
Slovenia

VET in Europe – Country report

2012

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1. External factors influencing VET

1.1 Population and demographics

Slovenia's population as of 1 January 2012 was 2 055 496¹ (see Table 1 in Annex). In one year, the population increased by 0.3%, that is 0.1 percentage point (p.p) more than in the year before and less than in the period 2007-10. The share of foreigners among the population rose and reached 4.2%. After negative net migration in 2010, in 2011 net migration was positive, although lower than before the year 2010, when it was due to EU accession and economic prosperity almost the main reason for population growth. In 2011 for the first time after 2003 fewer children were born than a year before (a 1.8% decline). The fertility rate decreased slightly, but still surpassed 1.5 for the fourth consecutive year. Life expectancy continues to increase (76.3 years for men and 82.7 years for women – 2010 data).

Consequently, Slovenia's population is ageing. Though the old-age dependency ratio (see Table 2 in Annex) is still lower than the EU average, the situation is projected to worsen in the future as old population is expected to increase faster than in the EU as a whole. Between 1 January 2011 and 2012 the number of young people (15-29 years) continued to decline (for almost 3%) and the number of old continued to grow (65+ years: 1.8%, 80+ years: 4.7%). For the fourth consecutive year the number of children (0-14 years) grew. The old age-dependency ratio also increased (for 0.5 to 24.4). The number of working age people (15-64 years) decreased slightly again, their share (68.9%) in the total population has been declining since 2005. According to EUROPOP 2010² projections from 2011, in 2060 the overall size of the population will not be much higher than in 2010 (0.5%), but the age structure will undergo a number of changes: people over 65 will account for 31.6% of the population (EU-27: 29.5%) and their number will increase by more than 90%. The number of children is projected to be 2% lower, so that Slovenia will have nearly 83 dependent children and inactive elderly people per 100 working age people. Therefore the increase in labour market participation of older people is highlighted as Slovenia's main demographic challenge.

1.2 Structure of the labour force

Since the beginning of the economic crisis, Slovenia recorded one of the largest declines of economic activity in the EU. In the period from the last quarter of 2008 to the year 2011 its position against the EU average deteriorated more than it had improved in the period of 2005-08.

¹ According to the new, EU-compatible statistical definition of population, since December 2008 the population of Slovenia consists of persons with permanent or temporary residence in Slovenia for one year or more and are not temporarily absent from Slovenia for one year or more. According to the previous definition, applied in the period 1995–2008, the population of Slovenia consisted of persons who live in Slovenia for more than three months in a year. As of January 1, 2008, Slovenia's population was 2,010,269 persons according to the new definition, which is 15,597 or 0.8% less than under the previous definition, which included also foreigners living in Slovenia for less than a year.

² Given the assumptions of relatively moderate future fertility and migration rates and high improvement of mortality rates.

After reaching 91% of the EU average in 2008, Slovenia's GDP per capita in purchasing power standards (PPS) dropped to 85% in 2010. According to Eurostat's figures, it totalled PPS 21 300 in 2011, remaining 15% lower than the EU average. With the labour market adjusting to weaker economic conditions, the employment rate in Slovenia declined relatively more strongly than that in the EU as a whole, while the unemployment rate remains below the EU average. Productivity in purchasing power standards remained at approximately the same level relative to the EU as in 2009.

During the strong business cycle (2005–08), the main contributions to growth came from manufacturing and construction, as well as certain traditional service (trade and transport) and financial activities. After the slump in 2009, the greatest drop was seen in construction, followed by drops in manufacturing, and traditional services, while knowledge-intensive market services (information-communication and professional-technical services) made a somewhat greater positive contribution to growth than in 2005–08, and financial intermediation services somewhat lesser. The contribution of public services (public administration, education, health and social work) has also increased notably since 2008, largely on account of their higher share in total employment (structural component) due to a drop in employment in the private sector of the economy.

Until 2003, the employment rate in Slovenia had hovered around 63%, but it rose substantially in 2004 upon Slovenia's accession to the EU, exceeding both the EU average and the average of the old EU Member States (EU-15). It had been rising until 2008, then started to fall in 2009 owing to the decline in economic activity. Employment mainly dropped in manufacturing and construction. In the last three years the employment rates of young people aged 15–24 and people aged 25–54 declined in particular (see Table 3 in Annex). The year 2011 also saw a substantial drop in the employment rate in the age group of 55–64, which had otherwise been increasing slowly until 2009, although it has always been one of the lowest in the EU. The employment rate of youth hovered around the EU average largely due to high informal employment in this population group (mainly work through student job agencies), while formal employment of the young population remains low.

Since the third quarter of 2008 when it fell to the lowest level on record (4.1%), the survey unemployment rate increased to 8.1% in 2011, still lower than, on average, in the EU and in the euro area. From 2009 the survey unemployment rate of women has been lower than the unemployment rate of men. As a result of the crisis, the survey unemployment rate of youth, which was the lowest on record in the second quarter 2007 (9.3%), rose to 15.7% in 2011 (see Table 4 in Annex). However, it remains much below the EU average, due to student work and high participation of youth in tertiary education. The unemployment rates of people with low and secondary education were marked by similar dynamics while unemployment of people with tertiary education is on a slow, though steady, upward trend. The registered unemployment rate in Slovenia is rather higher than the survey one, which indicates a rather extensive informal employment, being also in contraction during the crisis.

1.3 Structure of the labour force by educational attainment

Educational structure of employed people differs from educational structure of unemployed and inactive people. In 2011 in the educational structure³ of employed persons, aged 25-64 years, the share of people with ISCED 0-2 level of education was much lower than among unemployed and inactive people. Quite opposite is true for the share of people with tertiary education. In the share of population with vocational education at ISCED 3, 4 the differences among people with different status of activity are not as high (see Table 5 in Annex). Economic crisis decreased the number of employed people, especially people with lower and upper secondary education. In 2011 the number of employed people with vocational education at level ISCED 3, 4 and with ISCED 1, 2 education further decreased, resulting in decreasing share of employed people with these levels of education. These shares were also considerably lower than in year 2008.

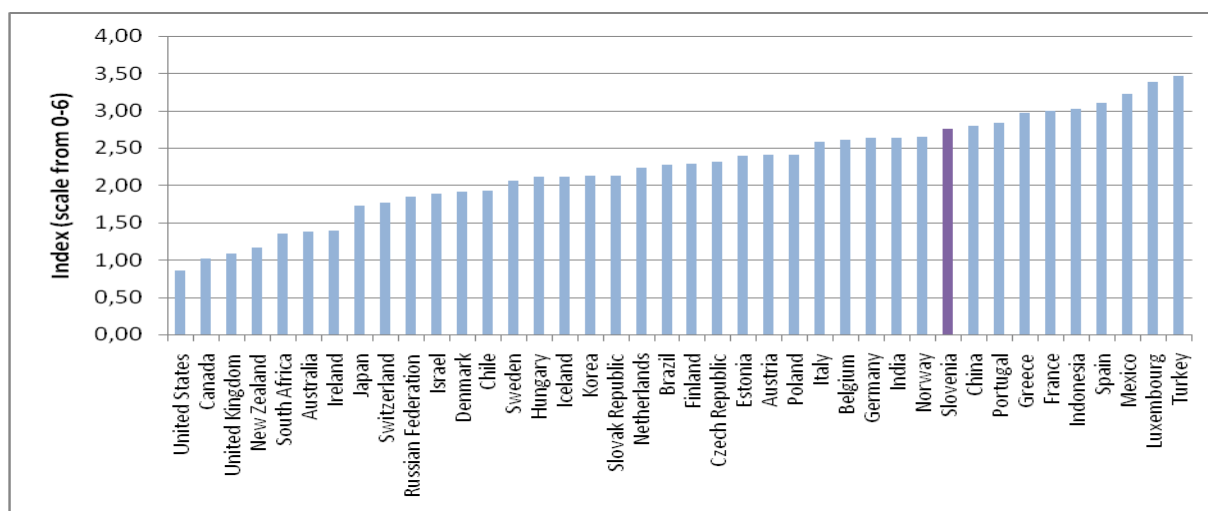
For unemployed people trends in educational structure were different from the trends for employed people. In 2011 the number of unemployed people with vocational education continued to increase and was the highest in the period 2008-10. Also the number of unemployed people with tertiary education increased strongly in last years, as a result of growing number of graduates with tertiary education and smaller chances for getting employment. In 2011, the number of people with ISCED 1, 2 education remained almost the same as the previous year, but was higher than in 2008. These trends in 2011 resulted in higher shares of unemployed people, aged 25-64 years, with vocational and tertiary education and lower share of unemployed people with ISCED 1, 2 level compared to previous years. In the educational structure of inactive people, aged 25-64 years, the share of people with ISCED 0-2 decreased in 2011 and in 2008-10, while the share of people with vocational education slightly increased.

1.4 Degree of regulation of the labour market

The degree of regulation of the labour market refers to a set of rules, which define important aspects of the functioning of labour markets, such as hiring, individual and collective dismissals and contracts. Although there are several measures used in quantifying aspects of labour market regulation, we concentrate on the set of rules referred to as the employment protection legislation using the OECD-developed Employment Protection Legislation Index (EPLI), which can also be compared across different countries. It is based on the scale of 0 (least stringent) to 6 (most restrictive).

³ According to Labour Force Survey data.

Graph 1: OECD Employment Protection Legislation Index in 2008



Source: OECD (LFS); extracted on: 14-09-2012; last update: 24-09-2010. Description: OECD Employment Protection Legislation Index in 2008

The graph above presents a comparison of OECD and selected non-OECD countries using the EPLI. It is evident that Slovenia belongs to the group of countries with relatively stringent employment protection legislation. Slovenia, ranked 31st out of 40 countries, scores above OECD average, and its EPLI is comparable to countries such as Germany, Norway, Portugal and Greece. Most of the countries have a more flexible regulation than Slovenia.

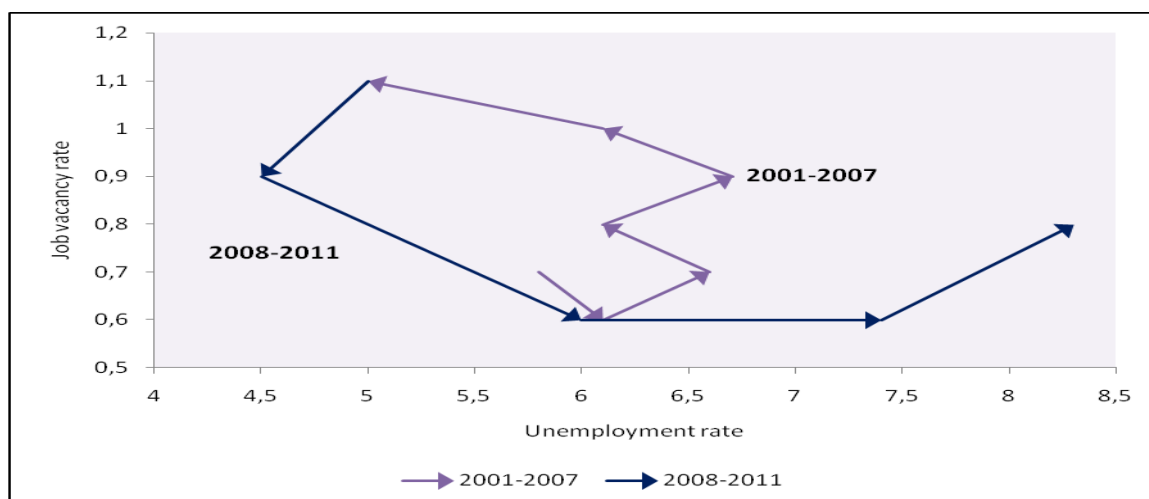
1.5 Mismatches on the labour market

Mismatch on the labour market can be regarded as a form of matching friction between labour demand and labour supply. Mismatch prevents unemployed job seekers to fill job vacancies, be it through skill, geographic or industry mismatch, leading to increased structural unemployment. A useful way of assessing structural unemployment is through the so-called Beveridge curve. The Beveridge curve is a curve that measures the relationships between the job vacancy rate (unfilled jobs as a proportion of the labour force) and the unemployment rate. In times of favourable economic conditions, the job vacancy rate is high while the unemployment rate is low. In times of recessions, the job vacancy rate is low and the unemployment rate high. But a situation when both the job vacancy and the unemployment rates are high, signals that there are perhaps structural issues present on the labour market – a high number of unemployed persons do not fill a rising number of available jobs, which is indicative of mismatch on the labour market.

The graph below shows the evolution of the Beveridge curve for the period 2001-11 using Labour Force Survey data. The first part of the curve (light purple) represents the period from 2001-07, the second part (dark purple) represents the period from 2008-11. The period 2001-07 has been marked by a rising of the job vacancy rate and a general falling of the unemployment rate. The job vacancy rate reached its highest value in the pre-crisis period (2007), which is in accordance with the high GDP growth experienced in Slovenia during those years. Because of the growth of output, the unemployment rate in 2008 fell to decade low levels. During the pre-crisis period the Beveridge curve shifted to the left and

upwards showing increased demand for labour in the economy and better matching of individual unemployed to available jobs. During the crisis years (beginning in 2008) the job vacancy rate fell as companies firstly tried to adjust the number of job openings and only later the number of employees. This can be seen as a downward shift of the Beveridge curve. The increased unemployment which followed shifted the Beveridge curve even more downward and to the right, away from the origin. The economic crisis exposed the problem of segmentation in the labour market and increased skill mismatch, as is witnessed by a gradual increase in the job vacancy rate and a still high unemployment rate in 2011.

Graph 2: The evolution of the Beveridge curve



Source: Eurostat (LFS); extracted on: 20-09-2012; last update: 17-09-2010.

Labour market is affected by supply of graduates with vocational education. The number of graduates in vocational education at ISCED 3, 4 decreases. In 2010 it decreased by 6.8% and totalled 15 836. The decrease was stronger than in general programmes (2.2%). The trends in the number of graduates in vocational education are affected by the trends in the number of people, enrolled in vocational education in last years. The number of people, enrolled in vocational education⁴ at ISCED 3, 4 decreases. In 2010 it decreased by 2.3% and totalled 63 396 (see Table 6 in Annex). Thus negative trends, observed in previous years continued in last year. Decrease of people enrolled in vocational schools is strongly affected by demographic changes (decreasing number of young people). The number of people, enrolled in general programmes, decreased in last years, too. But, in period 2005-10 the number of students, enrolled in vocational education (21.2%) decreased much more strongly than the number of people enrolled in general programmes (11.6%). Decreasing number of people enrolled in vocational programmes is not only connected to demographic changes, but also with low social status of 2-year short and 3-year vocational upper secondary education occupations. But in 2010 the number of people enrolled in vocational education decreased less strongly than the number of people enrolled in general programmes. In the future the decreasing number of graduates in vocational education is

⁴ Vocational programmes comprise ISCED 3-4 pre-vocational and vocational programmes. In Slovenia, no pre-vocational programmes exist.

further expected, which will affect the labour market. For some occupations there is a shortage of people with vocational education

1.6 Degree of regulation of access to occupations/professions

In Slovenia, according to Act Regulating the Qualification Recognition Procedure for Access of Citizens of EU Member States to Regulated Professions and Professional Activities in the Republic of Slovenia regulated professions or professional activities are those professions or activities the pursuit of which is subject to requirements and conditions specified by law or regulations.

Slovenia is the country with high number of regulated occupations. In 2012 the number of regulated professions totalled 319⁵. Slovenia is one of the EU countries with the highest number of regulated occupations, where the average number is 100⁶.

In Slovenia, regulated professions are listed in the Register of regulated professional activities in the Republic of Slovenia. Professions are grouped in following groups:

- Professions and activities for which a university or college diploma is required obtained through tertiary education and training lasting at least three years;
- Professions or activities for the performance of which a tertiary education diploma obtained through education and training lasting less than three years is required.
- Professions or activities for the performance of which a certificate is required;
- Profession or activity for the performance of which a certificate of competence is required;
- Professions or activities in which a candidate has no possibility of choice between a period of adaptation and test of professional capacity;
- Activities for the performance of which general knowledge, knowledge in the field of economic business or professional knowledge, skill and professional experience are required;
- Professions or activities regulated by field directives.

In 2012 the highest number of regulated professions was in the group Professions and activities for which a university or college diploma is required obtained through tertiary education and training lasting at least three years (100) (see Table 7 in Annex).

In 2011 The Euro plus pact - Slovenia's commitments for 2011-12 was adopted in Slovenia which was also committed to fostering competitiveness. One of the objectives that were set in the document was also improvement of business environment, which is to be achieved by deregulation of professions and occupations. As emphasized in the document, regulation is necessary primarily regarding professions in the fields of public health, education and environment.

⁵ Register of regulated professions or regulated professional activities in the Republic of Slovenia (2012).

⁶ The Euro plus pact - Slovenia's commitments for 2011-2012.

A better option would be that employers would define in their internal acts the level and field of education required for the performance of certain profession, but have more room for manoeuvring in doing it. It is expected that a newly defined framework of professions in the public interest, which will remain regulated, will be provided.

In year 2012 the highest number of regulated professions was in craft activities and craft-like activities and trade, followed by education and sport, transport and health care (see Table 8 in Annex).

CHAPTER 2

2. Providing vocational education and training in a lifelong learning perspective

2.1 Diagram of the national education and training system



(Please note: the 10 level NQF system is a suggestion created on the basis of Steering committee decision. The suggestion has not been formally accepted as of yet).

2.2 Government regulated vet provision

2.2.1 Upper secondary education

When children finish compulsory basic education and are 15 years of age, they may choose to continue their education at the upper secondary level of 2-5 years in duration. Additional requirements are set in some cases, such as specific talents or physical abilities, if they are needed for successful studies and work performance in a specific occupation or craft.

Upper secondary education encompasses:

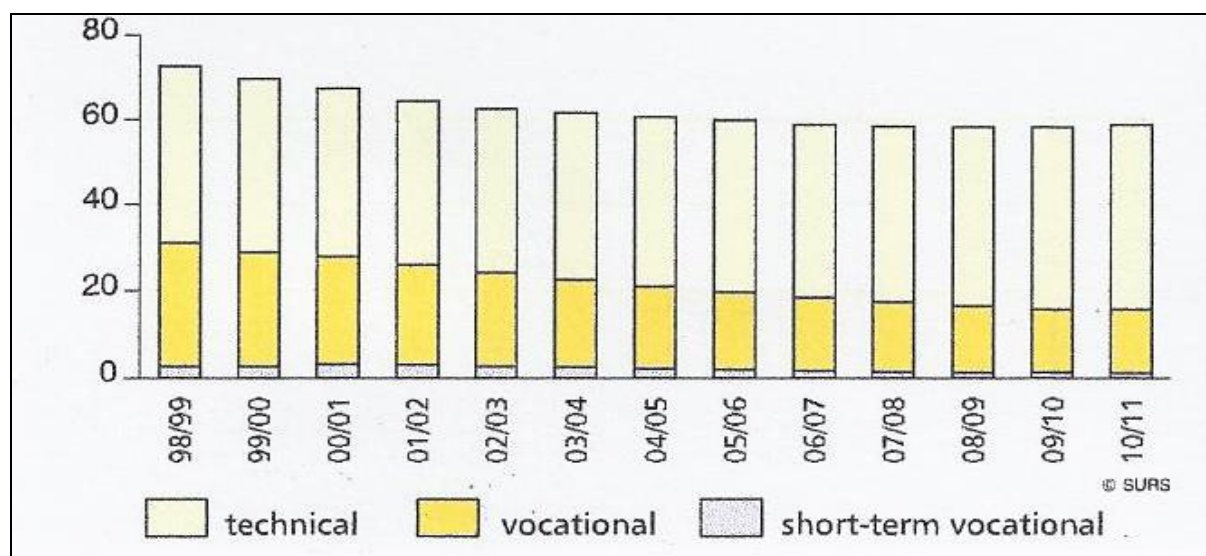
- **General education** (splošno izobraževanje) – different types of 4 year general upper secondary school programmes, in which students attain knowledge and skills needed to continue education at universities. This kind of education ends with the general matura (splošna matura);
- **Short vocational upper secondary education** (nižje poklicno izobraževanje) – Students, who successfully complete at least 7 grades of the 9 year primary school or complete primary school in the scope of the lower educational standard programme (programi s prilagojenim standardom) adapted for special needs children, may continue their education in the 2 year Short vocational upper secondary education. For completion of this type of education, students from lower educational standard programme must pass the final exam (zaključni izpit) which is adjusted to their level. After finishing education, the students are qualified to perform work at the level of narrow vocational profile or can continue their education in the programmes of vocational upper secondary education and technical upper secondary education;
- **Vocational upper secondary education** (srednje poklicno izobraževanje) – the 3 year education is open to students who have successfully completed primary school or short vocational upper secondary education. Education ends with a final exam (zaključni izpit). After completion of education, students have an open path to either employment or continuing education in 2 year vocational-technical education (poklicno-tehniško izobraževanje). These programmes are enabling graduates to achieve technical upper secondary education and they can end with a vocational matura (poklicna matura);
- **Technical upper secondary education** (srednje strokovno izobraževanje) – is also aimed at students who have completed primary school or short vocational upper secondary education. Duration of this type of education programmes is 4 years. These programmes can also end with a vocational matura (poklicna matura). Their feature is that on the one hand they provide vocational training, and on the other hand, adequately prepare for further study in programmes of higher vocational education (višje strokovno izobraževanje) and higher education (visokošolsko izobraževanje) study programmes.

Transition from general to technical upper secondary education and vice versa is possible. Two non-obligatory programmes - matura courses (maturitetni tečaji) and vocational courses (poklicni tečaji), in duration of one year, are available to help the transition. Matura courses can be undertaken by individuals who completed the technical upper secondary education, vocational upper secondary education, and wish to continue their education at the university level⁷. Vocational courses are open to individuals who successfully completed 4 years of general education programme or technical school (without matura exam) and are another way to obtain qualification on a technical upper secondary education level.

Master craftsman, foreman and shop manager exams (mojstrski, delovodski ali poslovodni izpiti), which are under the jurisdiction of Chambers are intended for individuals with vocational upper secondary education and at least three years of relevant work experiences. Candidates with successfully finished exams gain technical upper secondary education and with finished exams from compulsory subjects of vocational matura they can enrol in vocational higher education programmes.

Generally under certain conditions transition is possible between most of education pathways.

Graph 3: % of all students enrolled in short-term vocational, vocational and technical upper secondary education in Slovenia



Source: Education in Slovenia, 2012

The share of students enrolled in vocational upper secondary education compared with the share of students enrolled in general upper secondary education has been declining for years. In the 1998/99 school year the share of the former was 72%, and only 58% in the 2010/11 school year. The decline in enrolment is highest in short vocational (from 2.8% to 1.1%) and vocational upper secondary programmes (from 28.2% to 14.5%).

⁷ Matura courses are also open to individuals: with a certificate in three-year vocational upper secondary education, certificate of completing the third year of general education, who then dropped out for at least one year, basic school leaving certificate, who passed the exam on the level of the third year of general education, certificate of education according to a formally approved programme of private general education programme for which the competent council issued a statement of providing minimal knowledge requirements for a successful programme completion, but they do not have a matura exam certificate.

2.2.2 Tertiary education

Tertiary education in Slovenia is divided into:

- Higher education (visokošolsko izobraževanje);
- Higher vocational education (višje strokovno izobraževanje).

Both subsystems of tertiary education are interconnected, as graduates of higher vocational education are able to continue their studies at programmes of higher education.

The Higher vocational education⁸ consists of the practically adjusted programmes of 2 years in duration originating from a very real economic need for human resources. Students acquire occupational competences in accordance with occupational standards. Graduates are qualified to manage, plan and supervise various work processes.

Programmes of the higher education⁹ take place in both public and private universities and their respective affiliates: faculties, art academies and higher professional colleges. Private faculties, art academies as well as public and private professional colleges can also be established as single institutions of higher education. These can then be combined through an association of higher education institutions. Under certain conditions, an international association of universities may also be formed. In 2004 and 2006, two amendments to the Higher Education Act enabled the legal framework to establish the three-cycle higher education system, in accordance with the Bologna declaration. The first cycle study programmes, equivalent to a bachelor degree, are designed to provide students with basic academic skills or professional competencies. Programmes at this level are either theoretically based or prepare students for specific professions. The second cycle study programmes are designed to provide students with advanced academic skills. Programmes at this level, called magister programmes, lead to the award of a professional magisterij (equivalent to a master degree). Long degree programmes leading directly to magisterij are designed to educate students for professions regulated by EU directives or by national regulations. The third level encompasses the doctoral study programmes. The compliant credit system (ECTS) has been mandatory since 2002.

2.2.3 Programmes and pathways for adults vulnerable groups and special needs children

Adults

All training programmes in formal education, from secondary education level to university studies, are also provided for adults; only the primary programme (lower secondary) is specifically designed for adults. Training programmes in AE follow the same national curricula and objectives as programmes for youth.

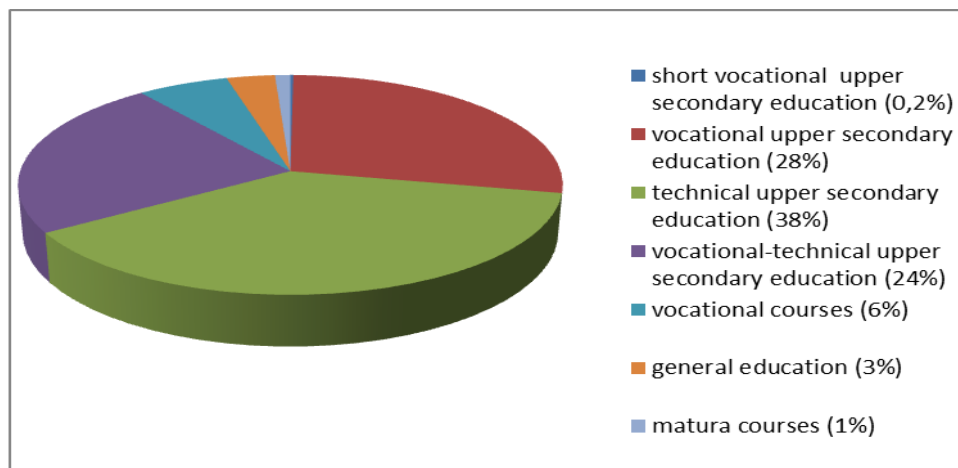
Entrance criteria for formal education at all levels are the same as in IVET. In addition adults also have to be of an age defined by law (16 if they are not employed or are unemployed for vocational and technical/professional secondary education, 18 for

⁸ Defined by the Higher Vocational Education Act (2004).

⁹ Higher education is regulated with Higher Educational Act (2006).

gimnazija¹⁰). In the school year 2010/2011 15 518 adults were enrolled in formal upper secondary education programmes. Unfortunately the latest data from the Adult Education Survey show a great drop in the participation rates of adults in secondary education from 8.7% to 2.4% in 2011.

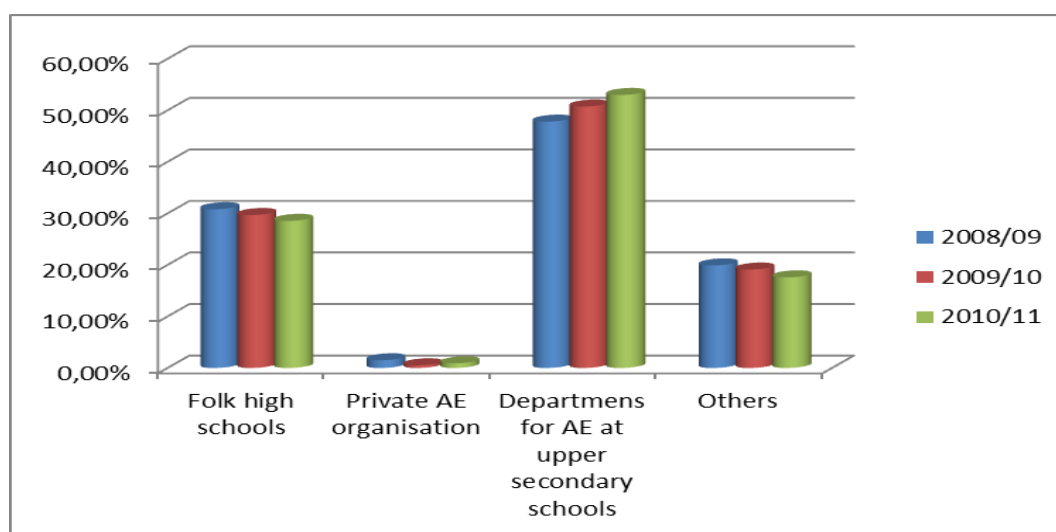
Graph 4: Adult participation in upper secondary education and training in 2010/2011



Source: SORS, Adults in formal education, accessed on 1. 10. 2012

Providers of formal secondary upper education programmes for adults are public and private educational institutions. Almost 90% (88.6%) of all participants in school year 2010/2011 at the level of upper secondary education visit public educational institutions. The main providers of formal secondary education programmes are departments for AE at upper secondary schools and folk high schools. We can also see, that from school year 2008/2009 there was an increase in the enrolment in departments for AE at upper secondary schools (see graph 5).

Graph 5: Participants of formal adult education by type of provider from 2008/2009 to 2010/2011



Source: SORS, Adults in formal education, Slovenia, gain on 15. 10. 2012.

¹⁰ Gimnazija is a form of General upper secondary education.

Another pathway for adults to gain national vocational qualifications - NVQ (nacionalne poklicne kvalifikacije) is through the NVQ certification system (responsibility of the MoLFSA) (see chapters 2.3 and 3).

Vulnerable groups (Ranljive skupine)

Formal education and training programmes, carried out in the Education programme for the unemployed persons represents the most outstanding government-supported measure for providing formal education for unemployed. It primarily targets unemployed people, young drop outs, those with no vocational qualifications or with qualifications not in demand in the labour market who have been unemployed for more than six months, those made redundant following the end of a training contract.

Under the tender for co-financing the scholarships for the adult education 2007-13 the adults who have completed the designated part or the complete programme on a secondary level of adult education between the school years 2007 and 2013 are eligible for a reimbursement of up to 90% of the costs of the scholarship, providing that they financed it themselves.

Special needs children (otroci s posebnimi potrebami)

Provision of special needs education in Slovenia follows a multi-track approach towards inclusion, which means that a variety of services between mainstream education and segregated settings are offered. By following principles of inclusion most children with special needs are integrated into mainstream schools, but the programme is adapted to them and they also have provided additional support. Placement¹¹ of children with special needs is fundamental process in the field of education of children with special needs. For each student with special needs school in collaboration with parents prepares an individualised program (osebni izobraževalni načrt) in which the forms of work, method of implementation of additional professional support and physical help, switching between programs, and necessary adjustments in the organization, assessment, grading, progression and schedule are defined. Most students with special needs are included in programmes of short vocational upper secondary education. But when are the child's limitations of such a nature that the adjustments in the mainstream schools are not sufficient for a successful education, a child with special needs is enrolled in the adjusted or special program. That is carried out by specific schools and institutes.

2.2.4 Financial and governance issues

Budgets in Slovenia are adopted for two years at a time. They are drafted by the government and passed by the National Assembly (Državni zbor). The Ministry of Finance (Ministrstvo za finance) conducts procedures and activities that ensure the implementation of adopted budgets as a whole and on the level of individual ministries and their financial plans. The Ministry of Education, Science, Culture and Sport (Ministrstvo za izobraževanje, znanost, kulturo in šport) participates in the drafting of the financial plan for pre-school

¹¹ Defined and regulated by Placement of Children with Special Needs Act (2011).

education, basic education, upper secondary and tertiary education, and monitors its implementation. The budget documentation specifies purposes and outcomes for individual programmes and indicators that measure the performance.

The financing system for pre-school, basic and upper secondary education is prescribed on the national level in all its details. The Organization and Financing of Education Act (ZOFVI) specifies the sources of funding by purpose, duty and responsibility and lays down the terms and conditions of financing and supervision. Funding sources include:

- public funds;
- funds contributed by the institution's founder;
- contributions from industry associations and chambers;
- direct contributions from employers for the provision of work practice;
- payments and fees from students, apprentices and adults;
- payments by parents for pre-school education services;
- funds from sales of services and products;
- donations, sponsorships and other sources.

The scope of financing is determined by using two methods:

- standardisation of activities and monitoring actual costs in kindergartens and basic schools;
- lump sum (integral) financing in upper secondary and tertiary education.

Finances for upper secondary schools and higher vocational colleges are calculated on the basis of allocated funds per student that is, on the basis of ZOFVI and the criteria and standards issued by the Minister of Education. The actual scope of funding is specified in a financing agreement signed by the Ministry and the school for each budget year. This agreement determines the scope of funding on the basis of full-time enrolments and graduates.

Public expenditure allocated to formal education in 2010 amounted to 2.016 million EUR, or 5.7% of GDP. The largest share of total public expenditure for formal education was for basic education (46%); this was followed by funding for tertiary education (21%), upper secondary education (20%), and pre-school education (12%).

2.2.5 Education and training providers

Upper secondary education is provided by upper secondary schools. Those schools may be specialised in the provision of a single programme type (i.e. gimnazija) or provide several programmes – they can be organised as single-type or as school centres of several organisational units. Part of the practical training is provided by schools and the other part by employers or business centres. Schools which provide agricultural courses may provide practical training on the school estate.

The higher education study programmes are offered by public or private universities and single higher education institutions. Higher vocational education is provided by higher vocational colleges. Practical training in vocational higher education is also provided by employers.

2.2.6 Teachers and trainers in formal education

At the level of upper secondary education there are:

1. Teachers of general subjects (University degree, pedagogical – andragogical training state professional exam¹²).
2. Teachers of vocational modules:
 - Teachers of professional-theoretical contents (relevant University degree, pedagogical – andragogical training, state professional exam);
 - Teachers of practical subjects (Secondary vocational education or more, pedagogical – andragogical training, state professional exam, at least 3 years of work experience).
3. Trainers at a workplace (the same level of education the student will achieve When completing education or higher, pedagogical – andragogical training, 3-5 years of work experience).

At the Higher vocational education level:

Lecturers (relevant university degree, 3 years of work experience, relevant professional achievements).

2.2.7 Apprenticeship (Vajeništvo)

Practical education in programmes of upper secondary education takes place in two parts. One part takes place at schools as practical lessons; second part takes place as practical training at workplace with the employer.

New and revised programmes of upper secondary education introduced a minimum requirement (24 weeks) of practical training at workplace with an employer (or in a business centre which provides workplace training for multiple enterprises). All students of upper secondary education programmes shall within three years of education, complete at least 24 weeks of practical training at a workplace with an employer, with whom they have signed individual learning contract. Practical lessons that are carried out in school can be, with the agreement of the employer and the school, replaced with practical training at workplace with an employer. So that practical training can be increased to a maximum of 50 weeks in three years of education.

Students usually have individual learning contracts, which are signed by the employer, the student and the student's parents and are generally valid for the entire period of education. But it is also possible to have a collective learning contract, which is signed by the employer and the school for multiple students and is generally valid for one school year with

¹² All professionals who would like work in a school have to pass the state professional exam. The exam consists of a pedagogical part, linguistic part and legislative part.

possibility to extend it. The contract defines the general rights and obligations of schools, students and employers, as well as all the necessary activities of all partners, regardless of the educational program. In an annex of the contract are defined educational program, occupations, address of students and mentors and terms of implementation the practical training at workplace.

It is possible to go from collective learning contract (of course with an agreement of one of the partners or student) to individual one and vice versa. Irrespective of the type of learning contract, practical and theoretical education of the student may take a maximum of 8 hours per day, but weekly it must not exceed with the law and the collective contract, defined weekly working obligations, reduced for two hours, therefore maximum of 38 hours a week.

Students with an individual learning contract must, as a rule, in the 2nd year perform a mid-term test, which is performed at the same workplace where the student takes practical training. Mid-term test is performed by Craft and Small Business of Slovenia.

2.3 Other forms of training

The largest share of adult and continuing vocational education and training is provided on the training market outside the government- regulated area of 2.2. Non-formal education (neformalno izobraževanje) is implemented in non-accredited and accredited education and training programmes. Non accredited programmes are shaped by providers as a response to individual and labour market demand. Accredited educational programmes are part of the list of the authorised ministries' educational programs. They are divided into programmes of further vocational training and vocational training specialisation (except the programmes of private schools, adopted by the Minister of Labour in cooperation with the Council of Experts for Vocational Education¹³), literacy programmes for less educated adults, programmes for immigrants, foreign languages programmes (adopted by the Minister of Education in cooperation with the Council of Experts for Adult Education), and other educational programmes, that are not regulated by educational legislation (e.g. driving schools) (Article 15 of the ZOFVI). Participants in accredited programmes do not obtain higher level of formal education or access to formal school programmes. After they have successfully finished an accredited program, participants acquire a verified education (javno veljavno izobrazbo), which is proven by a public/national document (according to Articles 7 and 8 of the Adult Education Act and Article 10 of the Vocational Education Act).

2.3.1 Types of programmes

Non-accredited programmes:

Types of work related non-accredited programmes are vocational workplace training (more than 80% of such programmes), preparation for exams required in specific occupations; preparation for exams to acquire national vocational qualifications; preparation

¹³ A Council of Experts is a body established by the Government of the RS, it has advisory capacity when it comes to decision making and preparation of legislation. ZOFVI allows for three Councils of Experts one each for General Education, Vocational Education and Adult Education

for master craftsman, shop manager and foreman exams; preparation for exams in individual subject for vocational and general matura (see 2.2).

242 582 adults participated in 14 413 non-accredited programmes in 2010/2011. It's less than a year ago (255 274 participants and 20 673 programmes). The hours of training decreased from 457 905 in 2009/2010 to 385 753 in 2010/2011. 82% of non-accredited programmes are work related (SORS Continuing education, Slovenia 2010/2011).

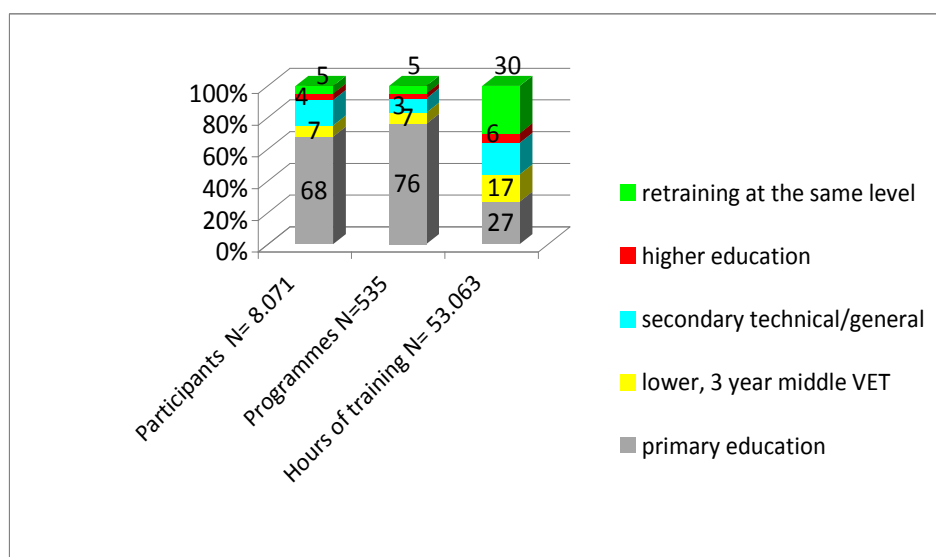
Accredited educational programmes

They are divided into those with admission criteria (prior education is the condition for entering individual program) and those with no admission criteria. Both must meet guidelines laid down by school legislation and the Ministry of Education, Science, Culture and Sports (MESCS) specific regulation.

In the school year 2010/2011 39 184 adults (in 2009/2010 41.572) attended accredited programmes: 26 307 of them participated in driving schools and 5 887 in language programmes. 79% of the programmes had no admission criteria and 79% of the participants attended programmes with no admission criteria.

More than 8,000 adults participated in accredited programmes with admission criteria, 68% of them in the programmes, where completed primary school is the entry requirement (Graph 6). In 2009/2010 the greatest share of accredited programmes (65%), hours of training (59%) and participants (85%) were in the field of services (SORS Statistical yearbook, 2011).

Graph 6: Share of accredited programmes with admission criteria, participants and hours of training by the level of prior education, 2010/2011, (%)

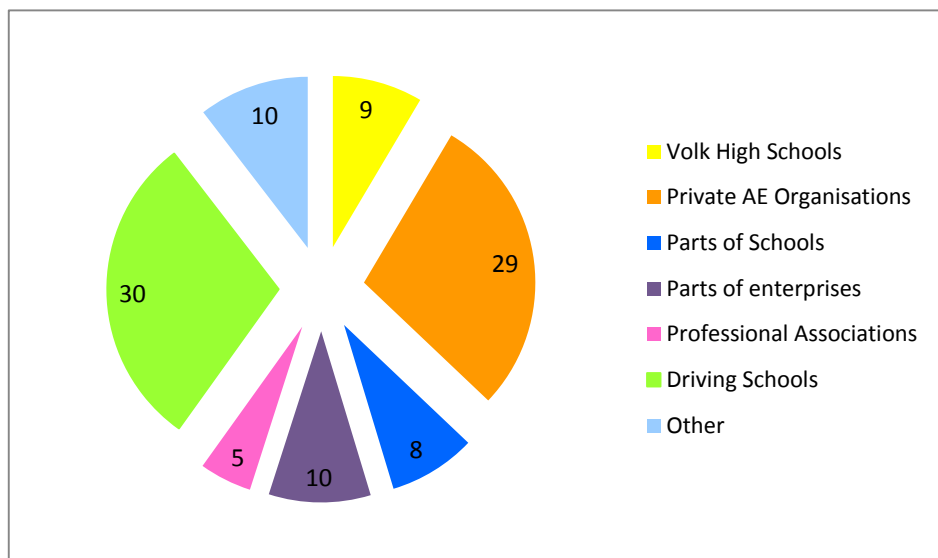


Source: SORS Continuing education, Slovenia 2010/2011, 12 July 2012.

2.3.2 Providers

In 2010/2011 non formal adult education and training was offered by 364 AE providers.

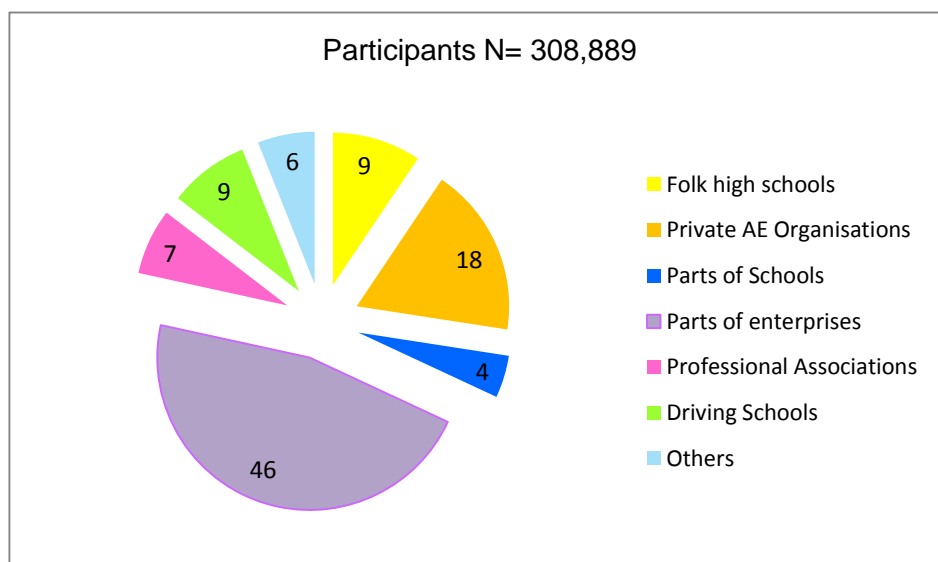
Graph 7: Providers of non-formal education and training 2010/2011 (%)



Source: SORS Continuing education, Slovenia, 2010/2011, 12 July 2012

All these providers together implemented training in accredited and non-accredited programmes for 308,889 participants, which is less than in 2009/2010 (319 808 participants).

Graph 8: Shares of participants by providers 2010/2011, accredited and non-accredited programmes (%)



Source: SORS Continuing education, 2010/2011, July 12 2012

2.3.3 Target groups

The state is primarily responsible for developing learning for vulnerable groups. They are defined in legislation regulating adult education and labour market together with measures for improving their learning possibilities and learning achievements in Annual adult education programmes (AAEP) and measures in Active Employment Policy (AEP). Ministry of Labour, Family and Social Affairs is primarily responsible for providing or supporting CVET opportunities for the following vulnerable groups:

- Young people who are not yet in the labour market (those still planning to continue education, those in transition from formal education to work, graduates finishing ISCED level 5–6 courses and unemployed school-leavers aged 26 or less).
- Employed people who are threatened with unemployment, employed in the economic sector with an ISCED level 3 (4 years secondary schools) education at most.
- Employed in small, medium and micro firms in which - due to a smaller production caused by economic crisis - workers are temporarily made waiting at home. In the “waiting” period they can attend training.
- Long-term unemployed people, unemployed people with health limitations, unemployed people with professional qualifications in economic sectors experiencing a surplus of qualified people.

Different programmes in AEP and in AAEP, adopted by the government are meeting the needs of the target groups and support educational infrastructure.

Accredited literacy programmes are aiming to improve competences in mathematics, Slovene language, natural sciences, social competences, active citizenship, ICT and learn to learn for different priority groups: younger unemployed with no qualification wishing to re - enter formal education (120 hours programme), unqualified rural population wishing to involve in rural paid activities (50 hours programme), adults with special needs who wish to improve their competences for daily performance (120 hours programme), and for employed with no qualification who are threatened to lose their jobs (350 hours programme). For each participant an employment plan must be designed.

Institutional training and programmes are aiming to develop knowledge and skills for improving the employability of the unemployed persons without any vocational education or with training in surplus professions, unemployed young persons, young people without work experience, employees who are threatened by redundancies and disabled persons. The programmes last up to 12 months, for disabled 18 months.

The program Project learning for young people (PUM) was designed especially for dropouts aged among 15-25, and out of work. It was awarded the European social policy champion. The purpose of the programme is to motivate young people to resume their interrupted schooling. The programme lasts for 1 year. Nearly 65% of participants return to school.

On the job assessment of skills relevance allows unemployed to test the relevance of their skills to real job. The employer is subsidised for testing and both, the candidate and the employer become acquainted with each other.

On the job training comprises programmes of practical assessment of knowledge, skills, interests and abilities of an unemployed and workplace training for unemployed and graduates. The aims of programmes are to improve employability of unemployed and graduates by acquiring working experiences and competences needed for a certain job or set of tasks. The programmes last from 1 to 3 months.

Training programmes for employees (Knowledge makes dreams a reality) include programmes for developing key competences, raising education level, obtaining NVQ and are aimed at employees in SMEs, and employees in enterprises to help them remain in employment. In addition to these programmes and measures some others have been developed.

A special educational programme for initial integration of immigrants has been accredited in 2010. It consists of initial module (60 hours) and continuing module (120 hours). Ministry of Foreign Affairs is responsible for education of the immigrants).

A new educational programme for drop outs has been developed and tested. It will be accredited and a network of teachers will be developed for its implementation.

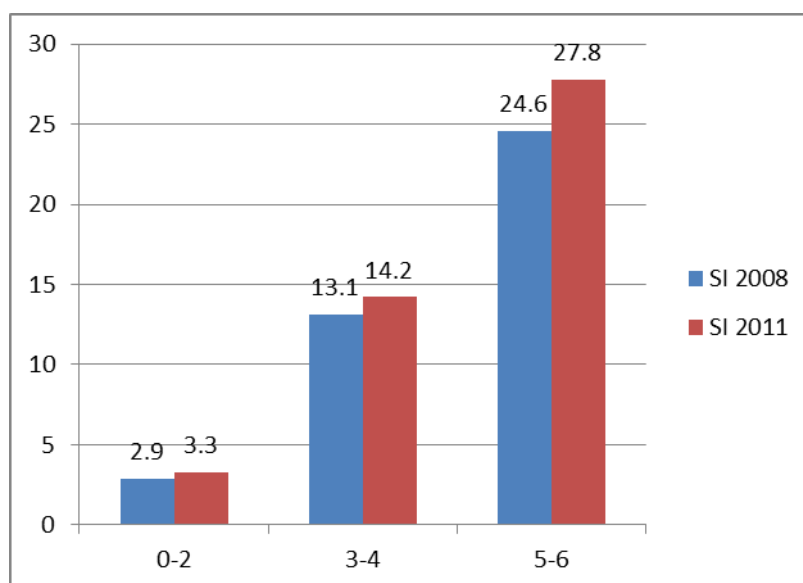
There are several other incentives for unemployed and employed, such as job rotation, job clubs, advice and assistance in planning professional career, job seeking and entrepreneurship training

In the period 2005-2010 the number of unemployed increased considerably in accredited literacy programmes (from 136 to 398), in institutionalized training (from 3 981 to 8 951) in work trail (from 1 897 to 6 544, on the job training (from 2 064 to 4 886). Negative trends were in participation in programmes of formal education (from 6 654 to 4 451) and in Project learning for young adults (from 201 to 184). In 2011 the budget cuttings hit the participation in education and training programmes substantially in institutionalized training, preparation and certification of NVQ, programmes of formal education and most in "Knowledge makes dreams a reality". On the job training of the unemployed is the only exception, as the participation raised (see annex table 1).

2.3.4 Participation in adult learning

The latest data from Adult education survey show that in 2011 36% of adults aged 25-64 participated in education, which is slightly less than four years before (40%). In 2011 34.8% of adults participated in non-formal education (36.1% in 2007) (SORS Adult education survey results 2012 and 2007). Person's educational attainment influences participation in education significantly.

Graph 9: Participation rate in formal and non-formal education and training by highest level of education attained (%), 2008 and 2011



Source: Eurostat, LFS, annual average of quarterly data.

Table 1: Participation rate in non-formal education by highest level of education attained

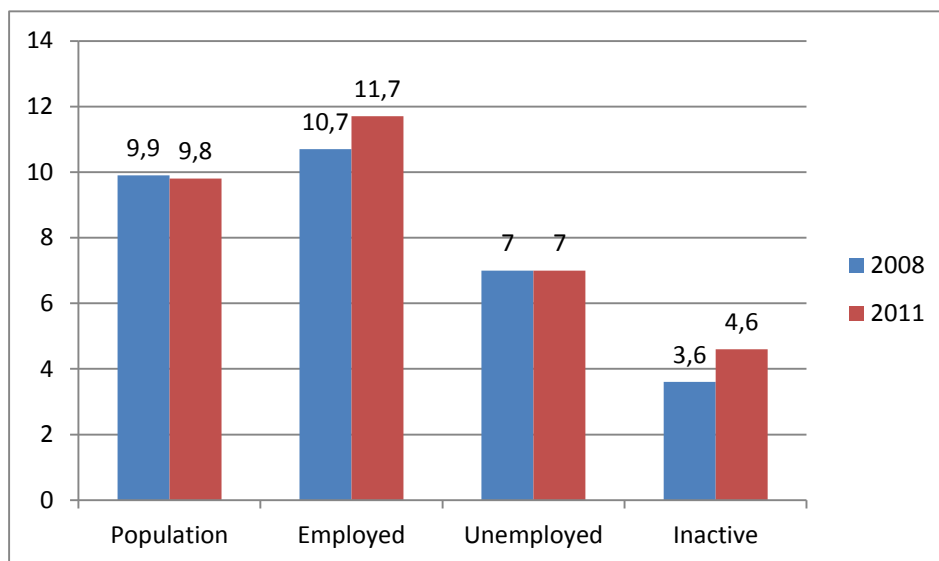
					GAP BETWEEN	
	0-2	3-4	5-6	TOTAL	5-6/0-2	5-6/3-4
SI 2008	2.1	6.7	18.5	8.5	8.8	2.8
SI 2011	2.0	7.3	20.5	9.8	10.3	2.8

Source: Eurostat, LFS, annual average of quarterly data.

In non-formal learning the most privileged group – employed with ISCED 5-6 (graph 10) can best take advantage of education and training provision. The uneven access is high in Slovenia: the participation rate of the most educated is nine times higher than of least educated (graph 9, Annex table 9).

Participation rate in formal and non-formal education and training by activity shows the highest rates in information and communication, financial and insurance activities, and education (between 31-33%), followed by real estate activities, professional, scientific and technical activities, public administration and defence; compulsory social security, human, health and social work activities and arts, entertainment and recreation (between 24-29%). The lowest rates are in agriculture (9.5) and water supply (9%). (See annex Table 10).

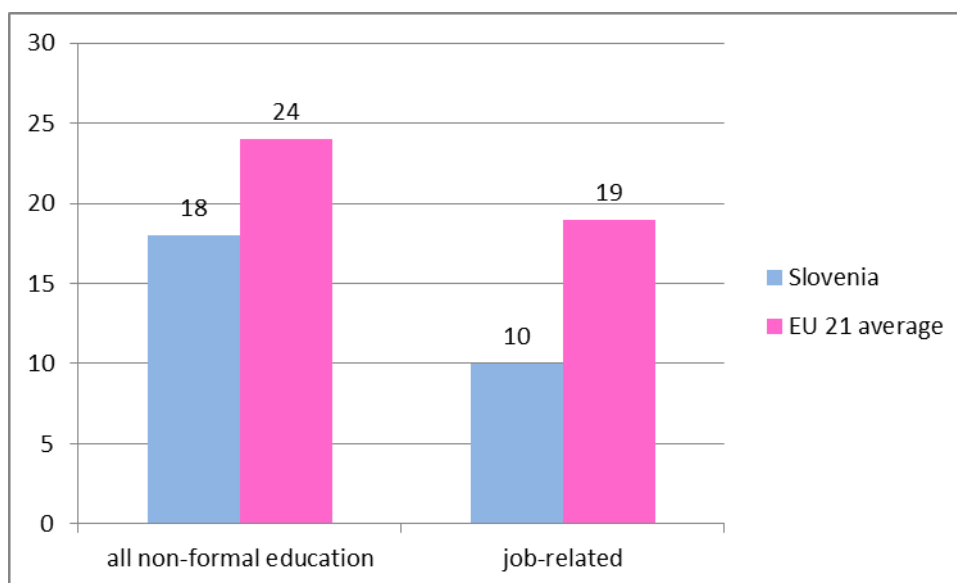
Graph 10: Participation rate in non-formal education (NFE) and training by labour status (%), 2008, 2011)



Source: Eurostat, LFS, annual average of quarterly data.

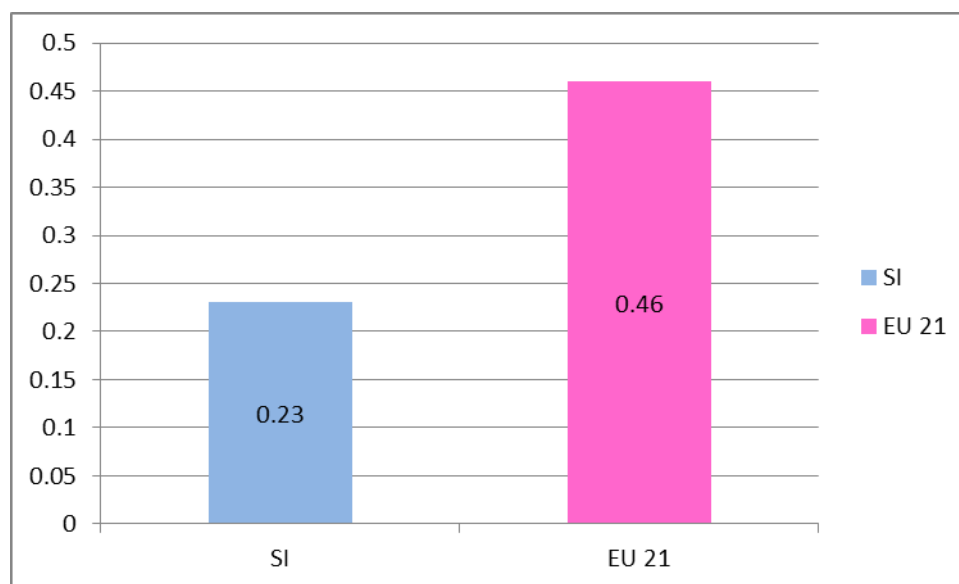
The OECD data on hours of instruction and ratio of hours in job related NFE to hours worked reveals that Slovenia lags behind EU21 for both indicators.

Graph 11: Hours of instruction per adult (number), 2007



Source: OECD at a glance: 373.

Graph 12: Ratio of hours in job related NFE to hours worked, 2008



Source: OECD at a glance: 373.

2.3.5 Workplace learning

The latest data on education and training in enterprises in 2010, collected within the survey Continuing Vocational Training Survey (CVTS) show a decreasing trend: of the 7.626 enterprises 40.8% delivered training to the employed (in 2005 56%). In 2010 enterprises spent 85 million EUR on training, which amount to slightly more than 300 EUR per participant (in 2005 slightly more than 400). On average, employers provided about 18 hours of training per employees (in 2005 about 30 hours). Of all those employed in organizations, that delivered training, 43.1% participated in training in 2011 (in 2005 58%). (Source SORS, Continuing Vocational Training in Enterprises, 2010, July 2 2012 and 8 May 2007).

2.3.6 Funding mechanisms

The state encourages higher participation of adults – all or selected target groups- in education by different forms of financial and other support: free of charge education, reimbursement of expenses on education, different forms of allowances, educational leave, scholarships. The state also financially supports developing of 30 competence centres for staff development (in the period 2010-2015) operating in individual economic activities, co-finances lifelong guidance for employers and employees and finances development and operating of educational infrastructure: networks 14 information and guidance centres for adults, 14 centres for lifelong learning, about 200 literacy teachers, quality counsellors network of 20 active quality counsellors.

Funding measures are aimed at individuals and enterprises/employers. Employers can access co-financing for investing as a priority in the acquisition of new skills and competencies of employees and in line with labour market needs help to address structural imbalances, improving job skills and increase their mobility and employability.

Free of charge education is determined in the Slovenian constitution (for adults attending compulsory basic education programme), in the Labour market regulation act,

2010 (Zakon o urejanju trga dela) (for unemployed participating in the Active employment policy programmes, some of them are aimed at employed in enterprises) and in the Annual adult education programmes, adopted by the government (for priority target groups –adults with low literacy skills, older, Roma adults in non-formal general and literacy programmes and for less educated in the work related programmes).

Adults attending secondary education programmes are entitled to reimburse the educational expenses.

Part time students participating in formal programs for obtaining a degree (upper secondary and tertiary education) have some rights (up to 27 years) concerning health care and scholarship unless they are employed, registered as unemployed or participate the law active employment policy programmes).

Employees have a right to absence from work for education and training (Employment relationship act, 2002; Zakon o delovnih razmerjih). Employers are obliged under collective agreements to cover direct and indirect costs (payment of wages and salaries) if they initiate it. If the training is not in the interest of the employer, the individuals themselves finance education; they may also be forced to co-finance training required for work, mostly in the form of investment of their spare time.

The Health and safety at work act (2011) requires employers to provide training in safety at work. The costs of training are met by employers.

There is no tax relief for adults for the costs they pay for their learning. The costs covered by employer for the training of the employees or their family are, according to Personal income tax act a bonus, for which a person has to pay a tax.

2.3.7 Transfer possibilities to government–regulated education and training

Principles for accreditation of non-formal/informal education and learning are determined by school legislation and by the minister of education regulations for secondary education and by the universities' rules for higher education. Adult-education providers specify the procedures, bodies and tools for recognition and accreditation. However, the process of recognition, assessment and accreditation does not replace admission criteria for access to further formal education or to regulated professions, but only obliges formal-education providers to exempt participants from sitting respective subjects and parts of the programmes, and permits them to advance more quickly within the programme.

In parallel, the National Professional Qualifications Act implemented a certification system – that is a network of institutions and bodies, which enables individuals to obtain formal recognition (NVQ) for their knowledge and competences they have acquired through experience or non-formal and informal learning. However an NVQ does not provide a national school-leaving certificate. (See also chapter 3)

At present, the methodological and technical capacities for effective integration of the two above systems of recognition of informal and non-formal learning and its integration into the formal system have still not been developed. Other systemic measures that would need

to be introduced for this to happen (e.g. in governance, financing, modularisation and decentralisation of curriculum responsibilities) have been enacted but require practical implementation. SIAE has developed training courses to support teachers in AE in implementing the necessary procedures in everyday practice.

2.3.8 Quality assurance

There is a difference between providers of accredited and non-accredited non-formal programs in ensuring quality provision. Providers of accredited programmes must meet the same quality requirements as the ones in formal school education (appropriate tertiary degree, accreditation, registration on the list providers in the MESCS).

In addition providers of adult education programmes voluntarily implement the self - evaluation model, developed by Slovenian Institute for Adult Education (SIAE). Until 2012 the model was used, or is still being used by 91% of the folk high schools (31 of 34), 31% of secondary school (26 of 84) and 27% of the private educational organisations (12 of 44) of all the organisations carrying out publicly accredited programmes of adult education. Currently, 43 organisations, spread over the state, use the SIAE's green quality logo. It represents an organisation that systematically cares about its quality of its services in adult education.

Besides providers of accredited and non-accredited programmes implement other quality assurance standards, such as ISO, Investors in people (awarded to two adult education providers and six enterprises)

2.3.9 CVET teachers

Teaching in AE is a regulated occupation. Regulation is one of key mechanisms for quality assurance in education. All teachers, trainers and other members of adult education staff who are involved in implementing state accredited educational and vocational programmes, have to fulfil the same criteria as teacher in IVET. In addition teachers and other professionals, implementing accredited adult education non formal programmes have to get special knowledge in accordance with the provisions of the individual programme and the decree of the minister of education. In service training is obligatory for counsellors in the certification system and the members of the commissions which certify and award the NVQ to individuals. Points important for promotion at work are awarded to participants of those programmes

All national institutes SIAE, Centre of the RS for vocational education and training (CPI) and National School for Leadership in Education play an important role in the training of teachers and other professionals. SIAE issues licences for teachers who carry out literacy programmes, Project learning for young adults- PUM, mentors in study circles, coordinators of lifelong learning week and counsellors in educational networks: in information and counselling centres, in quality counsellors network. The programmes last from 16 to 200 hours. CPI is a provider of training for teachers and assessors in the NVQ procedures.

SIAE provides compulsory training for members of the commissions in the certification system; the licence is issued by the National Examination Centre.

Special education ending with licence for school principals is also compulsory and is carried out by the National School for Leadership in Education.

From 2005/2006 to 2010/2011 the number of employees at providers of continuing education has decreased, at the same time the structure of full time and other forms of employment confirms that in the time of economic recession providers answer with reductions of full and part time personnel and qualified teachers (see annex Table 11).

Table 2: Employed persons at providers of continuing education

TYPE OF EMPLOYMENT	2010/2011		2005/2006	
	NUMBER	%	NUMBER	%
FULL TIME	3.010	39.3	9.106	61.2
PART TIME	246	3.2	248	1.7
EXTERNAL COLLABORATORS	4 403	57.5	5.533	37.2
TOTAL	7 659	100.0	14.887	100.0

Source: SORS Rapid reports 73, 12 November 2007 and Continuing education, 2010/2011 12 July 2012

2.3.10 National challenges, difficulties and success

The Slovenian Parliament adopted the Resolution on the National programme of adult education (ReNPAAE) for the period 2004-10. It, together with the AEP (Active Employment Policy, 2007-2013), has determined national education policy in which the responsibility for education and training aiming at meeting the needs of the labour market (human capital) has been assumed by the Ministry of Labour; education and training for raising education levels, literacy achievements of adults and general non formal learning by the MESCS (Ministry of Education, Science, Culture and Sport). It also assumed that education and training of the employees remains primarily the responsibility of enterprises.

Key role in developing, improving credit of non- formal learning and its role in developing learning and democratic society have been played by the SIAE. A similar role implements CPI in the field of vocational education and training and implementing the national qualification system.

SIAE has developed accredited non formal programmes for vulnerable groups, together with supporting educational infrastructure thus improving access to learning and ensuring quality of provision. High ranking among EU27 countries concerning overall participation of adults in education and training also reflects the quality of educational infrastructure: networks of counsellors and quality advisors developed and evaluated by the Slovenian Institute for adult education.

In the times of economic downturn Slovenian state strengthened support to enterprises for education and training of employees under threat for losing their jobs or for covering temporarily absence from work due to economic crisis.

Most indicators for adult education (participation rates, hours of training) show declining trends. As the economic downturn persists it is expected that cuts in adult education will remain. It poses a crucial problem – the history of AE and its development in Slovenia teaches us that formal school education is as a rule treated as priority and cuts and drops hit AE first and most. In the last 15 years Slovenia has created solid AE sector – with its legislation, defined policy and measurable goals, institutions on national and networks on regional levels that assured implementation of the policy and evaluation of achievements and impacts. A destruction of pillars of AE sectors is an easy task, the savings in public budget minimal or even none. The consequences for adult education area, the costs for rebuilding adult education and reviving research and development have been already known from the past. Challenge for educational policy is similar to the one in 1991, when policy answered with increased investment in adult education. Professionals believe and appeal that any cuts and changes in AE policy imposed - either by the economic recession or by changed personal and societal value orientations - will be built on past achievements of AE stakeholders - researchers, developers and field workers. It is crucial that the Slovenian policy makers ensure the survival of existing educational infrastructure; bear in mind the principles and proposal in the White paper on education (2011) and thus implement equity in our educational system. This is the issue that cannot be left to the market forces.

CHAPTER 3

3. Shaping VET qualifications

In Slovenia there are two types of VET qualifications; one type of VET qualifications can be acquired following the school path (VET system) and the other type can be acquired following the path of recognition of non-formal learning (NVQ system). The National Professional Qualifications Act connected both systems with introduction of the occupational standards (poklicni standardi) which represent a learning outcome standard for each qualification that can be acquired in Slovenia. The procedure for the preparation of occupational standards is determined in the Rules on the Standard Classification of Occupations¹⁴.

VET qualifications are classified in Sectoral qualification structures approved by Sector committee for occupational standards. Minister responsible for labour, family and social affairs established 10 Sector committees for occupational standards composed of experts and representatives of Chambers, Ministries and Trade Unions.

Occupational standards are also the basic documents for the performance of examinations and the verification of vocational qualifications acquired through recognition of non-formal learning. It is important for them to be clearly, intelligibly and unambiguously written in order to prevent different or wrong interpretations. Therefore, the methodology for the preparation of occupational standards is prescribed, which ensures the transparency and comparability of occupational standards.

The preparation of occupational standards is done through social dialogue. It is important for the employers to explain what kind of personnel with what kind of knowledge and skills they need now and in future. After all, occupational standards are not just a record of the current situation but also of the trends in the development, which is of considerable importance for the changing labour market not just from the point of view of the employer but especially from the point of view of the certificate holder.

Occupational standards must be prepared in cooperation with experts who are familiar with the profession, work organisation, technology and, last but not least, trends in the development of the profession and the sector itself. Although the occupational standards are closely related to a particular sector and profession, general competences necessary to work effectively in a profession should also be included. For example: quality assurance of work, ICT skills, communication skills, work planning and organisation, health and environmental protection, etc.

3.1 The procedure for the preparation of VET qualifications

The procedure for the preparation of occupational standards and catalogues for NVQ is determined in the Rules on the Standard Classification of Occupations:

¹⁴ Standard Classification of Occupations is a document prepared by the Statistical Office of the Republic of Slovenia on the basis of the International Standard Classification of Occupations.

The procedure begins with an initiative submitted on a specific form to the CPI, which records it, provides an expert assessment and submits it for discussion to the Sector committee for occupational standards. When discussing the initiative, information on the needs of the labour market, on the comparability of standards for a specific qualification among EU member states, and, if necessary, on compliance with regulations and norms at EU level are especially important.

If the Sector committee for occupational standards considers the initiative to be well-founded, experts proposed by the competent Sector committee, with methodological support from the CPI, prepare a proposal for an occupational profile.

Based on the occupational profile, experts proposed by the competent sector committee for occupational standards, with support from the CPI, prepare a proposal for an occupational standard which defines professional competences, knowledge and skills necessary for a particular profession or set of responsibilities. The occupational standard is coordinated within the competent sector committee for occupational standards, which proposes it for discussion to the Council of Experts of the Republic of Slovenia for Vocational and Technical Education. An expert committee for occupational standards operating within the above mentioned Council discusses the occupational standard and proposes its adoption or rejection. The final decision is taken by the Council of Experts, which thereupon proposes the occupational standard for adoption and publication on National Reference Point (www.nrpslo.org) to the minister responsible for labour.

The occupational standard must be compiled in accordance with the methodology determined by the competent Council of Experts on a proposal from sector committees for occupational standards. The national methodology represents a uniform basis for all occupational standards and catalogues, and thus ensures transparency and comparability of documents on a national level. The methodological support for the preparation of occupational standards and catalogues is provided by the National Institute for Vocational Education and Training.

On the basis of the occupational standard, a working group prepares a proposal for a catalogue for NVQ which is finally coordinated by the Sector committee for occupational standards. Once the coordination is completed, the Sector committee proposes the catalogue for discussion to the Council of Experts. The expert committee for occupational standards and the commission for educational programmes, operating within the Council of Experts, propose to the Council the adoption or rejection of the catalogue, and thereupon the Council proposes it for adoption to the Minister of Labour, Family and Social Affairs.

On the basis of one or more occupational standards a VET programme is developed. The national standards (minimum of hours for general knowledge modules and for professional modules, proportion of open curricula) for each level of VET programmes are set by the Council of Experts. Each new VET programme is discussed by the same Council of Experts which finally proposes the adoption or rejection of the VET programme to the Minister of Education.

CPI is responsible for the preparation of a proposal for revision of occupational standards and catalogues for NVQs every five years. The procedure for revision is the same as is the procedure for preparation of new occupational standards.

3.2 The involvement of the stakeholders

Ministry of Labour, Family and Social Affairs	<ul style="list-style-type: none"> • announces occupational standards and catalogues
Sector committees for occupational standards (established experts and representatives of Chambers, Ministries and Trade Unions)	<ul style="list-style-type: none"> • discuss initiatives • determine the priorities in development of occupational standards • propose experts to prepare occupational profiles, occupational standards and catalogues • coordinate the content of occupational standards and catalogues • propose occupational standards and catalogues to the competent Council of Experts • give initiative to develop new or update existing occupational standards (5 years) • responsible for a coherent qualification structure in sectors • revisions of occupational standards and catalogues
Council of Experts of the Republic of Slovenia for Vocational and Technical Education	<ul style="list-style-type: none"> • adopts the methodology for the preparation of occupational standards and catalogues • propose occupational standards and catalogues for adoption to the minister responsible for labour • adopt educational programmes
Chambers, associations of employers, occupational associations, NGOs, trade unions, ministries having jurisdiction over the field	<ul style="list-style-type: none"> • give initiatives for new occupational standards and catalogues • propose members of Sector committees for occupational standards • propose members of the Council of Experts for VET and its bodies

3.3 Occupational standards – learning outcomes

The learning outcomes approach is already embedded in the Slovene education system and well accepted. Education programmes have moved from a content-based to an objectives-based approach. A balance between learning objectives and outcomes is sought in emphasising the role played by general knowledge and acquired key competences, sufficiently broad technical knowledge and certain pedagogical processes in the defining educational outcomes.

In VET, the learning outcomes approach is seen as a very useful way of bringing vocational programmes and schools closer to 'real life' and the needs of the labour market. The basis for all VET qualifications is a system of occupational standards, identifying knowledge and skills required in the labour market. National VET framework curricula define expected knowledge, skills and attitudes to be acquired by students. Syllabuses usually follow the Bloom taxonomy/concept of learning outcomes. Broad competences in catalogues for modules/subjects are defined as ability and readiness to use knowledge, skills and attitudes in study and work contexts.

In addition to the national VET framework curriculum, the school curriculum was introduced and represents an important innovation in Slovenia giving schools increased autonomy in curriculum planning, and especially in taking into account the local environment and employers' needs when developing the curriculum.

Assessment in VET (at levels ISCED level 4 and 5) consists of assessment in the form of project work, testing practical skills and underpinning knowledge); written tests are also used at level 5 to test theoretical professional knowledge and knowledge of general subjects (Slovenian language, foreign languages, mathematics).

New programmes in general education (compulsory and upper secondary) include learning outcomes to be achieved either at the end of the three stages in compulsory education or at the end of upper-secondary education tested in the external Matura examination.

The National Professional Qualifications Act (2000, amended 2003, 2006, 2009 and 2010) enables validation of vocationally-related knowledge, skills and experiences acquired out of school. The NVQ and the validation of non-formal knowledge in Slovenia are based on assessment qualifications catalogues (catalogues for NVQ)¹⁵.

3.4 Recognition of non-formal learning

From the perspective of the system options for the implementation of the recognition of non-formal and informal learning, in Slovenia there are two types of publicly recognized standards as the basis for recognition. Occupational standards, which follow the logic of employment (what and how someone should be able to do) and educational standards, based on the logic of the educational system (what one must learn, how to learn and how the content and quality of learning will be evaluated).

¹⁵ Cedefop. (2010): The development of national qualifications frameworks in Europe. Luxembourg: Publications Office of the European Union, p.142-146.

To fulfil labour market needs, Slovenia has a formalized system of national vocational qualifications where the standards, with which the acquired knowledge and experience are compared, are determined on a national level in the form of occupational standards and catalogues of knowledge and skills¹⁶. Procedures for the recognition of informally acquired skills which are conducted in the companies depend on the organization conducting them, and the purpose of recognition.

The formal education system in Slovenia has adapted to the fact that individuals learn in different ways, the system now enables the individual the recognition of skills and competences acquired in other forms of learning. At the systemic level, the possibility of recognition of prior formal and informal knowledge has been implemented at the enrolment in secondary education in vocational and technical and vocational colleges,

The recognition of formal and informal knowledge is based on its comparison with the standards of individual programme units. In adult and secondary education the providers must rely on catalogues of knowledge and skills and on the implementing curriculum¹⁷ of the school.

¹⁶ Catalogue of knowledge and skills is a professional document prepared on the basis of a vocational standard.

¹⁷ Implementing curriculum is a process – developmental document of an individual school, which is designed and accepted on the basis of the current education programme. The curriculum consists of pedagogic-didactic school concept, which is further developed in the annual planning of the education process.

CHAPTER 4

4. Promoting participation in vocational education and training

4.1 VET promotion

In January 2006, the Ministry of Education and Sport – MoES (now Ministry of Education, Science, Culture and Sport – MoESCS) established the Board for VET Promotion. The work later resulted in the realisation of the Action plan for the improvement of recognition and promotion of vocations (time frame 2007–2013). Projects implementing the action plan are designed to promote VET via lifelong-learning career-guidance tools and activities. The action plan is implemented according to the schedule, mainly via the projects run by CPI and financed by the European Social Fund (ESF). The Promotion Board ceased to exist in 2009 and its responsibilities were taken over by the Mojaizbira.si team.

As mentioned the promotion of VET is run by CPI in association with MoESCS, VET school consortiums, Chamber of Craft and Small Business and the Chamber of Commerce and Industry (in association with employers), parents, pupils and media. They use the following methods and media in communicating VET to stakeholders: brochures, catalogues, short films on national TV presenting occupations, different websites and other promotional materials.

CPI provides support for consortium and schools involved with implementation of free promotional activities:

- presentations of schools, their educational programs and professions (related with educational programs) on the website www.mojaizbira.si;
- preparation of promotional materials that in an attractive way promote all vocational and technical education programmes;
- provides training in how to write on the web;
- provides literature on the promotion of VET from the marketing perspective;
- supports the organization of national competitions in professional skills (organization of working groups for the preparation of national competitions, providing a methodology for the preparation of national competitions, finding funding (sponsors) for the participation of contestants and mentors of EUROSILLS competitions, applying contestants for the European competitions in vocational skills EUROSILLS).

CPI and consortiums together try to attractively present all vocational schools, educational programmes and related professions. Consortiums and involved schools offer:

- assistance in how to write on the web;
- assistance in raising awareness of individual schools about the publication “Short manual of efficient promotion” (*Kratek priročnik učinkovite promocije*);
- preparation of attractive descriptions of occupations and educational programs to publish on the web (websites of different schools, www.mojaizbira.si);

- assistance in the training of primary school teachers and counsellors in the field of professional education (contacting representatives of primary schools).

MoESCS has a project called Career guidelines (*Poklicni kaŹipot*) which this year consists of printed folders and information content on the website www.mojazbira.si. The mentioned website covers the most significant information on careers and education. It is designed for pupils, students, parents, adults and counsellors (school counsellors, career counsellors, counsellors in lifelong learning). It provides easy and efficient access to the collected data from many websites. The database combines information from the MoESCS, SIAE, various chambers, Employment service of Slovenia and many other institutions. Data is presented in a simple and transparent manner. It is very helpful in deciding on further professional and educational channels, communicating with novelties and it can also take a role as a good adviser. Web site with this approach goes beyond the actions of individual institutions which are directly or indirectly related to career guidance and lifelong counselling. When this website was being created, it was for the first time that at the state level all public institutions by the state authority in the field of education, employment and counselling were being united. Users can follow novelties also via Facebook page (<https://www.facebook.com/mojazbira>).

The approach mostly used in Slovenia for promoting professions, includes the activities of students and is much more promising than the traditional approach, in which teachers or institutions act as promoters. Activities for improving the reputation of the professions among young people are particularly successful when they are directly related to the values of young people and take account of the basic principles of advertising for the target population of young people (use of the internet: webpage www.mojazbira.si).

4.2 Guidance and counselling

The main providers of career-guidance services in Slovenia are schools, the Employment Service of Slovenia (ESS) and Adult-educational guidance centres (ISIOs). In all settings, professional counsellors are employed. They provide a broad range of guidance services (personal, social and vocational).

Guidance in schools is provided by school counsellors who work in school counselling services. Schools have at least one school counsellor, while larger schools have two or three. Career guidance is not a compulsory part of the educational pathway in Slovenia. Nevertheless, the National Education Institute is responsible for the professional framework for school counselling work and for professional support for school counselling services,

Guidance in the ESS is provided by local and regional offices and vocational information and counselling centre (VICCs) throughout Slovenia, and is co-ordinated by the Department for Vocational Guidance and National Resource Centre for Vocational Guidance (hereinafter (NVICC) at the central office. Career counsellors in the ESS and VICC provide a guidance service (giving information, advice and counselling, eCounselling, group information sessions, job-search seminars, guidance in employment programmes) for unemployed people (80%) and pupils/students (15%). The ESS also provides limited guidance activities for school students in primary and secondary schools.

Guidance in adult education is provided by adult-educational guidance centres (ISIOs). From 2008 the ISIO's function under the auspices of Lifelong learning centres who are a part of the Folk Universities. The Lifelong learning Centres develop and set up web portals, provide information on learning and education, offer access to various e-material for supporting independent learning, spread the activities of organized independent learning, supported by the ICT, promote availability of other forms non-formal education. Each year around 25,000 adults look for information, advice or counselling in the centres.

There are a number of other organisations operating in the field of guidance, such as the Chamber of Craft and Small Business of Slovenia, which is responsible for the apprenticeship system (crafts). The Chamber of Commerce and Industry is not very active as far as guidance is concerned. In the last few years, however, the chamber has shown growing interest in guidance and began to work in partnership in guidance projects.

CPI has become an important factor in the field of guidance, providing information material on occupations and vocational training. CPI also provides educational courses for guidance practitioners in primary and secondary schools. Besides that CPI promotes several guidance projects and is also very active in the field of skills promotion.

Annex: Tables and graphs

TABLE 1: TOTAL POPULATION (ON 1ST OF JANUARY), 2000, 2005, 2012, 2020, 2060					
GEO\TIME	2000	2005	2012	2020	2060
EU-27	482.767.512	491.134.938	503.492.041	514.365.687	516.939.958
SI	1.987.755	1.997.590	2.055.496	2.142.217	2.057.964

Source: Eurostat (Population; EUROPOP2010 – Convergence scenario, national level).

TABLE 2: OLD-AGE DEPENDENCY RATIO - POPULATION AGED 65+ DIVIDED BY POPULATION AGED 15-64 (ON 1ST OF JANUARY)							
GEO\TIME	2000	2005	2010	2015	2020	2030	2060
EU 27	23.2	24.7	25.9	28.5	31.4	38.3	52.6
SI	19.8	21.8	23.8	25.8	30.4	38.8	57.6

Source: Eurostat (Population; EUROPOP2010 – Convergence scenario, national level).

Date of extraction: 1.8.2012; last update: 26.7.2012; 6.3.2012

TABLE 3: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2005, 2009 AND 2011										
	TIME	2005			2009			2011		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	0-2	24.7	66.1	42.5	22.7	64.1	43.3	20.7	62.1	43.3
	3-4	47.0	79.2	56.7	46.2	80.3	59.4	44.3	79.8	60.4
	5-6	60.2	87.8	73.6	58.1	88.0	74.5	55.5	87.1	74.9
	No A.	4.6	73.7	5.0	5.5	75.6	63.8	5.6	74.5	61.6
	TOTAL	36.0	78.0	53.3	35.0	78.6	56.5	33.6	78.0	57.5
SI	0-2	14.0	74.0	37.7	16.4	70.4	38.7	13.3	66.4	32.1
	3-4	48.1	86.5	46.4	47.3	86.7	50.6	43.5	83.9	46.3
	5-6	68.1	93.9	68.1	71.8	93.1	74.6	53.9	92.6	68.7
	No A.	:	:	:	:	:	:	:	:	:
	TOTAL	34.1	86.3	47.4	35.3	86.4	51.7	31.5	84.6	46.8

Source: Eurostat (Labour Force Survey); extracted on 12-09-2012; last update: 05-09-2012.

TABLE 4: UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2005, 2009 AND 2011										
	TIME	2005			2009			2011		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU-27	0-2	21.8	11.7	7.7	26.1	14.8	9.1	28.2	16.9	10.7
	3-4	17.3	8.2	7.6	17.1	7.5	6.2	18.6	8.1	6.5
	5-6	14.3	4.8	3.8	15.5	4.8	3.4	16.7	5.5	3.6
	No A.	27.6	:	:	22.0	7.6	:	:	8.4	:
	TOTAL	18.6	8.1	6.7	19.9	8.2	6.3	21.3	9.0	6.9
SI	0-2	20.6 ^u	10.6 ^u	4.5 ^u	18.9 ^u	9.5 ^u	4.9 ^u	24.8 ^u	14.0 ^u	10.5 ^u
	3-4	14.8	5.8	5.4 ^u	12.3 ^u	5.7	5.2 ^u	13.3 ^u	8.5	7.1 ^u
	5-6	:	3.3 ^u	:	:	3.6 ^u	:	:	4.8 ^u	4.3 ^u
	No A.	:	:	:	:	:	:	:	:	:
	TOTAL	15.9	5.8	4.3 ^u	13.6	5.5	4.2 ^u	15.7	7.8	7.0

Source: Eurostat (LFS); extracted on: 12-09-2012; last update: 05-09-2012.

Note: "u" next to the number means the value is unreliable.

TABLE 5: EDUCATIONAL STRUCTURE OF POPULATION, AGED 25-64 YEARS, 2005, 2009, 2011, IN %									
	Employed persons			Unemployed persons			Inactive persons		
Year	2005	2009	2011	2005	2009	2011	2005	2009	2011
Total	100.0	100.0	100.1	98.0	102.1	100.0	100.4	100.4	100.0
ISCED 0-2	15.0	12.1	10.2	24.5	19.1	18.6	34.1	32.5	31.0
ISCED 3 and 4	61.2	60.1	59.2	63.3	66.0	62.9	56.3	58.3	58.8
Vocational education ¹	57.6	55.4	54.8	57.1	59.6	55.7	51.6	52.4	53.8
2-year short and 3-year vocational upper secondary education	28.2	26.4	25.2	30.6	29.8	30.0	28.2	29.4	29.2
4-year and 5-years technical upper secondary programmes	29.4	29.0	29.6	26.5	29.8	25.7	23.4	23.0	24.5
Gymnasias	3.6	4.7	4.4	4.1 ²	6.4 ²	7.1 ²	5.2	6.0	5.1
ISCED 5 and 6	23.9	27.8	30.7	12.2	17.0	18.6	9.5	9.5	10.1

Source: Eurostat (UOE Data collection); extracted: last update 03-08-2012; Statistical Office of the Republic of Slovenia, Labour force survey, internal data. Note: ¹Vocational education comprises 2-year short and 3-year vocational upper secondary education and 4-year and 5-years technical upper secondary programmes. ²Less precise estimate.

TABLE 6: PEOPLE, ENROLLED IN ISCED 3,4 EDUCATION AND GRADUATES IN ISCED 3,4, BY EDUCATIONAL PROGRAMME, 2005, 2008 AND 2010, IN %

	The number	Relative growth, in %			Structure, by educational programme, in %			
	2010	2010	2010/08	2010/05	2005	2008	2009	2010
People, enrolled in Isced 3,4:								
Total	99,069	-2.7	-6.7	-18.0	100.0	100.0	100.0	100.0
3,4 PREVOC	0	N/A	N/A	N/A	0.0	0.0	0.0	0.0
3,4 VOC	63,396	-2.3	-6.5	-21.2	66.6	63.8	63.7	64.0
3,4 GEN	35,673	-3.4	-7.1	-11.6	33.4	36.2	36.3	36.0
Graduates in Isced 3,4:								
Total	24,271	-5.2	-7	-18.7	100.0	100.0	100.0	100.0
3,4 PREVOC	0	N/A	N/A	N/A	0.0	0.0	0.0	0.0
3,4 VOC	15,836	-6.8	-8.6	-24.7	70.5	66.4	66.3	65.2
3,4 GEN	8,435	-2.2	-3.9	-4.4	29.5	33.6	33.7	34.8

Source: Eurostat (UOE Data collection); extracted: 03-08-2012; 18-7-2012. Date of extraction: 31.7.2012, 1.8.2012; last update: 25.7.2012, 6.3.2012.

GEN=general; PV=pre-vocational; VOC=vocational.

TABLE 7: REGULATED PROFESSIONS IN SLOVENIA, 2012

Profession \time	2012
Total	319
Professions and activities for which a university or college diploma is required obtained through tertiary education and training lasting at least three years.	100
Professions or activities for the performance of which a tertiary education diploma obtained through education and training lasting less than three years is required.	25
Professions or activities for the performance of which a certificate is required.	75
Profession or activity for the performance of which a certificate of competence is required.	45
Professions or activities in which a candidate has no possibility of choice between a period of adaptation and test of professional capacity.	1
Activities for the performance of which general knowledge, knowledge in the field of economic business or professional knowledge, skill and professional experience are required.	64
Professions or activities regulated by field directives.	9

Source: Register of regulated professions or regulated professional activities in the Republic of Slovenia. Date of extraction: 2 August 2012; last update: 21.05.2012

TABLE 8: REGULATED PROFESSIONS, BROKEN DOWN BY OCCUPATIONAL GROUPS, SLOVENIA, 2012	
Profession \time	2012
Health care	48
Special planning and environmental protection	16
Education and sport	51
Culture	15
Agriculture, forestry and food	13
Transport	50
Finances	4
Energy sector	26
Tourism	5
Labour and social affairs	3
Judiciary	7
Home affaires and defence	15
Craft activities and craft-like activities and trade	66

Source: Register of regulated professions or regulated professional activities in the Republic of Slovenia, calculations by Institute of macroeconomic analysis and development. Date of extraction: 2 August 2012; last update: 21.05.2012.

TABLE 9: PARTICIPATION OF THE UNEMPLOYED, THOSE AT RISK OF UNEMPLOYMENT AND OTHER												
EDUCATIONAL ACTIVITIES	2011		2010		2009		2007		2005		INDEX	
	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	NUMBER	%	2010/2005	2009/2005
Accredited literacy programmes	374	2.23	398	1.1	531	2.5	245	1.8	136	0.9	293	
Institutionalized training	5,293	31.6	8,951	25.8	8,484	40.3	4,586	33.2	3,981	25.9	225	
Acquisition of NVQ		0		0.0	469	2.2	205	1.5	419	2.7		112
Preparation for National Vocational Qualification	936	5.59	1,737	5.0		0.0		0.0		0.0		
Certification of NVQ	559	3.34	1,278	3.7		0.0		0.0		0.0		
In the job assessment of skills relevance	217	1.3	6,544	18.9	3,353	15.9	2,210	16.0	1,897	12.3	345	
On the job training	6,249	37.3	4,886	14.1	4,556	21.6	659	4.8	2,064	13.4	237	
Graduates' training on the job	211	1.26		0.0		0.0		0.0		0.0		
Programmes of formal education	2,586	15.4	4,451	12.8	3,371	16.0	5,697	41.2	6,654	43.3	67	
Project learning for young adults (PUM)	200	1.19	184	0.5	297	1.4	215	1.6	210	1.4	88	
Knowledge makes dreams a reality	114	0.68	6,226	18.0						0.0		
Total	16,739	100	34,655	100	21,061	100	13,817	100	15,361	100		

Source: ESS Annual Reports 2005, 2007, 2009, 2010, 2011.

TABLE 10: PARTICIPATION RATE IN FORMAL AND NON-FORMAL EDUCATION AND TRAINING BY ACTIVITY, (% , 2008, 2011)		
	2008	2011
Total - All NACE activities	16.6	19.1
Agriculture, forestry and fishing	8.4	9.5
Mining and quarrying	:	16.0
Manufacturing	10.6	12.1
Electricity, gas, steam and air conditioning supply	17.4	15.1
Water supply; sewerage, waste management and remediation activities	9.4	11.8
Construction	8.9	9.0
Wholesale and retail trade; repair of motor vehicles and motorcycles	14.7	17.0
Transportation and storage	13.7	14.2
Accommodation and food service activities	8.8	12.0
Information and communication	31.4	31.3
Financial and insurance activities	27.4	33.0
Real estate activities	:	28.0
Professional, scientific and technical activities	25.8	27.4
Administrative and support service activities	8.2	12.8
Public administration and defence; compulsory social security	26.2	24.2
Education	28.3	32.0
Human health and social work activities	23.7	24.9
Arts, entertainment and recreation	19.3	26.7
Other service activities	17.3	21.7
Activities of households as employers; undifferentiated goods- and services-producing activities of households for own use	:	:
Activities of extraterritorial organisations and bodies	:	:

Source: Eurostat, LFS, annual average of quarterly data, Accessed: 24 September 2012.

TABLE 11: TEACHERS, TRAINERS AND OTHER PROFESSIONAL STAFF						
YEAR	TEACHERS AND TRAINERS			OTHER PROFESSIONAL STAFF		
	TOTAL	WITH PEDAGOGIC-ANDRAGOGIC EDUCATION		TOTAL	WITH PEDAGOGIC-ANDRAGOGIC EDUCATION	
		NUMBER	%		NUMBER	%
TOTAL 2010/2011	5,876	2,847	48.5	1,476	398	27.0
TOTAL 2005/2006	7,156	3,585	50.1	1,556	485	31.2

Source: SORS Rapid reports 73, 12 November 2007 and Continuing education, Slovenia 2010-2011 12 July, 2012.

List of acronyms and abbreviations

AAEP	Annual Adult Education Programme	<i>Letni program izobraževanja odraslih</i>
AE	Adult Education	<i>Izobraževanje odraslih</i>
AEP	Active Employment Policy	<i>Aktivna politika zaposlovanja</i>
CPI	Institute of the Republic of Slovenia for Vocational Education	<i>Center RS za poklicno izobraževanje</i>
ESF	European Social Fund	<i>Evropski socialni sklad</i>
ESS	Employment Service of Slovenia	<i>Zavod RS za zaposlovanje</i>
EPLI	Employment protection legislation index	<i>Indeks varnosti zaposlitve</i>
ISIO	Adult Education Guidance Centres	<i>Informativno svetovalna dejavnost v izobraževanju odraslih</i>
IVET	Initial Vocational Training	
MESCS	Ministry of Education, Science, Culture and Sport	<i>Ministrstvo izobraževanje, znanost, kulturo in šport</i>
MoLFSA	Ministry of Labour, Family and Social Affairs	<i>Ministrstvo za delo, družino in socialne zadeve</i>
NVICC	National Resource Centre for Vocational Guidance	<i>Nacionalni center za informiranje in poklicno svetovanje - NCIPS</i>
NVQ	National Vocational Qualifications	<i>Nacionalne poklicne kvalifikacije</i>
PP	Percentage point	<i>Procentna točka</i>
PUM	Project Learning for Young Adults	<i>Projektno učenje za mlajše odrasle</i>
RENPAE	Resolution on the National programme of adult education	<i>Resolucija o nacionalnem programu izobraževanja odraslih</i>
RS	Republic of Slovenia	<i>Republika Slovenija</i>
SIAE	Slovenian Institute for Adult Education	<i>Andragoški Center Slovenije - ACS</i>
SORS	Statistical office of the Republic of Slovenia	<i>Statistični urad RS - SURS</i>
SME	Small and medium enterprises	<i>Mala in srednje velike podjetja</i>
VICC	Vocational information and counselling centres	<i>Center za informiranje in poklicno svetovanje - CIPS</i>
ZOFVI	Organization and Financing of Education Act	<i>Zakon o organizaciji in financiranju vzgoje in izobraževanja</i>

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