

Slovenia

Overview of the Vocational Education and Training System

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Title: Slovenia: overview of the Vocational Education and Training System in 2005

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Abstract:

This is an overview of the VET system in Slovenia. Information is presented according to the following themes:

1. General policy context - framework for the knowledge society;
2. Policy development - objectives, frameworks, mechanisms, priorities;
3. Institutional framework - provision of learning opportunities;
4. Initial education and training - pathways and transition;
5. Continuing vocational education and training for adults;
6. Training VET teachers and trainers;
7. Skills and competence development and innovative pedagogy;
8. Validation of learning - recognition and mobility;
9. Guidance and counselling for learning, career and employment;
10. Financing: investment in human resources;
11. European and international dimensions: towards an open area of lifelong learning.

This overview is part of a series produced for each EU Member State (plus Norway and Iceland). Each report is prepared by Cedefop's national network member (ReferNet) and is updated on an annual basis: this one is valid for 2005. Later editions can be viewed at http://www.trainingvillage.gr/etv/Information_resources/NationalVet/ where more detailed thematic information on the VET systems of the EU can be found.

Keywords:

training system; training policy, initial training, continuing vocational training, training of trainers, skill development, vocational guidance, recognition of competences, validation of non formal learning; financing of training

Geographic term:

Slovenia

THEMATIC OVERVIEWS



Slovenia

01 - GENERAL POLICY CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

0101 - POLITICAL AND SOCIO-CULTURAL/ECONOMIC CONTEXT

Under the constitution, Slovenia is a democratic republic governed by the rule of law and a social state. The state's authority is based on the principle of the separation of legislative, executive and judicial powers, with a parliamentary system of government.

The highest *legislative authority* is the National Assembly (Državni zbor) consisting of 90 deputies elected for a term of four years by secret ballot, on the basis of direct universal suffrage. The autochthonous Italian and Hungarian national communities are guaranteed two seats in the National Assembly. The National Council (Državni svet) is a mainly advisory body composed of representatives of social, economic, professional and local interests. The National Council has 40 members who are elected for a term of five years.

The head of state is the President of the Republic (elected for a maximum two consecutive five-year terms by direct general elections). Executive authority is vested in the Prime Minister and the 17-member cabinet. For the policies it adopts, the Government is responsible to the National Assembly. On the local level, 58 administrative units perform the Government's tasks.

Slovenia is administratively divided into 193 municipalities. The municipalities usually perform local tasks only, with the exception of city municipalities, which also perform specific tasks within the jurisdiction of the state but which relate to the development of the city. Municipalities are normally financed from their own sources, but economically underdeveloped municipalities receive additional funding from the state (Modernisation of VET in Slovenia, National VET Observatory of Slovenia, 1999). On May the 1st 2004 Slovenia became an EU member. The currency is called the Slovene Tolar (SIT).

0102 - POPULATION AND DEMOGRAPHICS

Slovenia is a small country having a surface area of 20,273 km² and a population of 1,995,033 inhabitants (as at December 31, 2002). The population density varies considerably from region to region, with an average of 98 inhabitants per km².

Compared to 2001, the population size grew by 0.05% in 2002, which is the result of positive net immigration (0.9 per 1000 inhabitants). Namely, we have been recording a natural decrease since 1997 (-0.6 in 2001). At the end of 2002, the average age of men was 37.9 years and of women 41.3 years (Rapid Reports, Natural and Migration Changes of Population, Slovenia 2002, No. 290, November 21, 2003, SORS).

Table: Population by age groups on 31. December of 2002 and population projection by age groups for 2005, 2010, 2015, 2020

AGE GROUPS	2002	2005	2010	2015	2020
TOTAL	1.995.033	1.985.999	1.975.804	1.974.548	1.964.024
0-14	299.119	290.215	285.497	295.010	300.941
15-19	130.166	123.790	102.362	92.781	96.052
20-24	149.233	138.919	123.156	102.874	93.335
25-34	293.002	294.590	288.155	262.664	227.950
35-44	310.059	302.338	289.040	292.308	288.607
45-54	305.747	309.090	300.780	292.799	283.317

55-59	107.643	122.454	148.375	145.616	143.767
60+	400.064	404.603	438.439	490.496	530.055

Source: Rapid reports, Population, no.142, 18.June 2003, SORS; Projections: T.Kraigher, Population projections 1997-2060, IMAD, 1997: 2005: lower variant; 2010-2020: medium variant

For a number of years a typical characteristic of Slovenia has been a constant fall in the number of live-born babies. The Institute of Macroeconomic Analysis and Development of Slovenia predicts that the population size, if there is no immigration, will continue to drop and the population would be older than it is today. There would be only 15% of the population younger than 15 years, while the share of people aged over 65 would be nearly 27% (Strategy of Economic Development of Slovenia – Development Scenario, 3/1999, IMAD). The consequence of this is a decrease in the number of children in kindergartens and pupils in primary schools. In coming years demographic trends will cause a gradual decrease in the supply of labour and thus employment policy will not only deal with issues of greater labour force employability but also with establishing the condition for its re-allocation and the issue of activating non-exploited or under-exploited human resources (the Strategy for the Economic Development of Slovenia 2001-2006, July 2001).

The education structure of the population improved considerably in the last decade between the two censuses. At the 1991 Census almost a half of the population (47.2%) only had a primary education or less, while in 2002 that share was only a third. The population that did not complete primary school fell the most (from 16.7% in 1991 to 6.3% in 2002), while the share of the population with no education remained the same (0.7%). These changes are partly the result of the generations with the lowest levels of education gradually dying out. The share of the population with a secondary education rose significantly. The data show more than half of the population (54.1%) has a vocational, upper secondary professional or upper secondary general education. Slightly more people have a lower or middle vocational education (27.2%) than upper secondary professional or general education (26.9%). 12.9% of the population has more than a secondary education, which is over 4% more than at the 1991 Census (Census of population, households and housing, Slovenia, 31 March 2002, April 16 2003, SORS).

0103 - ECONOMY AND LABOUR MARKET INDICATORS

Table: Main Economic and Labour Market indicators in Slovenia

INDICATORS	1995	2000	2003
PERCENTAGE OF WORKERS EMPLOYED IN AGRICULTURE*	10,4	10,0	8,4
PERCENTAGE OF WORKERS EMPLOYED IN INDUSTRY*	43,2	38,1	37,1
PERCENTAGE OF WORKERS EMPLOYED IN SERVICES*	46,3	51,9	54,4
EMPLOYMENT RATE (15-65, IN %)*	62,9	62,9	62,5
MALE EMPLOYMENT RATE*	67,7	67,2	67,2
FEMALE EMPLOYMENT RATE*	58,0	58,5	57,6
UNEMPLOYMENT RATE	7,4	7,0	6,7
MALE UNEMPLOYMENT RATE	7,7	6,8	6,5

FEMALE UNEMPLOYMENT RATE	7,0	7,3	7,1
YOUTH UNEMPLOYMENT RATE (15-24) *	34,3	29,9	23,8
PUBLIC EXPENDITURE FOR EDUCATION AND TRAINING IN RELATION TO GDP	5,0	5,0	5,1 (for the year 2002)

Source: Source of data: Statistical Office of the Republic of Slovenia (SORS) and Employment Service of Slovenia (ESS)

Notes:*1995 and 2003: second quarter

In 2003 labour force and participation rates in Slovenia (according to labour force surveys) fell for the second consecutive year. The main reason for this was the fall in employment (-0.7% in 2002 and -1.4% in 2003) which was not compensated for by a suitable rise in unemployment. It is particularly older people without appropriate education who lost their jobs that do not seek work any more. The participation rate, which had been around 68% since 1995, fell to 66.9% in 2003. The participation rate of young people (15-24 years) fell due to higher enrolments in school, and the participation rate of older people due to a higher rate of discouragement. The education level of the labour force continues to improve since the youth entering the labour force is mainly better educated than the people leaving it.

The employment rate fell from nearly 64% in 2001 to 62.5% in 2003. Like participation rates, the employment rate for young people fell due to higher enrolments in school, and the employment rate for older people dropped due to higher rates of discouragement, while the prime age employment rate (25-49 years) fell due to higher unemployment. The employment rates continue to be lower than in the EU on average for men, the younger and elderly populations, and it is higher than in the EU for women.

In 2003 employment fell in agriculture, industries (with the exception of construction), and some services (hotels and restaurants, transport, storage, communication, and financial intermediation). It remained more or less unchanged in wholesale, retail, trade and repair, and in health and social work. It continues to rise in construction and other services (real estate, renting and business activities, public administration, education, and other community and personal activities). The structure by occupations is slowly changing in favour of more demanding occupations. The education level of employment continues to rise slowly. According to the labour force survey, people in employment completed an average 11.6 years of schooling in the second quarter of 2003, 0.6 of a year more than in 1995, or 0.1 of a year more than in 2002. The recruitment of more qualified job-seekers is increasing, while the recruitment of job-seekers with lower qualifications is declining. Unlike in 2002, when the education level mainly improved in public services, the education level rose significantly in mining, manufacturing, financial intermediation and business services in 2003, but fell in agriculture, fishing and construction. The number of people in employment with a higher education continues to concentrate in the public administration, business services and financial intermediation.

After five years of decline (from 7.9% in 1998 to 6.4% in 2002), the standardised (ILO definition) unemployment rate rose to 6.7% in 2003. It is still lower than the average in the EU. The male unemployment rate continues to be lower than the female one. The youth unemployment rate remains at a level of about 15%. Unemployment grew in 2003 particularly in the prime age group (25-49 years). Due to the higher enrolments of tertiary education students in the past few years, the number of graduates is growing which, in turn, means a higher number of unemployed with a tertiary education.

In contrast with ILO-defined unemployment, registered unemployment fell for 4.8% in 2003. This was mainly due to high deletions from the unemployment register for various job-unrelated reasons, while the inflow into unemployment of people dismissed is rising and the outflow out of unemployment to employment is declining for the fifth consecutive year. The main reasons for this remain the high level of structural unemployment (albeit improving) and the high share of temporary employment. Fixed-term employment still represents about 74% of new employment. The shares of unskilled, elderly, and long-term unemployed people remain high (about 45% or more) although they are in decline due to deletions and active employment policy measures. While the average number of disabled people in the unemployment register fell from 18,833 in 2002 to 10,462 (10.7% of the average monthly number of registered unemployed people) in 2003, this fall was due to the transfer to a special register of those disabled people who are not seeking work any more but, according to Pension Act, have to be registered at employment offices to receive benefits from the Pension Fund. Women still represent more than half of all unemployed. In 2003 there was also a substantial increase in the inflow of school leavers into unemployment, about 14% of whom had a tertiary education (Modernisation of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0104 - EDUCATIONAL ATTAINMENT OF POPULATION

Table: Population aged 25-64 by educational attainment level (2000, 2003, in %)

ISCED LEVELS	2000	2003
ISCED 0-2 (LOWER SECONDARY OR BELOW)	24,8	21
ISCED 3 OR 4 (UPPER SECONDARY OR POST SECONDARY NON-TERTIARY)	59,3	61
ISCED 5 OR 6 (TERTIARY EDUCATION)	15,9	18
TOTAL	100	100

Source: SORS, Labour force survey

The educational attainment level of population continues to rise slowly. According to the labour force survey the population that has attained lower secondary education or below fell to 21 % in 2003, while the share of the population that attained upper secondary or post secondary non-tertiary education remained almost the same as in year 2000(60 %) and the share of the population that attained tertiary education rose to 18 %.

Table: Percentage of the population, aged 18 to 24 with at most lower secondary education and not in further education or training (2002, 2003 in %)

YEAR	%
2002	4,8
2003	4,3

Source: SORS, Labour force survey

One of the biggest problems facing Slovenia's education system is the problem of drop-outs, even though the number of drop-outs in recent years has started to fall. The reasons of dropping-out are of course various and multiple, as it is the definition what dropping-out is. Regardless of the definition, the majority of reasons are usually present at the same time. On one hand there are problems related to an individual (lack of motivation, learning habits, poorer learning skills, the influence of family and social environment, etc). On the other hand there are problems which are the consequence of the student-school interaction (difficulties in adapting to the school environment, knowledge preferred by the school system, didactic methods, methods of knowledge examination, structure of education programmes – their rigidity, non-modularity, subject orientation, mutual non-linking of subjects, too demanding and/or too general short programmes, insufficient links of general knowledge with practical issues, etc.).

The fact that the reasons of dropping-out can be found also in the school system shows that general subjects are too demanding and not linked (or not linked enough) to practical subjects. This is proved by the data on repetition exams and repetition education where by far the highest number of repetition exams is in general education subjects (in short-term vocational education this is mainly the mother tongue, and mathematics in other programmes). Rigidity of didactic approaches in vocational education should be mentioned as well, since they are transferred from general education (method of teaching, how to deal with the topic in different groups of students, links between general and practical knowledge, etc.). This is a particular problem in the area of adult education (especially young unemployed), where special methodological-didactical approaches are still rare (Modernisation of VET in Slovenia, National VET Observatory of Slovenia, 2003).

02 - POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

0201 - OBJECTIVES AND PRIORITIES

Strategic goals for the development of vocational and technical education in Slovenia derive from national priorities. These are defined in national strategic documents (New guidelines for the preparation of educational programmes of short-term and upper secondary vocational and technical education (2001), National action plan of employment,

Single programming Document 2004-06 and are placed in the broader European context (Education and Training 2010, Bologna and Copenhagen Declarations).

The goals are:

- To develop VET, reconciled with the needs of modern technological and social development, as well as the needs and interests of those individuals who participate in it;
- To strengthen social partnerships on all levels and in all phases of planning, development and implementing the VET programmes;
- To develop the European dimension of VET by ensuring transparency and competitiveness of achieved professional competences, adjusted to the requirements of the common European labour market;
- To improve quality and international comparability of vocational and technical education;
- To provide greater flexibility of programmes in upper secondary vocational and technical education through modularisation and development of credit transfer system in VET and opening up the curricula for regional needs;
- To enable acquisition of vocational qualifications in connection with a certificate system and thus open up possibilities for the gradual attainment of vocational or technical education;
- To provide systematic and organisational vocational and technical education based on principles of lifelong learning which through the broadening of general education and the development of vocational and technical competencies enables permanent personal and vocational growth as well as broadening of possibilities of employment;
- To develop new methods of teaching and learning as well as provide other educational conditions in upper secondary schools, as well as companies, in order to reduce the drop-out rate in vocational and technical education, to the greatest extent possible;
- To enable the transition between different types of schools, especially between vocational and technical and general secondary (gimnazija) education, while at the same time systematically opening pathways for the acquisition of qualifications in different occupations (vocational courses)
- To link general, vocational/technical and practical knowledge into coherent and problem-structured educational programmes in order for these to relate more fully to the student in both content and knowledge;
- To develop basic vocational and key competencies leading to an integral qualification for an occupation and cooperation in society and thus support personal development and further education (<http://www.cpi.si/Content.asp?MenuID=138>).

Following the National Development Programme adopted in December 2001, and within the National Programme of Labour Market Development and Employment up until 2006, adopted by the Parliament in October 2001, as its key priorities the Ministry of Labour, Family and Social Affairs (MoLFSA) has been promoting active labour market policies, enhancing the activities of the Employment Service of Slovenia (ESS), reforming the system of regulated occupations, while also improving the VET system's responsiveness to labour market needs.

The needs, problems and challenges connected to human resources, science and employment will be implemented through the activities of four European Social Fund (ESF) measures.

The ESF funding seeks to achieve the following aims:

- to increase the number of jobs of good quality;
- to reduce unemployment;
- to promote the social inclusion of disabled people;
- to promote quality lifelong learning, easier access to the education system and training possibilities for life and work; and
- to improve the capability and adaptability of both employees and enterprises.

Implementation of the Act on the Procedure for Recognising Qualifications of the Citizens of European Member-states adopted in 2002 is fully underway and is ambitious (400 qualifications). Further, the Bologna process (the National Programme of Higher Education in the Republic of Slovenia, adopted by parliament in February 2002) has begun. It points to a number of questions, activities and operations to follow in the framework of restructuring: first of all curricula allowing comparisons and to promote student mobility.

Attempts to simplify the procedures of recognising vocational qualifications acquired in other national systems of education and training are progressing.

Responsibility for improving educational attainments was delegated to the state and the social partners, along with individuals. Based on several studies and analyses the conditions needed to realise the priorities in the lifelong learning (LLL) framework are defined for each educational subsystem, and for all levels of responsibility (state, regional, enterprise, individual).

The Law on Adult Education providing a national strategy for adult education was submitted to the national parliament as the National Programme for Adult Education to 2010 (NPAE). In addition to upgrading educational achievements at all levels of education – with special emphasis on the less educated middle-aged population – the following areas are also flagged as priorities:

- increasing the population's participation in non-formal general education and learning for improving the quality of living, cultural and civilisation levels, conservation of cultural heritage and national identity, co-habitation of different cultures and protection of the environment; and
- education, training and retraining of the employed and unemployed for the adjustment, upgrading and further development of vocational and professional qualifications, for utilisation of elite knowledge and learning general skills and the qualifications required for directing socio-economic and technological development (Modernisation of VET in Slovenia, National VET Observatory of Slovenia, 2003).

03 - INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

0301 - ADMINISTRATIVE FRAMEWORK

The current legislation gives a prominent role to national ministries and reflects the relatively centralized national education system that tends to further strengthen the priority position of formal education.

The Ministry of Education, Science and Sport is responsible for defining national policy on education, science and sport. Its prime responsibilities for education relate to structuring and funding the system, the management of publicly-run institutions, inspection procedures and financial aid. It prepares legislation and is responsible for implementing laws and associated administrative decisions concerning pre-primary, 'basic', secondary general and secondary and post-secondary vocational education, higher education, the education of children with special needs, music education, adult education, the education of Romanians and other minorities, and Slovenian minorities in Austria, Italy and Hungary, supplementary courses in the Slovenian language and culture for Slovenians around the world, as well as the in-service education and training of teachers.

The Ministry of Labour, Family and Social Affairs is responsible for approving occupational standards that form the basis for the officially recognized vocational and technical education and training programmes delivered by the formal education system and for the inclusion of new occupational titles in the Nomenclature (*nomenklatura poklicev*) (which contains a list of all publicly-recognized professional qualifications for which formal education programmes are offered by the education system).

Three public institutions have been set up by the Government of the Republic of Slovenia to carry out development and counselling: the National Education Institute (*Zavod Republike Slovenije za šolstvo*) for pre-primary, 'basic' and secondary general education, the Centre of the Republic of Slovenia for Vocational Education and Training (*Center Republike Slovenije za poklicno izobraževanje*) for vocational education and training, and the Slovenian Institute for Adult Education (*Andragoški center Republike Slovenije*) for adult education. They provide expertise for decisions by the National Councils, monitor pilot projects, offer consulting services, organise the in-service training of teachers, and design methodologies for writing textbooks. In addition, the Government has set up the National Examination Centre (*Državni izpitni center*) responsible for the state-wide assessment of pupils, students and adult learners.

Important roles are also played by the Statistical Office (*Urad RS za statistiko*) in the field of classifications and statistics on education and the Employment Service (*Zavod RS za zaposlovanje*) in the area of labour market training.

Decisions on technical matters are taken and expert assistance in preparing legislation is offered by three councils of experts appointed by the Government of the Republic of Slovenia in accordance with the law: (1) the Council of Experts of the Republic of Slovenia for general education (*Strokovni svet Republike Slovenije za splošno izobraževanje*); (2) the Council of Experts of the Republic of Slovenia for Vocational and Technical Education, (*Strokovni svet Republike Slovenije za poklicno in strokovno izobraževanje*); and (3) the Council of Experts of the Republic of Slovenia for Adult Education (*Strokovni svet Republike Slovenije za izobraževanje odraslih*). Councils of Experts determine the contents of education curricula, approve textbooks and education materials, and propose criteria and standards for school equipment.

The institutions representing employers in the field of vocational education and training are the two chambers: the Chamber for Commerce and Industry (*Gospodarska zbornica Slovenije*) and the Craft Chamber (*Obrtna zbornica Slovenije*). The primary responsibilities of the Chambers in VET are to propose those occupations for which programmes of vocational and technical education should be prepared, and to organize and monitor practical training as part of vocational education.

Municipalities and enterprises are expected to jointly participate in establishing and funding schools, in particular with regard to investments in school buildings and equipment.

The role of trade unions is very limited. Their main responsibility is to ensure that the rights of apprentices guaranteed by the related law, apprenticeship contracts and collective agreements, are not breached. The unions also propose their representatives to the exam committees of vocational schools and of the Chambers.

This overview shows it is obvious that the education system in Slovenia is centralized even though legal opportunities for less centralization are available. According to the Organization and Financing of Education Act, 14 Regional School Boards are to be established as part of the MoESS to act as regional school administrative bodies. In fact, none have been created yet pending both overall decisions concerning decentralization of the public administration and the internal reorganization of the MoESS (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0302 - LEGISLATIVE FRAMEWORK FOR VOCATIONAL EDUCATION AND TRAINING

Over the last decade, Slovenia's education system has experienced a thorough and all-encompassing modernisation. The main document of modernisation, the White Paper on Education in the Republic of Slovenia (English version 1996), not only established a policy framework but also the overall philosophy, values and principles forming the basis for the overhaul. These are:

- a. accessibility and transparency of the public education system;
- b. legal neutrality;
- c. choice at all levels;
- d. democracy, autonomy and equal opportunities; and
- e. the quality of learning taking precedence over the accumulation of facts.

The White Paper led to the establishment of a legislative framework for change. The new legislation (1996-2000) includes laws on the organisation and funding of education, pre-school education, primary schools, *gimnazija* (general upper secondary education), vocational and technical education, adult education, higher education, professional and academic titles, the school inspectorate, music schools, the placement of children with special needs, and a law on vocational certification. Of particular importance for improving the quality of education was the Act on the Provision of Funds for Urgent Education Development Programmes. This provided additional funding for the construction of pre-school institutions and schools, computer literacy programmes, textbooks and modern educational technologies, foreign language learning, and school meals.

In the area of initial VET, the most important legislative laws are the Organisation and Financing of Education Act, the Vocational and Technical Education Act and the National Occupational Qualifications Act.

The Organisation and Financing of Education Act (1996) defines the aims of the whole education system and the ways of its organisation and financing. The Act regulates the development, accreditation and implementation of (public and private) providers, programmes and textbooks and defines governance and the responsible bodies. It also regulates financing mechanisms, including qualifications, salaries and the career development of teaching and other staff in education.

The Vocational and Technical Education Act (1996) regulates the acquisition of publicly-recognised qualifications through vocational and technical education at upper secondary and post-secondary levels in the formal education system. It stipulates the education programmes, conditions of enrolment, status of apprentices and students, as well as the training of adults in formal education.

The National Occupational Qualification Act (2000) provides a legislative basis and framework for links between formal and informal education, one of the preconditions for implementing the concept of lifelong learning. It generally regulates the procedure, bodies and organisations competent for approving standards for selected qualifications as the basis for assessing and recognising prior and non-formal learning.

In addition to the abovementioned laws, there is the Adult Education Act (2003) and a whole body of laws from employment, social policy and industrial spheres that are relevant to non-formal education and training as well as for state-regulated (continuing vocational) education and training of adults. Rights and duties of individual social groups related to training are mostly regulated by legislation in the fields of employment and social welfare.

The Labour Relations Code defines the right to training of employed and redundant workers, as well as the role of collective agreements in implementing this right in enterprises. The Act on Pension and Disability Insurance lays down the right to vocational rehabilitation of the disabled, while the Employment and Unemployment Insurance Act regulates the rights of the unemployed to education and training and their respective obligations concerning these rights. This last act also defines the basic principles of the active employment policy and the status and responsibilities of the different actors involved.

Finally, an important role is played by legislative documents which regulate individual economic activities. These set the conditions for the carrying out of an activity or profession, among which the most common are requirements for professional upgrading. For example, the Law on Crafts governs most of the regulated training in the craft sector (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0303 - ROLE OF SOCIAL PARTNERS

The principle of social partnership in the area of vocational and technical education started to be implemented after the adoption of new education in 1996 legislation since partnership was formally introduced by the new Vocational and Technical Education Act. The new Act gave social partners new areas of competence and new responsibilities in creating and implementing the policy of vocational and technical education. But the question of how to assure conditions for the implementation of these new tasks remains open.

Social partners participate in all main expert and working bodies in the VET area at national and regional levels. At the national level, the Council of Experts of the RS for Vocational and Technical Education and the Council of Experts of the RS for Adult Education, were appointed by the Government on a tripartite basis. Social partners participate also in the National Committee for Introducing and Monitoring of Novelties and Programmes in Education and its evaluation committees: for vocational and technical education and for adult education.

The Centre of the RS for Vocational Education and Training which is expected to become the main development, counselling and co-ordination institution in the VET area, was founded in 1995 by the Ministry of Education and Sport, Ministry of Labour, Family and Social Affairs, the Chamber of Commerce and Industry and the Chamber of Crafts. Representatives of all these institutions are members of the Steering Board of the Centre. Another institution managed on tripartite basis is the Employment Service of Slovenia, led by a tripartite Administrative Council, which - in the VET area - is important for its programmes of vocational training and retraining of the unemployed and redundant workers.

A major responsibility in vocational education and training lies on the employers' representatives – the Chambers. They propose occupations for which regular educational programmes are prepared; they are involved in the preparation of programmes and are responsible for the implementation and supervision of training programmes within companies. This enables the employers to directly monitor the situation in the area of vocational and technical education, to propose improvements and modernization both of occupational standards and the programmes themselves according to new development trends in various branches of business. The participation of trade unions in vocational and technical education is modest at present, mostly because of the lack of personnel and because of financial problems, but they are aware of the importance and influence of this area on human resources and economy. Their main task – as of representatives of employees is, according to the Vocational and Technical Education Act, to prevent violation of apprentices' rights, apprentices' contracts and collective agreements. Trade unions propose their representatives in examination commissions of vocational and technical schools (for the theoretical part) and in Chambers examination commissions (for the practical part).

The co-operation of social partners in vocational and technical education is the most active and successful in the dual education system, where the results of successful implementation of the principle of social partnership have already been noticed. When the principle of social partnership is implemented at sub-national levels where the interests of partners can be recognized more easily and where consensus is easier to achieve, even better results of co-operation between employers and employees in the area of vocational and technical education can be expected.

So far, social dialogue takes place only at the national level. The experimental introduction of regional councils in three Slovene regions, which took place within the PHARE Programme, confirmed its importance for regional development of education. However, due to the lack of financial resources, social dialogue has not been formalized yet (Dekleva et al., 2000).

The bilateral social dialogue between employers and representatives of workers is especially important for the field of systemic non-regulated informal vocational education. The realization of rights and obligations of employers and the employed with regard to education (the rights of workers to reimbursements of expenses for their education and paid absence from work due to participating in education on the request of the employer, the rights of redundant workers to re-training) is regulated by collective agreements. However, collective agreements for individual activities or vocations only exceptionally regulate the right to education for own needs of the employed. It happens, though, usually in the field of public services. Generally speaking, collective negotiations in branches and companies do not pay enough attention to the question of the improved access to education for the employed. Undoubtedly, the role of trade unions should be reinforced in this area.

In companies and organizations with over 20 employees, the councils of workers can be established, where the representatives of workers can deal with questions of conditions of work and give their opinions on them, including the annual plans for education of the employed. However, this possibility is not fully taken the advantage of in the Slovene companies.

Vocational and technical associations, unions and chambers play an important role in continuing education. Traditionally, they play the role of organizers of additional technical education and training, while recently some of them, given public competence, can issue licences for the performance of an activity or vocation, or at least determine conditions of technical qualifications and organise examinations in qualification which is a condition for the acquisition of the licence for the performance of an activity or a vocation (Ivančič, 1998). However, these organisations do not participate in social dialogue (Modernisation of VET in Slovenia, National VET Observatory of Slovenia, 2001).

04 - INITIAL VOCATIONAL EDUCATION AND TRAINING

0401 - BACKGROUND TO THE IVET SYSTEM AND DIAGRAM

[Chart: Structure of the education system in Slovenia](#)

Source: Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001

The education system in Slovenia includes pre-school education, compulsory basic education (a single structure of primary and lower secondary education), upper secondary education, post-secondary vocational education, and higher education.

COMPULSORY BASIC EDUCATION

Compulsory education will be extended from eight years to nine. This will be done gradually. In order to enrol in the first class, the children must be 6 years and 6 months old before the start of the school year (in exceptional cases 6 years). Eight-year basic education is divided into 2 four-year cycles.

The implementation of nine-year basic education began in the 1999/2000 school year. Children reaching the age of 6 in a given calendar year enter the first class that year. Nine-year basic education is divided into 3 three-year cycles. A tenth year of education has been planned for pupils who fail or who wish to improve their results in the external knowledge assessment.

Successful completion of basic education enables pupils to proceed to education in their choice of secondary school. Pupils, who complete the legal compulsory education requirements and successfully complete at least six classes in the eight-year elementary school, or at least seven classes in the nine-year elementary school, can continue their education in a short-term vocational education programme.

UPPER SECONDARY EDUCATION

Upper secondary education follows compulsory basic education. It is provided by general education secondary schools (*gimnazije*), lasting for 4 years, and vocational- and technical-oriented schools offering 2.5-, 3- or 4-year programmes.

GENERAL EDUCATION

The renewal in the mid-nineties first made a clear distinction among general, technical and vocational secondary education. The *gimnazija* was reintroduced, initially providing only general and classical programmes in preparation for further studies. Later, other *gimnazija* programmes with a certain professional orientation developed. Students complete *gimnazija* by passing an external examination in five subjects, called a *matura*. The *matura* was introduced in 1995, replacing the former final examinations. At the same time, it serves as an entrance examination for higher education studies. Those *gimnazija* students who for various reasons do not wish to continue their education can enter the labour market by attending a vocational course and obtaining a qualification in the occupation chosen.

VOCATIONAL AND TECHNICAL EDUCATION

Vocational and technical initial education comprises: programmes of short-term vocational education (2.5-year programmes); secondary vocational education (3-year programmes); technical education (4-year programmes); vocational-technical education (2 years after secondary vocational education); post-secondary, non-tertiary vocational courses (*poklicni tečaji* - up to 1 year); and post-secondary vocational education (2-year, post-secondary vocational colleges).

POST-SECONDARY VOCATIONAL EDUCATION

Post-secondary vocational education is organised in parallel with higher education, and not as an integral part thereof. It is provided by vocational colleges (*višje strokovne šole*), which are considered to be separate from higher education. Post-secondary vocational education lasts for 2 years, ending with a *diploma* examination.

HIGHER EDUCATION

Programmes, but not institutions, are divided into academic studies and professionally oriented studies. The former should prepare students for highly demanding professions and for more advanced academic studies and research, while the latter should prepare them for highly demanding professions mainly. Study is organised at two levels. At the undergraduate level, students obtain a *diploma* and the first of the degree titles. At the post-graduate level, students obtain either the second degree title, the title of *specialist*, or the academic title of either a *magister znanosti* (*magister umetnosti* in artistic fields) – the title is comparable to a master's degree – or *doktor znanosti* (comparable to a Ph.D.). The basic admission requirement for the academic study programme is a *matura* or, before that, a final examination. The applicants who have passed a vocational maturity after successfully completing a secondary school programme in the relevant discipline and a *matura* examination in an additional subject are also admitted to this type of programme. More detailed requirements are set out for individual study programmes. Academic study programmes last between four and six years, ending with the *diploma* examination.

The entrance requirement for post-graduate study programmes leading to *magisterij* is an academic first degree or a professionally oriented first degree, the latter being an exception rather than a rule. Specific entrance requirements for individual programmes leading either to *magisterij* or *doktorat znanosti* are stipulated by the higher education institutions offering individual programmes, as well as the university statute. Programmes leading to *magisterij* last for two years, ending with defence of a thesis. Students who have successfully defended a thesis are awarded the academic title of *magister znanosti* in a specific field of study or *magister umetnosti*. *Magisterij* leads either to employment or to doctoral study.

The entrance requirements for post-graduate study programmes leading to *doktorat znanosti* are either an academic first degree or a *magisterij* degree. Doctoral study programmes after a first degree *diploma* last for four years. Doctoral study programmes after a *magisterij* degree last for two years. Students who have completed a *magisterij* degree can continue their studies for an additional two years in order to obtain their doctoral degree and the title of *doktor znanosti*. Students who have enrolled in four-year doctoral studies can interrupt them and complete their studies at the *magisterij* level instead (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001)

0402 - IVET AT LOWER SECONDARY LEVEL

There is no IVET at lower secondary level in Slovenia.

0403 - IVET AT UPPER SECONDARY EDUCATION (SCHOOL-BASED AND ALTERNANCE)

Vocational and technical initial education at upper secondary level comprises: programmes of short-term vocational education (2.5-year programmes); secondary vocational education (3-year programmes); technical education (4-year programmes); vocational-technical education (2 years after secondary vocational education).

Short-term vocational programmes admit applicants who have successfully completed elementary school or who have completed a modified education programme for children with special needs, as well as applicants who, although they have attended elementary school for eight years, have failed to complete it successfully. As a rule, these programmes last for two and a half years, ending with a final examination. Students' general knowledge acquired in the last years of elementary school is reinforced, whilst new general and vocational knowledge and qualifications for simple jobs are gained. The certificate of the final examination enables students to enter the labour market or to enter the first year at any other (upper) secondary school.

Pupils who have successfully completed elementary school can enrol in **3-year vocational programmes**. These programmes can be provided by vocational schools themselves or in co-operation with employers as a dual system of apprenticeship and in-school education. They typically last for three years, ending with a final examination. The certificate of the final examination enables students to enter the labour market or to continue education in two-year **vocational-technical programmes**, which end with a *poklicna matura* (vocational maturity), leading to a qualification at the level of a secondary technical school.

On the other hand, graduates who find a job immediately after completing a three-year vocational programme can re-enter education after at least three years of employment to obtain a qualification at the level of a secondary technical school by passing examinations. By passing the master craftsmen/foremen/managerial examination, they demonstrate a higher level of competence in their occupation. If they also pass examinations in the general subjects of the vocational maturity, they can continue their studies in post-secondary vocational education.

Technical programmes last for four years and are designed primarily as preparation for vocational and professional colleges. Secondary-school graduates can enrol directly after passing the vocational maturity. However, they often find jobs with a broad profile also requiring theoretical knowledge of a specific field. A *matura course (maturity course)* has been designed for graduates who have passed a final examination but wish to enrol in more demanding academic programmes. This prepares them for sitting the *matura* examination. The *matura* course opens the door to any academic course of studies for students who have completed secondary vocational or technical school and for those who, after successfully completing the third year of *gimnazija (gymnasium)*, withdrew from it for at least a year. The vocational maturity, a school-leaving examination in four subjects, prepared in part externally but assessed internally, will make transfers between professional and academic studies considerably easier. It will also be possible to pass an examination in an additional subject and then continue studying at the most advanced levels within the selected field.

The vocational and technical education system offers choice among various paths to occupational qualifications. Vocational-technical programmes enable transfers between vocational and technical programmes. Transfers from technical education programmes to any academic study programme are made possible by the maturity course. Graduates of general secondary schools gain access to the labour market by taking a vocational course. In the area of technical education, technical *gimnazija* programmes have been developed at the same level as general programmes. On the other hand, technical programmes end with a vocational maturity, which gives access to academic studies in a specific field, subject to students passing a *matura* examination in an additional subject.

PROGRAMMES AND PATHWAYS (HORIZONTAL AND VERTICAL PERMEABILITY)

Transfers in vocational and technical education are well-designed.

Pupils who complete short-term vocational programmes can enter the labour market or enter the first year at any other (upper) secondary school.

Graduates of three-year vocational education programmes have a variety of possibilities:

- they can enter the labour market;
- they can continue education in special two-year technical programmes (the so-called 3+2 scheme) and, after passing a vocational '*matura*' (finishing exam), obtain a secondary technical level of education;
- after a minimum of three years' work experience they can re-enter education and obtain a secondary technical level of education by passing the master craftsman's, foreman's and managerial examinations, or can sit for general subject exams from the vocational C; or
- they can enrol in the *matura* course.

Students completing the four-year technical education programmes have the following options:

- they can enter the job market;
- they can continue education in post-secondary vocational education programmes or a professional type of higher education;
- in addition to *poklicna matura* (final exam), they can complete a *matura* exam in one subject and then enrol in those undergraduate, university-type higher education programmes that allow such transfers.

A secondary school student can enrol in another programme during secondary education if they realise the current education is not in line with their interests. The secondary school principal sets the requirements and timeframe involved in bridging the differences between the programmes. Prior to that, the student needs to obtain the consent of the teachers' board.

NETWORK OF SCHOOLS AND PROGRAMMES

In Slovenia there is quite a variety of educational institutions (schools) that provide vocational education and training. One of the reasons lies in the fact that the Slovene educational system is programme oriented (an individual enrolls in a programme not in a school). Certain bigger schools are organised as independent institutions which provide only one or a few educational programmes, sometimes just at one level (e.g.: secondary vocational, secondary technical level). Another type of organisation is linking of vocational and technical programmes from one or a few related programmes at different levels (short-term vocational, secondary vocational, secondary technical) into a vocational and technical school. The so-called school centres are very common as well, which may provide vocational and technical programmes of various levels, sometimes even general secondary gymnasium programmes. Recently, the post-secondary vocational education schools (colleges) have been organised within such school centres.

ADAPTATION OF CURRICULA AND TEACHING AND LEARNING METHODOLOGIES

In the 2.5-year, short-type vocational courses there are 95 weeks of education, a maximum of 36 periods per week, and a total of 3,420 periods. The weekly schedule of subjects (*predmetnik*) includes at least two weeks of optional compulsory activities per year, whereas in the last year it includes just one week. Upon the successful completion of courses, pupils can enter any other secondary school course.

In the 3-year secondary vocational courses, there are 105 weeks of education, a maximum 36 periods per week, no more than 7 periods of theoretical lessons per day and a total of 3,780 periods. The subject plan includes at least three weeks of optional compulsory activities per year, whereas in the last year it was only two weeks. After completing the 3-year vocational education, pupils can continue their education to technician level through special 2-year courses.

Education and training programmes in secondary vocational education will be modernised. They will include at least 24 weeks of practical training at employers and will be built on the principles of modules and open curricula.

Two core aims are built into the curricula of 4-year technical education: preparation for professionally-oriented higher education and basic knowledge to enter the job market and to start work in industry, trade or service activities. Specific knowledge and practical experience are provided through a 'probation' period after pupils leave school. The courses last 4 years. There are also 2-year further technical courses for those who have completed 3-year secondary vocational courses. The equivalent educational standard compared with 4-year technical courses is provided by the content and quantity of general and technical subjects and by the content of the final examination. There are 139 weeks of education, a maximum of 36 periods per week, and a total of 5,124 periods. Technical theory subjects allow students to elect in the second year 3 periods, in the third year 3 periods and in the fourth year 4 periods per week as preparation for vocational *matura – poklicna matura* (second foreign language or technical subjects). The number of periods covering theoretical subjects in the last year cannot exceed 27. Subjects of specialisation are directed to support technical knowledge. The teaching subjects' weekly scheme includes at least three weeks of interest activities per year, and in the last year there are two weeks.

The practical part of education (practical training and work practice) must involve at least 456 periods during the time of education.

In general, subjects and subjects within the specialist education, the process does not differ essentially from that applied in *gimnazija*. The teacher explains the content frontally or in-group classes, students use textbooks, workbooks and information technology. Subjects and specialist subjects, practical work are generally carried out with the active participation of students, including the preparation of project work and other forms of students' active participation. Education is mostly based on analytical thinking, which is the basis for developing technical skills.

ASSESSMENT AND CERTIFICATION

The school year is divided into three assessment periods. Teachers assess the subjects. In each assessment period, the grades are usually oral, written, and numerical. The assessment scale is from 1 to 5, where 1 means that the pupil did not show a satisfactory level of knowledge. At the end of the school year, an overall achievement grade is awarded depending on all grades in individual subjects. Pupils go on to the next class if they have passed all the subjects and met all the other conditions set by the curriculum. At the end of the school year, pupils can retake the exams in a maximum of three subjects they have failed

After completing the vocational curriculum pupils receive a certificate of achievement, which is a public document. After completing the technical curriculum, they receive a final examination certificate showing the title of the course and qualification they have achieved. After completing the technical curriculum, the qualification of technician is obtained (the qualification specifies the relevant occupation or range of occupations).

A student successfully finishing four years of education in a secondary technical school takes a vocational *matura (poklicna matura)* in front of a commission (board of examiners) whose members are not only teachers but experts proposed by the appropriate chamber of employers. Part of this exam is external.

The certificate of completion, *spričevalo o poklicni maturi*, allows entry to the labour market in specific occupations and the possibility to continue education in vocational colleges (*višje strokovno izobraževanje*) or in professionally-oriented tertiary courses (*visoko strokovno izobraževanje*). It is also possible to pass an examination in an additional subject and then continue studying at the most advanced levels within the selected field.

PARTICIPATION OF YOUTH IN SECONDARY EDUCATION AND TRAINING

The enrolment trends in secondary education and training programmes seen in the last six years continued this year. The share of pupils enrolled in short-term vocational education and secondary vocational education programmes has been decreasing and the same applies, albeit not to the same extent, to secondary vocational and technical education programmes (a small increase has however been noticed in the last three years), while there has been a significant increase of enrolments in general secondary education programmes (*gimnazije*).

Looking at enrolments by fields of study, we can see that certain fields are simply not attractive to students. There were again no enrolments in the field of leather-processing in 2003/04 and enrolments in the fields of textiles, chemistry, wood-processing, construction, mechanical engineering, metallurgy and personal services have been decreasing. On the other hand, the most popular education programmes remain general programmes (*gimnazija*) and economics.

One of the biggest problems facing Slovenia's education system is the problem of drop-outs, even though the number of drop-outs in recent years has started to fall.

Please see the following statistical data for Enrolment Rates and Trends.

[Enrolment Rates and Trends](#)

0404 - APPRENTICESHIP TRAINING

A dual system (apprenticeship) has been introduced in vocational schools that provides three-year vocational courses. The features of the apprenticeship system are: apprenticeship contracts between apprentices, parents and the employer; special work relations; shared responsibility (the training part for the school and the practical part for the employer), 6 months of recognised work and no probation period after completing the course. The ratio of theoretical knowledge (provided by schools) to practical training (provided by trainers in companies) is 2:3. There are 119 weeks of education, a maximum of 36 periods per week, no more than 7 periods of theoretical lessons per day, and a total of 4,340 periods. The teaching subjects' weekly scheme includes at least two weeks of optional compulsory activities per year, while in the last year it is just one week.

The first dual system vocational programmes were carried out in Slovenia in the 1997/1998 school year. Thus, the first generation of apprentices concluded the dual system training at the end of 1999/2000 school year.

Recent demographic trends in Slovenia have also influenced enrolments in the dual-system vocational education programmes. Dual-system programmes share the same fate with the overall system of vocational education and training. The proportion of students enrolled in lower and secondary vocational education programmes has been declining, while the numbers of people enrolled in general secondary education programmes is growing.

The enrolment structure has been changing as well. There is almost no interest or very low interest in some fields of education and labour market such as: the leather industry (no students in some years), textile industry (rapid fall in enrolment), agriculture – food-processing, metallurgy (drop in enrolment). On the other side, the interest of students and enrolments themselves have been increasing in the areas of economics, transport and communications.

Despite positive forecasts, each year ever fewer young people are enrolling in the dual vocational programmes. In the 2001/2002 school year only 3.8% of the population was enrolled in the 1st grade of dual vocational programmes. There are no significant changes in the enrolment structure – young people are still most interested in car-mechanic, joiner and hairdresser programmes. On the other hand, some of the available programmes were not carried out due to low application numbers (stonecutter, producer of leather and fur clothes, watchmaker, sign painter). Out of 33 available dual-system programmes of vocational education programmes, only 21 programmes were carried out in the 2001/2002 school year.

A comparison of available and occupied training posts on the basis of concluded training contracts for individual school years shows that the percentage of apprentices applying for dual-system programmes differs from year to year – from 25% in the first year of the dual system's implementation to 54% in the third year and dropping to 40% in the 2000/01 and 2001/02 school years. These figures show that the demand-supply mechanism does not provide for the harmonised development of all occupational areas, which can cause difficulties in human resource development (Financing of vocational education and training, 2003).

0405 - OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

0406 - VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Post-secondary, non-tertiary vocational courses (*poklicni tečaji* - up to 1 year). Graduates of general secondary schools gain access to the labour market by taking a vocational course.

In the past, gymnasium graduates were usually trained for a specific job which was done by internal training. Vocational course, however, means a new quality particularly as regards the training for those jobs which require a higher level of general knowledge and specific occupational knowledge that is also obtainable in the shortest possible time. Vocational courses are most appropriate for such occupations or activities which require broader general education, quick professional and occupational changes, and frequent adaptations to new situations, regulations and norms, as well as communication in foreign languages, and for the jobs where one works with people. This has been proved by the enrolment in the programmes for catering, tourism and economics, while there is no interest among young people for specific vocational courses such as for pharmaceutical technician, textile technician, etc. (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001).

0407 - VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

POST-SECONDARY VOCATIONAL EDUCATION

The first vocational colleges were established in 1996. Programmes are practical in orientation, and strongly tied to the world of work. The link between education and work is very strong, since a significant part of training is provided in companies. One can thus say that post-secondary vocational education is organised in parallel with higher education, and not as an integral part thereof. It is provided by **vocational colleges** (*višje strokovne šole*), which are considered to be separate from higher education. One of the following entrance requirements must be met for enrolment in vocational colleges: matura, vocational maturity or former final examination, or the general part of the vocational maturity in combination with the master craftsman examination. Post-secondary vocational education lasts for 2 years, ending with a *diploma* examination. Students who successfully pass a *diploma* examination receive a *diploma* with the name of the programme and the title of the vocational qualification. A post-secondary vocational *diploma* enables students to start work in specific occupations. Since the 1998/99 academic year, vocational college graduates have been able to enrol in the second year of professionally oriented higher education programmes if the higher education institution which provides this type of studies allows such arrangements.

Table : Enrolment trends in post-secondary vocational schools

INDICATOR	1996/97	2000/01	2002/03</TDH< TR>
NUMBER OF SCHOOLS	5	17	31
NUMBER OF REGULAR STUDENTS	342	1 966	2 974
NUMBER OF PART-TIME STUDENTS	-	2 794	5 822

Source: Statistical Office of the RS, 2003.

HIGHER EDUCATION

Programmes, but not institutions, are divided into academic studies and professionally oriented studies. The former should prepare students for highly demanding professions and for more advanced academic studies and research, while the latter should prepare them for highly demanding professions mainly.

Professionally oriented study programmes last three to four years. The entrance requirement is either a *matura* examination or vocational maturity after completing a four-year secondary technical education programme. Programmes include practical training and end with the *diploma* examination. Students can enter the labour market or continue their studies at the post-graduate level leading to a specialist degree - *specializacija*, in certain cases also to *magisterij*.

Under certain conditions, transfers between professionally oriented and academic studies are possible in both directions. Candidates transferring to academic studies must have passed a *matura* examination or have achieved a sufficiently high average grade. In cases of transfer, additional requirements for graduation in a new programme are set out in order for students to bridge the differences between the programmes.

POST-GRADUATE EDUCATION

At the post-graduate level, study programmes lead to degrees: *specializacija*, *magisterij* and *doktorat znanosti*. The entrance requirement for post-graduate study programmes leading to *specializacija* is a first degree. These programmes last between one and two years, ending with a defence of a thesis. *Specializacija* leads to employment in a certain profession or to the continuation of studies in programmes leading to *magisterij*, subject to students' meeting certain requirements (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001).

05 - CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

0501 - BACKGROUND AND MAIN TYPES OF CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

With Slovenia's transition from a socialist to a market economy, improvement of the education and qualification achievements of the labour force has become a key factor of further economic and social development. It has become obvious that continuing vocational education and training and adult education cannot be left to individuals and employers only, for the state has also had to take on its share of responsibility for development of this area.

The main factors requiring the increased attention of all the main actors are:

- the large share of the labour force with no formal qualifications (close to 50%);
- the high unemployment rate (around 17%);
- the high drop-out rate from secondary education (close to 20%); and
- demographic reasons.

The preparation for EU accession can be regarded as another factor that has significantly affected developments in the field of CVT and adult education. It has primarily stressed the key role of education and training in the labour market and employment policy. CVT and adult education have been increasingly turned into the main mechanisms for improving the individual employability of the unemployed and for the inclusion of excluded groups in the labour market and employment (Financing of vocational education and training, 2003).

Adults can attain a formal education degree either by enrolling in education and training programmes for youth which may (or may not) be adjusted to the specific learning needs of adults, or by enrolling in programmes specially developed for adults. In practice, however, at the secondary level there are virtually no special programmes for adults. Formal secondary education is provided by schools – some have special departments for adult education – as well as by adult education organisations accredited for delivering these programmes.

There are no differences in entry requirements between youth and adults with work experience while seeking admission to individual types of education. However, the Vocational and Technical Education Act offers adults the possibility to acquire secondary vocational and technical education by parts of training programmes (modules). No enrolment in a training programme is required to obtain a module.

Although the regulatory framework is largely defined by educational legislation, non-formal education and training represent an important part of labour market and employment policy. The strategic labour market and employment policy documents are all based on the 'four pillars' of the European Employment Strategy and policy development has generally in practice become significantly steered by EU-accession discussions. The employment policy documents that were recently agreed on all accept the principles of lifelong learning and define the conditions for their realisation. It is noted that the active employment policy promoted by the MoLFSA significantly affects trends in non-formal training, e.g., certified continuing vocational training courses as well as development of the certification system, and are all part of labour market policy under the authority of the MoLFSA.

Since education policy is presently mainly focussed on improving the education levels and qualifications of long-term unemployed young adults who do not have appropriate qualifications, in practice developments in non-formal training are mainly left up to the market. Consequently, the scope and variety of the supply of non-formal training depends on the type of demand (target groups) in the market. Priority is given to training courses that help adjust the skills and capacities of the employed to workplace requirements; transversal skills such as communication skills, literacy skills, foreign languages, team work, computer skills, management skills are delivered via non-formal training. On the other hand, the state financially supports the development and delivery of non-formal training aimed at improving the employability of the unemployed and those at risk of becoming socially excluded (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0502 - PLANNING AND ORGANISATION OF LEARNING

Since the late 1990s developments have concentrated on expanding the area of non-formal education and training and bringing it in line with current economic and social developments. A lot of effort was put into increasing the

involvement of the social partners, integrating it into regional development policies, developing ways of integrating formal and non-formal education and training at the adult education level (by developing the certification system) and, most recently, aligning it with the lifelong learning system.

The table below shows the division of responsibilities for CVT, adult education and education and training of the unemployed among different administrative levels. The education ministry and labour ministry bear the main administrative responsibility for continuing and adult education. Yet, with the introduction of the social partnership in vocational education and training the representatives of employers and employees have been gaining an increasingly important role; they are represented in national bodies. Considering the education and training of the unemployed it is organised and financed by the Employment service of Slovenia (Financing of vocational education and training, 2003).

Table: The administrative structure of CVT and adult education

RESPONSIBILITY	CONTINUING VOCATIONAL TRAINING	ADULT EDUCATION	EDUCATION AND TRAINING OF UNEMPLOYED
MINISTRIES	Ministry of Education, Ministry of Labour	Ministry of Education	Ministry of Labour
NATIONAL BODIES	Professional Council for Vocational and Technical Education and Training; Professional Council for Adult Education	Professional Council for Adult Education	(Governing board of the Employment Service of Slovenia)
REGIONAL BODIES	None	None	(Regional employment service)
LOCAL INSTITUTIONS	Schools; public, private and non-profit training providers	Public (peoples' universities, schools), private and non-profit training providers	Various training providers

Source: Financing of vocational education and training, 2003

The Ministry of Education, Science and Sport bears the general responsibility for education, proposing and adopting laws and by-laws in the fields of formal education and education of adults, and takes care of the formation and implementation of educational policy. It is responsible for the preparation of the National programme of education of adults, which the Government submits to the Parliament

The Ministry of Labour, Family and Social Affairs co-ordinates the functioning of social partners in the fields of vocational education and adult education. It also bears responsibility for the preparation of methodology for the standards of knowledge and skills in certification system. In its responsibility is also the entire system of the assessment and certification of national vocational qualifications in the certification system. It proposes and adopts the regulations and by-laws regulating its functioning.

The ministries, responsible for individual types of programmes, also control the quality of the providers of education.

The Chamber of Commerce and Industry and the Chamber of Crafts of Slovenia are two employers' organisations which represent employers in the social dialogue and carry out technical, developmental and counselling work in the field of vocational education. They prepare the standards of knowledge and skills for certification system. Master craftsmen, foremen and managerial examinations, which represent the most typical case of continuing vocational education, take place under their authority. They organise testing and certification of qualifications for carrying out craft-related activities which do not require master craftsmen examination. They also give proposals for the members of the commission for the assessment and certification of vocational qualifications in certification system. Moreover, both Chambers function as organisers and providers of non-verified informal vocational education which does not provide a publicly valid certificate.

Trade unions' legally regulated responsibilities are limited to being a partner in the procedure of identification and certification of national vocational qualifications in certification system. They independently organise and implement education of trade union activists.

The law lays down three organisations for development, counselling, research and administrative work, namely the Centre of the Republic of Slovenia for vocational and technical education, the Centre for Adult Education of Slovenia and the State Examination Centre.

In continuing education and training, an important role is played also by the Employment Service of RS, which is the main organiser, co-ordinator and provider of education and training of the unemployed and redundant workers.

Expert bodies for decision making on expert issues and for advocacy to the competent ministers were founded by the Government of RS. The work of the Council of Experts for Vocational and Technical Education and the Council of Experts for Adult Education partly overlaps with the field of continuing vocational education. The competencies of the two Councils are regulated by the Act on the Organisation and Funding of Education. They submit for adoption publicly valid programmes of training and additional education as well as the specialisations under their authority. The Council of Experts for Vocational and Technical Education also defines standards of knowledge and skills in certification system, and assesses the equality of standards of knowledge for adult education. On the other hand, the Council of Experts for Adult Education makes decisions on the implementation of formal programmes for adults. It also proposes the Annual plan of adult education. (Report 2001)

The field of continuing vocational education is regulated by three acts in the field of education, adopted in 1996 (the Act on Organisation and Funding of Education, the Act on Vocational and Technical Education and the Act on Adult Education). In addition to the abovementioned laws, there are a whole body of laws from employment, social policy and industrial spheres that are relevant to non-formal education and training as well as for state-regulated (continuing vocational) education and training of adults. Rights and duties of individual social groups related to training are mostly regulated by legislation in the fields of employment and social welfare. The Labour Relations Code defines the right to training of employed and redundant workers, as well as the role of collective agreements in implementing this right in enterprises. The Act on Pension and Disability Insurance lays down the right to vocational rehabilitation of the disabled, while the Employment and Unemployment Insurance Act regulates the rights of the unemployed to education and training and their respective obligations concerning these rights. This last act also defines the basic principles of the active employment policy and the status and responsibilities of the different actors involved. Finally, an important role is played by legislative documents which regulate individual economic activities. These set the conditions for the carrying out of an activity or profession, among which the most common are requirements for professional upgrading (Ivancic, 1998). For example, the Law on Crafts governs most of the regulated training in the craft sector.

The Act on Core Development Programmes in Education and Science for the 2003-2008 Period was passed at the end of 2002. In the given period, the Act will ensure additional funds for education programmes for adults to improve their employability, education programmes for better information-communication literacy, a regional network of post-secondary vocational and higher professional schools and their links with the economy and for investments in the field of education.

The norms and standards for carrying out regulated non-formal training programmes and courses are defined by the relevant ministries. They include material conditions and qualification requirements in order for staff to be accredited for carrying out a particular regulated training programme or to obtain public financing. Compliance with the requirements is checked only at the time of registration/verification. Special guidelines for adjusting training programmes for youth to the needs of adults were recently issued by the MoESS (Velikonja, Klenovšek-Vilič, Lorencic, 1999). The new regulations on standards and norms which would cover both formal and publicly-recognised non-formal education, are currently being prepared by the MoESS. In relation to non-formal non-regulated training, quality is regulated by the training market (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0503 - DELIVERY MECHANISMS AND PROVIDERS

There is no separate monitoring of organisations providing CVT. Since adult education organisations mostly provide work-related training programmes, we assume that the same network also covers CVT. While there is no single reliable database, clearly private training providers dominate the adult education scene (Financing of vocational education and training, 2003).

SUPPLY OF ADULT EDUCATION

The data of the Slovenian Institute for Adult Education (Brenk, 2003) on the supply of adult education and training in the 2002/2003 school year show there were 292 providers of training courses for adults. Of these, 31.5% were private providers, 16% were secondary schools, about 12% were people's high schools, while around 4.8% of adult education units were at schools, enterprises (4%) and 5.5% involved associations, societies and their umbrella organisations. The remaining providers were composed of public organisations, colleges and higher education institutions, special training centres, research institutes, libraries, chambers, economic and professional associations and societies, and the like (Brenk, 2003).

The latest statistical data on the realisation of the supply of non-formal education and training at the national level are for the 2000/2001 school year. They show that non-formal training was delivered by 260 providers (schools for drivers are not included), of these 34 were people's high schools, 123 were specialised adult education organisations, 23 were adult education units at schools, 53 were training units in enterprises and other organisations, and 27 were other providers. In addition, 133 schools offered driver-delivered training for drivers.

4,467 programmes and courses for adults were supplied in 2002/2003. Of the total, 16% were formal education and training programmes, 14% were advanced training courses for work, while non-formal training courses amounted to 70%. Of non-formal training courses, 31% provide publicly-recognised certificates and 69% are not approved by authorised national bodies. In comparison to 2000/2001, the share of training courses providing public certificates remained the same (Brenk, 2003).

On the other side, the figures provided by the National Statistical Office show that the number of training programmes and courses delivered in 2000/2001 amounted to 17,733. Within the structure of the delivered training programmes and courses, 25% were language courses, 13.5% were driving courses. Of the total of all courses, 38% provided publicly-recognised certificates. Public certificates are provided by nearly all courses for drivers, by about 42% of language courses and 24% of training courses for work and occupations.

The total number of hours of training delivered amounted to 650,866. Of all delivered hours, 47% were within language training and about 7% were within training for drivers. Regarding language courses, of all delivered hours 42.5% are within publicly-approved courses, while the respective percentage within driving courses amounted to 99.5%.

When looking at the range of the supply of non-formal education and training by providers, specialised adult education organisations represent the most important providers of non-formal training courses. Their share in the delivery amounts to about 42%. They are followed by training centres in enterprises and other organisations (about 20%), while people's high schools are the third-most important provider with a share of 17%. The shares of other

providers are only minor. The numbers and shares of providers do not point to any stable trends in changes in the structure of providers of non-formal training. It may be assumed that they instead point to certain instability (adaptability) in the supply of non-formal education and training. It is further demonstrated that specialised adult education providers deliver the largest share of hours of non-formal training (43% of all hours delivered).

The data show that almost 54% of non-formal training is represented by these training fields: social and business sciences and law; sciences, mathematics and computers; services. Another 25% are language courses while the fields of engineering, manufacturing and construction amounts to nearly 8%. In comparison with 1999/2000, a considerable increase in training was registered within general programmes (by 20%), humanities and arts (by 13%), science, mathematic and computing (by nearly 16%) and agriculture and veterinary science (by 38%) while engineering, manufacturing and construction experienced a fall (by about 45%) and health care and social security by about 12% (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

TRAINING FOR THE UNEMPLOYED (INCLUDING SPECIFIC TARGET GROUPS: LONG-TERM UNEMPLOYED, EARLY SCHOOL LEAVERS, YOUNG GRADUATES, DISABLED, ROMANY)

The National Programme of Development of the Labour Market and Employment up till 2006 (The document was passed by Parliament on 25 October 2001 (Official Gazette, no. 92/22.11.2001) points out that every young person unemployed for 6 months or longer is entitled to a new opportunity be it via enrolment in formal training programmes, non-formal training courses provided by employment agencies or other programmes of the active employment policy organised by the ESS. The following types of non-formal training are available to the unemployed:

- Training activities aimed to help in planning occupational goals and effectively searching for employment. These include:
 - a. information and motivation courses aimed at providing the unemployed with information and motivating them to actively search for solutions to their unemployment;
 - b. workshops on looking for jobs provide short-term help to those with difficulties in their labour market orientation; the unemployed are provided with information on effective ways of searching for jobs; and
 - c. workshops for discovering occupational goals – this is some kind of occupational guidance and counselling in a group.
- Courses for personal development – their main goal is to activate the weakest groups of the unemployed (the long-term unemployed, poorly educated, those without work experience, the socially excluded, disillusioned);
 - a. 'Job Clubs' – this is a longer form of unemployment training aimed at increasing success in searching for employment.
 - b. Programmes of training and advanced training – these aim to equip the unemployed with functional skills and abilities currently in demand in the job market. Training courses are organised so as to allow the combination of theoretical and practical training.
 - c. Practical assessment – the programme is aimed to examine knowledge, skills, interests and abilities of an unemployed person for pursuing a certain job or set of tasks. It is organised either with employers or the providers of vocational education.
 - d. On-the-job training with an employment relationship – the programme is carried out on the basis of a tripartite contract between the employment office,

employer and the unemployed person. Another version involves on-the-job training without any employment relationship.

Given the current trends in employment, the policy on adult education and training is mainly focussed on improving the education levels and qualifications of long-term unemployed young adults who do not have appropriate qualifications. This group is defined as the priority target group. To this end, in 1998 the Government introduced the programme 'The Education of 5000 Unemployed' (hereinafter: 'Programme 5000'). Every year, the MoLFSA and the MoESS, in co-operation with all main actors in the field of HRD, propose to the Government the types and numbers of training places for the unemployed, the conditions for enrolment and the way of financing. The types and numbers of training places are defined on the basis of yearly blueprints of regional demands for vocational qualifications which are prepared by regional employment units in co-operation with representatives of the social partners at the regional level. Every school year the priority groups of the "Programme 5000" are adjusted according to priorities and problems defined in the national employment strategy and in the national strategic documents on human resource development. The main target group are young adults up to 26 years, long-term unemployed, who are without initial vocational/technical education or their education is not in demand in the labour market; long-term unemployed with vocational and professional education which is not in demand in the labour market; persons with general secondary education (grammar school); redundant workers who had had a training contract signed by the employer. In the first year of its execution, Programme 5000 was limited to secondary education, in later years it was also extended to tertiary education. In the school year 2003/2004 the "Programme 5000" was renamed to "Programme 10000". In addition to the formal training programmes for obtaining educational title "Programme 10000" is also enabling acquisition of national vocational qualifications as defined by the Act on National Vocational Qualifications (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

TRAINING OF THE DISABLED

The National Employment Service provides training measures for the disabled. Rehabilitation counsellors-specialists deal with this group. They participate in various kinds of training in order to improve their employability. The basis for selecting training is represented by their remaining knowledge, skills and capabilities. A rehabilitation plan is made in collaboration with a rehabilitation counsellor-specialist, the medical counselling service, and the expert commission for determining the (dis)ability of a person (according to the corresponding law). An appropriate strategy for resolving the problem of employing the disabled is given by the National Programme of Training and Employment of the Disabled. The proposed solutions set priorities for the measures connected with work and training. In addition to training for work, these new programmes also offer new ways for the acquisition of skills and attitudes needed for social integration (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

TRAINING IN ENTERPRISES

The latest data on education and training in enterprises were collected in 2000 within the survey CVTS2. Of 6,510 economic and non-economic organisations providing data, 56% delivered training to the employed. Of all those employed in these organisations, 38.8% (196,623) participated in training. On average, employers provided about 11 paid hours per employee for training, while total average costs of training added up to around SIT 43,000 per employee or SIT 112,000 per participant.

Breaking down the figures by individual economic activities points to large differences with regard to the abovementioned characteristics. Transportation, storage and communications show the highest share of participants (57%). They are followed by public services (education, health services), financial and business services and electricity, gas and water distribution. Of those employed in the manufacturing industry, about 40% participated in training. The most limited access to training is found in other public, common and general services (17.6%); agriculture (17.8%) and construction (18%). Regarding public services, the largest percent of the employed attending training was seen in education (49%); followed by health care (nearly 49%) (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

TRAINING TO PROMOTE THE LABOUR MARKET AND SOCIAL INCLUSION OF DISADVANTAGED GROUPS

In addition to the policy aim of a general increase in the education level of the labour force, a policy for promoting access to CVT of unemployed young adults (aged 15 to 26 years) who have not completed their initial education has now been declared the top priority. The Employment Service of Slovenia is the main institution responsible for developing and implementing measures in this area. It organises and finances various training activities. Some of them are intended for developing the social skills necessary to be successful in training and in the labour market.

Some measures for improving the social adaptability of young people (Programme of Project Learning for Young People - *PUM*) and for improving literacy skills (Training for 'Life Successfulness' - *UŽU*) were developed by the Slovenian Institute for Adult Education. In 1993 a basic literacy programme was initiated. It was intended for adults who have not completed primary or secondary education and for adults with no more than 10 years of schooling. According to the most recent data, since 1993 to 2001 around 830 people have participated in the programme. In 2002, the programme was renewed and approved by the Professional Council for Adult Education. The programme's main goal is to enable the acquisition or renewal of the basic skills of reading, writing and calculating. In addition, it seeks to motivate participants to continue their education and training. The programme was, in its later phase, adapted for adults with special needs and for adults completing primary school. In the 2002/2003 school year, 2 different UŽU programmes were carried out: the Programme 'Reading and Writing Together' intended for parents of pupils in lower grades of elementary school who have less than 10 years of education; and the Programme 'Bridge to Education' which targets the adults with less than 10 years of education but want to receive further training. Initially, 175 people took part in both programmes, while 105 people completed them successfully (ACS, 2004).

Special training programmes for young adults in the 15-25 age group (*PUM*) are intended for those young adults who have no basic vocational qualifications and no work experience, who dropped out of school, are poorly motivated for education and training and have unreal views of work, career planning and employment. The main goal of the programme is to motivate these young people to develop work habits, discover their talents and abilities to learn how to co-operate, and define their vocational goals. As many as 319 people participated in the 2001/2002 school year. In the 2002/2003 school year, the *PUM* programme was carried out by 8 providers and altogether 351 people took part in the programme. Out of them, 95 participants only came to get information on this, which lasted for a week only. After completing the *PUM* programme, almost 69% of all participants obtained a certificate on

formal education (26) or continued with education in the same education programme (108) or other education programme (42). 6 participants got permanent jobs, while 18 participants got jobs for a fixed period (Lovše, 2003) (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0504 - ACCESS TO LEARNING OPPORTUNITIES AND PROGRAMMES

Co-financing of education and training in enterprises from the public budget is based on two main legal acts, namely the Employment and Unemployment Insurance Act and the Act on Core Developmental Programmes in Education and Science for the Period 2003-2008. The first one makes it possible for co-financing the training and retraining of redundant workers and, in certain conditions, qualification restructuring in enterprises. The second act, on the other side, provides legal and financial grounds for co-financing education and training of the employed whose jobs are threatened due to their education and qualification deficits. The Act provides additional financial means for financing education and training intended for improving the employability of adults and non-formal general education - primarily in terms of enhancing ICT skills. The minimum yearly amount of finances provided on the basis of this Act is also fixed. There is also an act on protection at work that requires employers to regularly provide their employees with training for safety at work. It is automatically assumed that the costs of training are paid for by employers.

Employers are obliged by collective agreements to cover direct costs (tuition fee, learning materials, travelling costs and costs of subsistence) as well as indirect costs (remuneration of wages and salaries for the time of absence from work due to training) of the training that they initiate. Individuals themselves finance education and training mainly when it is not in the interest of their employer. Sometimes, they are also forced to co-finance training needed at work.

There are no joint funds of social partners dedicated for education and training of the employed. A private fund exists only in the craft sector. It is financed exclusively by employers; they contribute 1% of gross salaries.

There are, moreover, no schemes such as levy schemes, taxation deductions or learning accounts implemented by the state that can motivate employers and employees to undertake any greater investment in human capital. Expenditure on training by enterprises as a % of their payroll costs (Financing of vocational education and training, 2003)

TRAINING LEAVE SCHEMES

According to collective agreements the time spent in employer-initiated training organised during work time is considered time spent at work. This means that the employer is expected to bear the costs of wages and salaries of the participants. When the training is organised outside work time, the employer and the employee should agree who is to bear the related costs. To reduce the indirect costs of training, employers attempt to place training outside work time and shift the costs to the employees.

The Labour Relations Code states that a worker who participates in education and training in line with the needs of the production process to maintain, improve and expand his/her professional competencies related to his/her work or to keep their employment, but also a worker who participates in training in line with his/her personal interests, has the right to be absent from work to prepare and sit for exams. If this right is not regulated in collective agreements, the worker is entitled to be absent from work on the days when he/she first sits for exams. According to collective agreements, when training is linked to one's work or to preserving one's employment the remuneration of the wage/salary for the time of absence due to the training is covered by the employer.

The General Collective Agreement for the business sector states that an employee who participates in formal education programmes in line with their employer's interest is entitled to paid absence from work in order to prepare for exams. The length of absence depends on the level of education and varies from 2 to 5 days. They are also entitled to be absent on the day of the exam. In addition, they have the right to:

- 7 days' absence for maturity or final exam;
- 10 days' absence for a diploma at college and higher education;
- 15 days for preparations to defend a master's thesis; and
- 20 days for preparations to defend a doctoral work.

The rights and obligations of the employee and employer linked to the employee's training are regulated by individual contract.

The costs of education and training that is not in the employer's interest – direct as well as indirect – are as a rule covered by the participant him/herself (Financing of vocational education and training, 2003).

CO-FINANCING OF EDUCATION AND TRAINING OF EMPLOYEES FROM PUBLIC FUNDS

The Employment and Unemployment Insurance Act ensures the possibility of employers' access to co-financing of the training of employees from public funds for financing the active employment policy programme. From public funds the following can primarily be co-financed:

- education and training of newly employed workers; and
- training and retraining of redundant workers (including covering part of the costs of training and retraining of permanently redundant workers in the period of the termination notice).

Education and training co-financed from public funds can have the form either of general publicly-recognised education and training or training for firm-specific skills and competencies (Financing of vocational education and training, 2003).

0505 - BRIDGING INITIAL AND POST INITIAL EDUCATION AND TRAINING

Continuing training and non-formal training are primarily directed to improving human capital, namely, to improve, adjust and upgrade the qualifications obtained in initial education and training. While doing this, they do not interfere with initial training programmes. Neither non-formal training programmes providing publicly-recognised certificates nor those which are not publicly recognised are designed to become part of any formal education and training programmes. Recently, the Centre for Vocational Education and Training has designed occupational standards in a way which enables the development of non-formal courses in adult education which can be recognised as parts of formal training programmes (modules).

Assessment and certification procedures of non-formal and informal learning and work experience intended to provide nationally recognised certificates were developed and tested in 2000 with the support of the Phare MOCCA Programme (Ivancic et al., 2000). However, these public certificates are not recognised by the formal education system. Discussions among the main stakeholders have been going on with a view to better integrating the diplomas and certificates stemming from the various forms of formal, non-formal and informal learning that now exist alongside each other. Clearly, within an institutional context dominated by formal regulations this is a relatively delicate issue, even more so since the certification system is in the domain of the MoLFSA while formal education is under the authority of the MoESS.

Preparations for the development of modular training are taking place. This should enable the acquisition of a certificate for each module that has been achieved and open up the possibility of integrating qualifications obtained outside school-based education with school-based certificates and diplomas. This will enable the completion or broadening of initial school qualifications (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0506 - RE-EDUCATION AND RE-TRAINING NEEDS DUE TO LABOUR MARKET DEVELOPMENTS AND MOBILITY

Unlike in the past when the group of the long-term unemployed was predominantly composed of disabled and other "difficult-to-get-employed" people, in the last decade young people without proper qualifications looking for their first job and older less skilled persons have been strongly contributing to the growth in the number of long-term unemployed. In 2002 their share in total unemployment amounted to nearly one-half (see ESS, Annual Report 2002). In order to cope with this problem and support the groups with limited access to employment, the active employment policy has been adopted as a coping strategy. The programmes of the active employment policy are designed on the basis of the National Programme of the Development of the Labour Market and Employment to 2006 and are in line with the European employment policy guidelines. Education and training programmes aimed to improve employability and increase the adaptability of firms and their employees to the new demands of the economy are the most important measures promoted by the active employment policy. The cognisance that the changed situation in the labour market requires broader transferable skills and that the employment prospects of those with low formal education have been continuously shrinking have shifted the curve in the direction from short-job oriented training courses to the improvement of one's attained education level. This is clearly evident from the most recent training schemes introduced as mechanisms for realisation of the active employment policy programme.

Measures introduced to promote access to CVT and adult education for groups at risk of exclusion from the labour market or society correspond with the long-term strategic goals of labour market policy. They are intended to improve education levels and vocational competencies of the labour force and to reduce structural discrepancies in the labour market. By introducing new training measures for the disabled and the disadvantaged they also contribute to providing equal opportunities. However, not all groups at risk of exclusion from the labour market have equal access to these measures; middle-aged generations and the older population with poor educational achievements are largely neglected and excluded. The small share of participation in continuing education and training of this part of the population is also evident from the data on the participation of the unemployed in training presented by the Employment Service of Slovenia (Employment Service of Slovenia, Annual Reports 2001 and 2002).

In Slovenia, several training, additional training and education programmes encouraging employment are carried out. Those programmes are intended for unemployed persons as well as other groups – i.e. for school graduates helping them with an easier transition to the labour market, and redundant and potentially redundant workers.

The programmes and programmes' performers are selected on the basis of public tenders, while some informational and motivational programmes as well as other workshops are carried out by the Employment Service of Slovenia.

These programmes are:

INFORMATIONAL AND MOTIVATIONAL PROGRAMMES

These programmes comprise the mediation of labour market information, job opportunities, training, acquiring basic skills important for taking part in the labour market (writing applications, job interviews etc.). They are usually carried out as short lectures or workshops (up to 16 hours). The target groups are unemployed persons, redundant workers and students. Participants are reimbursed the costs of the programme and transport to the workshop's location.

JOB-SEEKING WORKSHOPS

Workshops are help for participants to acquire knowledge and skills for their effective performance in the job market. They usually last a few days. The target groups are unemployed persons and redundant workers in need of assistance in finding their orientation in the labour market. Participants are reimbursed the costs of the programme and transport to the workshop's location.

WORKSHOPS ON DETERMINING ONE'S CAREER OBJECTIVE

Workshops aim at determining and planning one's further career path or determining one's career (occupational) objective. They usually last a few days. Workshops are usually intended for unemployed persons and redundant workers without qualifications or those having difficulties to perform (mainly due to health reasons) or finding jobs related to acquired qualifications. Participants are reimbursed the costs of the programme and transport to the workshop's location.

JOB CLUBS

Job clubs offer training in efficient and systematic job searching. Participants become acquainted with various information sources on the labour market and how to use them, as well as their own advantages and deficiencies in the labour market. Courses last up to 3 months. In this period participants are assisted and supported by a trained job-club leader and with the support of the whole group they actively look for a job for 4 hours a day. The target

groups are unemployed persons – first-time job-seekers and other unemployed persons for whom it is estimated that professional and team support would contribute to more successful job searching. Participants are reimbursed the costs of the programme, transport and job search (travel, post).

PROJECT LEARNING FOR YOUNG ADULTS

This programme is intended for young adults (under the age of 26) with no vocational or technical qualifications (drop-outs). The programme aims at motivating and helping young adults to get back into regular education or to find a job. An individual can take part in the programme for up to 1 year. Participants are reimbursed the costs of the programme, transport and living expenses (a cash subsidy).

ADDITIONAL TRAINING AND EDUCATION PROGRAMMES

The programmes offer participants additional knowledge and skills that increase their competitive position in the labour market. They are carried out in the forms of courses, seminars etc. and last from a few days to a few months. The target groups are unemployed persons, as well as redundant and potentially redundant workers. Participants are reimbursed the costs of the programme, transport or accommodation expenses and - if needed - the costs of a medical examination and studying aids. If a programme lasts over 100 hours, participants are also entitled to a reimbursement of their living expenses (if a person does not have a right to an unemployment benefit or unemployment assistance).

PROGRAMME 5000” – EDUCATION PROGRAMME FOR THE UNEMPLOYED

see 0503

WORK TRIALS

The programme enables more successful integration into a regular working process or contributes to the determination of one's career objective. It is carried out with a selected employer and lasts 1 month at the most. The target group of the programme are unemployed persons who have a chance to find a regular job at a specific employer or those without any career objective. If the latter are involved, the programme gives them an opportunity to get acquainted with a certain occupation in practice. Participants are reimbursed the costs of transport, any medical examination and living expenses, while employers are reimbursed the costs of the programme.

INTRODUCTION TO WORK

The programme is carried out with an employer and aims to train an unemployed person for specific work. There are two types of programme available: introduction to work as on-the-job-training and introduction to work without an employment programme (Financing of vocational education and training, 2003).

Table: Number of unemployed persons involved in various education and training programmes in 2003

PROGRAMME	NUMBER OF PARTICIPANTS	PERCENTAGE OF WOMEN (%)	PERCENTAGE OF DISABLED PERSONS (%)
INFORMATIONAL AND MOTIVATIONAL PROGRAMMES	4187	69.7	3.7
JOB-SEEKING WORKSHOPS	5757	71.6	2.4
WORKSHOPS ON DETERMINING ONE'S CAREER OBJECTIVE	68	73.5	2.9
JOB CLUBS	179	48.0	2.2
PROJECT LEARNING FOR YOUNG ADULTS	4721	62.3	4.0
ADDITIONAL TRAINING AND EDUCATION PROGRAMMES	7310	59.1	3.0
PROGRAMME 5000 – EDUCATION PROGRAMME FOR THE UNEMPLOYED	454	39.0	32.8

WORK TRIAL	2582	48.5	4.8
INTRODUCTION TO WORK	1767	73.0	25.0
TOTAL	27025		

Source: Yearbook 2003, Employment service of RS

06 - TRAINING VET TEACHERS AND TRAINERS

0601 - GENERAL BACKGROUND

The fundamental document called the *"White Paper on Education in the Republic of Slovenia"* (English version 1996) established a policy framework for the general renewal of Slovenia's education system. According to the overall philosophy of this document, teacher training should offer:

- core professional knowledge and at the same time various theoretical orientations in the field of education;
- practical approaches and innovations and their advantages and disadvantages; and
- the range of individual areas of knowledge within the field of education system as a whole and their wider social importance.

The autonomy of teachers in relation to the state should be guaranteed by the managing and financing system. The most important criteria of their professionalism are thorough knowledge of one or two subjects and knowledge of psychological and pedagogical principles.

Teachers should be properly trained for the new challenges of pedagogical practice, such as the following:

- increasing the participation of youth in secondary and post-secondary education;
- allowing for differences relative to the culture, interests and abilities of students;
- integrating ever more students with special needs;
- following technological development and the need for more and more occupations;
- using new information technologies;
- opening schools up to the environment;
- recognition and validation of non-formal and informal learning;
- certification of national vocational qualifications and
- introducing the principles of life long learning etc.

Novelties in teacher-training courses were necessary due to overall reform, changes in the social set-up and changes and innovations in the concept of vocational education. In view of the changes in teacher training, the model of "open professionalism" was chosen. It was presupposed that the vocational teacher training programmes carried out by various higher education institutions should change towards greater flexibility, the possibility of choice, transfers, additional qualifications, postgraduate opportunities etc. The White Paper envisaged common criteria and regulations as to who may teach a particular subject in vocational schools.

Procedures applying to the recruitment of teachers and trainers are defined by the Organisation and Financing of Education Act.

Several types of contracts are possible: a permanent full-time or part-time employment contract; a fixed-term full-time or part-time employment contract; a temporary work contract; or a traineeship employment contract.

All teachers are chiefly recruited through open advertisements. Each year, the number of teaching posts is agreed between the school and the Ministry of Education, Science and Sport. The annual and weekly schedule of teaching subjects provides the basis for planning the number of positions. The head teacher of a school determines the number of teaching posts. With the approval of the Ministry of Education, Science and Sport, the head teacher may

advertise vacant places. The Ministry of Education, Science and Sport keeps records of redundant teachers and must therefore be informed of any vacancies. If the records contain a redundant teacher from another school who meets the qualification requirements for a vacant position, the school must employ that teacher first.

Head teachers are responsible for organising, planning and managing the activities of a school and the teaching faculty in particular. They also encourage and plan in-service training, organise mentoring for trainees, oversee the educational activities of teachers, monitor their work and provide advice, make proposals for professional promotion, decide on promotion to a higher salary bracket, establish job classifications, employ personnel, and make decisions concerning their liability. Decisions on complaints concerning the rights, duties and responsibilities of staff are made by the school council (a body representing the staff of the school, the founder and the parents). Teachers' assemblies make proposals for the promotion of individual teachers and give opinions on the head teacher's proposals, and issue opinions on the appointment of their head teacher.

The Ministry of Education, Science and Sport keeps records of the staff employed in public schools only. The data are not publicly announced. The analyses of trends reveal a surplus of teachers in the general subject fields of social sciences, geography and history, sports and biology, and in the vocational-subject fields of financial, commercial, sale and textiles. Shortages of teachers have been recorded in the fields of mathematics, informatics and foreign languages. Shortages in the field of vocational subjects are quite rare as the number of specific needs is not significant and job-seekers (from insolvent or bankrupt companies, new graduates and/or the unemployed) are usually available.

The replacement and expansion demands of general-subject teachers are based on the planning strategies of the Ministry of Education, Science and Sport and include long-term demographic projections, data on the distribution of different age groups by subjects, the number of teachers expected to retire, the number of graduates of faculties of education and other teacher training higher education institutions, the introduction of education reforms etc. The Ministry of Education, Science and Sport keeps the faculties of education informed on the future demand for teachers of general subjects. Anticipated changes in the level of teacher demand are discussed with the faculties and taken into consideration each year when the number of new entrants is determined.

There is no mid-term or long-term planning policy concerning vocational-subject teachers at the national level. The situation with vocational-subject teachers and trainers is quite different in a number of aspects. The proportion of theoretical vocational-subject teachers and practical-subject teachers and trainers relative to general-subject teachers is approximately 1 to 4 (in lower and upper secondary education). The needs for vocational-subject teacher training cannot be determined by the number of enrolments in teacher training institutions. There are no higher education institutions that are specialised only for the training of future vocational teachers. There is no close connection between the initial training system of vocational-subject teachers and their employers. The mechanism of supplying vocational-subject teachers by conforming enrolment decisions is not relevant here. Vocational-subject teachers are recruited from the open market of various unemployed graduates or from employees in a relevant industry or trade branches.

One of the findings of the empirical evaluation of the VET system was the relatively high dropout rate of students due to the unsuitable teaching methods which were not adjusted to students' abilities. A lack of consistency between subjects (technology and practical training, vocational theory and general subjects) was also discovered. It was found difficult to overcome the discrepancy between the university-level education of theoretical-subject teachers and the lower level of practical-training teachers. A future task will be to find a form of formalised abridgement for different categories of teachers. The PHARE MOCCA project team has already elaborated a few solutions to improve the quality of training of VET teachers. Further development of initial VET teacher training has to focus on a strong link between work and learning, especially between universities carrying out teacher training and VET schools. They proposed education modules of special didactics for different categories of teachers which should enable links between them and ready them for mutual co-operation. The same team proposed a separate system of in-service training of VET teachers based on principles of social partnership and combined sources of funds (Teachers and trainers in vocational education, the situation in Slovenia, 2002).

0602 - TRAINING OF TEACHERS/TRAINERS IN EDUCATIONAL ESTABLISHMENTS EDUCATORS IN VET

The professional staff in VET includes the following categories: teachers of vocational specific theories, teachers of practical instruction, organisers of practical instruction, trainers, providers of practical placements, school-workshop and school-farm managers (dual system of education), master craftsmen and foremen. The professional staff in vocational colleges includes college teachers – lecturers, teachers of practical instruction and skills and practical instructors in companies.

All other employees in VET are qualified for all types of education programmes: teachers of general subjects, laboratory assistants, counselling staff, librarians, providers of adult education and providers of optional courses.

Teachers of vocationally specific theories must have at least a higher education diploma in the appropriate field of study/relevant specialisation. If their programme does not include such subjects, they must complete a teacher-training course (the programme of pedagogical-adult-education training).

Teachers of practical instruction must have at least secondary level of education in the appropriate field, at least 3 years of work experience and must complete a teacher-training course (the programme of pedagogical-adult education) training or pass a master craftsman/managerial examination.

In certain branches it is not possible to achieve a high or higher level of education (e.g. hairdressing). In such cases it is necessary for teachers to achieve the highest possible level of education.

In some programmes it is especially required that teachers hold a higher level of education than it is prescribed (e.g. in veterinary medicine; teachers hold a university diploma).

All educators in VET must complete the period of probationary service and sit a teaching certification examination before the National Examination Board.

Vocational college lecturers must have at least a higher education diploma in the appropriate discipline, a teaching qualification, three years of appropriate work experience and must have outstanding achievements in their field of specialisation. At the establishment of a vocational college, the title of college lecturer is awarded by the Council of Experts of the Republic of Slovenia for Vocational and Technical Education, otherwise it is awarded by the Council

of Lecturers of the relevant vocational college. The title of college lecturer is awarded to a candidate for a period of five years and can be renewed. College lecturers do not need to complete the probationary service neither pass the teaching certification examination, but they have to perform the entering service lecture instead (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001).

Table: Number of employees in secondary schools for youth

TYPE	1999/2000	2000/01	2001/02	2002/03
MANAGERS	308	309	308	309
TEACHERS	7,533	7,482	7,410	7,429
COUNSELLORS	157	159	158	159
LIBRARIAN	146	148	150	150
OTHER PROFESSIONAL STAFF	83	77	76	76
OTHER STAFF	1,442	1,446	1,460	1,453

Managers: directors of school centres and school principals, assistants of the principal.
 Teachers: teachers, coaches, teachers of practical instructions, laboratory assistants.
 Other professional staff: organisers of practical instruction, organisers of practical work, school-farm managers.
 Other staff: administrative, accounting, technical staff.
 Source: Ministry of Education, Science and Sport, 2002

VET TEACHER TRAINING SYSTEM

In Slovenia there is no separate VET teacher training system. It is common to teachers at all school pre-university levels. All initial teacher training is part of higher education (except teachers of practical training), comprising state universities (faculties, art academies, professional colleges) and private free-standing higher education institutions (faculties and professional colleges). The Ministry of Education, Science and Sport issues regulations on teacher training. The universities, at which most teachers are educated, are autonomous.

Slovenia's teacher training system is divided into the following parts of an ongoing process:

- initial (pre-service) teacher education is mostly university-based;
- traineeship is the final "on-the-job" qualifying phase and ends with a Teaching Certification Examination before the State Examination Board; and
- continuing (in-service) training is organised in accordance with a law covering public institutions involved in developmental and advisory work in the field of general, vocational and adult education (Teachers and trainers in vocational education, the situation in Slovenia, 2002).

The initial education of secondary school teachers is provided by 4-year university courses (students must complete a 4-year university course, plus one year for the preparation of a thesis; the course therefore lasts 5 years). Courses for teachers of general academic subjects generally include two disciplines running parallel within a course (with the exception of science teachers in 4-year secondary schools who have to complete a one-discipline course). In addition to one or two disciplinary fields, prospective teachers acquire pedagogical, psychological and special didactic knowledge. Graduates are awarded a certificate and the title of 'Teacher of one or two subjects' (*profesor* ...) (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

The initial training of VET teachers is organised according to the consecutive model of training and the students do not follow courses in pedagogy and didactics during their regular study. A thorough training in one discipline or field is characteristic of university programmes (except pedagogical). The candidates who decide to enter the teaching process are usually those graduates from non-teaching professions who have certain practice in their initial discipline. They have to follow the teacher-training post-graduate courses in order to gain basic pedagogical-adult education. The training takes place when they are already employed in educational institute. Thus, in the compensation courses (the programme to obtain basic pedagogical-adult education lasts from 375 to 390 hours) they can use their experience and apply the acquired knowledge and skills with the target population they teach. The weakness of the consecutive model is the fact that at the beginning of their career they must teach without any

teaching practice and that the training takes place alongside their work (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001).

Teachers of practical instruction obtain the proper qualification in three stages:

- by completing at least the secondary technical school of the relevant specialisation;
- by obtaining 3 years' work experience in the relevant field of specialisation; and
- by then completing a teacher training course or passing a master craftsman's examination.

In-service training ensures teachers have the opportunity to renew, expand and deepen their professional knowledge and to familiarise themselves with new disciplines. The goal of in-service training is the professional development and personal growth of pre-school teachers and teachers, and thereby an improvement in the quality and efficiency of the education process.

System of in-service TT is carried by the Ministry of Education, Science and Sport. It is based on semi market oriented principle. National Board of in-service TT sets priority fields. Part of the TT programmes are directly ordered by the Ministry to public institutes responsible for the development of education and training (faculties, National Education Institute, Centre of the Republic of Slovenia for VET, Slovenian Institute for Adult Education), part of the programmes are assured through national tender and delivered by public or private institutions registered for educational and/or research activities.

Teachers are entitled to in-service training; yet it is also their duty. School must provide study leave, with a minimum of 5 days per year or 15 days every three years, for this purpose and must also cover the related expenses: salary compensation, and any travel expenses, participation fees and accommodation costs.

Teachers choose the programmes and forms of in-service training at their discretion. When training is required due to reforms or substantial changes in curricula, participation in the so-called commissioned and priority programmes of in-service training is compulsory or recommended.

In-service training is encouraged and rewarded. Points are awarded for participation in specific programmes of professional training, while the points acquired are taken into account when promoting teachers and pre-school teachers. In-service training is in fact one of the pre-conditions for promotion (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0603 - TRAINING OF TRAINERS/TEACHERS AT THE WORKPLACE (APPRENTICESHIP TRAINING AND CVET IN ENTERPRISES)

Employers in craft shops and companies who provide practical training for students in the dual system of vocational education usually hold the title of master craftsman. In school workshops where practical training is provided in small groups, teachers of practical instruction give instruction. They hold either a qualification as a technician or a diploma from a post-secondary vocational college, while in some programmes (if this is also required, e.g., veterinary medicine) they also hold a university diploma (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

Professional training of mentors in enterprises is the right and obligation of the Chambers to take care of the training of mentors and foremen in companies within the dual VET system. The Chamber of Commerce and Industry provides the training of mentors and external examiners involved in the practical examinations (Teachers and trainers in vocational education, the situation in Slovenia, 2002).

0604 - TRAINING OF TEACHERS AND TRAINERS IN CONTINUING EDUCATION AND TRAINING (OUTSIDE ENTERPRISES)

Special requirements for staff in organisations delivering publicly-recognised adult education programmes and programmes financed from public funds are specified in the Act on Adult Education. Teaching staff who have not completed initial teacher training must complete a one-year pedagogic-andragogic course offered by a licensed provider. Most teachers and trainers in adult education are not in regular employment. According to statistical data, in 1999/2000 of the 6,141 teachers and trainers working in non-formal adult education, only 16% had permanent full-time employment, 2% were in part-time employment and as much as 82% were external collaborators (Statistical Office of the Republic Slovenia. Rapid Reports No. 310/2002, 21 Nov. 2002, Table 5) (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

07 - SKILLS AND COMPETENCE DEVELOPMENT AND INNOVATIVE PEDAGOGY

0701 - MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

The Ministry of Labour, Family and Social Affairs (MoLFSA) is responsible for approving occupational standards. These standards form the basis for the inclusion of new occupational titles in the Nomenclature (*nomenklatura poklicev*), which is the basis for preparing vocational and technical education and training programmes delivered by the formal education system. Proposals for the inclusion of new occupational titles and the definition of standards are prepared by the Chambers, with technical assistance from the Centre for Vocational Education and Training (CPI) which presents them for a final opinion to the Council of Experts for Vocational and Technical Education.

The Centre for Vocational Education and Training is responsible for developing and modernising curricula in VET and for ensuring that all the activities connect.

Occupational standards should be prepared on the basis of education and training needs analyses. Until now mainly the Employment Service of Slovenia (ESS) has been systematically recording labour market needs.

The Employment Service of Slovenia (ESS) is the institution responsible for the systematic collection of information on the knowledge and skill needs at both national and regional levels. At the regional level, the knowledge and skill

needs assessment and activities related to the preparation of appropriate training programmes in this respect are only systematically carried out in Podravje region under the umbrella of the regional Human Resource Development Fund (HRDF). The Slovenian Chamber of Commerce and Industry also executes various analyses on needed knowledge and skills. However, they are mainly for internal purposes and needs. It establishes the skill and knowledge needs by individual branches or regions, takes part in the preparation of nomenclatures of occupations and occupational standards which are the bases of education programmes and links the activities of individual professional associations and regional chambers in particular regarding the contents which the economy needs for further development.

Besides administrative databases such as the database on available work posts and the database on unemployed people, in order to establish and analyse the knowledge required in the labour market the ESS also uses the data obtained by the LP-ZAP survey. The information collected gives the ESS a detailed insight into the structural dimensions of unemployment compared to the needs of employers.

The ESS database on available work posts is maintained on the basis of employers' announcements on needed workers. Statistical analytical reviews of labour market demand show its scope and characteristics (i.e. by field of activities, regions) and provide an insight into the educational and occupational structure of actual labour market demand. It should be emphasised that the internationally comparable Standard Classification of Occupations, which is based on the ISCO-88, is applied in both databases (database on available work posts and unemployment database) (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0702 - BRIDGING PATHWAYS AND NEW EDUCATIONAL PARTNERSHIPS PROGRAMMES AND PATHWAYS (HORIZONTAL AND VERTICAL PERMEABILITY)

Transfers in vocational and technical education are well-designed.

Pupils who complete short-term vocational programmes can enter the labour market or enter the first year at any other (upper) secondary school.

Graduates of three-year vocational education programmes have a variety of possibilities:

- they can enter the labour market;
- they can continue education in special two-year technical programmes (the so-called 3+2 scheme) and, after passing a vocational '*matura*' (finishing exam), obtain a secondary technical level of education;
- after a minimum of three years' work experience they can re-enter education and obtain a secondary technical level of education by passing the master craftsman's, foreman's and managerial examinations, or can sit for general subject exams from the vocational C; or
- they can enrol in the *matura* course.

Students completing the four-year technical education programmes have the following options:

- they can enter the job market;
- they can continue education in post-secondary vocational education programmes or a professional type of higher education;
- in addition to *poklicna matura* (final exam), they can complete a *matura* exam in one subject and then enrol in those undergraduate, university-type higher education programmes that allow such transfers.

A secondary school student can enrol in another programme during secondary education if they realise the current education is not in line with their interests. The secondary school principal sets the requirements and timeframe involved in bridging the differences between the programmes. Prior to that, the student needs to obtain the consent of the teachers' board.

Students completing post-secondary vocational education can enter the labour market or enrol in the second year of a professional type of higher education if the institutions providing these programmes allow such transfers (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

A great challenge is posed by attempts to further improve VET's responsiveness to the needs of enterprises and students and, at the same time, to secure a high level of education quality through the impact of the formal education system. There is an ever growing understanding that learning also takes place outside the formal school system and that it will become important to be able to assess and recognise alternative learning paths against relative to quality standards.

At the moment, the traditional model of the preparation of formal programmes is still used. Preparations for the experimental modular formation and implementation of some of the programmes are in progress. As regards the system, the programmes should represent a link between the initial and continuing vocational education. They are defined as parts of programmes which are prepared on the basis of vocational standards and give a vocational qualification. Modular formation of the programmes is possible for those programmes which encompass two or more vocational standards. A module consists of one or more vocational standards which are the basis for the programme. Adults can acquire vocational education according to the modular system, if they master all modules which the programme contains and pass also the other obligations which are required for the completion of the entire programme of education (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001).

Better vocational education and training can be achieved by implementing a range of new measures:

- a more flexible national curriculum framework and modularising education programmes;
- reformulating the roles of teachers, changing their pre- and in-service training;
- introducing school-based quality control, strengthening school autonomy and their innovative capacities and experimental approaches;
- changing the financing system of schools;
- improving quality and the capacity for practical learning to better integrate theory and practice; and
- linking recognition of non-formal and informal learning with diplomas from the formal school system (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

Since the late 1990s developments have concentrated on expanding the area of non-formal education and training and bringing it in line with current economic and social developments. A lot of effort was put into increasing the involvement of the social partners, integrating it into regional development policies, developing ways of integrating formal and non-formal education and training at the adult education level (by developing the certification system) and, most recently, aligning it with the lifelong learning system (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0703 - RENEWAL OF CURRICULA

ADAPTATION OF CURRICULA AND TEACHING AND LEARNING METHODOLOGIES

The work of the curricular review of vocational education is supported and assisted by the Centre for Vocational Education and Training (CPI) and the Slovenian Institute for Adult Education (ACS).

In the 2.5-year, short-type vocational courses there are 95 weeks of education, a maximum of 36 periods per week, and a total of 3,420 periods. The weekly schedule of subjects (*predmetnik*) includes at least two weeks of optional compulsory activities per year, whereas in the last year it includes just one week. Upon the successful completion of courses, pupils can enter any other secondary school course.

In the 3-year secondary vocational courses, there are 105 weeks of education, a maximum 36 periods per week, no more than 7 periods of theoretical lessons per day and a total of 3,780 periods. The subject plan includes at least three weeks of optional compulsory activities per year, whereas in the last year it was only two weeks. After completing the 3-year vocational education, pupils can continue their education to technician level through special 2-year courses.

A dual system (apprenticeship) has been introduced in vocational schools that provides three-year vocational courses. The features of the apprenticeship system are: apprenticeship contracts between apprentices, parents and the employer; special work relations; shared responsibility (the training part for the school and the practical part for the employer), 6 months of recognised work and no probation period after completing the course. The ratio of theoretical knowledge (provided by schools) to practical training (provided by trainers in companies) is 2:3. There are 119 weeks of education, a maximum of 36 periods per week, no more than 7 periods of theoretical lessons per day, and a total of 4,340 periods. The teaching subjects' weekly scheme includes at least two weeks of optional compulsory activities per year, while in the last year it is just one week.

Education and training programmes in secondary vocational education will be modernised. They will include at least 24 weeks of practical training at employers and will be built on the principles of modules and open curricula.

Modularity is understood in a way that, as a rule, education programmes should be prepared for several occupational standards (an occupational standard is determined by social partners and includes occupational profile, level of difficulty, key knowledge and skills, key qualifications or competences required to perform a certain occupation).

A module is prepared for each occupational standard in an education programme. If an individual already possesses knowledge and skills and has already acquired the key competences required by an individual module, he/she acquires an occupational qualification for a certain occupational standard. If an individual masters all modules and elements of an education programme, he/she acquires a vocational or technical education.

Acquired education also means an occupational qualification for all occupational standards, for which an education programme is prepared. Education also gives rights to further education or to participation in further formal education programmes. In an open curricula, a competent council of experts adopts an education programme with 80% of the contents being determined, while 20% of contents are determined by a school in co-operation with the social partners (at the regional or branch levels). Within this 20%, a school can decide to enlarge the scope of subjects already in the curricula, introduce a new or different subject from another curricula or develop a completely new subject or contents.

The new starting points also bring with them a modified paradigm on planning general, professional education and practical qualifications. The subject principle of planning is to be replaced by a competence-based principle. Curricula should link traditional general education subjects and key competences which should, together with professional contents, enable students to acquire competences.

Such trends have opened up a wide public debate on the role of general education in the overall system of education, suitability of changing traditional subjects and introducing new conceptions as key qualifications and competences. In particular, there are many doubts as to whether the providers are prepared for such changes. Taking all these into account, a special development programme for implementing the starting points was adopted. It should prepare appropriate projects to support their implementation.

The developmental programme should provide detailed answers on questions such as: how to promote the modular system, how to harmonise the open part of curricula, how to increase the autonomy of schools including by modernising the system of financing and management, how to develop key qualifications and new culture of assessment (external assessment). Prior to the overall introduction, the novelties should be tested on a pilot basis and evaluated in evaluation studies.

Two core aims are built into the curricula of 4-year technical education: preparation for professionally-oriented higher education and basic knowledge to enter the job market and to start work in industry, trade or service activities. Specific knowledge and practical experience are provided through a 'probation' period after pupils leave school. The courses last 4 years. There are also 2-year further technical courses for those who have completed 3-year secondary vocational courses. The equivalent educational standard compared with 4-year technical courses is provided by the content and quantity of general and technical subjects and by the content of the final examination. There are 139 weeks of education, a maximum of 36 periods per week, and a total of 5,124 periods. Technical theory subjects allow students to elect in the second year 3 periods, in the third year 3 periods and in the fourth year 4 periods per week as preparation for vocational *matura – poklicna matura* (second foreign language or technical subjects). The number of periods covering theoretical subjects in the last year cannot exceed 27. Subjects of specialisation are directed to support technical knowledge. The teaching subjects' weekly scheme includes at least three weeks of interest activities per year, and in the last year there are two weeks.

The practical part of education (practical training and work practice) must involve at least 456 periods during the time of education.

In general, subjects and subjects within the specialist education, the process does not differ essentially from that applied in *gimnazija*. The teacher explains the content frontally or in-group classes, students use textbooks, workbooks and information technology. Subjects and specialist subjects, practical work are generally carried out with the active participation of students, including the preparation of project work and other forms of students' active participation. Education is mostly based on analytical thinking, which is the basis for developing technical skills.

Adults can attain a formal education degree either by enrolling in education and training programmes for youth which may (or may not) be adjusted to the specific learning needs of adults, or by enrolling in programmes specially developed for adults. In practice, however, at the secondary level there are virtually no special programmes for adults. Formal secondary education is provided by schools – some have special departments for adult education – as well as by adult education organisations accredited for delivering these programmes (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

08 - ACCUMULATING, TRANSFERRING AND VALIDATING LEARNING

0801 - VALIDATION OF FORMAL LEARNING: GENERAL CONCEPTS AND SCHEMES

Vocational and technical education in Slovenia starts after completed compulsory basic education as higher secondary education (secondary vocational education and secondary technical education) and continues at a tertiary level (post-secondary vocational education), which, however, is not a part of an university type of higher education.

The school year is divided into three assessment periods. Teachers assess the subjects. In each assessment period, the grades are usually oral, written, and numerical. The assessment scale is from 1 to 5, where 1 means that the pupil did not show a satisfactory level of knowledge. At the end of the school year, an overall achievement grade is awarded depending on all grades in individual subjects. Pupils go on to the next class if they have passed all the subjects and met all the other conditions set by the curriculum. At the end of the school year, pupils can retake the exams in a maximum of three subjects they have failed (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

A secondary school student who successfully completed a 2.5-year short-term vocational education sits for a final exam in front of an examination board, composed of teachers and experts proposed by the relevant chamber of employers. The final exam consists of theoretical and practical parts. The theoretical part covers a written and oral exam in the Slovene language, and the practical part a product or a service, including a defence presentation where the candidate also proves the links between his professional-theoretical knowledge and practical competence. After completed education the student is given a certificate on final exam which is a public document. Short-term vocational education enables the title assistant, for example "a dressmaker's assistant".

A student who successfully completed a 3-year secondary vocational education sits for a final exam in front of the examination board, composed of teachers and experts proposed by the relevant chamber of employers. The final exam consists of theoretical and practical parts. The apprentices who have completed secondary vocational education in the dual system sit for a practical part of the final exam in front of the board, composed of teachers and experts proposed by the relevant chamber of employers. The theoretical part covers written and oral exams in the Slovene language and in professional-theoretical subject, and the practical part a product or a service, including a defence presentation where the candidate also proves the links between his professional-theoretical knowledge and practical competence. Secondary vocational education provides the education for the occupations of a broad profile, with less standardised and more complex work with a higher level of independence and demanded innovations.

A student who successfully completed four-year secondary technical education or vocational-technical education sits for the vocational maturity which is a form of final exam in front of the examination board of teachers and experts proposed by the relevant chamber of employers.

The final exam or vocational maturity consists of:

- Compulsory part (written and oral exam in the Slovene language, written and oral exam in a professional-technical subject,
- Facultative part (written and oral exam in a foreign language or mathematics and a project paper or a product or service, including a defence presentation

where the candidate also proves the links between his professional-theoretical knowledge and practical competence).

General part of vocational maturity covers:

- Written and oral exam in the Slovene language and written and oral exam in a foreign language or mathematics.

General part of vocational maturity will be carried out partly externally.

After completed education the student receives a certification on vocational maturity which is a public/ official document. Secondary technical education programmes offer the educational level to obtain the qualifications for the occupations of the "technician" type. Such jobs are non-standardised and complex; the technicians prepare and control work, transfer their vocational knowledge into untypical situations and should be able to stimulate work groups to innovations.

The law enables the acquisition of secondary technical education also by passing master craftsmen, foremen and managerial examinations.

Master craftsmen, foremen and managerial examinations are comprised of four parts:

- a product or a service (at the master level for master craftsmen),
- professional theory covering technical subjects at the level of secondary technical or vocational-technical schools,
- legislation-management part (management part for the masters craftsmen), where a candidate proves his ability to lead the workshop, or, if he is foreman or manager, his group leading skills, and
- pedagogical part, which proves the candidate's pedagogical knowledge to work with apprentices in the dual system and adult-education knowledge for lifelong learning and training with his colleagues.

In compliance with the Rules on organisation and implementation of master craftsmen, foremen and managerial examinations, the examination takes place in front of examination boards, composed of experts who are selected by relevant chambers and nominated by the minister of education.

To finish education and acquire post-secondary vocational education level it is necessary to pass all exams, prove at least 80 % presence in the practical part of education (by written reports) and pass a diploma exam. The diploma exam comprises of a diploma work and its defence. The topic of the diploma work is determined by the mentor in the enterprise where the student attends the practical part of training, and the teacher in the post-secondary vocational school. The topic must be such that it is possible to prepare the diploma work within a month of practical training. The student then defends it in front of the three-member board. After successfully completed education the student receives a diploma with the name of the programme and the title of the vocational qualification for an "engineer" (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001).

0802 - VALIDATION AND RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING

In the system of Slovene vocational education, examination and certification is a characteristic of programmes of formal education and informal programmes which provide a public document. Examinations are also carried out in state-regulated, non-formal education and training. Although they deliver publicly-recognised certificates, these are in fact not equivalent to school certificates. Examinations on the basis of 'non-school' regulations are run at the level of individual industries, and as part of in-company training in some enterprises. The Craft Chamber carries out the certification of qualifications for pursuing activities which do not require a master's craft examination. Recently, the Chamber of Commerce and Industry also established its own assessment and certification system. The validity of certificates acquired in these systems, however, remains limited to the issuing company or organisation.

The need to develop ways of obtaining publicly valid certificates is also strongly underlined in non-formal education and training. To this end, national standards were developed in some training fields (languages). In addition, in some areas there is a strong tendency to supply training courses approved by the Professional Council for Adult Education as they provide public certificates. Another important ongoing project here is the development of methodology and procedures for valuing and recognising non-formal and informal learning and experience (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

In 2000, a procedure of examination and certification was developed with the support of the Phare MOCCA programme with a special emphasis on examination and certification of previous and experience-based knowledge. This allowed the model of examination and certification of vocational qualifications to get all the needed elements for its practical implementation. The basic motif for the legalisation of this system was the tendency of enabling adult population with no qualifications to gain access to formal qualifications and thus to improve their chances in the labour market. With the inclusion of the concept of lifelong education and learning into the Slovene education, certification was also given an important role in the provision of possibilities for its realisation (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2001).

The National Vocational Qualification Act (2000) introduced the possibility of assessing and certifying non-formal and informal learning and work experience, which is intended to provide nationally recognised certificates. The certification is undertaken under the authority of the MoLFSA. Further, these publicly-recognised certificates are not recognised by the formal education system. Although the Act on Adult Education (Article 7) introduces the option for assessing the equivalence of standards of training regulated by non-school regulations and their recognition in the formal system, so far no such procedures exist in practice. In the 2001-2003 period, 62 standards of knowledge and skills were prepared, 275 candidates successfully completed training and obtained licence to carry out assessments. By the end of 2003 the assessment procedures had been performed for 23 standards of knowledge

and skills and 485 individuals had acquired national vocational qualifications (RIC, unpublished) (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

09 - GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

0901 - STRATEGY AND PROVISION

The principal providers of career guidance services in Slovenia are schools and Employment service of Slovenia (ESS). In both settings professional counsellors are employed. Guidance in schools is provided by school counsellors who work in school counselling services. Guidance counsellors are employed in primary schools (age 6-15) and secondary schools (age 15-19). They provide broad range of guidance (personal, social, vocational). According to research carried out in education sector, school counsellors spend about 30% of their working time for tasks related to vocational guidance. In secondary schools this percentage is lower (about 11%). Schools have at least one school counsellor, bigger schools have two or three counsellors.

In principle, counsellors don't teach but there are some exemptions. There are no career teachers in Slovene schools. Career education is not a special subject. It's supposed to be included, according to Guidelines on Career Education, in other subjects. In reality, the extent of career education in the curriculum is limited. The provision of career education depends on teachers, on their will and competencies to integrate career education in the subject they are teaching. It seems that the situation is better in first four years of primary school, since there's more career education (knowledge about occupations, etc.) in the national curriculum. Institute of Education which support the development of the school counselling service published a manual on career education in primary school in 2001. There are only traces of career education in general secondary schools. In vocational schools, career guidance was in past seen as an activity, which does not refer to students in vocational schools, "because they have already chosen their occupations". The situation is changing, due to activities undertaken by Centre for Vocational Education and Training (CPI), which has different attitude: vocational guidance and career education should have an important role in vocational schools as well. CPI has already made concrete steps to achieve this goal.

Guidance in ESS is carried out by career counsellors working in local and regional office throughout Slovenia and is co-ordinated by department for vocational guidance at central office. First Vocational Information and Counselling Centre (CIPS) was established 1999. In 2002 seven CIPS are operating in the frame of Employment Service Slovenia (two of them are bigger) and two in partnership with other partners. Career counsellors in ESS and CIPS provide guidance service for unemployed and students. In principle, guidance service is offered also to other adults (employed) but in practice they present only 2% of all clients.

There are adult educational guidance centres (ISIO) located in adult training centres which are co-ordinated by Slovene Institute for Adult Education (SIAE) and provide guidance to adults during and after the educational process. Sometimes adult training centres have full time counsellors (in ISIO centres) but in most cases guidance is provided by other staff in the centre. SIAE develops professional doctrines, maintains databases on training and guidance opportunities and carries out relevant projects.

There are some other organisations operating in the field of guidance. Chamber of Craft is responsible for apprenticeship system (craft). Its role is to find suitable employers, licence them, arrange contracts, place apprentices etc. Chamber also produces information materials on apprenticeship (on apprentice system, learning opportunities) and actively promotes craft occupations and job prospects (fairs, etc.).

Chamber of Commerce and Industry was in the past not active in the field of guidance but in the last few years Chamber has shown growing interest in guidance and began to co-operate in guidance projects. The Centre for Vocational Educational and Training (CPI) also became active in the field of guidance, providing information materials on vocational occupations, vocational training. CPI is promoting a number of guidance projects and is very active in recent national project for drop-out prevention.

In Slovenia there is no guidance service specialised for students in higher education. Students can get guidance and counselling in ESS and VICC but this help is not specialised.

Responsibility for management and funding reflects organisational structure of services: school counsellors are funded by Ministry of Education. There is no special budget for other guidance activities in schools, therefore it depends on the school how much resources are spent for guidance activities (informational materials, etc.). Career counsellors in ESS are financed from ESS budget. There is also a special budget for guidance activities (information production, collection and dissemination, ICT, training, etc.) and national contribution for NRCVG, which operates in the frame of ESS central office. ESS provides and fund substantial part of national guidance programme for school students in primary (and secondary) schools.

In the early nineties, some private counselling agencies, which provide mostly vocational training or placement, but also some guidance activities, have emerged. Some bigger companies provide guidance services for their employees. (Policies for information, guidance and counselling services, National questionnaire, Slovenia, 2001)

0902 - TARGET GROUPS AND MODES OF DELIVERY

Target groups are defined on different levels. Generally, they are defined on the level of legislation. First is Act on Employment and Insurance Against Unemployment 1997. Guidance is mentioned among other activities of ESS: " (ESS) provides vocational guidance, information and counselling for young people and adults and develops methods and tools for vocational guidance". It is also mentioned that unemployed persons attending employment programmes have right to claim for a free access to guidance, information and counselling. Among the acts on education the most important for guidance is The Act on Organisation and Funding of Education. School where counselling service is defined: "In public schools and kindergartens the school counselling service operates. It provides counselling to apprentices, pupils, students, teachers and parents and co-operates with tutors, teachers and school management in planning, following-up and evaluating the development of schools or kindergartens, in performing educational tasks and provides vocational guidance. In the Act on Adult Education (1996) is defined that counselling as the activity is a part of the Annual Programme of Adult Education, which is adopted every year by the government.

In most of other documents, targets groups are usually defined in the context of the employment and education and are not defined explicitly for guidance. An example: in the employment sector, the unemployed people are priority

target group for the employment activities – consequently they are priority target group for all services in ESS, including guidance service.

In employment sector, the target groups are defined on the national level in the document Employment Action Plan 2000-2001 and 2002-2003. This action plan is constructed on the basis of priorities and guidelines of the European Commission and involves activities for many target groups: unemployed, employed, students, long-term unemployed, unemployed without vocational qualification, older unemployed, young unemployed, drop-outs, disabled, etc. and the measures for each target group; sometimes guidance activities are among these measures.

In other cases, the target groups are defined by organisations (providers) according to their mission. In school broadly defined target group is school students. In past some schools and counsellors decided to work more with certain target groups, like underachievers, pupils with behavioural problems etc. From 1998 according to Guidelines for School Counselling Services the target group is all students in the school. Counsellors should carry out all activities listed in the Guidelines and work with all students. Guidance is also one of these activities. School counsellors should provide guidance activities in compliance with minimal standards of guidance activities as defined in Guidelines. Though school counsellors gave support for the Guidelines in 1998 they also said that in practice it's sometimes very difficult (or impossible) to meet so broadly defined standards and goals.

Different target groups though there's feed-back from practitioners that the range of different methods (or programmes) is not satisfactory. There's a lack of suitable methods specially for drop-outs. ESS has a programme suitable for drop-outs, called Project learning for Young Adults (Projektno učenje za mlade, "PUM"), but the offer does not meet the demand. There's a lack of other suitable methods (like outreach etc.). (Policies for information, guidance and counselling services, National questionnaire, Slovenia, 2001)

There has been a clear policy in ESS regarding delivery of guidance services in the last five years. The priority in development and implementation was (and still is) on:

- computer delivery methods: informational databases on computers, use of Internet to deliver information and guidance, etc.
- self-help techniques: including paper-and-pencil self-assessment tools and skills learning programme
- group guidance programmes

The reasons for such policy are needs of clients, but also the interest of management, which is searching ways how to decrease the cost and increase the effectiveness of guidance services. The policy also supports methods, which liaise school students and employers.

In education sector there are similar ideas about such policy, but it's not officially approved and there are no signs yet that implementation of such policy takes place. (Policies for information, guidance and counselling services, National questionnaire, Slovenia, 2001)

GUIDANCE IN ESS

VOCATIONAL GUIDANCE FOR SCHOOLCHILDREN

The ESS forms a link between the labour market and school system and therefore strong co-operation in vocational guidance for schoolchildren between education and employment spheres is needed.

ESS career counsellors conduct only a limited amount of vocational guidance for schoolchildren, with the major part being carried out within schools themselves. The vocational guidance carried out by ESS career counsellors is defined in the programme of work with schoolchildren, which is co-ordinated with the school system. A glance at the numbers of children who have come for individual advice sessions shows that 46% were primary school pupils, 38% were secondary school pupils, and 16% were students. For 2003, 8,000 consultation sessions with young people were planned. The number of consultation sessions with young people exceeded the plans, mainly because young people seek additional advice from independent institutions such as the ESS, in this case when making a decision on furthering their education, especially during the enrolment period. Primary school children mostly seek advice due to difficulties in enrolling in secondary school, secondary school pupils because they want to change their study course and to get help in planning their future career path, and students in connection with changing their study course or career objectives. In 2003 career counsellors also carried out 8 'Getwork' workshops on career planning for students (prepared and run by the ESS, organised by the students' organisation) and 53 group consultation sessions for secondary school pupils.

VOCATIONAL GUIDANCE FOR ADULTS

The aim of vocational guidance for adults is to enable a successful career path of an individual and thus improve his/her employability. The number of individual advisory sessions with adults has been growing from year to year (including 1993), particularly since the inception of the Modernisation of Vocational Guidance Project in 1998. For 2003, 18,000 consultation sessions with adults were planned. In 2003 career counsellors worked with 18,675 adults. Most (61%) were women. Most of the adults attending individual consultation sessions with career counsellors were registered unemployed people (93%). This form of consultation was also used by unemployed people who are not registered, those who dropped out from the regular school system and people in employment. Most clients were young people under the age of 26 (54%). Most candidates for education programmes come from this age group. Of the total attending sessions, 36% were aged between 26 and 40, and 10% of them were over the age of 40.

The 'In a Different Way About Occupations' programme is carried out not only for schoolchildren but for unemployed adults as well. The programme is realised by providers selected by means of a public tender. The aim of the programme is to inform participants of individual occupations so they may start appropriate education or training and seek the most suitable forms of employment, and to promote those occupations that suffer from a shortage of candidates.

In 2003 career counsellors also carried out some group forms of work with adults (workshops, motivational workshops, campaigns to accompany the lifelong learning week). The number of unemployed people attending the team sessions has been increasing as well.

VOCATIONAL INFORMATION AND GUIDANCE CENTRES (VIGCs)

VIGCs supply young people making their first decision on their future occupation, and adults (unemployed and those in employment) changing their professional career, seeking new employment or wishing to continue their education, with correct and sufficient information to make it easier for them to take decisions independently. They are also of assistance to career counsellors, to employment advisers who need information in order to improve their work results, and to other interested parties. In 2003 there were two VIGCs, one in Ljubljana and one in Maribor, and 11 VIGC information points throughout Slovenia.

The number of visitors is constantly increasing. In 2003 VIGCs logged 55,871 visits and over 14,000 telephone calls, most frequently from unemployed people (43%), primary and secondary school pupils (20%), students (9%) and people in employment (8%). There was a significant increase in the number of unemployed people who visit VIGCs in order to obtain information on employment opportunities. 4,500 visitors were registered in 2003.

In 2003, VIGCs actively participated in the EU National Resource Centre for Vocational Guidance (NRCVG) network. A seminar entitled 'European Mobility' was organised, and the PLOTEUS portal and the latest research and events in vocational guidance in the EU were introduced. Software for assessing interests (the Programme: Where and How), which can be used by young people as well as unemployed people, was updated and improved, and a seminar for all careers counsellors who were not familiar with it, was held. The Indicator of Occupations for Seventh-Grade Primary School Pupils leaflet was published in collaboration with the National Education Institute of the Republic of Slovenia (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2003).

0903 - GUIDANCE AND COUNSELLING PERSONNEL

The tasks of school counselling services are carried out by school counsellors who are psychologists, pedagogues, social well-fare workers, social pedagogues and defectologists. School counselling service liase with Employment Service of Slovenia when providing vocational guidance services. (Policies for information, guidance and counselling services, National questionnaire, Slovenia, 2001).

Career counsellors in Employment service Slovenia are mostly psychologists. There are only few exceptions, mainly elderly employees.

In Vocational Information and Counselling Centres (CIPS) there's a number of extra staff at the information desks. They provide information to clients, help them to find information resources, refer them to counsellors etc. (counselling service in VICC is provided by counsellors of ESS). They have mostly 3-4 years post-secondary education or university degree.

In ISIO centres there are working counsellors who have University degree; they are "andragogs" (pedagogues for adults), pedagogs, sociologists or. (Policies for information, guidance and counselling services, National questionnaire, Slovenia, 2001).

The ESS carries out group and individual forms of vocational guidance and counselling for adults (mainly unemployed and redundant workers) and young people. Individual and group counselling for the unemployed is undertaken by specialised vocational counsellors with a university degree in psychology in close co-operation with ESS employment advisers (Modernization of VET in Slovenia, National VET Observatory of Slovenia, 2002).

INITIAL TRAINING

The relevant university diploma is the only precondition to get and to keep the job of career counsellors in Slovenia.

Employers (i.e. guidance providers) like schools, ESS (and ISIO centres) usually look for counsellors with work experience, but it's not an official demand.

FURTHER TRAINING

There's a lack of guidance specific training in Slovenia. The situation is better in ESS, where different training guidance modules have been developed in the frame of PHARE project Pilot VICC. All career counsellors in ESS attended 36 days of training in guidance in two years (1997 and 1998), though it was officially not obligatory. This trend has continued in next years on a smaller scale. All those courses are internal and not available to counsellors from other settings. The problem is that this is not a regular training system and that courses are not certified by some professional body.

School counsellors have the opportunity to attend vast range of training courses which they choose from the Catalogue of training programmes. Many of them are relevant for guidance (counselling techniques etc.), but there's a lack of courses specialised in guidance. School counsellors have less opportunities to be trained in guidance skills than career counsellors in ESS. Further training of school counsellors is organised also in the form of "study groups", where school counsellors choose the subject they are interested in and then work on this subject. Study groups are co-ordinated by Institute of Education.

Staff in ISIO centres received training developed and provided by Centre for Adult Education. Each year 50 hours of staff time is devoted to counsellors training.

Only a small number of bigger companies employ counsellors whom they call Career development counsellors or experts. In some cases (big foreign or multinational companies) they attend company's internal training. In many cases private HRM agencies provide training for those counsellors. (Policies for information, guidance and counselling services, National questionnaire, Slovenia, 2001).

10 - FINANCING - INVESTMENT IN HUMAN RESOURCES

1001 - BACKGROUND INFORMATION CONCERNING FINANCING ARRANGEMENTS FOR TRAINING

POLITICAL BACKGROUND: NATIONAL POLICIES AND AIMS OF FINANCING

Social partnership is a basic principle of the system of vocational and technical education and training in Slovenia. This means that the social partners should take part in the planning, programming and implementation of vocational and technical education.

According to the Memorandum on the Further Development of Vocational and Technical Education and Training (prepared in 2000), the following strategies should be pursued in the next few years:

Taking into account the developmental direction of the Republic of Slovenia, strategic goals of the development of labour market until 2006, employment policy and programmes, the decision to join the European Union in times of globalisation and accelerated technological changes and, along with all of these, the decision to develop a modern approach to human resources development in the field of vocational and technical education and training in the process of overall further development; particular attention is given to three key tasks:

- a. to increase flexibility;
- b. to improve quality; and
- c. to fully implement social partnership.

Co-operation of the social partners at the regional level as well as recognition and realisation of occupational standards and modular system will lead to improved flexibility of the system. The system should be able to adapt quickly and efficiently to changing conditions in the local environment as well as all society at the national and international levels.

The increased autonomy of »schools« (deregulation etc.) and decentralisation of the system of vocational and technical education and training require a decentralised network of commissions responsible for recognising occupational qualifications and setting up a system of quality establishment and quality assurance in the organisations which carry out education and training programmes.

Deregulation and decentralisation of the organisation and financing of vocational and technical education and training are linked with plurality and clear evidence of the sources and ways of financing. These could be achieved by a better information system and well-trained and well-qualified managers and other professionals. The social partners' involvement in financing and managing vocational and technical education and training is necessary.

Employers take part in the practical training of pupils, apprentices and students at post-secondary vocational schools, however their scope of involvement differs. Their investments in the preparation and equipping of training positions are not valued in the same way as training positions in a school. Detailed information here is not available. Employers organised within the Chamber of Crafts of Slovenia supported the development of the dual system of vocational education and training by providing total financial support of approximately 6 million Slovenian tolar. However, also the funds for educational offices within the two key chambers (the Chamber of Commerce and Industry and the Chamber of Crafts) should be seen as a contribution to realisation of the employers' role in the dual system, organisation of interim tests and the practical part of final exams.

LEGAL BACKGROUND

The umbrella act regulating the financing of vocational and technical education and training is the Act on the Organisation and Financing of Education. It stipulates the sources of financing and norms and standards that apply in determining the necessary funds. Norms and standards are determined by the Minister of Education by a special regulation.

Financing of vocational and technical education and training is highly influenced by regulations on wage policy. Namely, salaries represent the highest spending category for schools (over 80% of all funds). (Financing of VET, 2003).

1002 - FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

ADMINISTRATIVE REGULATION OF FINANCING

As public institutions, public vocational and technical schools in Slovenia are funded by the national budget. Funds are provided by the Ministry of Education, Science and Sport within the framework of its financial plan which is an integral part of the national budget. Schools report to the Ministry on the number of students and propose the systematisation of jobs by categories according to the corresponding norms and standards. If justified, the Ministry signifies its agreement with the systematisation of jobs which are, in accordance with the regulations on wages and corresponding collective agreement, determined by quotients and related allowances. On the basis of the systematisation of jobs and the number of classes, schools receive funds for salaries and running costs on a monthly basis.

Investments and upkeep are determined by an annual plan that, on the proposal of schools, is defined by the Ministry of Education on the basis of certain priorities and the scope of funds in the national budget. For these purposes, the Government adopts special annual plans and budgets.

According to the law, schools as public institutions can also carry out activities not determined as public services. The scope of these activities depends on the space and human resource capacities of schools. In this way, schools are able to obtain additional funding by selling their products and services in the market. Additional funds should be devoted to strengthening basic school activities (running costs, upkeep and investments). If agreed by the Minister, part of these additionally obtained funds can be earmarked to boost salaries.

Vocational education and training is also covered by other state sectors, as well as individuals and employers - companies. The Ministry of Labour, Family and Social Affairs is responsible for providing scholarships to pupils (students). Through the Chamber of Crafts and the Chamber of Commerce and Industry, the Ministry of the Economy provides funding for carrying out the practical training of apprentices in companies.

The Ministry of Education, Science and Sport records education expenditures according to the unified programme functional classification prescribed by the Ministry of Finance. This classification does not distinguish between different forms of secondary education – between vocational–technical and general education. Besides this, the Ministry has evidence on the financing of an individual institution – school. However, a school can carry out both general and lower or secondary vocational and technical education programmes. In the 1995-2002 period, public expenditure on education (including pre-school education) ranged from 5.5% to 5.7% of GDP (data from the Report on Development of the Government of the Republic of Slovenia). (Financing of VET, 2003)

Table: Budget expenditures of the Ministry of Education, Science and Sport for secondary education and the proportion in GDP (in current prices)

	EXPENDITURES IN SIT MILLION	% IN GDP
2000	40 366	0.96%
2001	47 127	0.99%
2002	53 792	1.02%

Source: Ministry of Education, Science and Sport, 2003

TRAINING IN ALTERNANCE (INCLUDING APPRENTICESHIP TRAINING)

FINANCING DUAL-SYSTEM PROGRAMMES OF VOCATIONAL EDUCATION AND DIVISION OF RESPONSIBILITIES

The main differences between the dual-system and school-based vocational education relate to the status of apprentices and students, as well as the rights and obligations deriving from the status and responsibility of employers for implementing the practical part of vocational education programmes. Responsibilities are linked with financial commitments.

The reform of vocational education and training in Slovenia and introduction of the dual system have also brought about financial obligations of employers as regards the organisation and implementation of practical training. Financial commitments of employers are particularly related to the preparation of training posts for apprentices, implementation of practical training of apprentices (including the income of trainers) and the payment of monthly rewards to apprentices according to the related apprenticeship contract. The minimum monthly reward for an apprentice is determined by the Act on Vocational and Technical Education (the lowest being 10% of the average gross salary in the economy for the 1st year of training, 15% for the 2nd year of training and 20% for 3rd and 4th years of training). Apprentices are provided with social insurance (health and old-age insurance), while employers cover contributions for apprentices for accident-at-work and disability insurance. According to the law, the state completely covers the costs of apprentices' social insurance for the 1st year of training and 50% of costs for subsequent years. The remaining 50% of social insurance costs for apprentices in the 2nd, 3rd and 4th years are covered by employers.

It should be pointed out that employers have been seriously discussing the need to establish special funds serving to cover at least part of employers' costs related to the dual system. Namely, the costs of practical training of apprentices can be quite high for relatively small companies or craft workshops. According to recent calculations by the Chamber of Crafts and the Chamber of Commerce and Industry, the 3-year practical training of an apprentice costs an employer approximately SIT 4,000,000 and a chamber an addition SIT 111,000.

To a certain extent, the state is aware of the fact that employers have taken over a great part of the financial support of apprentices. Each year, the Ministry of the Economy earmarks SIT 90 million to encourage employers who train apprentices. In practice, this means between SIT 30,000 and SIT 40,000 per year per apprentice. The amount depends on the yearly number of apprentices. However, this incentive is clearly insufficient. Already in the dual system's starting phase, the two chambers that have daily contacts with their members and regularly analyse the elements and measures stimulating or impeding the dual system proposed a minimum of SIT 100,000 of stimulation for an employer (per year per apprentice). This would definitely contribute to boosting the interest of apprentices in dual training while making employers feel that the state actually supports them. Periodically, employers who train apprentices – members of the Chamber of Crafts only, receive financial support from the Funds for the education of workers in self-standing entrepreneurs. Usually this support accounts about SIT 15,500, but so far the payments have been realised only once. The state (Ministry of Education, Science and Sport) also partly covers the costs (approximately SIT 3,000,000) for carrying out the interim tests and final examinations of apprentices. These funds are given directly to secondary schools and thus also cover material costs such as rent for school workshops and 1/3 of teachers' compensation. Agreement on this between the Ministry and the Chambers is made on an annual basis.

Thus, financing of the dual system's vocational education and training is primarily the responsibility of the state and employers or employers' representatives (chambers). Trade unions as social partners are almost not involved in these processes except in the case of nominating trade union representatives to examination committees for the practical part of final examinations. However, even this is influenced by receiving the state's financial support. (Financing of VET, 2003).

1003 - FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

The education ministry and labour ministry bear the main administrative responsibility for continuing and adult education. Yet, with the introduction of the social partnership in vocational education and training the representatives of employers and employees have been gaining an increasingly important role; they are represented in national bodies. Considering the education and training of the unemployed it is organised and financed by the ESS.

It may be concluded that the administration of CVT and adult education is also strongly centralised. Indeed, there is a tendency to greater decentralisation. However, the issue of funding is largely still open. For the time being, local communities are quite an unimportant source of financing CVT and adult education but they do have a say in defining the training needs of their communities.

FULLY OR PARTLY PUBLICLY FUNDED ADULT EDUCATION AND TRAINING

Adult education is financed via three main financial sources: employers, individuals and public finances. No reliable evidence on the contribution from each source is available. Considering the data from SIALS (1998), employers and individuals themselves bear the largest shares of costs of education and training whereas public funds are the third most important source (cf. Mohorcic Špolar, V. et al. 2001).

In the national budget 0.1% of GNP is earmarked each year for adult education. The next most important source is the public finances directed to the realisation of education and training measures within the active employment policy. A certain amount of funding for training is also earmarked in the budgets of other ministries (Ministry of the Economy - primarily for financing managerial training, Ministry of Agriculture and the Ministry of the Interior).

REGULATORY FRAMEWORK

The law on the national budget is passed each year and defines the scope and allocation of funds in the state budget earmarked for education and training. These funds are under the authority of the Ministry for Education; their distribution is regulated by the school legislation. Every year a considerable share of the national budget is put aside for financing the realisation of active employment policy programme. The funds are regulated by the labour and employment legislation and are under the authority of the labour ministry. In addition, laws regulating certain other fields sometimes address – either directly or indirectly - investment in human resources.

Among the school legislation, the Act on the Organisation and Financing of Education represents the umbrella law in the field of education; it regulates the utilisation of public funds in education and training directed to training supply. It identifies the kinds of costs financed from public funds as well as education and training providers who are entitled to these finances.

A NUMBER OF ISSUES CONNECTED TO THE FINANCING OF ADULT EDUCATION ARE REGULATED BY THE ADULT EDUCATION ACT.

The Employment and Unemployment Insurance Act represents a legal basis for the public financing of education and training, and retraining of the unemployed as well as the co-financing of training and retraining of redundant workers in order to keep their employment or increase their employability in the external market.

When speaking of training and the employment of certain excluded groups, legal documents regulating the rights of the disabled are important. There are three laws regulating the disability status and the right to vocational/professional rehabilitation linked to status: The Pension and Disability Insurance Act, The Act on the Disabled Due to War, The Act on Training and Employment of Disabled Persons.

At the end of 2002 a special Act on Core Developmental Programmes in Education and Science for the Period 2003-2008 was passed by Parliament. The Act provides additional financial means for financing education and training intended for improving the employability of adults and non-formal general education - primarily in terms of enhancing ICT skills. The minimum yearly amount of finances provided on the basis of this Act is also fixed. It is worth noting that this is the first law to address adult education that has opened the doors to the co-financing of the demand for training and retraining at the individual level.

ADMINISTRATIVE FUNDING STRUCTURE

Funds from different public sources intended for financing CVT and adult education are administered and distributed by different actors. Finances earmarked in the budget for adult education are governed and distributed by the Ministry of Education, Science and Sports. The distribution is mainly done through public tenders. The Ministry of Education, Science and Sports is also responsible for monitoring the use of the finances and the outcomes. The funds under the authority of the education ministry are directed to the supply side. The development of new training programmes/courses, new approaches in adult education, carrying out infrastructural activities and the like are financed from this source. Hence, the funds are delivered to adult education and training providers and to other organisations carrying out research and developmental work in the field of adult education.

Finances allocated to training and retraining of the unemployed and redundant workers are governed by the Ministry of Labour, Family and Social Affairs. Operationally, the distribution and administrative work related to this is performed by the Employment Service of Slovenia (ESS) in line with the Employment and Unemployment Insurance Act and other legal documents regulating implementation of active employment policy measures. These funds are chiefly directed to the demand side (individuals, enterprises) but also to the supply side (development of new initiatives, programmes and projects).

As for the financial means under the Act on Core Development Programmes in Education and Science for the Period 2003 – 2008, they are formed and governed by the Ministry of Education, Science and Sports and are directed to the demand and supply sides (co-financing of the direct costs of individuals participating in education and training, investment in schools and their facilities; financing R&D activities). The education ministry is in charge of defining the procedures and criteria for the distribution of funds.

The administrative structure of the public funding of CVT and adult education is presented in the table below.

ENTERPRISE/SOCIAL PARTNER-FUNDED TRAINING

The restructuring of firms and enterprises in the period of transition significantly reduced the investment of employers in workers' training. The official statistical data show that those employed in the public sector, above all in public services, and in financial, business and technical services have the best opportunities for education and training. On the other hand, industries with the largest shares of low-skilled workers provide the least training to their employees (cf. Cek, Vranješ 2002, 2003). According to the Labour Relations Code, it is the right and duty of workers to participate in education and training because of the requirements of the working process, to maintain and expand their professional competencies related to work, and to keep employment. As for employers, they are obliged to provide education and training to their employees when required by the working process and when training helps keep employment. In such cases, the employer has the right to send the worker off for training. Hence, the Labour Relation Code does not directly address the issue of financing training of the employed but does so indirectly. It is left to the collective agreements to specify the types of costs of training borne by employers and those borne by individuals.

REGULATORY FRAMEWORK

The co-financing of education and training in enterprises from the public budget is based on two main legal acts, namely the Employment and Unemployment Insurance Act and the Act on Core Developmental Programmes in Education and Science for the Period 2003-2008. The first one makes it possible for co-financing the training and retraining of redundant workers and, in certain conditions, qualification restructuring in enterprises. The second act,

on the other side, provides legal and financial grounds for co-financing education and training of the employed whose jobs are threatened due to their education and qualification deficits. There is also an act on protection at work that requires employers to regularly provide their employees with training for safety at work. It is automatically assumed that the costs of training are paid for by employers.

Employers are obliged by collective agreements to cover direct costs (tuition fee, learning materials, travelling costs and costs of subsistence) as well as indirect costs (remuneration of wages and salaries for the time of absence from work due to training) of the training that they initiate. Individuals themselves finance education and training mainly when it is not in the interest of their employer. Sometimes, they are also forced to co-finance training needed at work.

There are no joint funds of social partners dedicated for education and training of the employed. A private fund exists only in the craft sector. It is financed exclusively by employers; they contribute 1% of gross salaries.

TRAINING LEAVE SCHEMES

According to collective agreements the time spent in employer-initiated training organised during work time is considered time spent at work. This means that the employer is expected to bear the costs of wages and salaries of the participants. When the training is organised outside work time, the employer and the employee should agree who is to bear the related costs. To reduce the indirect costs of training, employers attempt to place training outside work time and shift the costs to the employees.

The Labour Relations Code states that a worker who participates in education and training in line with the needs of the production process to maintain, improve and expand his/her professional competencies related to his/her work or to keep their employment, but also a worker who participates in training in line with his/her personal interests, has the right to be absent from work to prepare and sit for exams. If this right is not regulated in collective agreements, the worker is entitled to be absent from work on the days when he/she first sits for exams. According to collective agreements, when training is linked to one's work or to preserving one's employment the remuneration of the wage/salary for the time of absence due to the training is covered by the employer.

The General Collective Agreement for the business sector states that an employee who participates in formal education programmes in line with their employer's interest is entitled to paid absence from work in order to prepare for exams.

The rights and obligations of the employee and employer linked to the employee's training are regulated by individual contract.

The costs of education and training that is not in the employer's interest – direct as well as indirect – are as a rule covered by the participant him/herself.

Hence, when speaking of the enterprise/social partners funded training there are two main sources of direct funding: employers and employees. Co-financing from public funds is targeted to groups of employees who are either in danger of losing their jobs or who are already temporarily or permanently redundant; this will be dealt with separately.

DISTRIBUTION AND ALLOCATION OF FUNDING

The most recent data on education and training in enterprises was collected in 1999 through the survey CVTS2 that was carried out by the National Statistical Office. It shows that of 6,510 economic and non-economic organisations providing data, 56% had organised the training of their employees. Of all those employed in these organisations, 43% (190,739 people) had participated in training. On average, employers provided about 28 paid hours per employee for training. According to the same data source, firms and enterprises invested in training the employed a total of SIT 12,215,131,000. The average costs of training per employee added up to around SIT 27,000 or SIT 64,000 per participant.

The data from the CVTS2 further show that 38% of firms and enterprises invest in qualifications of their workforce according to their global human resource development strategies; about 40% of organisations had such strategies developed at the individual level (Rapid Reports No. 83/2002, Tab. 2.1.). In general, it is left up to employers and managers to decide what kind of training is in the interest of the enterprise and who is to undergo the training. Given some research findings, the vast majority of education and training – formal and non-formal - financed by employers is related to work (Mohorcic Spolar, V. et al. 2001). The same findings reveal that employers tend to invest primarily in their core workers who are expected to contribute most to the productivity and competitiveness of the firm. Poorly educated workers in less-skilled positions who are easily replaceable have only limited access to paid education and training. There are no measures promoted by the state or social partners to stimulate employers to invest more in the qualifications of this last category.

CO-FINANCING OF EDUCATION AND TRAINING OF EMPLOYEES FROM PUBLIC FUNDS

The Employment and Unemployment Insurance Act ensures the possibility of employers' access to co-financing of the training of employees from public funds for financing the active employment policy programme. From public funds the following can primarily be co-financed:

- education and training of newly employed workers; and
- training and retraining of redundant workers (including covering part of the costs of training and retraining of permanently redundant workers in the period of the termination notice).

Education and training co-financed from public funds can have the form either of general publicly-recognised education and training or training for firm-specific skills and competencies.

The maximum duration of general training is 6 years and for job-specific training it is 1 year.

General publicly-recognised education and training can be financed to the level of 50% of the incurred costs, and firm-specific training in the amount of 25% of costs. When it comes to SMEs, it is possible to increase this ceiling.

The yearly total sum of co-financing education and training is limited to as many as 7 minimum monthly salaries/wages per participant.

An employer who has received co-financing for from public funds must keep the worker who has undergone that training at least twice as long as the period of training.

Co-financing is operationally realised by the National Employment Office. The funds for co-financing the costs of education and training are distributed to the providers of training. Rights and obligations linked to co-financing are specified in the contract concluded between the employer and the ESS, the job fund or another organisation authorised to carry out the training. (Financing of VET, 2003).

1004 - FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

The rights connected to the status of the unemployed person - including the right to education and training - are financed from public funds formed partly through the contributions of the employed from their wages and salaries, and employers as a percentage of payrolls collected in the national budget, and partly from other state budget sources (Approximately 10% of funds needed to finance the rights connected to unemployment are collected in this way).

In general, the scope of public funds intended for financing education and training of the unemployed are allocated to each type of training by the active employment policy programme. As a rule, full direct and indirect costs of training of the unemployed are covered by public finances. On the basis of the Employment and Unemployment Insurance Act and the Statute on Realisation of the Active Employment Policy Measures it specifies the scope of financing covering individual types of costs for each individual measure with ceilings fixed for each type of cost.

The funds earmarked in the budget for active employment policy measures, including education and training, are allocated to the Ministry of Labour, Family and Social Affairs. They are then transferred to the ESS that is in charge of selecting the unemployed participating in training and the providers of education and training. The providers are selected via public tenders or directly by the ESS while unemployed persons realise the right to education and training on the basis of their individual employment plans. Priority is given to those who obtain co-financing by employers.

The finances covering the costs of the delivery of training are generally distributed to the providers of training as a payment for the delivery of services. As for finances covering other costs connected to training (subsistence, transport, learning material and facilities, accommodation costs and the like), they are paid to participants. Participants are also entitled to free insurance for work accident and professional disease if required due to the nature of the training, and to free health insurance. Since the participants in training lose the status of an unemployed person they also lose the material benefits connected to that status. As students they obtain the right to study grants in line with the regulations on study grants in initial education.

People who terminate their training before completing the programme for unjustified individual reasons are required to return all or part of the financial means in the amount of the costs of the training programme together with a defined interest rate.(Financing of VET, 2003)

Table: Public funds for education and training programmes for the unemployed (in SIT '000)

YEAR	AMOUNT
1997	2.031.882
1998	2.709.889
1999	3.767.078
2000	1.941.615
2001	2.969.987
2002	2.208.005

Source: Employment Service of Slovenia, Annual Reports for individual years, Tab. 35

1005 - PERSPECTIVES AND ISSUES: FROM FUNDING TO INVESTING IN HUMAN RESOURCES

The existing centralised management and financing of vocational and technical education and training do not support the introduction of new strategies. According to the law, vocational and technical schools can be established only by the state as well as schools fully funded by the national budget (in accordance with the norms and standards defined by the Minister of Education). Schools can acquire additional funds by selling their educational services, in particular for vocational and technical education of adults (unemployed persons, re-qualifications of employed

persons, functional training). Schools can also sell part of the products that result from practical training in school workrooms (food production, agriculture, metal industry). Nevertheless, this share is negligible and, from the competitive point of view, also questionable.

In the next few years, the decision of the Republic of Slovenia to establish a regional structure will enable the transfer of some managerial tasks from national to regional levels. Further, regions should be responsible for the establishment of vocational and technical schools as well as their financing. Besides, new Starting Points for the preparation of education programmes, which were in accordance with the Minister of Education approved by the Council of Experts for Vocational and Technical Education, envisage at least 24 weeks of practical training in the working process for all forms of vocational education and training (including school-based vocational education).

Due to these circumstances, the Ministry of Education, Science and Sport has planned a special project to change the funding of secondary schools (within the developmental programme for the implementation of starting points approved jointly with the Ministry of Labour, Family and Social Affairs). The new model of funding secondary schools will be prepared and carried out in four secondary schools on a pilot basis. It is planned that the new model will be fully implemented before 2006.

Regarding CVT and adult education it is characteristic that the state has still not introduced any scheme such as a levy scheme, deduction of taxation, individual learning accounts and the like to motivate greater private investment in human resource development, by employers or individuals. Moreover, no private training funds have been established in order to finance the education and training of adults.

There is no stable funding of CVT and adult education; the investment largely depends on the yearly availability of public finances.

In addition to the EU indicators, some national (financial) indicators of investment in training are necessary in order to capture the most important national particularities. However, the most urgent measure needed is to establish a suitable monitoring system of the funding of CVT and adult education. (Financing of VET, 2003).

11 - EUROPEAN AND INTERNATIONAL DIMENSIONS, TOWARDS AN OPEN AREA OF LIFELONG LEARNING

1101 - NATIONAL STRATEGIES RELATED TO POLICY PRIORITIES, PROGRAMMES AND INITIATIVES AT EU LEVEL

Slovenia is as a member of EU entitled to EU structural assistance. In the 2004-2006 period Slovenia will be entitled to assistance of the so-called objective one through four structural funds: European fund for regional development, European Social fund, European Agricultural Guidance and Guarantee Fund, Financial Instrument for Fisheries Guidance and Cohesion fund.

Slovenia adopted Single Programming Document (SPD), which represents the basis for the implementation of the Structural Funds supported activities for the 2004-2006 period. The SPD is based on the overall Strategy of Economic Development and the National Development Plan and already includes the outline of measures, which Slovenia will implement during this programming period.

The Priority No. 2 (amongst the other four priorities defined in the SPD) is Knowledge, human resource development and employment. Activities of this priority will be delivered via four measures financed by the ESF:

- Developing and promoting active labour market policies
- Facilitating social inclusion
- Lifelong learning
- Fostering entrepreneurship and adaptability.

LLL measure is geared towards accelerating the process of flexibilisation and responsiveness of the education and training system in order to ensure the long-term balance of educational supply and infrastructure to the economic and labour market demands. Within this strategy, the pro – active attitude towards lifelong learning should be of key importance of further economic, employment, social development at both national and local levels. Slovenia is sticking to this dynamics by improving the systems and structures to support the raising the quality of and access to education and training throughout life, by strengthening the interdependence of economic, employment and education - training sphere, the introduction and development of contemporary teaching and learning methods and techniques parallel in order to allow easier transferability of knowledge to the identified economic sectors and regional development priorities, in line with substantial annual increase in the per capita investment in human resources.

According to the EU strategy in education and training and lifelong learning mentioned, the *general objective* as an inherent part of the European social model is to increase the participation rate in lifelong learning. The measure is aimed at establishing the systems and structures in support of the lifelong learning strategy through modernisation of education and training supply, training of teachers and trainers, development of local/regional centres, extension of quality assurance system, as well as direct assistance for education to adults with education deficit and for the reduction of drop-out rate.

Centre of the RS for vocational education and training who is one of final beneficiaries of this measure will perform the following activities:

REFORM OF EDUCATION PROGRAMMES:

- Development of methodologies and preparation of education programmes
- Conclusion of education

- Measures to prevent drop-out in vocational and technical education
- Examination and certification of knowledge and skills
- Guiding and counselling

TRAINING OF TRAINERS:

- In-service training of teachers and trainers
- Conclusion of Evaluation
- Monitoring of introduction of education programmes Adult education
- Networks for guidance and counselling for youth who are not in the education system – training of counsellors
(<http://www.cpi.si/>)

1102 - IMPACT OF EUROPEANISATION/INTERNATIONALISATION ON EDUCATION AND TRAINING

Variety and diversity of international cooperation, which is characteristic for educational institutions in Slovenia, is the result of the systematic encouragement and support at the national level and has been an integral part of accession of Slovenia to the European Union.

Basic aims of international cooperation in the area of education are as follows:

- enforcement of Slovenian knowledge and developmental potentials in Europe;
- ensuring competitiveness of Slovenian knowledge regarding joint European labour market needs;
- enforcement of educational achievements at international level;
- exchange of experiences and examples of good practice;
- confirmation of quality, innovations and creativeness of the work and verification of achievements;
- introduction of European dimensions of education, training and employment;
- enforcement of inter-cultured manners;
- promotion of Slovenian knowledge and culture.

Besides general aims, international cooperation of schools in the field of vocational and technical education can be also characterised by:

- enforcement of national and European employment policy;
- ensuring openness into environment and links between the spheres of education and work;
- educational and labour market results complementing each others;
- ensuring partnership between educational institutions and economy;
- consideration and implementation of social partnership;
- decentralisation of education and consideration of developmental characteristics and priorities at regional / local levels;
- adaptation of training/work contents, methods and modes to the needs of vocational education and target population;
- consideration of achievements in the field of communications and information technology; appropriate promotion of practical training;
- awareness raising regarding to occupational qualifications, occupational skills, knowledge and competencies;

- encouraging competition.

International cooperation has become a constituent element of short and long-term work planning of educational institutions taking into account content, organisational, financial and human resource development aspects.

Aiming at successful participation of schools in international projects, a school has to:

- recognise international cooperation as complementary activity in school strategy and developmental plans;
- provide appropriate partnership between school and environment;
- invest in human resource development - if possible to have a coordinator of international projects;
- veer towards modern educational-pedagogical work directions, which are based on creativeness, innovations, openness to local environment and deep interest of school for international cooperation;
- provide appropriate infrastructure for commutations and information exchange and deep interest of school for this kind of activities;
- provide appropriate financial planning.

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ACRONYMS

SORS: Statistical Office of the Republic of Slovenia/*SURS Statistični urad Republike Slovenije*

ESS: Employment Service of Slovenia/*ZRSZ Zavod Republike Slovenije za zaposlovanje*

MoESS: Ministry of Education, Science and Sport/*MŠZŠ Ministrstvo za šolstvo, znanost in šport*; recently change to: MoES Ministry of Education and Sport/*MŠŠ Ministrstvo za šolstvo in šport*

CVET: Centre of Republic of Slovenia for Vocational Education and Training/*CPI – Center Republike Slovenije za poklicno in strokovno izobraževanje*

IMAD: Institute of Macroeconomic Analysis and Development/*UMAR Urad Republike Slovenije za makroekonomske analize in razvoj*

VET: Vocational Education and Training

ILO: International Labour Organisation/*MDO Mednarodna delavska organizacija*

MoLFSA: Ministry of Labour, Family and Social Affairs/*MDDSZ Ministrstvo za delo, družino in socialne zadeve*

ESF: European Social Fund/*Evropski socialni sklad*

LLL: lifelong learning

NPAE: National Programme for Adult Education to 2010/*Nacionalni program izobraževanja odraslih*

NEI: National Education Institute/*ZRSŠ Zavod Republike Slovenije za šolstvo*

SIAE: Slovenian Institute for Adult Education Adult Education/*ACS Andragoški center Republike Slovenije*

RIC: National Examination Centre/*DIC Državni izpitni center*

CCIS: Chamber for Commerce and Industry/*GZS Gospodarska zbornica Slovenije*

OZS: Chamber of Craft of Slovenia/*OZS Obrtna zbornica Slovenije*

PHARE Programme

CVT: Continuing vocational training

CVTS2: survey on CVT

LP-ZAP: survey

PUM: Programme of Project Learning for Young People/*PUM Projektno učenje za mlajše odrasle*

UŽU: Training for 'Life Successfulness'/*UŽU Program za usposabljanje za življenjsko uspešnost*

Phare MOCCA Programme

HRDF: Human Resource Development Fund/*SRUČV Sklad za razvoj in usposabljanje človeških virov*

ISCO-88: Standard Classification of Occupations

VIGCs: Vocational Information and Guidance Centres/*CIPS Centri za poklicno in strokovno svetovanje*

HRM: Human Resources Management

SMEs: Small and Medium Enterprises

EU: European Union

SPD: Single Programming Document/*EPD Enotni programski dokument*

Nomenclature - occupational titles/*nomenklatura poklicev*