

# TALQ

TRANSPARENCY IN ART LEVELS AND QUALIFICATIONS

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CALL FOR PROPOSALS – EACEA/48/2015 Key Action 3: Support for Policy Reform, Support to European Policy Tools. Quality assurance at European level for enhanced transparency and recognition of skills and qualifications. PROJECT – 576008-EPP-1-2015-1-IT-EPPKA3-TRANS-SQ - TALQ - Transparency in Arts Levels and Qualifications.



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## Scan on VET in EU

A collection based on CEDEFOP publications

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Appendix to the Interim Report of the Research

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## VET in Austria

Main source: Cedefop (2014). Spotlight on VET Austria, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8048>

### VET in secondary school and post-secondary VET

Vocational education and training (VET) plays an important role; 75% of all learners who have completed compulsory schooling are in a VET programme.

Young people can choose from a wide range of mainly school-based and dual track (apprenticeship) programmes (about the same shares in both). These upper secondary programmes cover all economic sectors and lead to different qualification levels (from EQF 3 to EQF 5).

School-based VET starts in the last year of compulsory schooling (year 9), and apprenticeship usually in year 10, as the minimum age is 15. While most school-based VET comes under the responsibility of the education ministry, governance of apprenticeship is shared by the ministries of economy and education, the social partners and the Länder. There is also a variety of tertiary level VET programmes. Outside formal education, learners can acquire different qualifications through continuing VET (CVET).

The major VET programmes include:

- 1) three- to four-year (mainly) school-based programmes (BMS, 14-18 years, ISCED 3B) leading to qualifications to exercise the respective occupation(s) and have access to regulated activities immediately after the final exam. Those who complete the *Berufsaugabeprüfung* (exam for people whose initial VET does not automatically qualify them for entry into higher education) also have general access to tertiary level studies;
- 2) five-year (mainly) school-based programmes (BHS, 14-19 years, ISCED 4A), which lead to double qualifications for senior positions in business and general access to higher education at the same time (*Reife- und Diplomprüfung*). As with graduates of BMS, access to regulated trades is possible. More than 50% progress to higher education;
- 3) dual track (apprenticeship) training (from 15 years onwards, ISCED 3B) in some 200 apprenticeships. Training takes place at a company and at vocational school. In-company training is based on a training regulation valid throughout Austria, which is within the remit of the Federal Ministry of Economy, but largely shaped by the social partners. The school-based part comes under the responsibility of the education ministry (curricula) and the Länder. Graduates can obtain further qualifications, such as the master craftsperson exam or *Berufsaugabeprüfung*;

### Tertiary level and VET for adults

Those at universities of applied sciences (FHS, from 18 years onwards, ISCED 5A/6): these programmes are tailored to specific occupation fields and award academically founded professional qualifications at higher education level (bachelor-master). A period of work placement is a mandatory part of the curriculum. FHS programmes are not only open to learners who hold higher education entrance qualifications but can also be undertaken by people with VET qualifications relevant to the field of study.

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Adult learning/CVET: within the formal education and training system, (young) adults can acquire qualifications open to youth through specific programmes which build on initial qualification/prior learning (for those with a VET background as well as those from general education). There are also exam preparation programmes for master craftsperson/foreperson and similar qualifications. VET outside schools and higher education institutions is often available at CVET institutions. The CVET landscape is characterised by a high degree of institutional diversity (social partners' institutions are the key providers) and an associated wide range of available courses. There are also programmes that award legally regulated qualifications.

Progression opportunities from general to VET strands are possible at different stages. Horizontal mobility between general education and VET or among different sectors and types of VET may be challenging, given the substantial share of work-based learning and occupation-related theory required for vocational qualifications.

Upper secondary VET graduates can progress to tertiary level studies either immediately following graduation or after completing additional examinations (such as Berufsmatura), depending on the type of programme undertaken.

## Responsible Authorities

Austria is characterised by a strongly federalist structure. Legislative and executive responsibilities are divided between the national and provincial levels. The same applies to responsibility for vocational education and training (VET).

## Reference Institutions

ORF Academy

GDG KMSFB - ORF

WBV - Association of Theatres in Vienna

Association of regional and city theaters in Austria

YOUNION-AT

SV-wtu e.U

IBW

Educom

Berufsschule für Elektro- und Veranstaltungstechnik

Akademie der Österreichischen Theater-technischen Gesellschaft m.b.H.

Die New Design University St. Pölten (NDU)

University of Music and Performing Arts, Vienna

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Universität Wien

BS-EVT Berufsschule für Elektro- und Veranstaltungstechnik

## Reference Programs

- BS-EVT Berufsschule für Elektro- und Veranstaltungstechnik - Electrotechnik <http://www.bs-evt.at/lehrplaene/elektrotechnik/>
- Universität Wien - Theatre, Film and Media Studies  
[http://studentpoint.univie.ac.at/fileadmin/user\\_upload/studentpoint\\_2011/Curricula/Master/MA\\_TFM.pdf](http://studentpoint.univie.ac.at/fileadmin/user_upload/studentpoint_2011/Curricula/Master/MA_TFM.pdf)

## VET in Belgium

Main source: Cedefop (2015). Spotlight on VET Belgium, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8091>

### VET in secondary school and post-secondary VET

VET systems cover compulsory and higher education, adult education programmes, programmes alternating work and learning, and vocational training organised by public services for job-seekers, employees and entrepreneurs. The three communities for education and the three regions for vocational training and employment are in charge of these systems.

- 1) Compulsory education covers learners aged 6 to 18. VET pathways exist for those aged 14 and over: these take the form of technical or vocational secondary education programmes. Lower technical programmes prepare students for high-level technical education which awards a higher secondary education diploma and a VET qualification. Vocational secondary education programmes focus on preparing learners for labour market entry. These programmes lead to a qualification (after the sixth year) or a higher secondary education diploma following successful completion of a seventh year in the vocational track.
- 2) Learners aged 15 or over can also opt for part-time programmes, alternating work and learning, organised either by schools or by public training services. In programmes organised by schools, learners follow general and technical courses at school two days a week. The other three days they learn through work in a company. Public training services offer apprenticeships and entrepreneurial training programmes.

The providers are: – Syntra Vlaanderen (Vlaams Agentschap voor Ondernemersvorming) in BEFL; – IFAPME (Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises) in Wallonia; – SFPME (Service formation pour les petites et moyennes entreprises) in Brussels; – IAWM (Institut für Aus- und Weiterbildung im Mittelstand und in kleinen und mittleren Unternehmen) in BEDG.

In these programmes, learners acquire general and occupational knowledge and practical skills at the training services for one to one-and-a-half days and are trained the rest of the week in a company. This enables learners to become skilled workers and self-employed professionals.

### Tertiary level and VET for adults

Learners over 18 have access to entrepreneurship programmes.

Adults over 18 have a wide range of programmes to choose from, offered by the education system and by public and private VET providers. A higher secondary education diploma is necessary to continue in higher professional, technical or academic education. People who have failed to obtain this diploma can follow adult education programmes which lead to secondary education qualifications, and, in some cases, to higher professional qualifications (mostly bachelor level in BEFR or associate degree in BEFL).

Vocational training offered by public employment and training services leads to partial or full qualifications, or relates to specific subject areas, such as language learning. It is offered by:

- 1) VDAB (Vlaamse dienst voor Arbeidsbemiddeling en Beroepsopleiding) in Flanders and Brussels;
- 2) FOREM (Office Wallon de l'emploi et de la formation) in Wallonia;
- 3) Bruxelles Formation (Institut Bruxellois de la formation professionnelle) in Brussels;
- 4) ADG (Arbeitsamt der DG) in BEDG.

Training is organised by their own services or in cooperation with public or private VET providers.

## Responsible Authorities

Belgium is a federal State comprising three regions (Flanders, Wallonia and Brussels) and three communities (Flemish community, BEFL; French community, BEFR; and German-speaking community, BEDG). Despite multiple authorities responsible for education and training, and diverging education and training systems, there is political consensus. This, as defined in the 2014 national reform programme, aims to reduce early leaving from education and training, increase lifelong learning participation, increase access to and value of qualifications, and reduce inequalities within each region. At all levels, vocational education and training (VET) policies involve social partners in a tradition of social dialogue.

## Reference Institutions

Fonds de sécurité d'existence des Arts de la Scène

mediarte.be - Fonds Social du Secteur Audiovisuel et de la Production de films en Belgique

Sociaal Fonds voor de Podiumkunsten

Chamber of employers in the performing arts of the French language in Belgium

oKo - Platform for arts organisations in Flanders

Chamber of employers in the performing arts of the French language in Belgium

ACOD CULTUUR-BE

ACV-CSC TRANSCOM-BE

LBC-NVK-BE

TSO Antwerpen

TSO Mechelen

TSO Gent

TSO Ostende

TSO Brugge

Syntra Antwerpen

Syntra LGO

Syntra Gert Vreys

HE - RITS

HE - PXL

VDAB - Pianofabriek

VDAB - Sabbattini

VDAB - Kortrijk

VDAB - Hasselt Muziekodroom

SFP

B-ESA

## Reference Programs

- Pianofabriek - training assistant stage technician -  
<http://www.pianofabriek.be/spip.php?rubrique341&lang=en&moturl=4>

Job seekers prepare for a job as a (assistant) stage technician; lighting and sound are the main objective. Currently they organize two training modules: training assistant stage technician and a "preliminary stage speakers assistant stage technician." These courses run in collaboration and with the support of VDAB and Actiris.

## VET in Bulgaria

Main source: Cedefop (2014). Spotlight on VET Bulgaria, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8050>

### VET in secondary school and post-secondary VET

Framework programmes regulate acquisition of VET qualifications by setting age and entry level requirements and specifying content and duration. There are six framework programmes:

- 1) school-based initial VET (IVET) programmes 'A' leading to first level VET qualifications (EQF 2), can be accessed at age 13 at the earliest, after completing at least the sixth year of lower secondary education. The duration of these programmes is one to three years and varies with learners' previous educational backgrounds;
- 2) school-based IVET programmes 'B' leading to second level VET qualifications (EQF 3) can be accessed after completing lower secondary education. These programmes give access to higher education (HE);
- 3) school-based VET programmes 'C' for second and third level VET qualifications (EQF 4) can be accessed after completing lower secondary education and give access to HE. They are available after a one-year introductory programme to learners completing the seventh year of lower secondary school;
- 4) school-based post-secondary non-tertiary VET programmes 'D' leading to fourth level VET qualifications (EQF 5) are offered by VET colleges;

### Tertiary level and VET for adults

- 1) CVT centres offer workplace-based IVET programmes 'E' (apprenticeships) for individuals over 16. Usually, these programmes are short-term training courses for partial qualifications or courses enabling people to upgrade their VET qualifications;
- 2) CVT programmes 'F' update or broaden professional qualifications and/or lead to first, second or third level VET qualifications. CVT centres offer these programmes for individuals over 16.

Qualification levels reflect complexity and what is expected from learners, ranging from the first level, which involves learning/ performing routine activities carried out in stable conditions, to the fourth level, which encompasses performing complex activities in changing conditions, combined with management responsibilities. In school-based programmes, at least 40% of compulsory VET subjects are taught through practical training. All framework programmes, including A, B, C and D are available to adults. VET qualifications are acquired after completing training and passing State exams that correspond to national educational standards for VET qualifications.

Adult participation in lifelong learning is low. For many unemployed people, especially from disadvantaged groups, training at CVT centres is the only opportunity to enter the labour market, and for employees, to retain their jobs. These training courses are predominantly financed through active labour market policy schemes supported by the European Social Fund (ESF).

## Responsible Authorities

The Ministry of Education and Science coordinates national policy on vocational education and training (VET), while other ministries are in charge of schools in the areas they are responsible for (art, sports, etc.). The main VET providers are VET schools (VET secondary schools, art schools, sports schools), VET colleges and licensed private and public continuing vocational training (CVT) centres.

Examinations are conducted by committees appointed by heads of each educational institution. Members of these committees include representatives of educational institutions, employers and employees. In addition to assessing learning outcomes of VET graduates at institutional level, social partners are involved in designing and approving national educational standards coordinated by the National Agency for VET, before they are embedded in legislation. Helping shape VET policy, social partners are also active in the economic and social council, as well as other national councils.

## Reference Institutions

BAROK - Bulgarian Association of employers in Culture

UBA/Bulgarian OISTAT Center

National Academy of art Sofia

Plovdiv National High School of Stage and Film Design

National High School for Performing and Screen Arts – Plovdiv

Center for professional education - Plovdiv

## Reference Programs

- National High School for Performing and Screen Arts (Plovdiv) - Artistic Stage Illumination  
[http://www.skadri.org/h\\_osvetlenie.html](http://www.skadri.org/h_osvetlenie.html)

This speciality gives knowledge about creative building of artistic illumination incorporated in performance's scenography. The students are taught to design artistic stage illumination for the entire performance or interior and exterior object. They can have a notion about possibilities of illumination. In the end of the course students successfully can cope with complex illumination tasks, included in all stage and film arts. They study subjects as: illumination, lighting features, electrical engineering, sound design, computer design.

## VET in Croatia

Main source: Cedefop (2015). Spotlight on VET Croatia, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8106>

### VET in secondary school and post-secondary VET

All VET programmes combine professional and general competences, to varying degrees; most include mandatory work-based learning (WBL), though duration and type varies. Learners from lower-level programmes can progress to higher levels at the discretion of their schools.

Initial VET is publicly financed and free of charge. Learners start VET on completion of compulsory education (ISCED-P 244) at the age of 14/15.

Four-year, mostly school-based VET programmes (ISCED-P 354) with a WBL component lead to qualifications at CROQF level 4.2/EQF level 4. These 'technician' programmes allow progression to tertiary education, after completing external matura exams, administered by the National Centre for External Evaluation of Education (NCVVO). Most students in four-year VET programmes use this opportunity.

Three-year VET programmes (ISCED-P 353) give access to the labour market and lead to qualifications at CROQF level 4.1/EQF level 4; they are mostly run as apprenticeships, with significant work-based learning at companies. Since 2014, graduates from these programmes can enter an optional one- to two-year bridge programme and, if successful, take matura exams to qualify for higher education access. This programme corresponds to the fourth year of the school-based programme.

### Tertiary level and VET for adults

At higher education level, VET is provided at polytechnics in the form of short-cycle programmes (ISCED-P 554) and professional studies (ISCED-P 655) with a focus on applied sciences. Learning in these programmes typically involves extensive practical work experience and leads to a qualification at CROQF and EQF levels 5 and 6. Shorter programmes also exist.

Adult education and training (for those over 16) covers a broad range of options, mainly in the form of short (re)training programmes, which range from basic or technical skills courses to complete formal secondary education and training.

Entry requirements for post-secondary adult VET programmes include relevant IVET training and/or a number of years of professional experience. If adult education providers want to issue formal certificates at secondary education level, the education ministry has to approve their programmes.

### Responsible Authorities

Overall responsibility for VET lies with the Ministry of Science, Education and Sports supported by the Agency for VET and Adult Education (ASOO). The agency is responsible for developing VET curricula, continuous professional development of VET teachers, skills competitions and quality assurance.

The 2009 VET Act strengthened cooperation through increased involvement of line ministries, social partners, chambers of trades and crafts, the employment service, professional associations and other stakeholders. It also established multipartite VET sector skills councils that informed VET on the needs of the labour market and higher education.

Since the 2013 Act on the Croatian qualifications framework (CROQF), 25 sector skills councils cover general, vocational and higher education.

The Human Resource Development Council assesses, validates and coordinates education, employment, and lifelong professional guidance policies, regional policy and CROQF development, aiming to encourage human potential development, stimulate competitiveness and achieve Croatia's strategic goals.

## Reference Institutions

HRT Croatia Radiotelevision

OISTAT HRV

University of Zagreb Academy of Fine Arts

## Reference Programs

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## VET in Cyprus

Main source: Cedefop (2016). Spotlight on VET Cyprus, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8096>

### VET in secondary school and post-secondary VET

VET is initially available at upper secondary in technical schools, including evening technical schools. The unified lyceum provides general upper secondary education. Horizontal and vertical movement across upper secondary education is possible, with students moving between the unified lyceum and technical schools provided they succeed in specific examinations.

Technical schools offer two types of three-year programme. The first and second years of practical stream programmes are mainly school-based and combine general education subjects with technological and workshop subjects.

Programmes in both streams offer practical training in enterprises (four weeks).

School leaving certificates are awarded on successful completion and are equivalent to those of secondary general education schools.

Graduates are eligible for admission to universities and other tertiary education institutions in Cyprus and abroad.

Qualifications provide access to several regulated occupations, provided all other requirements of relevant legislation are met.

VET is also available through the new apprenticeship system addressed to young people who leave formal education between ages 14 and 18. 'Preparatory apprenticeship' lasts for one school year and young people between 14 and 16 years of age who have not completed lower secondary programmes (EQF 2), may participate.

After completing the preparatory apprenticeship, students can either continue to 'core apprenticeship' (three years) or return to formal programmes.

On successful completion, participants may continue with post-secondary VET.

The 'apprenticeship certificate' allows access to several regulated occupations, provided all other requirements of relevant legislation are met.

Post-secondary VET has been provided at post-secondary institutes of technical and vocational education and training since the 2012/13 academic year. These institutes provide students with two-year courses to acquire, improve, or upgrade their qualifications and skills in order to facilitate their entering into the labour market.

### Tertiary level and VET for adults

VET at tertiary, non-university level is provided at four public institutes/colleges and at several private institutes. Successful completion of the programme, which lasts for two-to-three years, leads to a diploma or higher diploma awarded by the institution.

Vocational training for adults is extensively available in Cyprus for the employed, the unemployed, vulnerable groups and adults in general, through a mixture of public and private provision: colleges, training institutions, consultancy firms and enterprises. The employed usually participate in training programmes for job-specific skills to meet company needs, while the unemployed acquire both horizontal and job-specific skills to improve their employability.

Training schemes targeted at the unemployed combine training with either employment in an enterprise or job placement to acquire work experience.

## Responsible Authorities

The Ministry of Education and Culture has overall responsibility for developing and implementing education policy. The Ministry of Labour, Welfare and Social Insurance has overall responsibility for labour and social policy and the Human Resource Development Authority of Cyprus plays an important role in vocational training.

## Reference Institutions

Aigaia School of Art & Design Nicosia

ARTos Cultural and Research Foundation Nicosia

Cyprus Centre of Scenographers, Theatre Architects and Technicians

## Reference Programs

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## VET in Czech Republic

Main source: Cedefop (2016). Spotlight on VET Czech Republic,  
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8098>

### VET in secondary school and post-secondary VET

VET predominantly begins following completion of compulsory education, usually at age 15. All IVET programmes are school-based but practical training and work placements are an integral part of curricula. Practical IVET programmes (EQF 2-3) are a small part of secondary VET, as they are designed primarily for students with special needs. Upper secondary level vocational and technical programmes (EQF 3-4) last for three to four years.

The following options exist:

- (a) three-year vocational programmes at EQF 3 (completed by a final examination leading to 'vocational certificate') enable graduates to enter the labour market directly and perform manual occupations (such as bricklayer, hairdresser). Graduates of these programmes can follow a two-year follow-up programme (EQF 4) and pass a maturita examination, which enables access to higher education;
- (b) four-year technical programmes (completed by a maturita examination, EQF 4) enable graduates to continue learning in higher education or perform mid-level technical, business and other similar jobs (such as civil engineering technician, IT system administrator);
- (c) lyceum programmes with a high proportion of general education (up to 70% of the curricula) prepare their graduates for studies at higher education institutions;
- (d) programmes offered by conservatories have a different setup, preparing students for performing demanding artistic activities in music, dance, singing and drama. Studies are either completed by maturita (secondary education – EQF 4) or by absolutorium (tertiary professional education – EQF 6).

### Tertiary level and VET for adults

Follow-up courses, organised by secondary schools, last two years and are accessible for graduates of three-year vocational programmes with an EQF level 3 vocational certificate. The two year course is completed with a maturita examination (EQF 4). Learners who have already completed upper secondary education and intend to acquire a qualification in a different field, or have secondary general education and intend to get a vocational qualification, may opt for 'shortened programmes'. Those with maturita (EQF 4) can achieve a vocational certificate or another maturita certificate in a different field; those with just a vocational certificate (EQF 3) can only acquire another vocational certificate in a different field.

Shortened courses are especially suitable for adults and last one to two years.

Tertiary professional programmes prepare secondary school graduates (with a maturita certificate) for performance of demanding professional tasks (such as nutritionist, dental assistant). Studies last three to

three-and-a-half years and are completed by absolutorium (EQF 6). These programmes provide practically-oriented tertiary education and are closely aligned to employers' skill needs.

Although most graduates enter the labour market, vertical permeability to higher education institutions also exists. Graduates who, on completion of their studies, continue in bachelor programmes at universities, may have some of their subjects and exams taken in tertiary professional school recognised.

## Responsible Authorities

The main body responsible for IVET is the Ministry of Education, Youth and Sports. Most VET schools are public and founded by regions. IVET is school-based, with a large proportion of practical training (at schools, in workshops, practical training centres, and authorised companies) and/or work placements. Representatives of employers are involved in sector skill councils and field groups that set occupational and qualification standards.

## Reference Institutions

Czech TV

APA - Audiovisual Producers' Association

Academy of Performing Arts in Prague (AMU)

OS MEDIA

Czech Radio

Association of Czech Cinematographers ACK

Association of Symphony Orchestras and Choirs of the Czech Republic

Trexima / Sector Skills Council for Culture

Film and TV School of Academy of Performing Arts

Arts and Theatre Institute

OSNPM (Odborový svaz novinářů) / Journalists' Union

APD ČR - Association of the Professional theatres in the Czech Republic

DAMU

Janáčkova akademie múzických umění v Brně

Svetelny Design

## Reference Programs

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- Institute of Lighting Design (<http://www.lightingschool.eu/portfolio/european-lighting-school/>,  
<http://www.svetelnydesign.cz/en/skola-svetelneho-designu/>)

The European Lighting School was a joint project of three institutions from the Czech Republic (Institute of Lighting Design Prague), Netherlands (instituut Lichtontwerpen) and Slovakia (ANTÉNA – sieť pre nezávislú kultúru). The outcome of their efforts includes a variety of activities. Firstly, there have been 9 international workshops organised in three countries on various topic as light in public places, galleries, cultural centres, classical and site specific theatre. It provided an opportunity of experiencing different approaches to lighting design to students from several countries.

## VET in Denmark

Main source: Cedefop (2016). Spotlight on VET Denmark, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8101>

### VET in secondary school and post-secondary VET

Danish education and training comprises a mainstream system providing qualifications at all levels, from compulsory schooling to doctoral degrees, and a parallel adult education and continuing training (CVT) system. Adult education and CVT are designed to meet the needs of adult learners, for example through part-time courses. The two systems offer equivalent qualifications at various levels, enabling horizontal permeability.

Initial VET is organised into four broad entry routes; care, health and pedagogy; office, trade and business services; food, agriculture and 'experiences' (an umbrella term for tourism and recreation); and technology, construction and transportation. Programmes are organised according to the dual principle, alternating between periods of college-based and work-based learning (apprenticeship training) in enterprises. A typical IVET programme (EUD) lasts three-and-a-half years with a 2:1 split between workplace and college-based training, although there is considerable variation among programmes. Individual study plans are compiled for all students. VET colleges and social partners share the responsibility for developing curricula to ensure responsiveness to local labour market needs. Qualifications at this level provide access to relevant fields in academy profession (KVU) programmes and professional bachelor programmes at tertiary level.

Alternative routes to VET qualifications include:

- 1) combined vocational and general upper secondary education (EUX, an academic preparation programme), a relatively new pathway, which lasts around four years. It enables highly motivated students to obtain access to higher education along with a vocational qualification;
- 2) 'new apprenticeship' (Ny Mesterlære) programmes, where the entire training takes place at a company instead of partly at a VET college. Students with a practical approach to learning benefit from these programmes;
- 3) combined post-compulsory education for people aged 15 to 24 who do not possess the necessary vocational, personal or social skills to complete a VET programme;
- 4) basic VET (EGU) for lower secondary graduates, with a practical approach to learning. The programme caters to the young unemployed, lasts three to four years, and includes at least 75% of work-based learning (WBL).

### Tertiary level and VET for adults

VET for adults aged 25 or older (EUUV) has been established as a specific track to offer the low-skilled an attractive and goal-oriented path to become a skilled worker. Adults with at least two years of work experience will receive VET education without the basic programme and without internship. Adult vocational training (arbejdsmarkedsuddannelser, AMU) provides participants with skills and competences

relevant to the labour market and is primarily geared towards specific sectors and jobs. The programmes either help learners deepen their existing knowledge in a particular field or develop new knowledge in related fields. AMU programmes (around 3 000) last one week on average and are created, adapted or discontinued in response to labour market needs. At tertiary level, further VET and adult education programmes lead to EQF level 5 qualifications

## Responsible Authorities

An inclusive and flexible initial VET system helps ensure that all young people have an opportunity to obtain competences to aid smooth transition to the labour market. Adult education and continuing training respond to structural and technological changes in the labour market and provide the workforce with new and updated skills.

VET jurisdiction is with the Ministry of Education, which maintains close dialogue with social partners to respond to labour market needs.

## Reference Institutions

DTF - Danish Association of Theatres

DS/Danske Scenografer (Danish Scenographers)

Kulturhusen Copenaghen

Danish National School of Performing Arts

## Reference Programs

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## VET in Estonia

Main source: Cedefop (2016). Spotlight on VET Estonia, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8099>

### VET in secondary school and post-secondary VET

Initial VET is offered at the second, third, fourth and fifth levels of the Estonian qualifications framework (corresponding to European qualifications framework, EQF). Learners can choose between full-time studies (independent learning is less than one half of the study volume) and studies where the emphasis is on self-study and contact hours are fewer (referred to as 'non-stationary' studies in the national context). Full-time studies are available as school-based tracks and include up to 70% work-based learning, and apprenticeship.

Financial assistance is available for VET students to guarantee equal access to education, regardless of their socioeconomic circumstances. At second and third levels there are no minimum admission requirements. Curricula are designed to meet labour market needs in elementary occupations.

As a rule, fourth level studies require completed basic education to enter, but there are exceptions for over 22-year-olds without basic education. Programmes at this level give learners the skills needed to perform more complicated jobs. It is possible to follow vocational programmes (ISCED-P 351) only or to study VET along with upper secondary general education (ISCED-P 354). The qualification achieved (certificate in vocational secondary education) is a precondition for accessing higher education.

National State examinations are compulsory for upper secondary general education graduates, but VET graduates also take them as they function as entrance examinations for most higher education programmes. Vocational secondary education certificate holders can study general education subjects of their choice to prepare for the State examinations.

Upper secondary education gives access to EQF level 5 IVET programmes (ISCED-P 454). These post-secondary programmes prepare learners for technical and associate professional occupations.

### Tertiary level and VET for adults

Higher education programmes start at EQF level 6 and the first level of tertiary education has both an academic branch and professional higher education branch. These are accessible to all graduates of both general and vocational secondary education, as well as graduates of post-secondary VET.

Adult education is divided into formal education and continuing education. Formal education acquired within the adult education system allows adults to acquire general lower and upper secondary education at adult upper secondary schools. Schools implement individual curricula when needed.

In addition to formal education, VET and higher education institutions provide continuing education and retraining courses.

Continuing VET (CVET) is offered at EQF levels 4 and 5. It includes vocational courses for adults, which focus on the acquisition of single competences. To enrol in CVET, learners need to have at least a vocational qualification or validated competences and an educational qualification at EQF level 4.

## Responsible Authorities

VET is under the jurisdiction of the Ministry of Education and Research and the institutional framework includes a network of VET schools, a quality assurance body, sectoral skills councils, and awarding organisations. Occupational standards in the eight-level Estonian qualifications framework are all outcomes-based and serve as the basis for VET curricula. Social partners are involved in VET policy development and implementation to help respond to labour market needs. At national level, they participate in sectoral skills councils and are involved in drafting VET-related legislation, including national VET curricula. At school level, their representatives belong to the counsellors' boards of VET institutions. Recognition of prior learning and work experience has improved accessibility to VET for learners from diverse education and professional backgrounds. The VET infrastructure has recently been upgraded. VET institutions offer both, initial and continuing VET programmes.

## Reference Institutions

Association of Professional Actors of Estonia

EETEAL - Estonian Association of Performing Arts Institutions

Estonian National Producers Association

Estonian Qualifications Authority - Kutsekoda

Estonian Theatre Union

Estonian Union of Journalists

OISTAT CENTRE ESTONIA

University of Tartu Viljandi Culture Academy

## Reference Programs

- University of Tartu Viljandi Culture Academy – Performing Arts Department

The department connects classical fields of performing arts: dance and theatre arts as well theatre technical studies. This set of studies creates synergy and special energy between our students from different study programmes. The study program on Theatre Technical Arts provides the following specialties: prop and stage designer, lighting designer, stage manager, performing arts multimedia specialist.

The curriculum involves the larger part of the trades involved in visual creation, in the technological as well as in the artistic sense. As the main focus is on technology beginning with glue and paint and ending with

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the lighting and video, artistic subjects related to theatre occupy an important part of the curriculum. Artistic collaboration with dance and theatre arts students as well as professional artists is promoted. During the course of studies there are continual practice sessions at Estonian professional theatres and performance institutions.

Upon successful completion of the curriculum the students

- 1) have broad-based structured knowledge of art and theory of art in the functioning of the whole field of interdisciplinary performing arts;
- 2) have the required knowledge and skills to independently manage and develop entrepreneurship in creative industries;
- 3) have the required knowledge and skills for professional job in creative teams of performing arts as a light designer, light technician, prop maker- decorator, artist-decorator, performing arts multimedia specialist, head of the production or project manager;
- 4) set their sights on lifelong training and development.

## VET in Finland

Main source: Cedefop (2015). Spotlight on VET Finland, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8100>

### VET in secondary school and post-secondary VET

More than 40% of the relevant age group start upper secondary VET studies immediately after basic education; most of these obtain their VET qualifications at vocational institutions. All qualifications include at least six months' on-the-job learning. The most popular fields are technology, communications and transport, and social services, health and sports. Half the students are female, though the proportion varies greatly from field to field. Technology and natural sciences are still very male-dominated areas while healthcare and social services, tourism and catering are female-dominated.

In addition to school-based upper secondary VET, vocational qualifications can be obtained in apprenticeship training or as competence-based qualifications:

- 1) apprenticeship training includes courses at vocational institutions. The share of work-based learning (WBL) is 70% to 80%. Most apprentices are adults;
- 2) competence-based qualifications are usually completed by adults. In addition to the 52 vocational qualifications offered, there are nearly 300 further and specialist qualifications in different fields. Vocational and further vocational qualifications are at upper secondary level and may be obtained through competence tests, independent of how vocational skills were acquired.

The specialist vocational qualification is at post-secondary, non-tertiary level. Authorisations to provide VET are granted by the ministry. They cover VET fields, qualifications, number of students, language of instruction, locations, special educational tasks and other issues. VET providers may also be assigned tasks to develop and serve the world of work. VET providers are responsible for organising training in their areas, for matching provision with local labour market needs, and for devising curricula based on national qualification requirements. They also decide independently on issues such as type of education and training provided and the method for completing studies, within the limits of their authorisation from the education ministry.

Studies in upper secondary VET are based on individual study plans, comprising both compulsory and optional modules. Modularisation allows for a degree of individualisation of qualifications; for example, students can include modules from other vocational qualifications (including both further and specialist vocational qualifications) or applied sciences degrees.

Flexibility also enables education providers to meet both regional and local labour demands more effectively. There are no dead-ends within the education system.

### Tertiary level and VET for adults

From the late 1990s the vocational track has offered eligibility to access polytechnics and universities, so upper secondary VET became equal to general upper secondary education in terms of providing access to higher education.

## Responsible Authorities

The Ministry of Education and Culture is responsible for strategic and normative steering of vocational education and training (VET) and leads national development. National VET objectives, qualifications structure and core subjects included in them are determined by the government.

A VET provider may be a local authority, municipal training consortium, foundation or other registered association or State company. National qualification requirements ensure nationally uniform vocational competence; they are the basis for evaluating learning outcomes. These requirements are drawn up by the Finnish National Board of Education in the context of broad cooperation with stakeholders (employers' organisations, trade unions, the Trade Union of Education, and student unions). Cooperation with the world of work is considered essential. In addition to contributing to national qualification requirements, representatives from enterprises participate in work on local curricula, organise and plan training and skills demonstrations, and are part of regional committees. They also assess both skills demonstrations in upper secondary qualifications and competence tests in competence-based qualifications. Flexibility and individualisation have become means to respond to changing labour market requirements.

## Reference Institutions

Lasipalatsi Media Centre Ltd / Education and Training Committee on Theatre, Music, and Dance

STEFI - Association of Finnish Theatres

Finnish OISTAT Center/Suomen OISTAT-keskus

TEME-FI

UNIARTS - Helsinki

Metropolia Helsinki

Aalto

Pohjois-Karjalan koulutuskuntayhtymä (PKKY)

## Reference Programs

- UNIARTS Helsinki - Degree programme in lighting design <http://www.uniarts.fi/en/teak/degree-and-masters-degree-programme-lighting-design>

In the three-year degree programme in lighting design, students will become familiar with the traditions, concepts, and current practices in your field. Students will master the means and methods of expression

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and become familiar with the artistic planning process of lighting design. Students will also learn to work as an active and competent member of a multi-professional design team. The two-year master's degree programme in lighting design will enhance your skills in creative content production and your commitment to practice.

- Metropolia - Performances and theater technology  
<http://www.metropolia.fi/haku/koulutustarjonta-nuoret-kulttuuri/esitys-ja-teatteritekniikka/>

Performances and Theatre Bachelor of engineering is dominated by a wide range of lighting, audio and video technology as well as stage mechanics systems. Bachelor of operating a wide range of professional show business technical duties as part of the artistic workshops and production organizations. Assignments are mainly in theaters and opera houses, cultural and community centers, event technology design and implementation, concert and festival activities, representation in international operations as well as engineering offices and sales and installation operation.

- Pohjois-Karjalan koulutuskuntayhtymä (PKKY) - Theatre and Stage Media Vocational Qualification  
<http://www.pkky.fi/hakijalle/koulutustarjonta/kulttuuriala/media-ala/Sivut/media-assistentti-teatteri-ja-esitystekniikka.aspx>

Theater and technology professionals devoted to different types of lighting and sound systems for the construction and use, as well as the realization of productions, concerts, theater, festivals, performances, fairs and many other events.

There are a number of professional titles, such as light, sound and stage man, engineer, technical assistant.

Graduates employ theaters, cultural centers, community centers, event and program service companies, restaurants, events, bands and ensembles.

## VET in France

Main source: Cedefop (2016). Spotlight on VET France, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8097>

### VET in secondary school and post-secondary VET

On leaving lower secondary school (collège) at ISCED-P 244, generally at the age of 15, students are steered either towards a general (ISCED-P 344) and technological (ISCED-P 354) upper secondary school (lycée), to prepare for a three-year general or technological baccalaureate, or towards a vocational lycée (ISCED-P 353, 354), to prepare for a two-year professional skills certificate (CAP) or a three-year vocational baccalaureate. These qualifications are designed to provide direct access to employment, and the training always includes in-company internship. However, access to tertiary level VET programmes in related fields is possible. Upper secondary education is governed and financed largely by the Ministry of Education and partly by other ministries (including agriculture and industry).

### Tertiary level and VET for adults

VET at tertiary level (ISCED-P 554) - The lycée-based higher technician curricula provide a two-year programme leading to the higher technician certificate (BTS). Universities offer also a two-year technological university diploma (DUT); this is designed for entry into the labour market. Students can also decide, on completion, to go on to a vocational bachelor's programme, which enables them to acquire a vocational qualification at EQF level 6 and progress to master's level for a qualification at EQF level 7. Higher education (tertiary level) provides general courses and technical and vocational courses within universities and public or private higher colleges of excellence (grandes écoles).

Apprenticeship - This pathway can lead to all vocational certifications registered in the national directory of professional qualifications, which includes all secondary or higher education certifications as well as vocational qualification certificates (CQP), created by the professional branches. Young people on an apprenticeship contract (from one to three years) have the status and rights of other employees and receive a salary. The course takes place both in the workplace and in an apprentice training centre (CFA).

Continuing VET (CVET) - CVET applies to those entering the world of work or already in work, both young and adults. The objectives of CVET include promoting professional integration or reintegration; maintaining people in work; encouraging the development of skills and access to different levels of professional qualification; and contributing to economic and cultural development and social progress. Access and funding procedures for courses vary according to individual status, either as jobseekers or people in employment (private sector employees, public servants, self-employed workers). Training of job seekers is managed by the regions, and partly by the national agency for employment. Employers (private or public) and the social partners are responsible for training people in employment.

### Responsible Authorities

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Vocational education and training (VET) is, by tradition, central to France's adopted priorities: guilds first appeared in the Middle Ages and apprenticeship in the 19th century. The development of lifelong learning in the early 1970s was based on long-standing and highly diverse adult education practices that are the foundation of continuous education.

The system is governed by the State (legislation), the regional councils (policy setting) and the social partners (management of the CFAs). Its funding comes from the State, which exempts enterprises from employer contributions for the amount of each apprentice salary, the regional councils (bonuses on recruitment, apprenticeship subsidies) and companies (apprenticeship tax).

The training market is open: in 2012, more than 62 000 training providers together earned revenues of EUR 13.6 billion for 24.4 million people. Funding for CVET activities (including apprenticeship) represented 1.52% of national GDP. More than one in two adults followed at least one training action; however the training rate in micro-enterprises (TPE) is still low (only 28% of staff was trained).

## Reference Institutions

Commission paritaire nationale emploi et formation du spectacle vivant (CPNEF SV)

FASAP FO

Commission paritaire nationale emploi et formation de l'audiovisuel (CPNEF AV)

Centre de Formation Professionnelle aux Techniques du Spectacle (CFPTS)

AFDAS

Association of French opera houses, orchestras and lyric theatres

FEPS - Federation of employers in the public and private live performance in France

UDS/Union des Scénographes

F3C CFDT-FR

FASAP-FO-FR

SPIAC-CGT-FR

SYNPTAC-CGT-FR

REunion des Directions TECHniques

ENSATT

Arts du spectacle Strasbourg

CFA SVA

Abricot

## Reference Programs

- CFPTS - Light Controller [http://www.cfpts.com/lumiere\\_107](http://www.cfpts.com/lumiere_107)

Around vocational training, the various qualification and advanced training courses focus on covering all aspects of light in the live performance, be it the installation of different equipment or the design of Lighting, so that the sector offers an exemplary modularity. At the heart of the sector, the Light Curator training delivers a professional certification registered at the RNCP. Open to practicing professionals as well as those wishing to carry out a vocational retraining project, it covers all aspects of this field, from mastery of technical skills to techno-artistic dialogue, through the implementation of Equipment.

- CFA SVA – Light Controller <http://www.cfa-sva.com/formation/regisseur-lumiere/presentation/>

Responsible for the installation and adjustment of the light installation and then the disassembly, the lighting controller is also responsible for the correct operation of the installation. It manages the light conduct during the show or the event and can be led to realize a simple light creation under the responsibility of the artistic director while being responsible for the maintenance of the lighting equipment. (Level III professional certification (bac + 2) registered with the RNCP)

- CFA SVA – Lighting Technician <http://www.cfa-sva.com/formation/technicien-lumiere/presentation/>

The function of the lighting technician is to mount, wire and regulate the equipment used for the lighting of shows and event events. Under the direction of a stage manager or a technical manager, the lighting technician collaborates in the development of a show or a performance and contributes to its development throughout its operation. (Level IV professional certification (bac) registered with the RNCP and issued by Staff - <http://www.staff.asso.fr/>)

- Abricot – Lighting operator [http://www.abricot-formation.com/stage\\_de\\_formation/stage\\_eclairage\\_lumiere/stages\\_de\\_eclairage\\_cours\\_lumiere.htm](http://www.abricot-formation.com/stage_de_formation/stage_eclairage_lumiere/stages_de_eclairage_cours_lumiere.htm)
- ENSATT – Lighting Designer <http://www.ensatt.fr/index.php/31-formation-continue/1432-formation-continue-concepteur-lumiere>

At the crossroads of artistic and scenic engineering, this training offers a practical and multidisciplinary approach resolutely turned towards innovation and contemporary creation. It trains scenic lighting professionals capable of responding to the outlets of the performing arts sectors (theater, dance, opera, concert, cultural events) both in terms of creation or research and in mastering new technologies applied to the scene.



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## VET in Germany

Main source: Cedefop (2014). Spotlight on VET Germany, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8057>

### VET in secondary school and post-secondary VET

The main pillar of VET is the dual system (apprenticeship, ISCED 3B). Every person who has completed full-time compulsory schooling has access to apprenticeship training (duration usually three years), which combines two learning venues, companies and vocational schools. Those successfully completing their training are qualified to be employed as skilled workers. Progression is possible through various school-based VET programmes and by acquiring master craftsperson and similar qualifications. There are also programmes based on the dual principle at higher education level. Parallel to the dual system there is a wide range of school-based programmes (ISCED levels 3-4), which differ in terms of entry requirements, focus, types and levels of qualifications they lead to, such as:

- 1) programmes at vocational schools preparing people for work in many occupational areas (Berufsfachschule, duration one to three years depending on the occupational area and specialisation and the type/level of qualification). Where they do not offer a full vocational qualification, attendance can be credited as the first year of training in the dual system if certain conditions are met. Entry requirement is the lower secondary general school certificate or the certificate obtained on completion of year 10 (intermediate level, Realschule);
- 2) programmes providing general upper secondary and vocationally-oriented education (ISCED 3A) and usually leading to the general higher education entrance qualification (Berufliches Gymnasium/Fachgymnasium, duration three to four years depending whether they also acquire a vocational qualification). Entry requirement is the intermediate level certificate;
- 3) specialised programmes that build upon intermediate level certificates or initial vocational training and impart deeper occupational knowledge (duration one to three years). They lead to entrance qualifications for universities of applied sciences or specific fields of study. Under certain conditions, learners may also obtain the general higher education entrance qualification.

### Tertiary level and VET for adults

VET at higher education level is becoming more important. A blend of vocational and academic training is offered by universities of applied sciences (duration four years) and other higher education institutes (Berufsakademien, duale Hochschule in some Länder, usually leading to bachelor or in some cases master degrees). Enterprises participating in Berufsakademie programmes bear the costs of the company-based training and pay learners a wage. An important step in widening access to higher education is the 2009 KMK resolution, which defines common access criteria for vocationally qualified applicants without a school-based higher education entrance qualification: advanced vocational qualifications such as those of master craftsperson, foreperson and certified supervisor (Meister, Techniker, Fachwirt, see below); completion of relevant IVET lasting two years; three years of relevant occupational experience; passing an aptitude test; or successful completion of a probationary year of studies. Continuing training is playing an

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increasingly important role in improving employability. It is characterised by a wide variety of providers (a training market) and a comparatively low degree of regulation by the state. Only a small part of provision leads to formal qualifications regulated by the Vocational Training Act, such as master craftsman/foreman/certified supervisor, technical engineer, and certified senior clerk qualifications (Meister, Techniker, Fachwirt). Courses to prepare for these advanced level qualifications are offered by chambers or schools (Fachschulen, master craftsmen schools). Access to the respective assessment usually requires several years of practice in the related occupation.

## Responsible Authorities

VET in Germany is based on cooperation between State, private sector and social partners. The Federal Ministry of Education (BMBF) is responsible for general VET policy issues and has a coordinating and steering role for all training occupations in cooperation with the respective ministries. The ministry also works closely with the Federal Institute for Vocational Education and Training (BIBB), which conducts research and advises the Federal Government and vocational training providers. The Länder (federal states) are responsible for school-based (parts of) VET and have VET committees with employer and employee representatives. The Ministries of Education in the Länder cooperate in a standing conference (KMK) to ensure a degree of uniformity and comparability

## Reference Institutions

DOV (Deutscher Orchestervereinigung) - Orchesterakademie

VER.DI-DE Culture and art

ARD.ZDF Medien akademie

Career & Transfer Service centre - UDK Berlin

DBV - German Theatre and Orchestra Association

DTHG/Deutsche Theatertechnische Gesellschaft

Beuth Hochschule für Technik Berlin

VPLT

Europäische Medien- und Event-Akademie.de

## Reference Programs

- Beuth Hochschule für Technik Berlin - Theatre Technology <https://www.beuth-hochschule.de/b-tt>

## VET in Greece

Main source: Cedefop (2014). Spotlight on VET Greece, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8076>

### VET in secondary school and post-secondary VET

For graduates of lower secondary education, the recent law on secondary education(2013) foresees that those who do not wish to follow general education may choose between the following VET options:

- 1) School-based programmes and specialities leading to a vocational certificate (EQF level 4) or vocational specialisation degree (EQF level 4, as well) at vocational education school (three-years long). Graduates may then enter the labour market, become an apprentice, or proceed to post-secondary VET or tertiary education.
- 2) Programmes combining school-based and work-based instruction that lead to a vocational qualification (EQF level 3) at vocational training schools. After two years, students enter an apprenticeship year. Apart from the possibility to access the labour market, graduates may proceed to post-secondary VET but not directly to tertiary education.
- 3) Learners who have completed first grade of general education may enter two year dual learning programs supervised by the employment service.

For post-secondary level see the next paragraph “Tertiary level”.

### Tertiary level and VET for adults

At post-secondary and tertiary levels, the following VET options are available:

- 1) Vocational training programmes offered by IEK (Instituta Epaggelmatikis Katartisis). Studies last two years plus an additional and optional semester of practical training. They lead to a post-secondary vocational training diploma (EQF level 5).
- 2) Higher professional programmes (in tourism, maritime, army, arts etc.) offered by higher schools have a strong work-based elements and lead to a post-secondary VET qualification (EQF level 5).
- 3) Apprenticeship year addressed to secondary education graduated, based on dual learning and leading to a vocational specialisation (EQF level 5).

Continuing VET is offered by lifelong learning centres run by regional authorities, municipalities, social partners, chambers of commerce, professional associations, and higher education institutions. These CVET programs are partially regulated by the National Agency responsible for Qualifications and the General Secretariat for Lifelong Learning. They do not lead to formal qualifications.

### Responsible Authorities

The Ministry of Education is responsible for VET provisions in most cases. It supervises the National Agency responsible for Qualifications and the General Secretariat for Lifelong Learning (that have a relevant role in managing and regulating post-secondary VET).

The employment service supervises apprenticeship schools and has also been mandated to support apprenticeship years in vocational training.

For higher professional programs, several ministries are co-responsible.

## Reference Institutions

Greek Center of the International Theatre Institute (UNESCO)

Hellenic Open University Pátrai, Greece

## Reference Programs

- Lighting Design, M.A. - Hellenic Open University Pátrai, Greece

The Post-graduate Studies Program “Lighting Design” aims at an in depth study of issues concerning the combination of the art and the science of lighting used widely both in a theoretical and applied level. Particular issues, on which the PSP focuses, constitute the perception of light, its effect on humans, the relationship of art to lighting, the physics of lighting, issues of natural and artificial lighting from a scientific, artistic and technological point of view, lighting composition combining artificial and natural lighting and its computer simulation. (<http://www.mastersportal.eu/studies/41691/lighting-design.html>)

## VET in Hungary

Main source: Cedefop (2014). Spotlight on VET Hungary, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8081>

### VET in secondary school and post-secondary VET

At age 14, learners decide if they wish to enter VET and what type of VET to choose.

Recent legislation has introduced fundamental changes into the structure, governance and funding of upper, post-secondary and tertiary VET, effective from September 2013. The programmes are:

- 1) vocational school (SZI) programmes leading to ISCED 3C (or 2C) level national qualifications register (OKJ) qualifications. They do not allow direct access to higher education. The new three-year programme is inspired by the 'dual principle'. It combines general education and vocational training throughout the three years and reinforces practical training;
- 2) secondary vocational school (SZKI) programmes span upper and post-secondary level. The programme now combines VET and general education from the start, leading to a 'vocational secondary school leaving examination' (ISCED 3A) which does not award an OKJ qualification, but allows access to at least one occupation, higher education studies, or 'VET grades' awarding ISCED 4C level OKJ qualifications. 'VET grades' are also open to graduates from general upper secondary education. From September 2012, ISCED 4C level programmes are open to students who do not hold a secondary school leaving certificate, but have obtained a master craftsperson certificate and have at least five years' relevant work experience;
- 3) apprenticeships can be offered in all types of VET. Practical training is organised in enterprises and/or school workshops depending on availability of places and learners' and schools' decisions. Currently, most SZI students do (part of) their practical training in an enterprise.

### Tertiary level and VET for adults

Higher education VET, previously advanced vocational programmes (FSZ), are now exclusively provided by higher education institutions and are regulated by the Higher Education Act of 2011. Programmes require a secondary school leaving certificate and award ISCED 5B level higher education vocational qualifications. Graduates can transfer credits to a bache lor (BA/BSc) programme in the same field.

Formal education offers adults the same options as young people, in part-time or distance education.

Adult training outside the formal school system comprises, among others: VET programmes which lead to OKJ qualifications; courses run by economic chambers preparing for master craftsperson exams; training awarding other (inter)nationally-recognised qualifications and licences, regulated by legislation; mandatory further training programmes for a given occupation; and other vocational, language and general courses.

A new Adult Training Act was passed in 2013. It defines the legal framework for training provision regarding courses that award an OKJ qualification or a language proficiency certificate or those that have been financially supported by national/EU funds. The State supports vulnerable groups' and SMEs' training through grants.

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## Responsible Authorities

Central administration of VET (and adult training) is led by the Minister for the National Economy, who shares responsibility with ministries for specific vocational qualifications and with the Minister for Human Resources on learning outcomes and framework curricula.

Since the 1990s, business and industry have been involved in national advisory bodies and, increasingly, in decision-making on VET-related issues.

The Chamber of Commerce and Industry presently plays a dominant role in shaping VET and adult training.

## Reference Institutions

AHO - Association of Hungarian Orchestras

Hungarian OISTAT Center

Hungarian Public Service Media Academy

## Reference Programs

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## VET in Ireland

Main source: Cedefop (2014). Spotlight on VET Ireland, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8075>

### VET in secondary school and post-secondary VET

While it is possible to proceed to apprenticeship training following completion of lower secondary education (ISCED 2), most learners (around 90%) continue to complete upper secondary education, which in Ireland is general, rather than vocational, in nature.

Post-secondary non-tertiary programmes are aimed mostly at those who have completed upper secondary education.

Training includes:

- 1) apprenticeships: people acquire craftsperson status by combining off-the-job training (in ETBs and institutes of technology) and on-the-job training (with an employer). Training leads to an NFQ level 6 (EQF5) craft certificate. Partial awards are also made; post-leaving certificate courses (PLCs): delivered in ETB colleges or second-level schools; they comprise general or vocationally oriented education, or both. Typically, training is in areas such as technical knowledge, personal/core skills and work experience; PLCs lead to an NFQ level 5 or 6 award (EQF 4 or 5 ). Partial awards are also made;
- 2) training for other occupations: delivered by second-level schools, ETB colleges, private or sectoral providers (e.g. for tourism, agriculture or fishing). Awards, full or partial, are made, usually at NFQ level 5 or 6 (EQF 4 or 5).

### Tertiary level and VET for adults

VET at tertiary level (ISCED 5B) is provided mostly by institutes of technology and, to a lesser extent, by universities and other higher education providers. Courses are mainly in business, science and technology and lead to an NFQ level 6 or level 7 award (EQF 5 or 6).

For second chance education and training for the unemployed, VET is also offered in the form of:

- 1) VTOS (vocational training for the unemployed); Youthreach (for early school leavers aged 15-20); and the back to education initiative (part-time for adults). Full and partial awards are made at NFQ levels 1-6 (EQF 1-5);
- 2) traineeships: training for the unemployed for a range of occupations (such as financial advisor assistant, pharmacy sales assistant). It leads to an NFQ level 5 or 6 (EQF 4 or 5) award (full or partial);
- 3) specific skills training: training for the unemployed in a vocational skill (such as computer hardware maintenance), delivered by ETBs (on average, 16 weeks). There is a range of awards, full and partial, at NFQ levels 3-5 (EQF 2-4).

## Responsible Authorities

Most vocational education and training (VET) occurs within the State sector, although private providers also play a role.

The country's education and training system is divided into four main sectors: primary, secondary, further (post-secondary non-tertiary) education and training (FET), and higher education.

VET is provided primarily within the FET sector, with some in higher education.

The main VET providers are 16 education and training boards (ETBs) spread across the country. Responsibility for funding, planning and coordinating FET programmes at ETBs lies with SOLAS, Ireland's Further Education and Training Authority. Other statutory providers include BIM (seafood industry training) and Teagasc (agricultural training). These bodies are publicly funded. Some programmes are cofinanced by the European Social Fund.

Higher VET programmes are the responsibility of the Higher Education Authority (the statutory planning and policy body for higher education). Ireland's 10-level national framework of qualifications (NFQ) is referenced to the European qualifications framework (EQF). VET pertains to NFQ levels 5 or 6 (EQF 4 or 5), with some programmes at NFQ 7 (EQF 6). Almost all awards made through the State-funded sector, and many in the private sector, have been placed on the NFQ.

## Reference Institutions

Irish Society of Stage & Screen Designers

Irish Theatre Institute

National Academy of Dramatic Art, Trinity Technology and Enterprise Campus

SIPTU-IE

OISTAT CENTRE IRELAND

## Reference Programs

- Master in fine art – Stage design (lighting design, set design and costume design) - <http://www.thelir.ie/courses/view/master-in-fine-art-stage-design>

## VET in Italy

Main source: Cedefop (2015). Spotlight on VET Italy, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8078>

### VET in secondary school and post-secondary VET

Compulsory education lasts 10 years, up to age 16. To ensure young people do not leave education and training without a qualification, they have the 'right/duty' (diritto/dovere) to accomplish at least 12 years before they are 18. The choice between general education and VET is usually made at age 14. At upper secondary level, the following VET programmes are available:

- (a) five-year programmes at technical schools (istituti tecnici), to prepare for technical and administrative jobs, and at vocational schools (istituti professionali) to prepare for carrying out qualified tasks in the production industry (fields of national interest). They combine general education and VET. Graduates have access to higher education and acquire qualifications at EQF level 4;
- (b) three- to four-year VET programmes organised by the regions (istruzione e formazione professionale, IeFP). These modular programmes aim at developing basic, transversal and technical-occupational skills and include on-the-job training (especially internships). Learners can change areas of study through recognition of credits. Qualifications at EQF levels 3 and 4 are recognised nationally;
- (c) a three- to four-year apprenticeship-type scheme offers qualifications at EQF levels 3 and 4. Apprenticeship includes both on-the-job and classroom training. The minimum entry age is 15.

### Tertiary level and VET for adults

At post-secondary level, there are several options which all include internships or traineeships:

- (a) IFTS programmes (istruzione e formazione tecnica superiore) leading to EQF level 4 offer higher technical education and training for young people and adults;
- (b) ITS programmes (istituti tecnici superiori) leading to EQF level 5 offer non-academic training at tertiary level in professional areas considered strategic for the country's development;
- (c) post-IeFP and other programmes/courses, which provide theoretical, technical and managerial skills, also through practical work and offer regional qualifications. They usually cater for young unemployed people, migrants and disabled people.

VET courses also exist at post-higher education level.

Higher education and research apprenticeships (apprendistato di alta formazione e ricerca) enable 18 to 29 year-olds to acquire qualifications usually offered through school-based programmes at secondary, post-secondary and tertiary levels, including a doctoral degree (EQF levels 4 to 8). Professional apprenticeships (apprendistato professionalizzante o contratto di mestiere) offer qualifications provided for in collective-bargaining agreements to 18 to 29 year-olds. They last up to three years (five for the crafts sector). Workers

affected by restructuring can participate in this scheme to (re)qualify. VET for adults is offered by a range of different public and private providers. This includes programmes leading to upper secondary VET qualifications to ensure that the low-skilled have progression opportunities. Continuing vocational training (CVT) to meet enterprise, sectoral and regional needs is supported by joint interprofessional funds managed by the social partners. For lifelong learning, training is also provided by free universities or universities for the third age, voluntary associations, NGOs, etc.

## Responsible Authorities

In recent years, several reforms have been carried out to make vocational education and training (VET) more flexible and respond better to labour market needs. VET in Italy is characterised by multilevel governance with broad involvement of national, regional and local stakeholders. Ministries of Labour and Education define the general framework and policies. Regions and autonomous provinces are in charge of providing several vocational programmes and most apprenticeship-type schemes.

## Reference Institutions

Scuola Nazionale di Cinema

A.S.For cinema (Associazione per lo Sviluppo e la Formazione delle Professioni Cinematografiche)

AGIS - Association of performing arts institutions

SLC-CGIL-IT

FISTEL-CISL

Accademia Teatro alla Scala

Teatro Massimo Palermo

Teatro Bellini Catania

Teatro di San Carlo Napoli

Teatro Pubblico Pugliese

## Reference Programs

- Accademia Teatro alla Scala - Lighting Designer  
<http://www.accademiascala.it/en/stagecraft/courses/lighting-designers.html>

The Course for Lighting Designers, with technical and artistic coordination by Marco Filibeck, Teatro alla Scala lighting designer, comprises the study of innovative elements in lighting design, video projection, and lighting control consoles. The intensive curriculum includes design of lighting systems using IT tools and a thorough preparation in electrical engineering applied to lighting and control systems. The classroom work is complemented by hands-on training in the theatre to gain mastery in the use of lighting control consoles.

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- Teatro Massimo Palermo – Electrician <http://www.teatromassimo.it/audizioni-selezioni-e-bandi/legalitars/legalitars-corso-di-formazione-per-elettricista.html>
- Teatro Pubblico Pugliese – Stage Electrician [http://www.teatropubblicopugliese.it/tr\\_bando-di-concorso-corso-di-formazione-per-%E2%80%9Celettricista-di-palcoscenico%E2%80%9D\\_408.html](http://www.teatropubblicopugliese.it/tr_bando-di-concorso-corso-di-formazione-per-%E2%80%9Celettricista-di-palcoscenico%E2%80%9D_408.html)

## VET in Latvia

Main source: Cedefop (2015). Spotlight on VET Latvia, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8086>

### VET in secondary school and post-secondary VET

VET in Latvia is offered at three levels: integrated primary and lower secondary (called 'basic' nationally), upper secondary (secondary), and tertiary (professional higher education).

Arts, culture and sports programmes (referred to as 'vocationally-oriented education programmes' nationally) are also implemented concurrently with basic and secondary general education, but they do not lead to a vocational qualification.

VET is mainly school-based, hence the national term refers to 'vocational education' that includes practical training at schools and enterprises. To acquire a VET qualification, learners have to take a state qualification exam at the end of the programme.

Basic VET programmes (one to two years, ISCED-P 254) lead to qualifications at EQF level 3. Learners are admitted irrespective of their previous education but not earlier than in the year in which they turn 15. Those without completed basic education are admitted to three-year programmes that include a compulsory basic general education course.

At upper secondary level:

- 1) three-year programmes (ISCED-P 353) lead to a certificate of vocational education but do not give the right to enter higher education. Students who want to continue their studies at higher education level may attend an additional one-year intermediate-level general education programme. Those without completed basic education are admitted to VET programmes that include a compulsory basic general education course;
- 2) four-year programmes (ISCED-P 354) lead to a diploma of vocational secondary education. At the end, students also take four state general subject exams; if successful, they are awarded a certificate of general secondary education, which gives them the right to enrol in higher education;
- 3) one- to two-year programmes that lead to a vocational qualification (ISCED-P 354 and 453) are designed for 17 to 29 year-olds with or without completed upper secondary education. The programmes focus on vocational skills only, so they are shorter.

Apprenticeship exists on a small scale mainly in the crafts sector. It is separate from other education programmes and there are currently no pathways to formal education.

### Tertiary level and VET for adults

Professional higher education programmes are provided at two levels:

- 1) first-level college programmes (two to three years) (ISCED-P 554) targeted mainly at the labour market, though graduates can continue their studies in second-level professional higher education;

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- 2) second-level university programmes (four to six years) (ISCED-P 655, 656, 657, 756 and 757) lead to a professional qualification and professional bachelor, master or a so-called professional higher education degree.

Formal CVET programmes enable adults with education/work experience to obtain a state-recognised professional qualification in 480 to 1 280 hours, depending on the field of study. Shorter professional development programmes (at least 160 hours) enable learners to acquire professional knowledge and skills regardless of their age, education and professional background but do not lead to a VET qualification.

## Responsible Authorities

The Ministry of Education and Science is the main body responsible for VET's legal framework, governance, funding and content. Social dialogue and strategic cooperation are arranged through the National Tripartite Sub-Council for Cooperation in Vocational Education and Employment, which was founded in 2000 by the State and representatives of employers and employees. Since 2011, 12 sectoral expert councils have ensured cooperation and information exchange.

## Reference Institutions

Latvian Academy of Art

LKDAF-LV

New Theatre Institute of Latvia

## Reference Programs

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## VET in Lithuania

Main source: Cedefop (2014). Spotlight on VET Lithuania, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8082>

### VET in secondary school and post-secondary VET

The main priority for VET is to become an attractive and highly valued part of education and lifelong learning. VET programmes are designed for learners of different ages and educational backgrounds. Initial VET (IVET) offers learners over 14 opportunities to acquire a first qualification.

IVET is offered at lower secondary (ISCED 2), upper secondary (ISCED 3) and post-secondary education (ISCED 4) levels, leading to European qualifications framework (EQF) levels 2 to 4. Learners can acquire a vocational qualification and complete general lower or upper secondary education.

Although VET in Lithuania is school-based, practical training and training in enterprises are a major part. In IVET, practical training comprises 60 to 70% of the total time allocated to vocational subjects, of which 8 to 15 weeks is organised in a company or a school-based workshop simulating working conditions. Progressing implementation of apprenticeship is considered a national priority and policy initiatives are in process.

### Tertiary level and VET for adults

Upper secondary-level VET graduates who have obtained a matura certificate may apply to be admitted to higher education. When applying for higher non-university education programmes in the same field, they can be awarded additional entrance points.

Continuing VET (CVET) is designed for learners who want to improve a qualification they have, acquire a new one or gain a competence needed to do specific jobs (perform functions) as specified in regulations.

Formal CVET is designed for people with different education attainment levels, from primary to post-secondary; in some cases, a vocational qualification or work experience is a prerequisite. Programmes last no longer than one year and lead to a vocational qualification at EQF levels 1-3, recognised by the State.

Practical training comprises 60-80% of the programme, half of it preferably taking place at the enterprise.

Formal CVT for unemployed and those notified of dismissal is funded by a voucher system, which allows the unemployed to choose the training provider. The provision of training is based on contracts between the local public employment service, the unemployed and, if applicable, the enterprise. After training, the employer undertakes to employ the person for at least six months.

Non-formal CVET for the self-employed and training for employees, initiated by employers, is organised in various settings. Some companies have their own training units and qualifications frameworks or apply internationally-recognised sectoral qualifications and programmes.

### Responsible Authorities

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The Ministry of Education and Science is responsible for shaping and implementing vocational education and training (VET) policy. The Ministry of Economy participates in human resources development and VET policy, and organises research on future skill needs. Advisory institutions play an important role in designing and implementing VET policy and the qualifications system. Most important are the VET council and the central professional committee with its sectoral professional committees.

Social partners have the right to initiate new qualifications, standards and VET programmes.

Since 2003, competence assessment has been detached from the training process and since 2012 has been carried out by accredited institutions. Social partners, enterprises and employers' associations may apply for accreditation. Employer representatives participate in designing and assessing VET programmes according to labour market needs. They are also involved in organising training and may participate in the management of VET institutions and become their shareholders. Currently, social partners, enterprises and municipal authorities participate directly in managing self-governing IVET providers, which comprise a quarter of all VET institutions

## Reference Institutions

Vilnius Academy of Arts

## Reference Programs

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## VET in Luxembourg

Main source: Cedefop (2015). Spotlight on VET Luxembourg,  
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8089>

### VET in secondary school and post-secondary VET

Secondary VET prepares learners for professional life and studies in higher education. The three-year lower cycle (pre-VET) provides 12 to 14 year-olds with general and practical knowledge and support in choosing a career. The medium and upper cycles offer learners an opportunity to acquire a qualification for a profession. The following programmes are in place:

- 1) vocational three-year programmes with apprenticeships at their core: these comprise modules of general education, vocational theory and practice, and combine learning at school and in an enterprise under the guidance of a supervisor. Learners can choose between two types of programme that lead to different qualifications:
  - the vocational capacity certificate (CCP) attesting that the holder has acquired skills needed as semi-skilled worker. It is designed for learners who are less likely to cope with other programmes: on successful completion, they can progress to the second or third year of a DAP programme in the same field;
  - the vocational aptitude diploma (DAP) prepares learners to become a skilled worker. Graduates can progress to the third year of technician or technical programmes or become a master craftsperson. If they complete preparatory modules, they can also pursue higher technical studies;
- 2) technician programmes, which are school-based and include a job placement of 12 or more weeks. They differ from DAP through their in-depth and diversified competences as well as more in-depth general education. The programmes aim at a high professional level and lead to a technician diploma (DT). Graduates can also progress to the third year of a technical programme or, after completing preparatory modules, pursue higher technical studies;
- 3) technical programmes leading to the technical secondary school leaving diploma in administrative and commercial, general technical and artistic fields, or in health and social care. The curriculum includes general and technical education (theory and advanced practical training). Graduates can enter the labour market or move on to higher education.

Learners can move from VET to general secondary education and vice versa.

### Tertiary level and VET for adults

At tertiary level, VET offers short-cycle (two-year) studies leading to a higher technician certificate (BTS). Depending on the field, graduates can continue with bachelor studies.

The first university was established in the country in 2003. It also offers vocational bachelor programmes which include one compulsory semester abroad. Graduates can enter the labour market or continue with professional master degree studies.

All adults have access to formal and non-formal learning, supported by guidance, regardless of their age, education and employment status. Training leave and other incentives promote CVET participation.

There are also financial incentives for companies, such as shared funding arrangements and support for language learning.

Training is provided by the State, professional chambers, sectoral organisations, private training centres and other organisations. The public employment service organises vocational training for job-seekers. Non-regulated CVET often does not lead to formal but to sectoral qualifications.

## Responsible Authorities

Luxembourg's administration is centralised. The Ministry of National Education, Children and Youth is responsible for vocational education and training (VET). Higher VET is under the responsibility of the Ministry of Higher Education and Research. The dual system is an important feature of VET at secondary level, with strong links between school and work-based learning. The 2008 VET reform has further strengthened links to the labour market and introduced a competence-based, modular approach.

## Reference Institutions

National Theater Luxembourg

University of Luxembourg

## Reference Programs

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## VET in Malta

Main source: Cedefop (2017). Spotlight on VET Malta, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8106>

### VET in secondary school and post-secondary VET

VET is available from the compulsory, lower secondary level (locally called secondary education) onwards. Following successful pilots, from 2015 all compulsory education students aged 14 to 16 have the option to select two VET subjects among agribusiness, hospitality, IT, health/social care and engineering.

After leaving compulsory education, one in three 17-year-olds is in VET. The Maltese qualifications framework (MQF) sets the overall parameters for VET programmes at EQF level 1 to 5 in terms of distribution of key competences (decreasing with level), sector skills and theory (both increasing with level).

At these levels, the following VET programmes are available:

- 1) for those without a qualification: introduction and foundation certificate programmes including work experience (ISCED-P 253; leading to EQF level 1,2) giving access to programmes at the next EQF level in same field. The most popular fields of study are manufacturing and construction, and arts and humanities;
- 2) two-year college-based programmes (ISCED-P 353; leading to EQF level 3) for foundation certificate holders and those with an EQF level 2 compulsory education qualification. They include some work-based learning and give access to programmes at the next level. Most graduates finish with a qualification in ICT, health and welfare or business, administration and law;
- 3) one- to two-year apprenticeship schemes (ISCED-P 353; leading to EQF level 3) following foundation programmes. Contracts between learners, employers and MCAST govern the schemes. The amount of workplace learning is not regulated, varies by field of study and is set by the college. Apprentices receive remuneration for the on-the-job training from employers and a stipend from the government.

### Tertiary level and VET for adults

At these levels, the following VET programmes are available:

- 1) EQF level 4 (ISCED-P 454) programmes (college-based, two years; apprenticeship schemes, two to three years) for learners with a general or VET EQF level 3 qualification. Some programmes can be followed either college-based or on apprenticeship;
- 2) two-year college-based programmes leading to a VET higher diploma (ISCED-P 554, EQF level 5).

Higher VET also includes three- to four-year bachelor programmes (ISCED 655, leading to EQF level 6) which open up progression opportunities to selected academic master programmes. Among 2014/15 VET bachelor degree graduates more than 60% completed an arts and humanities or ICT programme and 13% worked their way up from foundation programmes. Holders of a VET higher diploma (equivalent to a degree after the first two years of a university programme) meeting entry requirements can enter the third

year of VET bachelor programmes. ITS students with an EQF level 5 qualification can pursue a bachelor degree in tourism at the University of Malta. VET degree programmes are also provided by the university's department of nursing.

Continuing VET is mainly provided by MEDE's Directorate for Life Long Learning, MCAST and ITS. Most courses are part-time and take place in the evening. Although the awards they lead to are not full qualifications, the MQF allows them to be rated at EQF levels 1 to 5, with the aim of valuing all learning.

The number of private VET providers has been increasing. To implement the 2014-24 education strategy, which highlights the role of VET in increasing effectiveness and quality and in fostering inclusion and progression, reform of the legal framework is underway. It will lead to a new education act covering main principles, a dedicated regulatory act, and standalone acts governing MCAST and ITS.

## Responsible Authorities

Overall responsibility for vocational education and training (VET) in Malta lies with the Ministry for Education and Employment (MEDE). The Ministry of Tourism is in charge of VET for the tourism sector.

## Reference Institutions

*NOTE: The two main state providers – the Malta College for Arts, Science and Technology (MCAST) and the Institute for Tourism Studies (ITS) – are self-accrediting institutions offering VET free of charge.*

Malta College for Arts, Science and Technology (MCAST)

University of Malta

## Reference Programs

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## VET in Netherlands

Main source: Cedefop (2015). Spotlight on VET Netherlands,  
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8090>

### VET in secondary school and post-secondary VET

Study results and advice from school determine the type of secondary education that learners follow after leaving primary education at age 12. In the third year of secondary education, 53% of students follow lower secondary pre-vocational programmes (VMBO). Half of VMBO students are in vocationally oriented programmes; the rest follow general programmes offered by VMBO schools. VMBO is the main route to upper secondary vocational education and training (VET). Apart from lower secondary pre-VET programmes, there are also general programmes that prepare students for higher education: integrated lower and upper secondary education (HAVO) and pre-university education (VWO). Some 45% of students in the third year of secondary education take part in one of these programmes. Labour-oriented practical training (praktijkonderwijs) is available for learners not capable of entering pre-vocational education.

Learners aged 16 or above can enter upper secondary VET (MBO). Three structural elements determine provision of MBO programmes, with differentiation according to:

- 1) level: upper secondary vocational education has four levels leading to EQF levels 1 to 4. Student admission to a level depends on the diploma obtained in prior education. Admission to level 1 programmes is limited to learners without a prior qualification at lower secondary level. It is possible to progress within upper secondary VET and the highest level (leading to EQF 4) gives access to higher VET programmes offered by universities of applied sciences;
- 2) area of study: upper secondary VET programmes are available in four areas ('sectors'): green/agriculture, technology, economics and care/welfare;
- 3) learning pathway: upper secondary VET has a school-based pathway (BOL) and a dual pathway (BBL). In the school-based pathway, work placements in companies make up at least 20% of study time. In the dual pathway (apprenticeship), students combine work-based learning with school-based instruction; this often involves learning at work four days a week and one day at school.

### Tertiary level and VET for adults

Higher professional education (tertiary level VET, HBO) is open to students with upper secondary general education diplomas and graduates of level 4 upper secondary VET programmes. Around 50% of such VET graduates enter the job market; the rest continue to higher professional education. Most pursue a four-year professional bachelor degree programme which, on completion, can give access to a professional master degree programme, an option not yet extensively used. Also, two-year associate degree programmes (short-cycle higher education) open to MBO level 4 graduates and leading to EQF 5 have recently been developed.

There is no institutional framework for continuing vocational education and training (CVET). Provision is market-driven with many suppliers. Dual VET (the BBL pathway) can also function as CVET for adults. Social

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partners stimulate CVET through sectoral training and development funds. In 2014, there were about 125 such funds. Most approach and finance training from an employability perspective. They help employees progress in their careers, sometimes even in other sectors, offer special arrangements for older workers, and support the development of effective human resource management policies at sector level. Most funds also support projects that help young people find employment or take initiatives to sustain or expand apprenticeship places

## Responsible Authorities

In upper secondary VET, the desired outcomes of qualifications are defined in the national qualification system. Occupational standards cover one qualification profile or several interrelated ones. Social partners and education institutions represented in sectoral committees have legal responsibility to develop and maintain these standards. Once approved by the Ministry of Education, Culture and Science (the Ministry of Economic Affairs for agricultural programmes), schools – in cooperation with enterprises providing work-based learning – develop curricula based on the qualification profiles.

## Reference Institutions

Omscholing Dancers Netherlands

GOC - expert-centre for the creative industries in the Netherlands

VSCD - Association of Dutch Venues and Concert halls Directors

NAPK - Dutch association for the performing arts

FNV Media-Cultuur-NL

HKU

MBO - Secondary Education

ILO - Private Education

## Reference Programs

- Institute of Lighting Design (<http://www.lightingschool.eu/portfolio/european-lighting-school/>, <http://www.svetelnydesign.cz/en/skola-svetelneho-designu/>)

The European Lighting School was a joint project of three institutions from the Czech Republic (Institute of Lighting Design Prague), Netherlands (instituut Lichtontwerpen) and Slovakia (ANTÉNA – sieť pre nezávislú kultúru). The outcome of their efforts includes a variety of activities. Firstly, there have been 9 international workshops organised in three countries on various topic as light in public places, galleries, cultural centres, classical and site specific theatre. It provided an opportunity of experiencing different approaches to lighting design to students from several countries.

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- Instituut Lichtontwerpen - Providing coaching and workshops on lighting  
(<http://www.lichtontwerpen.nl/coaching>)
- ROC van Amsterdam MBO College Hilversum - Podium en Evenemententechniek  
(<https://www.rocva.nl/MBO-onderwijs/MBO-Colleges/MBO-College-Hilversum>)

## VET in Poland

Main source: Cedefop (2015). Spotlight on VET Poland, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8094>

### VET in secondary school and post-secondary VET

Formal VET is provided at upper-secondary and post-secondary non-tertiary levels and is mainly school-based.

At upper secondary level, students can acquire vocational qualifications in three-year (ISCED-P 353) or four-year (ISCED-P 354) school-based programmes. Both programmes combine general and vocational education. The share of work-based learning (WBL) is 50-60% depending on the programme.

In addition to vocational qualifications up to technician level, graduates from four-year programmes can acquire the upper secondary school-leaving certificate (matura) giving access to tertiary education and a vocational qualification.

General programmes bridging VET and higher education are provided for graduates of the three-year VET programmes. WBL programmes (apprenticeships) are another VET option for young people.

Apprenticeship schemes organised in small and medium-sized enterprises are possible; 60% of three-year upper secondary VET programme students undergo practical training in this form. Apprenticeship programmes start after completion of lower secondary education at age 16 and last 18 or 36 months.

The longer programmes prepare for a vocational diploma attested by an external exam at a chamber of crafts or a regional examination board; short apprenticeships prepare only for executing particular tasks.

At post-secondary non-tertiary level, vocational qualifications can be acquired in one- to two-and-a-half year school-based programmes. These programmes are strictly vocational and do not include general education. The share of WBL is 50-60% depending on the occupation. Such programmes are a good option for upper secondary general programme graduates who do not opt for university education and for four-year VET programme graduates who would like to obtain additional qualifications.

### Tertiary level and VET for adults

Since 1 September 2012, basic vocational and technical schools for adults have been replaced by a more flexible system of VET courses, enabling adults to acquire either partial or full qualifications.

Introducing these courses has created a fast track for adults to gain vocational qualifications. IVET schools offering vocational education for young people now also offer the courses to adults.

VET for adults is organised mainly out of school, in forms, such as:

- 1) vocational qualification courses: completing a vocational qualification course allows adults, if they pass an external examination, to acquire a vocational qualification under the same conditions as IVET students;

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- 2) occupational skills courses: courses for separate units of learning outcomes specified in a given qualification;
- 3) courses meeting labour market needs, including those conducted in cooperation with labour offices for occupations and specialisations in the occupations register.

The apprenticeship for adults programme, consisting of 80% practical training and up to 20% theoretical instruction, has two forms: occupational training lasting 12 to 18 months and leading to the journeyman exam; and training to perform a specific job lasting three to six months.

## Responsible Authorities

Management and administration of the vocational education and training (VET) system in Poland has a three-level structure: national (ministries), partially regional (school superintendents, mainly in pedagogical supervision), and district authorities (governing upper secondary schools). Social partners are involved in developing VET by giving opinions on planned changes. Education policy at secondary level is governed by the Ministry of National Education and other ministries responsible for particular occupations. The Ministry of Science and Higher Education is responsible for VET at higher education level.

Apprenticeship for adults is the responsibility of the Ministry of Family, Labour and Social Policy. This is an active labour market programme, provided by local labour offices; it aims to improve employability of the unemployed and job-seekers by helping them to attest their skills and qualifications formally.

Apprenticeship for adults is financed by the labour fund.

## Reference Institutions

Academy of Fine Arts in Warsaw

Akademia Teatralna Warszawa

FZZPKIS-PL

LTT Stage Lighting and Technology

Polish Centre of OISTAT - Polskie Centrum OISTAT

Stary Teatr Krakow

ZFP - Society of Polish Philharmonics

## Reference Programs

- LTT Stage Lighting and Technology – Training programs (<http://en.ltt.com.pl/training>)

LTT organizes training sessions, workshops and meetings for technicians, lighting directors and everyone interested in lighting technology. LTT caters to all skill levels and provide on-demand training customized to individual needs.

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As a major vendor, LTT has all the latest equipment and studio space required to conduct hands-on, practical exercises.

## VET in Portugal

Main source: Cedefop (2014). Spotlight on VET Portugal, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8068>

### VET in secondary school and post-secondary VET

The national qualifications system (SNQ) reorganised VET in education and in the labour market into a single system. Young people can choose different types of VET programme if they meet admission requirements in terms of age and educational background. Permeability is ensured between general and VET programmes.

- 1) VET programmes at basic education level (VET programmes for young people: cursos de educação e formação de jovens (CEF), ISCED 2B) are school-based and include work-based learning (WBL, referred to as 'practical training' in the national context). Learners need to be over 15 and should have completed the first cycle of basic education (four years). They award qualifications at level 2 of the national (QNQ) and the European qualifications framework (EQF). They are designed for young people at risk of leaving school early or who have already left the school system before completing their compulsory education; they allow progression to several types of programme, including other CEF programmes available at secondary and post-secondary level. Since 2012, vocational programmes for youngsters aged 13 or older have been introduced in some schools as pilot projects.
- 2) VET programmes at secondary education level (vocational programmes, CEF and art education programmes, ISCED 3) are school-based and include WBL, except for some art education programmes. Learners need to be over 15 and should have completed basic education. Successful learners are granted both a secondary level education certificate and an occupational qualification at EQF level 4, which may lead either to employment or further education, including higher education.
- 3) Apprenticeship programmes (ISCED 3B) include 40% workplace training. A contract between the enterprise and the apprentice is compulsory. Access is possible for learners below 25 who have completed basic education. Courses are specifically designed to help young people enter the labour market, although they also allow further studies in higher education. Successful learners are granted double certification at EQF level 4.
- 4) Programmes at post-secondary non-tertiary level (ISCED 4) combine general, scientific and technological training in school with work-based learning. WBL is 30 to 46% in technological specialisation programmes (TSP) and 18% in post-secondary CEF. Learners need to be over 18, have acquired EQF level 4 or be in the last year of secondary education or have a higher education diploma. These programmes award qualifications at EQF level 4 (CEF) or 5 (TSP) and a technological specialisation diploma and can also be provided in higher education institutions.

### Tertiary level and VET for adults

Over the past decade, policy developments have aimed at raising adults' qualifications by widening access to VET to increase participation.

- 1) Adult education and training courses (EFA, ISCED 2B/3B) are flexible training schemes available for people over 18 who wish to complete basic or secondary education and/or obtain an occupational qualification (EQF levels 2-4).
- 2) Certified modular training courses (ISCED 2C) are credit-based and allow learners to select individual units. They generally address people over 18 who have not completed basic or secondary education/training. Upon successful completion of each module, and assessment by a technical committee, a final certificate and diploma are issued (EQF levels 2-4).
- 3) Recognition, validation and certification of competences (RVCC, ISCED 2B/3B) is based on the principle of lifelong learning and targets people over 18. The two different RVCC processes (general 'academic' and vocational) can lead to either a basic or secondary level education certificate (at EQF levels 2-4) or an occupational certificate (VET qualification at EQF levels 2-4). Adults lacking competences required for a qualification are guided to relevant training programmes to acquire them

## Responsible Authorities

Central government has overall responsibility for education and training. The Ministry of Education is responsible for most types of education, including school-based vocational education and training (VET), while the Ministry of Employment is responsible for the apprenticeship system, CVET and active labour market policies. The ministries share responsibilities for school-based VET and develop key policies, while the respective regional bodies are responsible for implementation.

## Reference Institutions

ADDICT - Creative Industries Portugal

Associação Portuguesa de Cenografia/ Portuguese Association of Scenography (APCEN)

ESCOLA SUPERIOR DE MÚSICA, ARTES E ESPECTÁCULO DO PORTO

Escola Superior de Música e Artes do Espetáculo

Escola Superior de Teatro e Cinema (Instituto Politecnico de Lisboa)

IMAGO - Federation of European Cinematographers

PERFORMART - Portuguese association of performing arts

RTP - Portuguese radiotelevision

## Reference Programs

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- Escola Superior de Música e Artes do Espetáculo - Light and Sound Bachelor program (<https://www.esmae.ipp.pt/cursos/licenciatura/40001041>)

## VET in Romania

Main source: Cedefop (2015). Spotlight on VET Romania, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8103>

### VET in secondary school and post-secondary VET

Initial vocational education and training (IVET) is provided at both upper secondary and postsecondary levels. 'Professional education' is used to denote the 'vocational' and 'technological' routes of upper secondary school, dual learning at professional schools, and higher VET programmes. General compulsory education includes primary, lower secondary and grades 9 and 10 of upper secondary education. After completing lower secondary education, learners can continue their studies at upper secondary or professional schools. Admission to upper secondary education is based on each learner's portfolio, including graduating diploma and transcript, and on grades acquired in national evaluation exams. Professional schools apply admission examinations. There are three types of upper secondary programme, leading to an upper secondary school leaving diploma (EQF level 4, nationally called 'baccalaureate') granting access to higher education:

- 1) four-year general programmes ('theoretical route') with two study options: sciences (mathematics and informatics or natural sciences) or humanities (social studies or philology);
- 2) four-year vocational programmes ('vocational route') with the following fields of study: military, theological, sports, arts, and pedagogy;
- 3) four-year technological programmes ('technological route') with the following fields of study: technical (engineering, electrotechnics and electronics, installation and construction), services (trade, public catering), natural resources and environmental protection.

After two years of study in a technological programme, students may opt for an additional 720 hours of workplace training to acquire an occupational qualification at EQF level 3. Professional schools offer three-year VET programmes that lead to an occupational qualification at EQF level 3.

The extensive work-based learning (WBL) in these programmes is based on practical training contracts concluded between the student (or legal representative), the school and the company where the training is organised. Graduates can continue learning by entering the third year of an ISCED-P 354 level programme (usually theoretical or technological route).

### Tertiary level and VET for adults

Higher VET programmes are considered IVET and are partially financed by the State. They provide secondary school graduates (with or without a baccalaureate diploma) an opportunity for advanced vocational training. The most popular options offered by post-secondary schools are nursing and pharmacy technician programmes but there is increasing interest in other fields as well.

These studies last one to three years. Since 2003, the labour code has included provisions for apprenticeship; contracts have been defined as a special type of labour contract involving both work and

vocational training at the workplace. The legal framework for apprenticeships was revised in 2005-13 to improve their organisation and the quality of WBL, and to ease the certification process for trainers in enterprises.

## Responsible Authorities

Vocational training for adults is offered by private and public bodies, including vocational training centres and individuals certified as VET providers. Adult vocational training can also be provided through work-based courses organised by employers or through internships and specialisation programmes. The Ministry of Education is the national authority for formal pre-university education (including IVET) and higher education. The ministry is responsible for IVET policies which are developed by the National Centre for Technical and Vocational Education and Training Development (CNDIPT). The education and labour ministries share the responsibility for continuing VET (CVET) policies. The National Qualifications Authority (ANC) is responsible for the national qualifications framework, the qualifications and CVET providers registers, and coordinating adult training. Sectoral committees are responsible for defining and validating occupational standards and qualifications. Social partners (employers and trade unions) have important responsibilities in both initial and continuing VET at national and sectoral levels.

## Reference Institutions

Sector Committee on Mass Media

Sector Committee on Culture / FAIR

FAIR-MEDIASIND-RO

National University of Theatre and Film Bucharest

SCENART project

## Reference Programs

- SCENART project – Stage electrician (weblink not available)
- National University of Theatre and Film Bucharest - Esthetic of the Light, Stage Lighting (<http://www.unatc.ro/eng/admitere/index.php>)

## VET in Slovakia

Main source: Cedefop (2016). Spotlight on VET Slovakia, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8102>

### VET in secondary school and post-secondary VET

Initial VET (IVET) in Slovakia has traditionally been school-based, with periods of work-based learning arising from institutional contracts between secondary VET schools (SOŠ) and companies.

Since 'dual' IVET was introduced in 2015/16, it has allowed companies to sign individual training contracts on in-company practical training provision before a student enters SOŠ, complemented with an institutional contract between the company and an SOŠ on provision of 'dual' VET.

In contrast to the traditional dual model in German-speaking countries, learners are regular VET students and not employees. IVET usually starts at age 15. In 2015/16, SOŠ could offer 461 and conservatories 21 approved VET programmes; 43 new programmes are being piloted.

Secondary IVET programmes comprise:

- 1) school-based four-year (rarely five-year) programmes (ISCED 354). They are mainly theory-focused and lead to a maturita school-leaving certificate.
- 2) four-year (rarely five-year) programmes (ISCED 354) with extended practical training. They lead to a maturita school-leaving certificate and in most cases also a so-called certificate of apprenticeship, confirming the occupational area the person is qualified for; they can be also offered as 'dual' VET;
- 3) three-year (rarely four-year) programmes (ISCED 353). They lead to a certificate of apprenticeship and can also be offered as 'dual' VET;
- 4) two or three-year programmes (ISCED 253) for low achievers without completed lower secondary education. In individual cases a certificate of apprenticeship is awarded. These learners can also enrol in a one-year bridging programme (ISCED 244) which gives access to upper-secondary education.

Special education schools offer similar programmes tailored to students with special needs and IVET programmes for mentally challenged students. Conservatories offer six- and eight-year VET programmes for performing arts students leading to an ISCED 5 non-university diploma and title (specialist in arts diploma, DiS art).

Post-secondary non-tertiary VET programmes comprise:

- 1) two-year follow-up study programmes (ISCED 454) for three-year VET programme graduates (ISCED 353) leading to a maturita school-leaving certificate;
- 2) refresher programmes ending with a post-maturita exam (minimum six months, ISCED 454);
- 3) programmes leading to a second VET qualification ('qualifying programmes', ISCED 454, minimum two years) leading to a second maturita with a specific vocational component, in some cases also to a certificate of apprenticeship;
- 4) specialising programmes (ISCED 554, minimum two years) leading to a non-university diploma and title (DiS);

- 5) three-year higher professional programmes (ISCED 554) leading to a non-university diploma and title (DiS).

## Tertiary level and VET for adults

Tertiary education currently does not include universities of applied science and lacks practice-oriented bachelor programmes. The national programme for the development of education (in preparation) envisions substantial reforms in the next decade to address this. CVET Continuing VET (CVET) provision is semi-regulated: according to the LLL Act, all programmes for those adults without a qualification who are interested in starting a business regulated by the Trade Licensing Act must be approved by the accreditation commission affiliated to the Education Ministry. Some qualifications are regulated by sectoral authorities.

The Labour Ministry regulates labour market training via its central office and local labour offices. A large part of training in and by companies and adult education per se is not regulated.

## Responsible Authorities

Traditionally, vocational education and training (VET) has been a strong pillar of the Slovak education system. Despite growing interest in general education, participation in secondary VET is still among the highest in the EU.

## Reference Institutions

ASDO - Association of Slovak Theatres and Orchestras

Institute of Lighting Design

PRO SCENA/SLOVENSKÁ SCÉNOGRAFICKÁ SPOLOČNOSŤ, občianske združenie profesionálnych scénografov a technikov

VSMU - Academy of Performing Arts Bratislava

## Reference Programs

- Institute of Lighting Design (<http://www.lightingschool.eu/portfolio/european-lighting-school/>, <http://www.svetelnydesign.cz/en/skola-svetelneho-designu/>)

The European Lighting School was a joint project of three institutions from the Czech Republic (Institute of Lighting Design Prague), Netherlands (instituut Lichtontwerpen) and Slovakia (ANTÉNA – sieť pre nezávislú kultúru). The outcome of their efforts includes a variety of activities. Firstly, there have been 9 international workshops organised in three countries on various topics as light in public places, galleries, cultural centres, classical and site specific theatre. It provided an opportunity of experiencing different approaches to lighting design to students from several countries.

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## VET in Slovenia

Main source: Cedefop (2013). Spotlight on VET Slovenia, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8070>

### VET in secondary school and post-secondary VET

After completing compulsory basic education, VET students can enrol in the following upper secondary programs:

- 1) Technical upper secondary programs (ISCED 3B): four-year programs that lead to a vocational matura (two general and two vocational exams). Programmes consist of at least 40% of general subjects and four to 12 weeks of practical training at a workplace. After passing vocational matura, students can enrol in higher post secondary non-tertiary vocational education (ISCED 5B, two years) or in first-cycle tertiary professional education (ISCED 5A, three to four years). Graduates also have an opportunity to access most academic tertiary programmes, if additionally they pass one general matura (fifth) exam;
- 2) Vocational upper secondary programs (ISCED 3C): three-year labour-market-oriented programs that lead to a final exam – practical assignment and Slovenian language exams. Programs include at least 24 weeks of workplace training. After completion of the final exam students can access two-year vocational technical education programs at ISCED 3B that lead to vocational matura;
- 3) Short vocational upper secondary programmes (ISCED 3C) are two-year programmes that lead to a final exam. Graduates are qualified to work, for example at assistant level or can continue their education in vocational or technical upper secondary programmes.

### Tertiary level and VET for adults

Public and private VET providers also offer higher vocational programmes. Graduates with vocational matura or general matura can enrol in two-year higher vocational programs, which contain 40% of practical training in companies.

Vocational programs for adults within the formal education system are identical to the ones designed for youth; the only difference is that provision is adjusted to suit the needs of an adult learner. The adjustments mean that the programmes can be completed in modules and exemptions to some parts of a programme may also apply. Adults can also participate in continuing vocational education and training in programs usually provided by private companies. Regulation of provision of such programmes is not part of legislation.

### Responsible Authorities

Formal vocational education and training (VET) in Slovenia are generally provided by public schools. Together with private providers public schools also offer continuing VET for adults.

In addition to VET programs, the national vocational qualifications (NVQ) system governed by the Ministry of Labour has been in place since 2000. It does not provide formal education and is based on assessment processes that enable individuals to obtain formal recognition of their vocational competences.

The Ministry of Education is the main responsible body for VET. It prepares legislation for upper secondary and higher vocational education, adopts educational programs and finances public schools.

Social partners are involved in VET at all levels:

- Preparation of vocational standards as a base for formal VET programs
- Participation in council of experts for VET (consulting body for MoE)
- Cooperation at local level in preparing open curricula (employers)
- Practical training for students.

## Reference Institutions

SUKI-SI

University of Ljubljana - Academy for Theatre, Radio, Film and Television

## Reference Programs

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## VET in Spain

Main source: Cedefop (2015). Spotlight on VET Spain, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8104>

### VET in secondary school and post-secondary VET

Education authority VET was reformed in 2013 and, from 2014/15, offers basic, intermediate and higher VET qualifications (VET diplomas, ISCED 3 to 5). Programmes last two years (2 000 hours), with training in a company (minimum 20%) and at a VET school (maximum 80%). Work-based learning takes place mainly in workshops, labs, simulations or at the workplace; 30% of the learning is devoted to applied theory. The reform also opens up the opportunity to acquire IVET qualifications through dual track schemes (with or without a labour contract). In such cases, duration is up to three years. Basic VET programmes are offered in the last year of compulsory education, when learners are 15. They allow students at risk of leaving education without qualifications the possibility to remain in education and training. After completing the two-year programme, students may move on to intermediate VET and/or take the end of compulsory education exams (ESO) opening up the general education path. Intermediate VET programmes usually begin at age 16, after the end of compulsory education, and allow access to higher level VET via an admission procedure.

### Tertiary level and VET for adults

Tertiary or higher education comprises university studies and higher-level VET programmes. Qualifications in the Spanish higher education qualifications framework (MECES) have been linked to the European higher education qualifications framework (EHEA-QF). The opportunity for credit transfer allows higher VET graduates to progress to university and university graduates to do complementary studies in higher VET (around 120 ECTS per higher VET diploma). There are VET programmes in arts and design and in sports (ISCED-P 354 and 554). Those older than 16 can also attend employment authority VET programmes, with qualifications at three different levels (professional certificates) corresponding to an occupational profile. Access requirements and duration vary according to the learning outcomes to be achieved at each level (from 200 to 1 110 hours). A compulsory, on-the-job training module is included in the training programmes of all three levels. Applicants to VET programmes at level 2 or 3 who do not meet entry requirements should follow a compulsory training module on basic/key skills (communication in mother tongue, in a foreign language and/or in maths). These programmes can be considered initial or continuing VET, depending on learner background and professional experience. CVET allows people to upgrade their skills and acquire formal qualifications from either the education or labour awarding bodies. It may be financed by private contributions (company and workers) or public funds (active labour market policies). CVET includes a wide range of courses designed for different needs and skill profiles. Training is offered by public or private institutions accredited as providers for professional certificates and other accredited VET training centres.

## Responsible Authorities

VET is mainly the responsibility of education and employment authorities. The national system for qualifications and vocational training is the umbrella for VET programmes, leading to formal qualifications awarded by either the education or employment authorities. The General Council for Vocational Training is the national government advisory body on VET policy; it comprises representatives of national and regional public authorities as well as social partners, such as enterprise organisations and trade unions. Stakeholders are involved in designing all VET qualifications in the education system and in developing occupational standards in all sectors of the economy, creating a national register (catálogo nacional de cualificaciones profesionales, CNCP). This serves as reference when designing or updating VET qualifications and programmes to ensure they are relevant to labour market needs.

## Reference Institutions

FeS-UGT Federación de Servicios de UGT

Danza-T Red de Trabajadores de la Danza

CCOO – Federación de Servicios a la Ciudadanía – Sector de Medios de Comunicación, Arte, Cultura

AEOS - Asociación Española de Orquestas Sinfónicas

TACE - Sindicatos de técnicos audiovisuales y cinematográficos del Estado español

Instituto RTVE

Asociación de Músicos Profesionales de Orquestas Sinfónicas (AMPOS)

Federación Estatal de Asociaciones de Empresas Productoras de Teatro y Danza

FAPAE Federation of Spanish Audiovisual Producer Associations

Conservatorio Superior de Danza de Madrid "María de Ávila"

FAETEDA - State Federation of Associations of Theatre and Dance production enterprises

Association OISTAT Spain

FES-UGT-ES

FSC-CCOO-ES

Institut del Teatre Barcelona

EPFCA (Granada, Malaga, Sevilla)

Escola Superior de Arte Dramática de Galicia

ESCUELA SUPERIOR DE ARTE DRAMÁTICO DE SEVILLA

RESAD Madrid

Escuela Teatro Bilbao

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Centro de Tecnología del Espectáculo, Madrid

Asociación de Técnicos de las Artes Escénicas, Bilbao

## Reference Programs

- Institute del Teatre Barcelona (ESTAE) – Lighting Design  
<http://www.institutdelteatre.cat/ca/pl294/estudis/id21/luminotecnia.htm>

The specialty training Lighting addresses covering all technical aspects of a show and lighting: assembling, programming and driving the lighting during a performance or concert. Some of the specialty materials Lighting are: Visual perception, light sources, projectors, History and theory of the arts, equipment regulation and control theory of light, Basics of lighting design, equipment and power lines in the building stage, Regulation machines. Practical training: During the year to workshops at schools - which are public shows and concerts - where we learn the processes of assembly, disassembly and maintenance of sets, making notebook machinery, make the changes during the theatrical feature . . . in addition, the training includes practical workplace theaters and companies and a stay abroad of one month. To access these studies two years and format of upper secondary VET is required in any of its forms or have completed a Vocational Mig test access to vocational education and training Superior approved. it is also possible to access other qualifications and knowledge will be assessed individually.

- EPFCA (Granada, Malaga, Sevilla) - Sound and Lighting Design  
<http://www.juntadeandalucia.es/cultura/redportales/formacion-cultural/cursos/curso-avanzado-de-iluminaci%C3%B3n-y-sonido-para-el-espect%C3%A1culo-en-vivo>
- Centro de Tecnología del Espectáculo, Madrid – Lighting Design  
<http://cte.mcu.es/areas/iluminacion>

## VET in Sweden

Main source: Cedefop (2016). Spotlight on VET Sweden, <http://www.cedefop.europa.eu/en/publications-and-resources/publications/8095>

### VET in secondary school and post-secondary VET

Swedish vocational education and training (VET) includes programmes and study pathways within upper secondary education and non-academic and academic tertiary education.

After compulsory school, students have the right to proceed to upper secondary school to either of the vocational programmes or one of the higher education preparatory programmes. Learners without enough pass grades can follow individualised introductory programmes which give access to upper secondary programmes or the labour market.

### Tertiary level and VET for adults

All upper secondary VET programmes may be offered as school-based or as apprenticeship pathways. Independent of the specific combination of school-based and apprenticeship learning, successful completion of these VET programmes leads to a vocational diploma. Learners can also acquire an upper secondary vocational diploma in municipal adult education.

Non-academic tertiary VET mainly consists of one- or two-year higher VET programmes leading to a diploma or advanced diploma in higher vocational education. An upper secondary diploma is required to access higher vocational education and higher education. Students must also have pass grades in particular modules, such as Swedish/Swedish as a second language, English and mathematics, to meet general entry requirements for higher education.

All students attending an upper secondary school vocational programme have the right within its scope, or through programme extensions, to study these required modules. Specific entry requirements may apply to some higher vocational education or higher education programmes. The starting point for adult education is always an individual's specific needs and situation. Individual pathways are the most common way to gain a qualification in a new field or study the courses required to access higher vocational education or higher education.

Workplace-based training (APL) is compulsory in upper secondary school vocational programmes and accounts for at least 15% of the programme. In upper secondary apprenticeship pathways, more than half the learning takes place at a workplace. Non-academic higher vocational programmes combine school-based learning with training at the workplace (LIA); to obtain an advanced diploma in higher vocational education, for example, at least a quarter of the programme must be carried out as LIA.

## Responsible Authorities

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The Ministry of Education and Research is responsible for most education; this includes upper secondary schools, adult education, and higher vocational education for VET. Steering documents regulating upper secondary school and municipal adult education are drawn up by the government and by the Swedish National Agency for Education. Upper secondary schools may be run by municipalities, county councils and the State. Private actors may also be approved as education providers and run independent upper secondary schools. There are no private providers in municipal adult education but municipalities can outsource tasks such as training. The Swedish National Agency for Higher Vocational Education approves providers and government grants for higher vocational programmes. Providers draft an education plan and programmes should be developed and delivered in cooperation with the world of work. Many other actors provide both initial and continuing VET. Courses and programmes are financed through fees or by companies and organisations, but public grants are also provided. This includes non-formal education arranged by private companies and labour market partners, supplementary education, and programmes offered by folk high schools. Several active labour market policy programmes geared to the unemployed are also vocationally oriented or feature different forms of work placement. From 2016 onwards, non-formal and private sector qualifications and certificates can be referenced to the Swedish national qualifications framework (SeQF).

## Reference Institutions

KROM-Study at TRS

KULTURAKADEMIN Trappan

Swedish Performing Arts

STTF/ Svensk Teater teknisk Förening

Stocholm dramatic arts

TF-SE

SADA - Stockholm dramatic arts

THM Malmoe

Stage Vision

## Reference Programs

- SADA training for Technical Theatre (<http://www.uniarts.se/english/about-uniarts/stockholm-academy-of-dramatic-arts>)
- SADA training for Lighting Design (<http://www.uniarts.se/english/about-uniarts/stockholm-academy-of-dramatic-arts>)

## VET in United Kingdom

Main source: Cedefop (2014). Spotlight on VET United Kingdom,  
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/8072>

### VET in secondary school and post-secondary VET

Further education colleges represent the largest group of VET providers offering education to learners that are 16 years or older, including a large number of adult learners. VET qualifications are offered through work-related Business and Technology Education Council qualifications, national vocational qualifications/Scottish vocational qualifications and other recognised vocational qualifications. School-based programmes that combine general academic study with vocational elements exist alongside broad vocational programmes and specialist occupational programmes that may take place both in a school setting and the work place. VET is offered on a full-time and part-time basis and students may attend training on a block-release or day-release basis from employers or attend evening or weekend learning. Apprenticeships are offered in the form of apprenticeship frameworks which include a work contract, an accredited technical and occupational qualification and core, transferable skills such as numeracy, literacy and ICT. Apprenticeships are available at three principal levels in England, Wales and Northern Ireland and at four levels in Scotland.

### Tertiary level and VET for adults

Adult and continuing education forms part of the formal education system in the UK, but is also offered as informal and non-formal training by employers and training providers. Trade unions, employer organisations, sector skill councils and other social partnerships are involved in adult education provision, development of learning resources and anticipating labour market needs. Employers are encouraged to become more closely involved in skill development. There is a well-established system for VET learners in the UK to progress to higher education. Candidates holding vocational qualifications, at qualifications and credit framework (QCF)/credit and qualifications framework of Wales level 3/Scottish credit and qualifications framework (SCQF) levels 6 and 7 (EQF levels 4 and 5), may access selected first-cycle university programmes at institutional discretion. However, there is no automatic right to progression from one qualifications framework level to the next as education providers and awarding organisations retain the right to set entry requirements for individual qualifications. The recently introduced curriculum for excellence in Scotland creates opportunities for students to combine subjects, which will mean that a larger variety of secondary qualifications may be used to apply for tertiary education in the future. Additionally, there are good articulation options for progression from higher VET programmes at QCF levels 4 and 5/SCQF levels 7 and 8, such as higher national certificates and higher national diplomas, to the second or third year of a bachelor degree in a related field in the UK. However, admission and transfer arrangements are made at the discretion of the admitting institution. The unit-based structure of qualifications and their alignment to qualifications and credit frameworks open up the possibility of credit transfer between qualifications in line with recognition of prior learning guidelines. It is hoped that credit transfer will occur more frequently in the future. The UK also has the main building blocks to support the European credit

system for vocational education and training in place. The UK is now working towards its implementation for international student mobility.

## Responsible Authorities

A separate qualifications and credit framework exists in England and Northern Ireland from the ones in Scotland and Wales. There are around 200 awarding organisations in the UK and several thousand accredited qualifications. Awarding organisations design and award qualifications while education and training providers deliver learning. VET providers include secondary schools, school sixth forms, sixth form colleges, further education colleges and higher education institutions.

## Reference Institutions

FST - Federation of Scottish Theatres

SOLT/UK Theatre

Creative Skillset

BBC

Creative & Cultural Skills

British Council - Cultural Skills Unit

The Society of London Theatre/UK Theatre Association

SBTD/Society of British Theatre Designers

ABTT/Association of British Theatre Technicians

BECTU-UK

RWCMD, Royal Welsh College of Music and Drama

The Royal Central School of Speech and Drama

The London Academy of Music and Dramatic Art

Central Saint Martins College of Art and Design

Royal Academy of Dramatic Art (RADA)

Rose Bruford College

Nottingham Trent University

Guildhall School of Music and Drama

Bristol Old Vic Theatre School

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## Backstage Academy

### Reference Programs

- RWCMD, Royal Welsh College of Music and Drama - BA (Hons) Stage Management & Technical Theatre [http://www.rwcmd.ac.uk/undergraduate\\_courses/stage\\_management.aspx](http://www.rwcmd.ac.uk/undergraduate_courses/stage_management.aspx)

Undergraduate Stage Management training at RWCMD covers core technical skills, sound and lighting design, and the full range of stage management skills from creating call sheets and rehearsal reports to the financial planning and scheduling of international tours. Three Years, Full Time.

- The Royal Central School of Speech and Drama – Theatre Lighting Design, BA <http://www.cssd.ac.uk/course/theatre-lighting-design-ba>

Students are supported and encouraged to make full use of automated lighting, video, projection, LEDs and other emerging technologies. They will benefit from Central's industry focused research culture, which ensures their design practice is at the forefront of knowledge and industry practice. With an emphasis on practical as well as aesthetic training, graduates will be able to create work they can be proud of - and earn a living from it. Tuition is structured around practical projects in Central's well-equipped studio and proscenium performance spaces, with rigorous investigation of the design process. As they progress, students develop their own style, supported by tutors, mentors and visiting professionals.

- Central Saint Martins College of Art and Design - BA (Hons) Theatre Design <http://www.arts.ac.uk/wimbledon/courses/undergraduate/ba-theatre-design/>

The BA Theatre Design course at Wimbledon College of Arts covers both set and costume design. We prepare our students to enter the world of contemporary theatre and performance design with the skills, knowledge and sensibilities that professional designers require. The rich mix of practice and theory that each student will encounter on the course ensures that experimentation and critical thinking are equally valued. This enables our students to produce inventive and imaginative design work underpinned by strong practical skills.

- Rose Bruford College - BA (Hons) Lighting Design <https://www.bruford.ac.uk/courses/lighting-design-ba-hons/>

The Lighting Design course will support and guide your development towards a successful career in lighting. Your training will be rooted in lighting design for theatre, but we will also introduce you to related lighting disciplines such as corporate events, architecture, and live music. Whilst the course primarily aims to support and develop your design skills, it will also give you a very good preparation for other careers in the industry, for example as a lighting manager or technician. Together, we will develop your creative skills and ambitions, so you can become a powerful and resourceful performance maker and artist.

- Nottingham Trent University - Live and Technical Events <https://www.ntu.ac.uk/study-and-courses/courses/find-your-course/confetti/2017-18/fdsc-live-and-technical-events>

Taught at Confetti Institute of Technologies, this new course sees you study in a real live event venue, working with industry-standard hardware and software and alongside well-connected tutors and guest speakers. By the end of the course you'll have gained the technical, organisational, creative and professional skills needed to work successfully in the technical events industry. This industry-focused course will give you the chance to learn about a broad range of disciplines in the live and technical events sector, including: Lighting and stage design, Live sound reinforcement, Sound theory and acoustics, Electrical principles, Equipment maintenance and repair, Visual Effects (VFX), Live event planning.

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