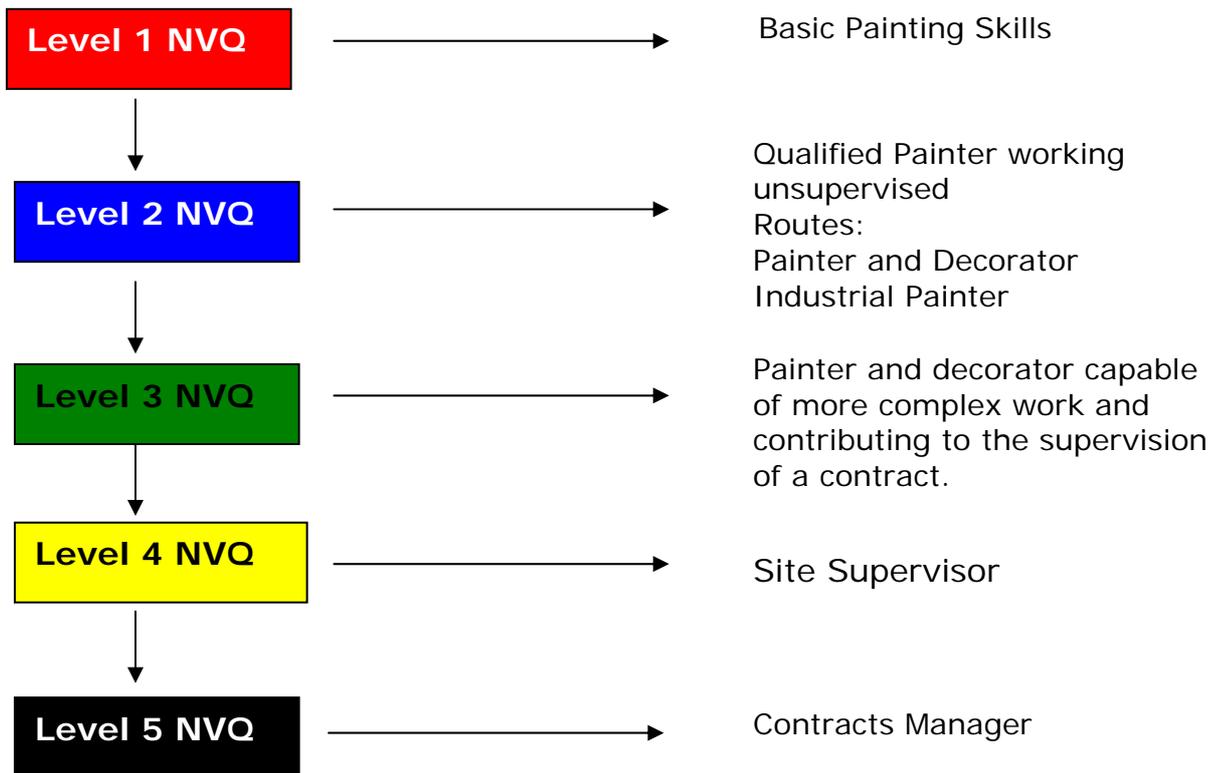
The Spanish Educational System



Painter and decorator in the UK

The UK's Qualification is the National Vocational Qualification (NVQ) for England & Wales and is achieved by studying and qualifying in the following disciplines.

1. The Painting & Decorating Diploma. This Qualification consists of general core modules, painting & decorating specific modules, practical assignments and on line testing of knowledge. The training is carried out at training establishments throughout the country and each module has specific guided learning hours and credit values. There are three levels 1,2 & 3.
2. Require the knowledge and understanding of Health & Safety within the industry. Complete the online test.
3. Produce a portfolio of evidence showing the competence of skills gained through training that is now being produced on the site/workplace.
4. The management levels of NVQ 4 & 5 do not include practical painting & decorating skills.



The industry is currently considering the introduction of a Master Craftsman route.



Review of the work with the project

Not surprisingly, this project, which compares a profession across national borders, encountered quite a few challenges because the ways the profession is taught in each individual country differ greatly from each other. Some of the problems are amongst others due to the fact that there is a big difference between what tasks mean the most to or are requested the most by customers in each country. Similarly, there is a difference in which disciplines the profession emphasizes in the individual countries.

Additionally, there is a marked difference in how the training system is designed. Some countries utilize an ongoing combination of schooling and practical work whereas in other countries, the new painters first complete all their schooling before they commence an apprenticeship. Yet in other countries, there is no formal schooling system at all. In spite of these problems and differences, the project has demonstrated that in the end, the skill sets of painters in various countries are relatively similar. It has thus also been one of the objectives of the project to identify the similarities between the painters and perhaps more importantly, to identify what the differences consist in.

For the purposes of the project, we chose to describe the painting profession by learning outcomes (i.e. knowledge, skills and competences) which were structured into 19 learning units and represented in a spreadsheet in excel-format. In this spreadsheet we incorporated various methods to show how much a newly trained painter from each of the participating countries has learned about the various learning outcome. Thus, all the individual national painting qualification profiles became transparent and more comparable. In the following we will describe the methods we applied to increase the comparability between the individual national qualification profiles of painters.

National Qualification frameworks (NQF)

A national qualification framework is an instrument for the classification of qualifications according to a set of criteria for specified learning levels achieved, which aims to integrate and coordinate national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society. According to the European Commission, a NQF should create a common reference framework which should serve as a translation device between different levels of a qualification system, whether for general and higher education or for vocational education and training. This will improve the transparency, comparability and portability of citizens' qualifications issued in accordance with the practice in the different Member States. Each level of qualification should, in principle, be attainable by a variety of educational and career paths.





Not all countries that have been involved in the PaintingSkills project have established a NQF for the painting trade yet: In Italy, Germany and Spain a NQF for the painting sector is currently being developed. However, the concept of NQFs promotes close links between the European Qualification Framework (to be explained in the following) and existing or future European systems for credit transfer and accumulation in higher education and vocational education and training, in order to improve citizens' mobility and facilitate the recognition of learning outcomes between the EU member states.

European Qualification Framework (EQF)

Such as the NQF enables transparency, comparability and quality of qualifications at national level, the European Qualification Framework (EQF) should facilitate the transparency and comparability of qualifications at international level. EQF is a common European framework connecting the countries' qualification systems and functioning as a conversion tool. Additionally, EQF makes it possible to read and compare the qualifications across national European borders and systems. EQF has two main purposes: to enhance the citizens' mobility across national borders and to promote life-long learning. The EQF enables international sectoral organisations to relate their national qualifications to a common European reference point and thus show the relationship between international sectoral qualifications and between individual national qualifications systems. Thus this instrument contributes to the EU objective of increasing and easing the employability and mobility across the EU member states for workers and employees.

Experiences and problems with EQF

After all national painter qualification profiles had been created and represented by 19 learning units in one comprehensive spreadsheet, an attempt was made to link the qualifications to the EQF. By relating the painting professions to the EQF, we encountered great difficulties in using the guidelines of the EU Commission. One of the reasons for this was that their understanding of skills and competencies was not quite compatible with our knowledge about the painting profession. We thus created a sort of a meta-framework based on the structure of the EQF which can be used as interlink between the national qualification systems in the painting sector and the EQF and which supports the linking of national painter qualifications to the EQF. **However, this compromise chosen by the project partners was not fully supported by the experts for vocational training at the German painters' association as it is considered too modularised and therefore not compatible with the in Germany prevailing holistic approach of an activity-oriented description of the painting profession.**



The EQF distinguishes three types of learning outcomes – *knowledge, skills and personal/professional competency*. Each of them can be achieved at 9 different levels, of which level 1 is the lowest. According to the EU Commission’s guidelines, vocational training programmes are ranked at EQF levels 3 and 4. Short and long higher education programmes are ranked at levels 5-9.

We did not arrive at a mutual understanding in the project partnership about how to attribute learning outcomes to the three categories knowledge, skills and competence. We thus did not distinguish between knowledge, skills and competency; however, we developed own painting trade specific descriptors in order to describe what a painter can do at each EQF-level from 1 to 4 so that learning outcomes could be clearly attributed to a certain level of the EQF. The total vocational painting training consists of 19 bundles of learning outcomes, i.e. learning units, at the EQF levels 1-4.

The description of the meta-framework created for the painting professions is added to this report as appendix 1.

Experiences and problems with ECVET

ECVET is a system enabling interested apprentices to work in other countries during their vocational training and earn credits for this work in their domestic countries’ educational system. ECVET is based on the time spent working in another country as well as the skill sets with which the apprentice has worked.

Again, we had to acknowledge that we were not able to link the painting profession directly to the EU Commission’s guidelines. We thus invented painting points as interlink to ECVET credits. In the following we will explain why the invention of Painting points was needed and how they could be converted in ECVET credits.

Characterization of the ECVET problem

ECVET presumes that a skill set (here for painters) can be divided into a number of bundles of learning outcomes like for instance “to paint wood.” At the same time, it is presumed that an apprentice can gain 60 ECVET points for each year where he/she studied or worked full-time. In other words, while working abroad for a year, the apprentice can earn no more than 60 ECVET points by his work experience abroad. Apprentices thus have to divide these 60 points among the various learning outcomes they have achieved. This will result in points that can be applied domestically. However, since there is a big difference between how much time the training of specific bundles of learning outcomes takes in the individual countries, we have evaluated how the individual partial skills are weighed in order to take the difference into account. Being a fully-trained painter has been indexed at 100 Painting



points. The 19 learning units are weighed according to their relative importance in the respective national vocational training timeframe and total to 100 Painting points. This makes it possible to compare the 19 learning units to the official vocational training timeframe in the home country and thus to compare the weighing and the time spent in the country in which the apprentice worked. A conversion formula from Painting points to ECVET credit points has been also developed. The application of painting points and their conversion in ECVET credit points is described in more detail by using a concrete example in appendix 2 of this report.

All project partners agreed upon the use of painting points and ECVET credits in order to recognise learning outcomes acquired abroad. However, the current official recommendation document on ECVET shows one major inconsistency. On the one hand the ECVET paper stresses the importance of focussing on learning outcomes rather than on studying time. On the other hand, they recommend referring the total amount of achievable ECVET credit points in one country to the total duration of the vocational training. Most project partners did realise the contradictions in the official ECVET document but had no objections to make an attempt to implement the suggested approach nevertheless. However, the German project partner could not agree to the implementation of ECVET as long as the duration of the vocational training plays the major role for attributing ECVET credits and not the actual learning outcomes achieved.

The German project partner consents to the formulation on page no. 22 in the English version of the recommendation of the European Parliament and of the Council (SEC 2008, 442/443): “...**independently** of the actual time required to achieve them”. Consequently, the German project partner has to decline the “Appendix 2” to this document due to the fact that this calculation is based on time only.

It is important to emphasize the fact that specialist commissions should be set up in the individual countries with complete authority to decide how many credits can be earned transferred to the domestic training programme for the time the apprentice worked abroad. In this context, the painting points approach can be used as an instrument to ease the process of assessing and recognising partial qualifications achieved abroad. **Yet, we have to point out that in the German qualification framework DQR which is currently being developed, an attribution and assessment of partial qualifications as it is suggested by the ECVET is not foreseen.**



Online-tool description (www.uniep.eu)

General objectives and features of the online-tool

The main result of the PaintingSkills project is an online-tool targeted at painters and painting contractors. It offers painters the possibility to find out which skills and competences are needed in other countries to excel in the painting profession and to compare the foreign requirements with the own qualification profile. Painting contractors intending to employ painters from abroad instead can check what skills and competences painters from other European countries bring with them and whether the vocational training they had in their home countries complies with the requirements and needs in the painting contractor's country.

By offering these functionalities, the online-tool will lower the inhibitions of painters to gain work experience in other European member countries and support their professional mobility across Europe. On the other hand, it motivates painting contractors to employ skilled painters from abroad as they can see how they have been qualified and how the foreign qualification standard can be compared to the one in the home country. In the following we will explain the basis of the online-tool which is the spreadsheet with the various national painting qualification profiles that have been determined in the framework of the project.

Explanation of the national qualification profiles spreadsheet

In order to compare the qualifications of newly trained painters, we found out that the overall skill *being a painter* consists of 19 qualification modules or learning units. These learning units consist of a set of competency/ skill statements explaining the elements (learning outcomes). Subsequently, it was up to the individual countries to assess the extent to which each individual learning unit with the appurtenant statement(s) corresponds to the domestic training programme and to relate their individual national painting qualification profiles consisting of a set of learning units/ outcomes to the various levels of the EQF, using the meta-framework of appendix 1.

The learning units of the painting profession are as follows:

1. Exterior/interior treatment of wood
2. Interior treatment of building boards
3. Hanging wallpaper/fibre wallpaper and painting
4. Interior/exterior treatment of mineral substrates
5. Interior/exterior treatment of metal substrates
6. Lay flooring
7. Interior/exterior plaster working



8. Interior/exterior corrosion protection and building protection speciality
9. Interior/exterior installation and coating techniques for thermal and acoustic purpose
10. Design and execution of creative decoration work techniques and maintenance speciality
11. Interior/exterior restoration within the framework of the preservation of historical monument and church painting speciality
12. Coating of floors
13. Wood and building protection measures
14. Tools, machines and equipment
15. Workplace practice
16. Knowledge of Health and Safety
17. Knowledge of the paint trade
18. Individual attention to customers
19. using IT for information and communication

In addition, we added painting points to the spreadsheet so that it is possible to get an overview which may be earned while working in the painting profession abroad.

Project conclusion

The project shows that the painting profession in the six countries participating in the project is very similar in spite of the difference in training systems and the history behind the profession. Seen from a professional point of view, this should make it possible and relatively simple to work in one of the other countries. Needless to say, there will be differences and sometimes, it will be necessary for the employee to receive more training before working abroad. Furthermore, there will be cultural differences which are equally important in order to have a successful experience. However, this should be possible, and the project website with its specially designed Online-tool will under all circumstances enable painting apprentices and their employers to become acquainted with the requirements in other countries and the skills which the employees in these countries have. Additionally, the Online-tool will also enable the various countries to get inspiration for their national training systems.



Appendix 1 EQF descriptors for the painting trade

The descriptors indicating the competency statements/learning outcomes relevant to the qualifications of painters in reference to EQF	
	Knowledge, skills and competence understood as a whole.
Level 1 The learning outcomes relevant to Level 1 are	General basic knowledge and skills required to carry out simple work tasks under direct supervision by a professional
Level 2 The learning outcomes relevant to Level 2 are	Basic factual knowledge and basic practical problem-solving skills required to carry out work tasks by using simple information, methods and tools so solve routine problems. The work is done under supervision with some autonomy.
Level 3 The learning outcomes relevant to Level 3 are	Broad knowledge of facts and a range of practical problem-solving skills required to carry out work tasks by selecting and applying basic information, methods, tools and materials. S/he is able to take responsibility for documentation and completion of work tasks without supervision by a professional.
Level 4 The learning outcomes relevant to Level 4 are	Broad factual and theoretical knowledge and a range of practical problem-solving skills required to carry out more complex work tasks by selecting and applying information, methods, tools and materials. S/he is able to take responsibility for the completion of work tasks and s/he is also able to take responsibility for documentation, revision and development of his/her own work.



Appendix 2 ECVET approach for the painting trade

Proposal for how ECVET is integrated into the painting trade*

Initially it should be emphasized that this proposal is not an attempt to harmonize the vocational education in the painting trade between the partners in this project. But only an attempt to give each country the opportunity to credit the individuals for the skills they have gained through work in the painting trade in another country.

Due to some problems by using the ECVET in the form as proposed by the commission, we have considered it necessary to invent our own system, to make it possible to focus on the learning outcome without focusing on the time spent learning the trade.

The system we have invented is called Painting Points and it is based on the same learning units that we use in the spreadsheet “National qualification profiles for painters”.

A newly skilled painter is given 100 painting points.
Each partner of the project then have to decide how must weight each learning unit is given in the national vocational education. The points of each learning unit must add up to 100 when they are added up.

To make sure that the experience gained abroad offers the right credit each partner will have to create a professionally competent committee in each country.

This technical committee has 2 tasks:

- Ensure that skills acquired abroad are assessed and give the right credit in relation to local education.
- Ensure that foreigners who work in the host country will be provided with a document to show the competent committees in the home country with a description of the calculation of painting points.

When you then bring the different painting points back home from each country, it will be possible to convert the points to the ECVET system and get credit for the time you have stayed in another country.

*** This approach is not supported by the German partner organisation Hauptverband Farbe.**



Certificate modules:

This is the painting points of a newly skilled Danish painter:

Learning units	Painting Points
Exterior/interior treatment of wood	19
Interior treatment of building boards	21
Hanging wallpaper/fibre wallpaper and painting	17
Interior/exterior treatment of mineral substrates	15
Interior/exterior treatment of metal substrates	6
Lay flooring	0
Interior/exterior corrosion protection and building protection speciality	0
Interior/exterior plasterworking	0
Interior/exterior installation and coating techniques for thermic and acoustic insulation	0
Design and execution of creative decoration work techniques and maintenance speciality	3
Interior/exterior restoration within the framework of the preservation of historical monument and church painting speciality	5
Coating of floors	0
Wood and building protection measures	0



Tools, machines and equipment	6
Workplace practice	4
Knowledge of the paint trade	2
Individual attention to customers	1
Using IT for information and communication	1
Painting trade total	100

Then it is necessary to put the individual scores in relation to the ECVET points. As a starting point Danish training take 3.5 years and it means that if you get 60 ECVET points each year, then you will reach 210 ECVET points in total.

Learning units	Painting-points	ECVET-Point
Exterior/interior treatment of wood	19	$\frac{210 \times 19}{100} = 39.9$
Interior treatment of building boards	20	42
Hanging wallpaper/fibre wallpaper and painting	16	33,6
Interior/exterior treatment of mineral substrates	15	31,5



Interior/exterior treatment of metal substrates	6	12,6
Lay flooring	0	0
Interior/exterior corrosion protection and building protection speciality	0	0
Interior/exterior plasterworking	0	0
Interior/exterior installation and coating techniques for thermic and acustic insulation	0	0
Design and execution of creative decoration work techniques and maintenance speciality	3	6,3
Interior/exterior restoration within the framework of the preservation of historical monument and church painting speciality	7	14,7
Coating of floors	0	0
Wood and building protection measures	0	0
Tools, machines and equipment	6	12,6
Workplace practice	4	8,4
Knowledge of the paint trade	2	4,2
Individual attention to customers	1	2,1
Using IT for information and communication	1	2,1

Example:

A Danish person has worked in a Norwegian paint company for two months.





He has worked with the following sub-skills:

Exterior/interior treatment of wood

In Norway we say that wood weighs 30 painting-points

Two months of work gives following ECVET points:

Exterior/interior treatment of wood

Danish ECVET points in total multiplied with Norwegian painting-points divided by 100

$$\frac{210 \times 30}{100} = 63 \text{ ECVET points}$$

63 ECVET points divided by 42 months = 1.5 points per month (42 months = 3.5 years as the Danish education)

1.5 points x 2 months = **3 ECVET points credit Exterior/interior treatment of wood**

To use the ECVET system there should be established a competent institution in each country to validate the gained skills.

In the abovementioned example, the Norwegian institution validate the conversion into Norwegian painting points and then the Danish validation institution must calculate how much credit they will give the person when it is compared to the ECVET points that the person has gained during his/her stay in Norway.





Appendix 3: Excel spreadsheet with national qualification profiles (with final changes on 22 Apr 09)



Appendix 4: project consortium

The partners participating in the project are:

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