

Slovenia

VET in Europe – Country Report

2013

Slovenia

VET in Europe – Country Report

2013

Title / Slovenia VET in Europe – Country Report 2013

Coordinator / Darko Mali

Authors /

Tanja Čelebič

Olga Drofenik

Barbara Ferik

Simona Knavs

Barbara Kunčič

Miha Lovšin

Urška Marentič

Mitja Perko

Metka Šlander

Design and revision /

Kofein

This country report is part of a series of reports on vocational education and training produced for each EU Member State plus Norway and Iceland by members of ReferNet, a network established by Cedefop (European Centre for the Development of Vocational Training).

The opinions expressed in this report are not necessarily those of Cedefop.

Please note that ReferNet reports are based on a common structure and are available at: <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>

The preparation of this report has been co-financed by the European Union.

TABLE OF CONTENTS

chapter 1 / External factors influencing VET	2
1.1 Population and demographics	2
1.2 Economy and labour market	2
1.3 Structure of the labour force by level of education	6
1.4 Mismatches on the labour market	7
1.5 Degree of regulation of access to occupations/ professions	10
chapter 2 / Providing vocational education and training in a lifelong learning perspective	11
2.1 Diagram of the national education and training system	13
2.2 Government-regulated VET provision	13
2.3 Other forms of training	21
chapter 3 / Shaping VET qualifications	46
3.1 Integrating skill needs of the labour market into VET provision	47
3.2 Procedure for the preparation of VET qualifications	48
3.3 Inclusion of VET qualifications in the slovenian national qualifications framework (SQF)	50
3.4 Recognition of non-formal learning	52
3.5 NVQ verification and validation procedure	53
chapter 4 / Promoting participation in vocational education and training	57
4.1 VET promotion	57
4.2 Guidance and counselling	59
annexes	61
annex 1 / Tables and graphs	61
annex 2 / Competence centres	80
annex 3 / List of acronyms and abbreviations	81
sources, references, websites	82

CHAPTER 1:

EXTERNAL FACTORS INFLUENCING VET

1.1 / POPULATION AND DEMOGRAPHICS

On 1 January 2013 Slovenia's population stood at 2,058,821¹. In one year, the population increased by 0.2%, which is comparable to the two previous years and less than in the period 2007–2010 (see Annex 1, graph 13). The reason is lower net migration as a result of the persistent economic crisis. Due to high emigration, net migration was somewhat positive, and the proportion of the population accounted for by foreigners rose just slightly to 4.4%. Migration flows of Slovenian citizens have been relatively high since 2009, while net migration has been slightly negative since 2000 (see Annex 1, graph 14). Among Slovenian emigrants aged 15 or older, 38.5% were aged 25–39 years. Most of these persons had an upper secondary (50.1%) or higher vocational (35.1%) education. In the structure of emigrants with tertiary education, there is a high proportion of those aged 25–39 years who are willing to go to work abroad. Thus, a larger emigration of this population group can be expected. Education programmes for immigrants such as Slovene language courses for foreigners and courses on the initial integration of immigrants have been developed and verified. Participation in these courses, especially language course, provides immigrants with knowledge that facilitates their progress in VET (see chapter 2.3.1).

1.2 / ECONOMY AND LABOUR MARKET

According to Eurostat data, Slovenian GDP per capita stood at PPS 21,000 in 2011. This means 84% of the EU average, which is the same as in the previous

¹ For data after 1 January 2008 the statistical definition of the population is harmonised with the definition of the population and migrants in the Regulation on Community Statistics on Migration and International Protection. The population of Slovenia comprises persons with permanent or temporary residence in Slovenia for one year or more and who are not temporarily absent from Slovenia for one year or more.

year and 7% less than in 2008. The gap between the EU and Slovenian averages widened in the period 2008–2011. Trends in 2012 indicate a further widening of this gap. A decomposition of GDP per capita to productivity and rate of employment reveals that the economic development gap increased at the beginning of the crisis due to a sharp fall in productivity. In the following years (2010–2011), the gap narrowed slightly. This, however, was the result of a more severe decline in employment in Slovenia than in the EU (Development report 2013, p. 13, 92, 94).

The employment rate rose gradually until 2008, but began to fall in 2009 as a result of the decline in economic activity. In 2009 this decline was greater than the fall in employment due to firms hoarding labour, partly as a result of government measures in the form of two emergency laws² that helped to preserve vulnerable jobs. In the period 2010–2011 employment continued to adjust to lower economic activity. In the period 2008–2012 the employment rate (15–64 age group) fell by 4.5 percentage points to 64.1%.

The fall in economic activity resulted in a drop in the employment rate in almost all age groups, but young people (15–24 age group) were hit especially hard, as the employment rate of this age group has been in decline for four consecutive years. As temporary employment is prevalent among young people, they were the first among those employed who lost their employment as a consequence of companies shedding labour during the period of low economic activity. At the same time, young persons entering the labour market experience more difficulties in finding appropriate employment. In the period of 2007–2010 the employment rate of young people fluctuated around the EU average, largely due to a high rate of informal employment (primarily through student work). Since 2008, when the employment rate stood at 38.4% and was above EU average, it fell substantially during the crisis to stand at 27.3% in 2012.

During the crisis the employment rate declined the most among those with an ISCED 0–2 education, from 42.9% in 2008 to 34.6% in 2012, mostly as a result of the fall in activity in the construction sector. Those with an ISCED 3–4

² The Partial Subsidisation of Full-Time Work Act, Official Gazette of the Republic of Slovenia, No. 5/2009 and the Partial Reimbursement of Payment Compensation Act, Official Gazette of the Republic of Slovenia, No. 42/2009.

education experienced a similar decline³ while the employment rate of those with an ISCED 5–6 education declined from 87.5% in 2008 to 84.2% in 2012, though this is still above EU average (see Annex 1, table 7).

After reaching its lowest level in 2008, the unemployment rate (since measurement began in 1993) rose in all age groups in 2012. This rise was especially significant for young people (15–24 age group), from 10.4% in 2008 to 20.6% in 2012. They were generally in temporary employment and their employment contracts were not renewed, mostly as a result of a decline in student work and an increased inflow of young bologna graduates into the labour market. In the 25–49 age group the unemployment rate rose by 4.7 percentage points to 8.5% in the period 2008–2012, and for older persons (50–64 age group) by 3.1 percentage points to 6.6% in the same period (see Annex 1, table 8).

The unemployment rate rose the most (nearly doubling) among those with an ISCED 0–2 education, while it also rose considerably among those with an ISCED 3–4 education. The unemployment rate rose moderately among those with an ISCED 5–6 education. In contrast to the EU average, a particular problem for the Slovenian labour market is the large number of highly educated, unemployed young people. A high proportion of these young graduates come from social science and humanity studies, and the supply of such workers significantly exceeds labour market demand. This is evident from the associated unemployment rate (15–24 age group), which was higher than the EU average even before the recent crisis⁴. A more suitable indicator of the problems of highly educated young people is the unemployment rate of the 25–34 age group⁵ that stood at 5.6% in 2008 and rose to 11.0% in 2012 (above the EU average; see Annex 1, table 9). Although it is still lower than the unemployment rate of low-educated young individuals, it nevertheless shows a structural problem and a loss of human capital that is likely to persist for some time, as requalification is a slow process. Unemployed, educated young people also face a risk of detachment from the labour market and skill loss if they do not

³ After standing at 72.0% in 2008 and being above EU average, it fell below EU average to 65.8% in 2012.

⁴ It rose from 17.2% in 2008 to 21.3% in 2012.

⁵ The 15–24 age group includes many individuals that have not yet completed their tertiary education programmes.

find suitable employment soon after entering labour market. A limited number of employment opportunities for tertiary educated young people also results in an increase in emigration to other countries.

Structural imbalances increased during the crisis, as indicated by an increase in the proportion of total unemployment accounted for by long-term unemployed persons and a higher long-term unemployment rate according to Labour Force Survey data (see Annex 1, tables 10 and 11). The proportion of total unemployment accounted for by long-term unemployed persons decreased from 42.2% in 2008 to 30.1% in 2009 and was below the EU average, but as a result of an increase in the number of newly unemployed. In 2010 that proportion exceeded the EU average and has been increasing since. In 2012 every second unemployed person was unemployed more than 1 year (47.9% of the total). The long-term unemployment rate more than doubled⁶ in the period 2008–2012, although it was still somewhat lower than the EU average in 2012. The risk of becoming long-term unemployed is greatest among older persons and the low-educated who also experience a lower probability of transitioning from unemployment to employment (OECD 2013). In the period 2008–2012 the long-term unemployment rate rose the most and remained the highest among those with an ISCED 0–2 education (see Annex 1, table 12), and was almost twice as high as among those with an ISCED 3–4 education. The long-term unemployment rate for those with an ISCED 5–6 education rose the least.

To address growing uncertainty regarding the employment of young people and the low-educated, the Slovenian government tends to adopt relevant policy measures relating to the Youth Guarantee programme (which provides for apprenticeships and internships), with a focus on strengthening the link between the education system and the economy, and on reforming the student-work legislation.

⁶ It rose from 1.9% in 2008 to 4.3% in 2012.

1.3 / STRUCTURE OF THE LABOUR FORCE BY LEVEL OF EDUCATION

According to the Labour Force Survey (annual average), 11.1% of employed persons had an ISCED 0–2 education, 59.0% had ISCED 3–4 education and 29.9% had ISCED 5–6 education (see Annex 1, table 13). In 2012 the proportion of employed persons with an ISCED 5–6 education increased, but decreased for those with an ISCED 0–2 and ISCED 3–4 education. The increased proportion of employed people with an ISCED 5–6 education is a result of increasing participation in tertiary education and a decrease in the number of employed persons with an ISCED 0–4 education. In 2012 the number of employed persons with upper secondary education (ISCED 3–4) decreased in total, but not the number of those with vocational education (ISCED 3C – increase of 0.7%; see Annex 1, graph 15 and table 13). Over half of employed persons (2012: 53.6%) are represented by people with vocational and technical upper secondary education at the ISCED 3–4⁷ levels.

The education structure of persons in employment differs significantly by sector. In 2012 the proportion of persons with an ISCED 5–6 education was the highest in education (P⁸; 66.6%), the proportion of those with an ISCED 3–4 education was the highest in wholesale and retail trade, repair of motor vehicles and motorcycles (G; 73.9%) and transportation and storage (H; 73.7%), while the proportion of those with an ISCED 1–2 education was the highest in administrative and support service activities (N; 28.6%) (see Annex 1, table 14). The proportion of persons in employment with VET at the ISCED 3–4 level was the highest in transportation and storage (H) and the lowest in education (P) in 2012 (see Annex 1, graph 16). In 2012 the number of persons in employment decreased in all sectors except in water supply, sewerage, waste management and remediation activities (E) and education (P). The highest decrease was observed in activities of households as employers, undifferentiated goods- and services-producing activities of households for own use (T) and in construction (F). Likewise, the proportion of employed people with VET decreased in approximately two thirds of sectors in 2012. On the other hand, the proportion

⁷ VET includes persons with short vocational, vocational and technical education, which are all on upper secondary level (see chapter 2.1 Diagram of national education and training system, p. 11).

⁸ See letter marks for activities in Annex 1, table 14.

of employed people with an ISCED 5–6 education increased in all sectors. In contrast, the proportion of employed people with an ISCED 1–2 education decreased in almost all sectors, with the highest decrease in construction (F).

Despite the improvement in the proportion of employed people with ISCED 5–6 education, it is this group that faces huge problems finding the job. The proportion of unemployed people with tertiary education (ISCED 5–6) and the number thereof are increasing. These trends are the result of high participation in tertiary education, especially among young people, an increasing number of graduates in tertiary education⁹ and a sharp decrease in the number of vacant jobs for tertiary educated people. In 2012 the number of unemployed people with VET at the ISCED 3–4 level also increased (see Annex 1, graph 17), though not as much as for tertiary educated people. These trends are also connected to trends in the enrolment of young people in upper secondary education (see chapter 1.4 Mismatches on the labour market).

1.4 / MISMATCHES ON THE LABOUR MARKET

Trends in enrolment in ISCED 3–4 education (the number and structure of people enrolled in different types of education programmes) and graduates (the number and structure) influence the supply of workers on the labour market. The proportion of young people enrolled in VET (ISCED 3–4) increased slightly from 2008 to 2012, to 60.4% (see Annex 1, table 15). However, like in general programmes, the total number of young people enrolled in VET also decreased because of demographic trends (lower natural increase and an ageing population; see Annex 1, graph 13). The structure of enrolment in different types of ISCED 3–4 programmes is presented in Annex 1, table 15 and shows an increase in enrolment in ISCED 3–4 programmes that provide a direct transition to tertiary education. In Slovenia only short vocational education does not provide direct access to tertiary education. Even vocational upper secondary education graduates may transition to vocational technical

⁹ In 2011 the number of graduates in tertiary education increased by 3.9% and totalled 20.461, in the period 2008–2011 it increased by 18.8%. Participation of young people, aged 20–24, in tertiary education increased strongly after 2000. In the 2011/2012 school year it totalled 47.4%.

education, which enables access to ISCED 5–6 education. In 2012/2013 the proportion of young people enrolled in education programmes that do not provide a direct transition to ISCED 5–6 education totalled 16.0%, and has thus remained at almost the same level since 2008/2009 (see Annex 1, table 15).

The number of young people enrolled in these programmes continued to decrease in 2012/2013.¹⁰ Still, the decrease was less severe than in 2000/2001 (27.7%). This is due to policies aimed at encouraging young people to continue education at the tertiary level.¹¹ In any case, the number of graduates is decreasing due to a decrease in the total number of young people. In 2011/2012 the number of graduates decreased by 3.9% to stand at 3,331 (see Annex 1, graph 18). Consequently, the proportion of people aged 15–24 and 25–4 years with short vocational and vocational upper secondary education decreased in the period 2000–2012. This limits the supply of young people with this type of education on labour market. The number of young people enrolled in VET programmes that provide a direct transition to ISCED 5-6 programmes is also decreasing. In 2012/2013 that number decreased by 1.6% to stand at 34,687. The number also decreased in the period 2008/2009–2012/2013, though less than in short vocational and vocational upper secondary education programmes. Despite the economic crisis, the demand for some occupations of persons with VET (locksmiths, welders, electricians, pharmaceutical technicians, assistant educators and health technicians) exceeded supply in 2012. On the other hand, employment opportunities for tertiary educated graduates have diminished sharply during the crisis. However, the number of young people enrolled in ISCED 3–4 programmes that provide a direct transition to ISCED 5–6 decreased in 2012/2013, too. Thus, negative trends from previous years continued last year. The number of young people graduating from ISCED 3–4 programmes is also decreasing.

The proportion of adults enrolled in VET programmes at the ISCED 3–4 level is much higher than the proportion of young people in the same programmes. In the 2011/2012 school year that proportion stood at 96.9%, an increase of

¹⁰ In this year decreased by 0.8% and totalled 12,484. In the period 2008/2009 – 2012/2013 it decreased by 12.4%.

¹¹ These are social benefits for students and families, the high unemployment of young people, etc.

1.1 percentage points on the previous year. The number of adults enrolled in these programmes also increased (by 4.1%) to stand at 15,461. In the period 2008/2009–2011/2012 this number was up sharply (by 13.2%). Participation of adults in VET is also encouraged through the co-financing of tuition, which was introduced in accordance with the Resolution on the National Programme for Adult Education (ReNPAAE) 2004–2010. A new resolution for the period 2013–2020 was adopted in 2013 (see 2.3.10), and draws attention to the importance of education and training for labour market needs, through the development and implementation of education programmes adapted to those needs, active employment policy measures and support measures (information, counselling, quality, etc.). In the past the participation of adults in vocational upper secondary education was also encouraged by labour market measures (free education for unemployed persons). In the past the reporting of important information about labour market trends to the Employment Service of Slovenia (ESS) was mandatory for employers, and covered data on vacant jobs and working conditions. However, in April 2013 the Act Amending the Labour Market Regulation Act was adopted and abolished the systematic collection of the demand of employers for employees. This limits possibilities to obtain information on demand for different education profiles (see 3.1).

1.5 / DEGREE OF REGULATION OF ACCESS TO OCCUPATIONS/PROFESSIONS

Slovenia is a country with a high number of regulated occupations (see also Country Report, 2012, chapter 1.6)¹². In 2013 and 2014 the programme to streamline the regulation of (VET and other) professions and activities will continue as part of the project to establish the Point of Single Contact (PSC) business portal¹³. The inter-ministerial working group has been drafting proposals to reform legislation and improve procedures for performing activities and practicing professions. In 2012 the government adopted the first package of measures to reform regulations on crafts, tourism and construction, while the second package on veterinary medicine, real estate, lawyers, detective activities and driving school activities will be streamlined by the end of 2013. The streamlining of the regulation of professions and activities in fields influencing people's life and health, and environmental protection will continue, without risk to consumer protection. Legislation in the following areas will also be reformed in the period 2013-2015: health care, social policy, safety and security, commerce, justice, environment, transport and logistics, hospitality industry, energy, finance, education, sport, culture, agriculture, and other personal and business services¹⁴.

¹² In Slovenia, according to the Act Regulating the Qualification Recognition Procedure for Access of Citizens of EU Member States to Regulated Professions and Professional Activities in the Republic of Slovenia, regulated professions or professional activities are those professions or activities the pursuit of which is subject to requirements and conditions specified by law or regulations.

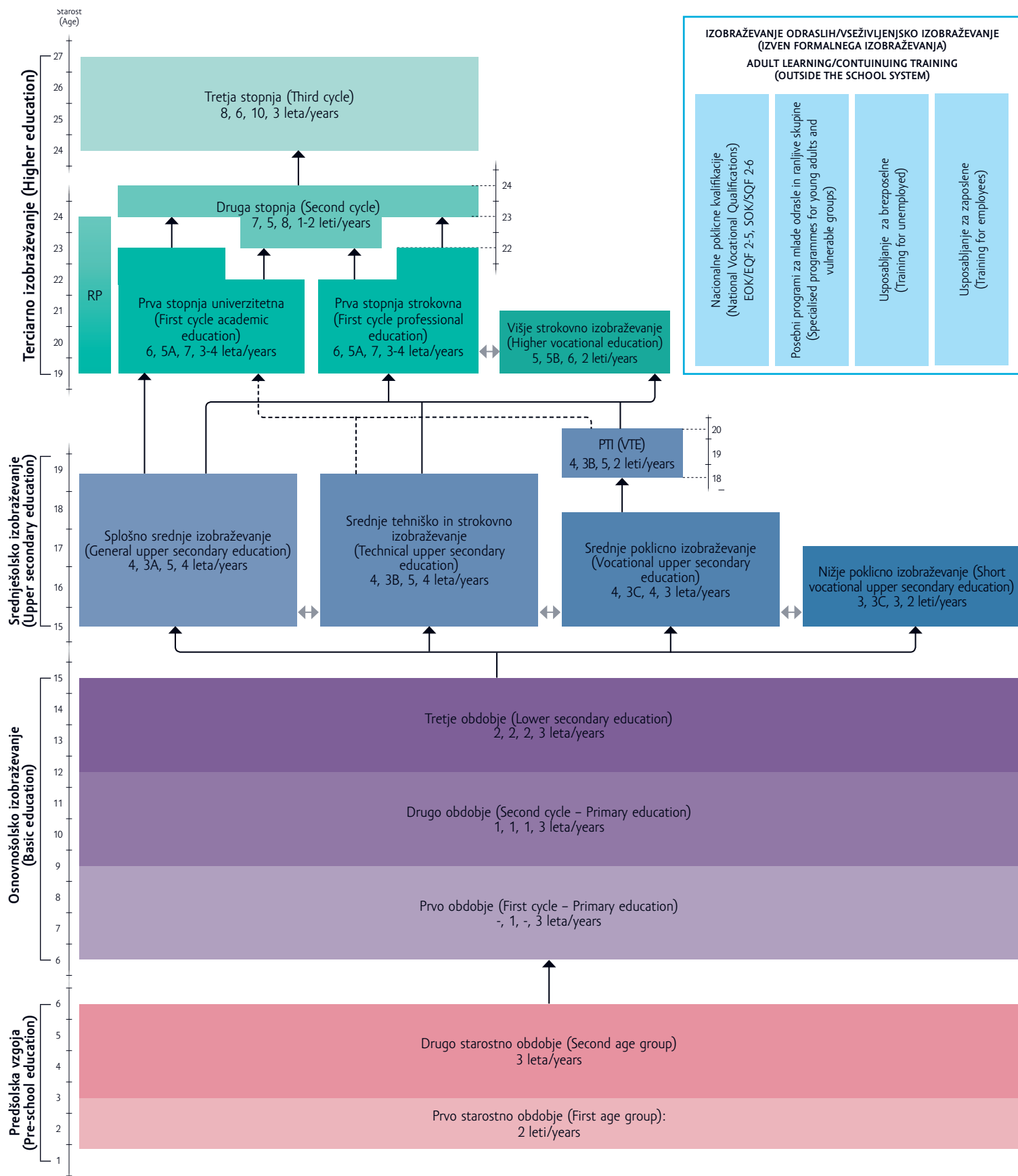
¹³ The project Establishment of the Point of Single Contact for support in procedures for acquiring permits for the pursuit of regulated activities, services and professions in Slovenia means the establishment of a transparent and simple way of obtaining information from one location about regulations and the establishment of suitable information solutions to simplify the acquisition of permits for both domestic and foreign providers.

¹⁴ National Reform Programme, Slovenia, 2013-2014, 2013, p. 21, 22.

CHAPTER 2:

**PROVIDING VOCATIONAL EDUCATION AND TRAINING IN A
LIFELONG LEARNING PERSPECTIVE**

2.1 / DIAGRAM OF THE NATIONAL EDUCATION AND TRAINING SYSTEM



LEGENDA (LEGEND):

Za nazivom izobraževanja so navedene informacije (1) o ravni v Evropskem ogrodju kvalifikacij (EOK), (2) o stopnji ISCED (1997), (3) o ravni v Slovenskem ogrodju kvalifikacij (SOK) in (4) o trajanju izobraževanja. (After the name of the education programmes information if relevant about following are given: (1) European Qualification Framework level (EQF), (2) ISCED level (1997), (3) National Qualification Framework level (NQF) and (4) the duration of the education.)

Osnovnošolsko izobraževanje je tudi obvezno izobraževanje. (Basic education is also Compulsory education.)

PTI: Poklicno tehniško izobraževanje (VTE: Vocational technical education).

→ Splošna dostopnost (General accessibility)

- - → Dostop s posebnimi pogoji (Access under certain conditions)

2.1 / DIAGRAM OF THE NATIONAL EDUCATION AND TRAINING SYSTEM

2.2 / GOVERNMENT-REGULATED VET PROVISION

Government-regulated VET provision is based on professional standards, meaning traditional school-based IVET programmes (ISCED 3B, 3C and 5B) and National Vocational Qualifications (nacionalne poklicne kvalifikacije, NPK). NVQ certification can be achieved by adults through the process of recognition of prior learning, and in some cases by young students who left education. NVQ can be a part of IVET or CVET. IVET programmes lead to formal education qualifications that cannot be achieved through the recognition of prior learning in the NVQ system (see chapter 3). However, VET providers must acknowledge prior learning regarding subjects or vocational modules, if a student has certificates or work experience that prove their knowledge.

The preparation of occupational standards, programmes and qualifications is funded by ministries and prepared in cooperation with stakeholders (see chapter 3). All programmes have been modernised and implemented since 2005. In the 2013/2014 school year there are 195 different IVET programmes at all three ISCED (3B, 3C and 5B) levels. CVET in Slovenia is government-regulated with regard to verified education and vocational programmes and their providers (see chapter 2.3.3)

2.2.1 / Initial Vocational Education and Training - IVET

IVET starts at the upper secondary level (ISCED 3B and 3C). Its providers are schools (public) and adult education organisations (public or private). Programmes are prepared (slightly adjusted) for students with special needs and for students of Italian and Hungarian minorities. A model for adjusted implementation that providers should follow has been prepared for adults¹⁵. The types of IVET programmes, the number of programmes for each type, entry requirements, the typical age of students, the duration of programmes,

¹⁵ Instructions on the Adjustment of Part-Time Education.

ISCED levels, NQF levels¹⁶, the leaving certificate and access to further education are presented in Annex 1, Table 16.

IVET programmes comprise:

- academic subjects,
- vocational modules that include practical lessons in vocational theory at schools, and
- work-based learning (at employers).

Schools must prepare 20% of curricula by themselves. It should be designed in cooperation with employers, as well as with local communities and in accordance with local needs.

Apprenticeship has not been a part of school-based IVET in Slovenia since the middle of the 20th century, although there were some attempts in the late 90s that did not succeed in practice. During the modernisation of IVET programmes (2005–10), the amount of work-based learning was increased (see Annex 1, Table 17).

For the implementation of work-based learning, a learning contract with employers must be signed. A learning contract can be either individual or collective, and includes the duration, competences the student should acquire and develop, as well as other responsibilities and obligations of both parties. A collective contract is more common, while an individual contract is an exceptional occurrence. The former is concluded between the school and an employer for a group of students, while the latter is concluded between the student (parents or legal guardians) and an employer. It should be emphasised that these are not employment contracts.

The vocational matura is the final obligation for students finishing programmes at the ISCED 3B level.

It comprises the following four exams:

1. mother tongue – Slovene, and

¹⁶ The Interdepartmental Working Group approved the final report on NQF in March 2013. The Government of the Republic of Slovenia was briefed on the final report in April 2013. The law on NQF has been drafted, and is currently in parliamentary procedures, awaiting approval.

2. a basic professional – theoretical subject (depending on the education programme).

Elective exams:

1. mathematics or a foreign language, and
2. various forms of practical work: product, service, project work with discussion or seminar (depending on the education programme).

The general matura comprises five exams (obligatory exams: mother tongue – Slovene language, mathematics and a foreign language, and two elective exams from a list of options annually prescribed by the minister responsible for education). The general matura facilitates enrolment in all tertiary education programmes, while the vocational matura enables candidates to enrol in higher vocational education programmes and first cycle of professional education (see scheme of education). Candidates can enrol in several first cycles of academic education programmes with a vocational matura, provided that they pass an additional exam (fifth exam).

Besides the transition option already presented in Table 16 (Annex 1), students also have the possibility of transferring from one programme to another or between different types of programmes, including general upper secondary education. Entry requirements are the same and knowledge gained in previous programmes is recognised. Students who are not included in education can attend a matura course and vocational courses, with a duration of one year. Courses are meant as preparation for passing a vocational or general matura, and a successfully completed course facilitates access to the matura examination.

A vocational course is open to individuals who want to obtain a qualification at the ISCED 3B level. It is only available for some qualifications (e.g. economics, catering and tourism, early childhood education and computer science).

Matura courses can be taken by individuals who have successfully completed:

- vocational, technical or vocational technical upper secondary education,
- the third year of general upper secondary education (*splošno srednje izobraževanje, gimnazija*) and dropped out for at least one year,
- the fourth year of Waldorf general upper secondary education (government-approved private programme), and
- the basic school leaving certificate, and passed an examination at the third-year level of general upper secondary education.

Adults 21 years of age can sit for the general matura examination regardless of their prior educational achievements.

2.2.2 / Special needs education

The provision of special needs education in Slovenia follows a multi-track approach towards inclusion, which means that a variety of services between mainstream education and segregated settings are offered. This approach is also taken in IVET. By following the principles of inclusion, most students with special needs are integrated into mainstream schools. However, the programmes are adapted to them and they also receive additional support¹⁷. At the request of a person for a decision, a committee is set up within the National Education Institute. Based on the committee's decision, the Institute issues a decision regarding the individual student's needs.

Consequently, an individualised learning programme is prepared. It defines:

- the forms of work,
- method for providing additional professional support,
- physical help,
- changes to programmes and necessary adjustments in the organisation, and
- assessment, grading, progression and a schedule.

In IVET, students with special needs are often included in programmes of short vocational upper secondary education or vocational upper secondary education. However, when adjustments in mainstream schools are not sufficient for successful education, a child with special needs is enrolled in an adjusted or special programme provided by specific schools and institutes.

2.2.3 / Adult education

Besides the adjusted implementation of IVET programmes for adults, substantial work has been done to support adults in re-entering education. They can finish elementary schooling and enrol in several verified programmes

¹⁷ Defined and regulated by the Placement of Children with Special Needs Act (2011).

adopted by the education minister in cooperation with the Expert Council for Adult Education of the Republic of Slovenia to ease their re-entry into formal education. Migrants can join the new programme with the aim of empowering them to live and work in a new environment (see chapter 2.3.1). Throughout the whole country, there are organised centres to support non-formal learning and the re-entry of adults into education (see chapter 4.2).

In some professions, it is possible to pass master craftsman, foreman and shop manager exams, which are under the jurisdiction of various chambers. The exams are intended for individuals with vocational upper secondary education and at least three years of relevant work experience. Candidates with successfully completed exams obtain a technical upper secondary education. With completed general vocational matura exams, adults can enrol in higher vocational education programmes.

The exams fall under the jurisdiction of several chambers:

- The Chamber of Craft and Small Business of Slovenia conducts the master craftsman examination.
- The Chamber of Commerce of Slovenia conducts the shop manager exam
- The Centre for Professional Training (in connection with the Chamber of Commerce and Industry of Slovenia) conducts the foreman exam.

2.2.4 / Higher vocational education

Higher vocational education (*višje strokovno izobraževanje*, ISCED 5B) is defined by the Higher Vocational Education Act (2004). It is a part of tertiary education and CVET. Programmes last two years and are validated with at least 120 credits (ECTS). For example, the programme for catering and tourism comprises 51 weeks of school work and 20 weeks of work-based learning (see Annex 1, Table 16 and 17).

2.2.5 / VET providers

IVET providers are public and private for all three ISCED (3B, 3C and 5B) levels. Public IVET providers include upper secondary schools and school centres that are the only providers for young students. Schools and school centres

also provide IVET for adults, and as such are called folk universities (*ljudske univerze*) that are traditionally a public service for adult education for all forms of education and regionally well spread out over the country. Since the early 90s, a large number of private education institutions have also expanded, and cover adult education at the ISCED 3B and 3C levels, and the ISCED 5B level for young students and adults. ISCED 5B education is also provided by the above mentioned school centres.

Upper secondary VET providers can be organised as:

- schools providing up to 12 VET programmes, and
- school centres: schools can be joined to form a school centre, under whose auspice they function as organisational units.

An intercompany vocational training centre (MIC) is also usually a part of a school centre, and is sometimes set up as a result of cooperation between several schools. A training centre represents a connection between the school sphere and the economy, and is an important partner and initiator in the development of the local community.

Such a training centre has various target groups:

- students: implementation of vocational modules and in part work-based learning,
- teachers of vocational modules: implementation of practical upskilling,
- unemployed persons: implementation of upskilling and requalification for increased employment opportunities (in cooperation with the local office of the Employment Service of Slovenia),
- employees at SMEs: implementation of practical training and upskilling,
- adults: organisation of activities in the scope of lifelong learning, and
- pupils: Vocational orientation in primary schools.

2.2.6 / Financing

Students must pay tuition if they study as adults (i.e. after the age of 18); otherwise schooling is free of charge. The Organisation and Financing of Education Act (ZOFVI) specifies the sources of funding by purpose, duty and responsibility, and lays down the terms and conditions of financing and supervision. Possible funding sources for VET include:

- public funds,

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

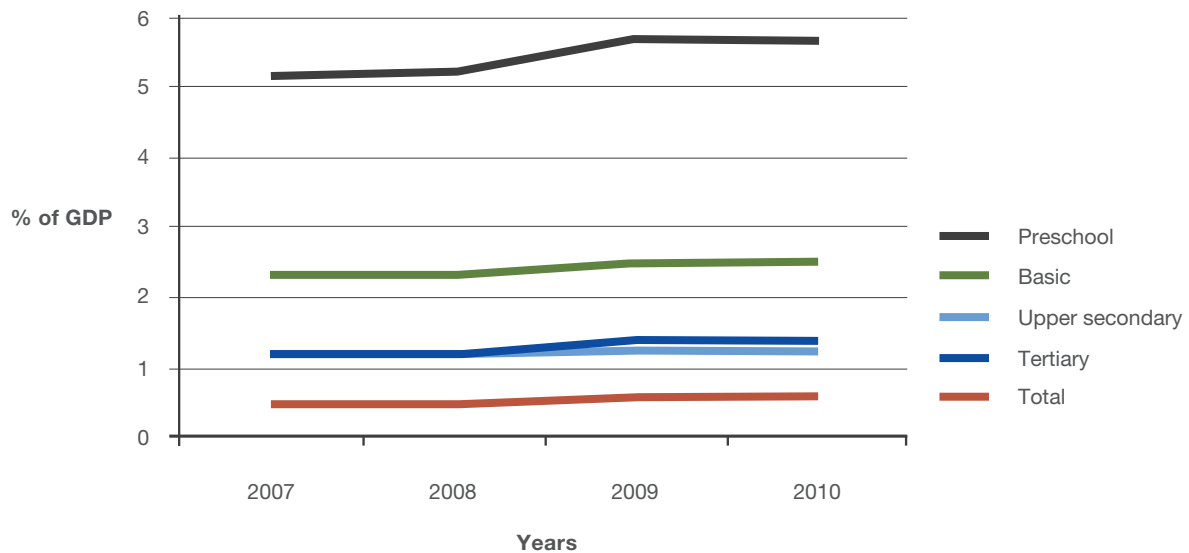
The scope of financing public for IVET is determined using two methods:

- standardisation of activities and monitoring of actual costs in kindergartens and primary schools (as the basis for calculation), and
- lump sum (integral) financing in upper secondary and tertiary education.

Financing for upper secondary schools and higher vocational schools is calculated on the basis of the ZOFVI and the criteria and standards issued by the Minister of Education based on which funds per student are earmarked. The total level of funding is specified in a financing agreement signed between the ministry and a school for each budget year. This agreement determines the scope of funding on the basis of full-time enrolments and graduates. A school must draft a developmental and business plan for two budget years in advance, and report to the Ministry of Education, Science and Sport (MoESS) with regard to realisation for each previous budget year.

Public expenditure earmarked for formal education (including IVET) in 2011 amounted to EUR 2,053 million, or 5.7% of GDP. The highest proportion of total public expenditure for formal education was earmarked for basic education (45%), followed by funding for tertiary education (22%), upper secondary education (29%) and pre-school education (13%). Graph 1 presents total public expenditure for formal education from 2007 to 2010.

graph 1 / Total public expenditure for formal education as a percentage of GDP by level of education



2.2.7 / Teachers and trainers in formal education

At the level of upper secondary VET there are:

1. Teachers of general subjects who must have a university degree or 2nd cycle degree (ISCED 5), pedagogical – andragogical training and a state professional exam¹⁸.
2. Teachers of vocational modules:
 - Teachers of theoretical content must have a relevant university degree or 2nd cycle degree (ISCED 5), pedagogical – andragogical training and a state professional exam.
 - Teachers of practical lessons who must have at least vocational upper secondary education or more (ISCED 5B or 3B), pedagogical – andragogical training, a state professional exam and at least three years of relevant work experience.

¹⁸ All professionals who would like to work in a school must pass the state professional exam. The exam comprises a pedagogical part, linguistic part and legislative part.

3. Trainers of work-based learning who must have the same level of education the student will achieve when completing education or higher, pedagogical – andragogical training and three to five years of work experience.

Lecturers on at the higher vocational education level must have a relevant university degree or 2nd cycle degree (ISCED 5), three years of work experience and relevant professional achievements. Relevant professional achievement include co-authorship of valid education programmes, textbooks or study materials; membership on exam committees. etc.

Teachers have limited options for continuing professional development, which is defined only as their right (five days in three years)¹⁹ and not obligation. The MoESS co-finances programmes for the continuing professional development of teachers. In the past few years a great deal of teacher training has been provided through national and international projects that provided education for teachers as well.

2.3 / OTHER FORMS OF TRAINING

2.3.1 / State support for continuing vocational education and training for target groups

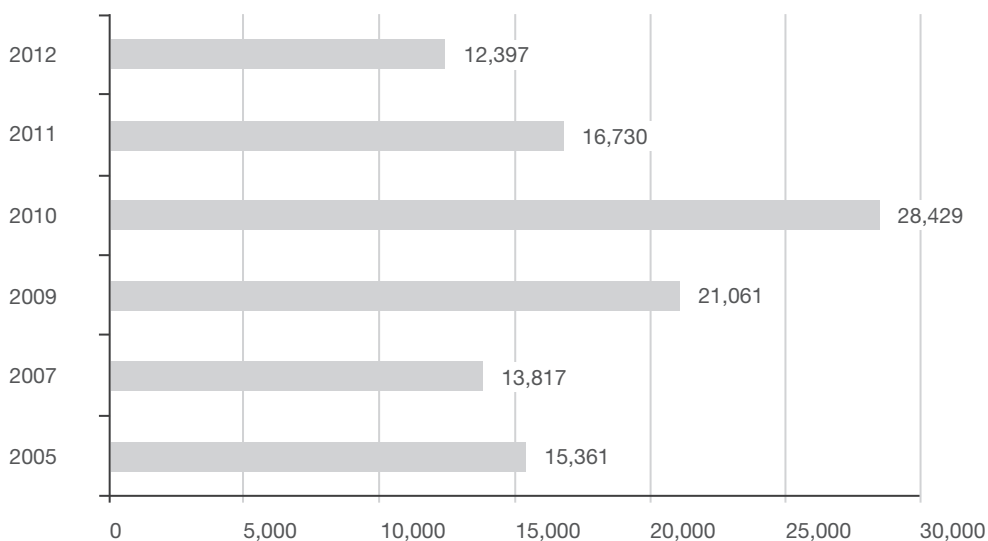
The state is primarily responsible for developing learning for vulnerable groups. These groups are defined in legislation governing adult education and the labour market, together with measures for improving their learning opportunities and learning achievements in Annual Adult Education Programmes (AAEP), measures in the Active Employment Policy (AEP) and in the Strategy on the Inclusion of Migrants in Adult Education. The Ministry of Labour, Family, Social Affairs and Equal Opportunities (Ministry of Labour) is responsible for the education and training of unemployed and employed persons. Its support is aimed at unemployed persons, employers and employed persons. The MoESS is responsible for the formal and non-vocational non-formal education of adults, with the aim of raising their education level and key competences. The Ministry of the Interior is responsible for the education and training of migrants.

¹⁹ Collective agreement for education activities in the Republic of Slovenia, Official Gazette of the Republic of Slovenia, No. 52/1994.

Target groups among unemployed persons include:

- people who do not have any qualifications or are from occupations with a surplus of supply occupations, or who do not have work experience,
- school leavers under 25 years of age,
- less-educated or qualified unemployed persons planning to return to school education,
- less-educated unemployed persons who have decided to improve their key competences and gain knowledge to perform paid activities suitable in rural areas,
- unemployed persons who need support to improve their quality of life, including disabled adults,
- recipients of social assistance payments and unemployment benefits,
- long-term unemployed persons and unemployed persons with health limitations, and
- first-time job seekers.

graph 2 / Participation of unemployed persons in education activities 2005–2012 (number)



Sources / Overview of the ESS 2009, 2008, 2009, 2010, annual report of the ESS for 2005, and annual report on the implementation of government measures on the labour market for 2012, page 29

The participation of unemployed persons in education and training reached its lowest level in 2012 relative to previous years (see graph 2) due to significant financial cuts in the state budget in 2011 and 2012.

Target groups among employed persons are those who are threatened with unemployment, and employed in the economic sector with no more than an ISCED level 3 (technical upper secondary schools) education.

In 2012 only 3,060 employed persons were included in education and training programmes (annual report on implementation for 2012, page 10). Employers may receive state support for the training of their employees to improve their education or qualification level or to prevent their transition to unemployment.

Different non-formal (see chapter 2.3.3) and formal (see chapter 2.2.1) general and vocational programmes in the AEP and AAEP meet the needs of the aforementioned target groups and support the education infrastructure.

Non-formal programmes (verified and non-verified, see chapter 2.3.3) are grouped into:

- training programmes for unemployed persons (preparation for obtaining NVQ, certification of NVQ),
- further vocational training programmes for unemployed persons (institutionalised training; 52 different programmes aimed at developing knowledge and skills for improving employability were implemented in 2012; verified literacy programmes, PUM, language and ICT programmes, driving licence exams, preparations for exams, etc.),
- programmes for employed persons to raise their skills and competences, and
- on-the-job training of unemployed persons to improve their employability. (job assessment, work trial, etc.).

Formal programmes are aimed at unemployed and employed persons to raise their education level to secondary education (ISCED 2) and upper secondary education (ISCED 3 levels)

Verified (see chapter 2.3.3) literacy programmes (delivered by the AEP and AAEP) are aimed at improving competences in mathematics, the Slovene

language, natural sciences, social competences, active citizenship, ICT and learn to learn for different priority groups: younger unemployed persons with no qualification wishing to re-enter formal education (120-hour programme), the unqualified rural population wishing to participate in rural paid activities (50-hour programme), adults with special needs who wish to improve their competences for daily performance (120-hour programme) and for employed persons with no qualification who are threatened with job loss (350-hour programme). An employment plan must be designed for each unemployed participant.

The verified (see chapter 2.3.3) Project Learning for Young Adults (PUM) programme (delivered by the AEP) was designed especially for out-of-work drop-outs aged 15–25 years. It was awarded the European Social Policy Champion award. The purpose of the programme is to motivate young people to resume their interrupted schooling. The programme lasts for one year. Nearly 65% of participants return to school.

Training programmes for employed persons (delivered by the AEP) include programmes for developing key competences, raising the education level and obtaining an NVQ, and are aimed at employees at SMEs and employees in enterprises to help them remain in employment.

On-the-job training programmes address all groups of unemployed persons. In 2012 most of unemployed persons participating in the programmes (34.2%) had upper secondary general or technical education (ISCED levels 3A and 3B), followed by participants with vocational upper secondary education (ISCED 3C; 24.3%), tertiary education (ISCED 5A; 20.2%) and primary education (ISCED 2 or less; 14.2%) (annual report on implementation, page 17). The programmes provide participants with practical training in the workplace. Programmes regarding “the job assessment of skills relevance” allow unemployed persons and employers to become acquainted with each other and test unemployed candidates. Work trial (delivered by the AEP) enables unemployed persons to obtain practical experience in the workplace and become acquainted with workplace demands and employer’s expectations. The trial lasts one to three months.

A special education programme for initial integration of immigrants was verified in 2010. It comprises two modules: an initial module (60 hours) providing immigrants with basic knowledge of the Slovene language (A1 of the Common

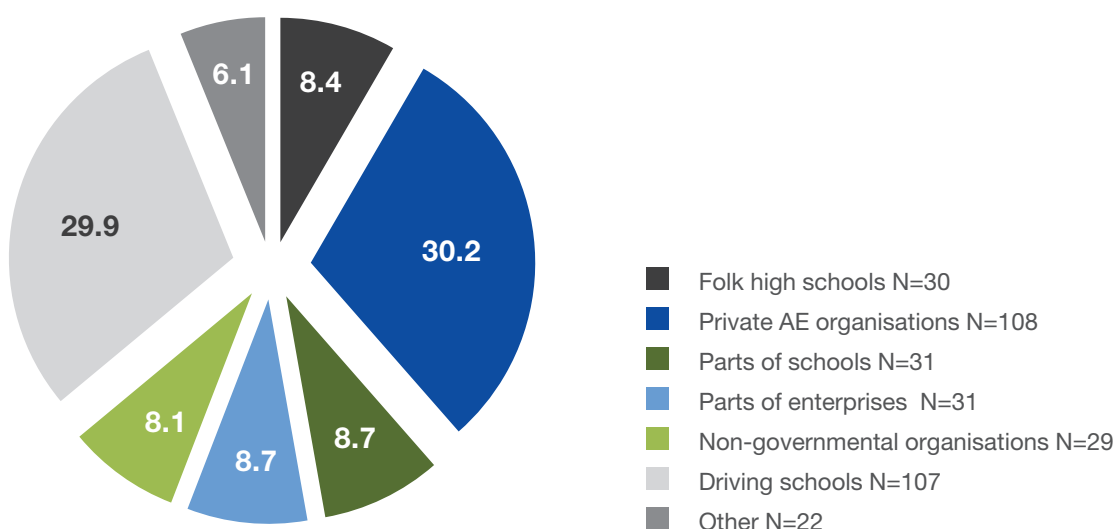
European Framework of Reference for Language), culture and history, and a continuing module (120 hours) to improve their communication in the Slovene language (up to A2) and knowledge about Slovenia's culture, education system, labour market, health and social regulation. There are several other incentives for unemployed and employed persons, such as job rotation, job clubs, advice and assistance in planning a professional career, job seeking and entrepreneurial training.

In the period 2005-2010 the number of unemployed persons increased in most programmes due to the favourable economic situation in 2007 and 2008 in Slovenia and financial sources from European Social Fund for labour market training: in verified literacy programmes (from 136 to 398), in institutionalised training (from 3,981 to 8,951) in work trial (from 1,897 to 6,544) and on-the-job training (from 2,064 to 4,886). Negative trends were seen in participation in programmes of formal education (from 6,654 to 4,451, and in the Project Learning for Young Adults (PUM) programme (from 201 to 184). In 2010 and 2011 budget cuts hit participation in education and training programmes substantially in institutionalised training, preparation and certification of NVQs, programmes of formal education and most notably in the programme "Knowledge Makes Dreams a Reality" (see Annex 1, Table 18). On-the-job training of unemployed persons is the only exception, as participation was up. The reporting methodology changed in 2012, and some data are not comparable. In any case, participation was down except in verified literacy programmes, preparation and acquisition of NVQs and the Project Learning for Young Adults programme (see Annex 1, Table 18).

2.3.2 / Providers

In 2011/2012 non-formal adult education and training was offered by 358 providers, compared with 380 in 2009/2010. Driving schools and private adult education (AE) organisations represent 60% of all providers of non-formal education and training (see graph 3).

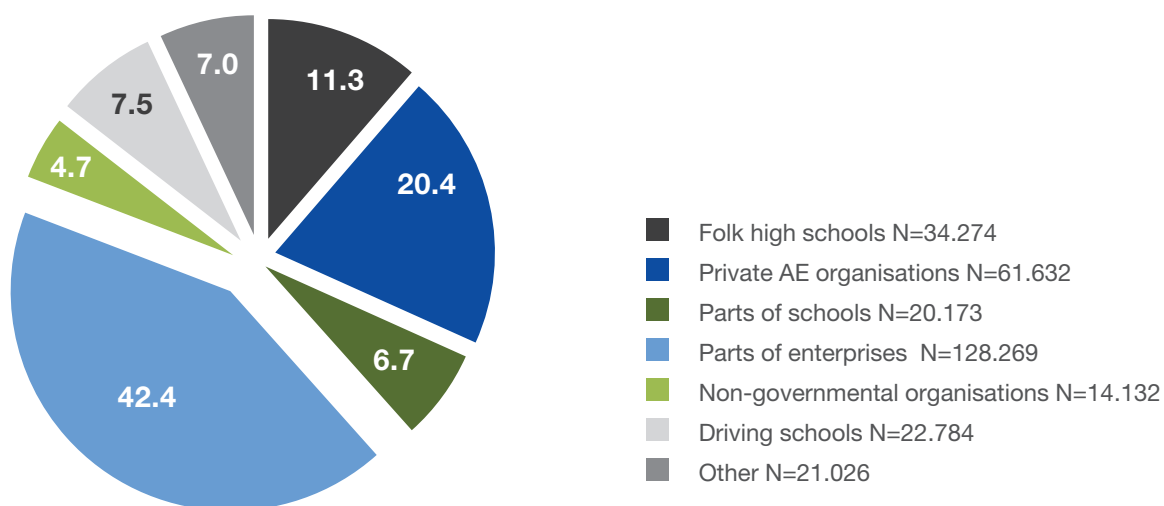
graph 3 / Providers of non-formal education and training, 2011/2012 (%)



Sources / SORS – Continuing Education, Slovenia, 2011/2012, 16 July 2013

All these providers together carried out training in verified and non-verified (see 2.3.3) programmes for 302,340 participants (compared with 327,020 in 2009/2008). Of these, 19,958 participated in foreign languages programmes. More than 40% of all participants attended education programmes in parts of enterprises (see graph 4).

graph 4 / Proportion of participants by providers, 2011/2012 – verified and non-verified programmes (%)



Sources / SORS – Continuing Education, Slovenia 2011/2012, 16 July 2013

2.3.3 / Types of programmes

The highest proportion of adult and continuing vocational education and training is provided on the training market outside the government-regulated area. Non-formal education is implemented in non-verified and verified continuing education programmes.

Non-verified programmes

These programmes are designed by different providers as a response to individual and labour market demand. They are not part of the lists of education programmes of the competent ministry (see verified programmes below). Their duration varies from a few hours to several hundred hours. At the end of the programmes, participants may receive a certificate, which is not publicly valid and does not award any kind of certification.

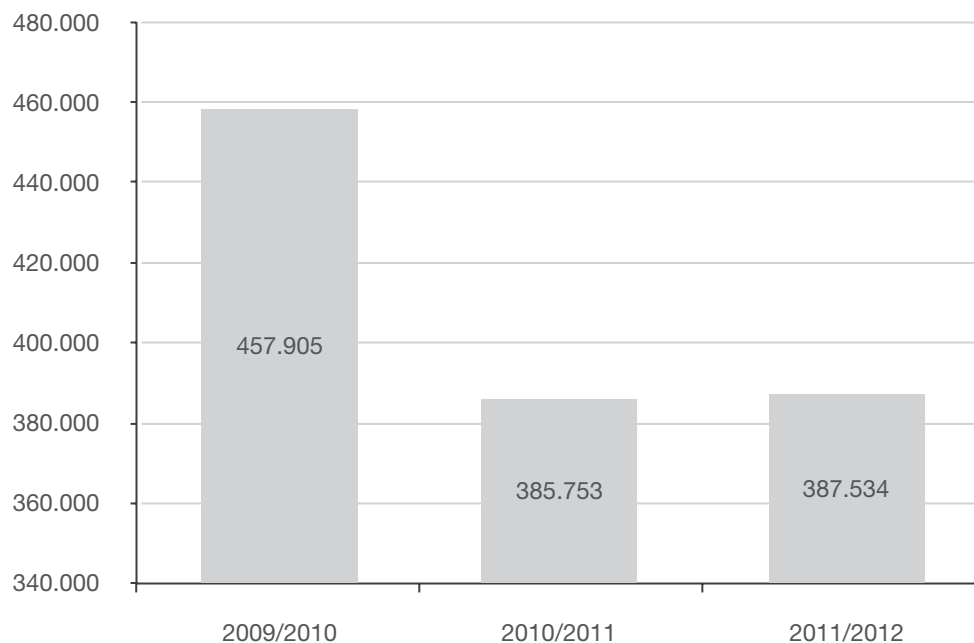
table 1 / Non-verified continuing education programmes, 2011/2012 (number)

	Participants	Programmes	Realised hours
Total	247,295	16,910	387,534
Preparation for obtaining national vocational qualification	1,978	164	9,929
Preparation for head clerk, foreman or master craftsman exams	100	8	458
Preparation for exams for performing an activity	6,887	926	27,796
Preparation for individual matura subjects	302	164	6,597
Professional programmes for the needs of performing an occupation	183,328	12,391	263,915
Programmes for general needs and leisure time	54,700	3,257	78,839

Sources / Continuing Education, Slovenia, 2011/2012 –, 16 July 2013

Table 1 shows that 80% of the programmes are work related and that 80% of participants were in work-related programmes. A total of 20% of programmes are for general needs and leisure time. Of all participants in work-related programmes (192,595), 95.2% were in professional programmes for the needs of performing an occupation. The number of participants and hours of training have been falling since 2009/2010. The number of hours of training was down by more than 70,000 (see graph 5).

graph 5 / Realised hours of training non-verified programmes, 2009/2010–2011/2012, (number)

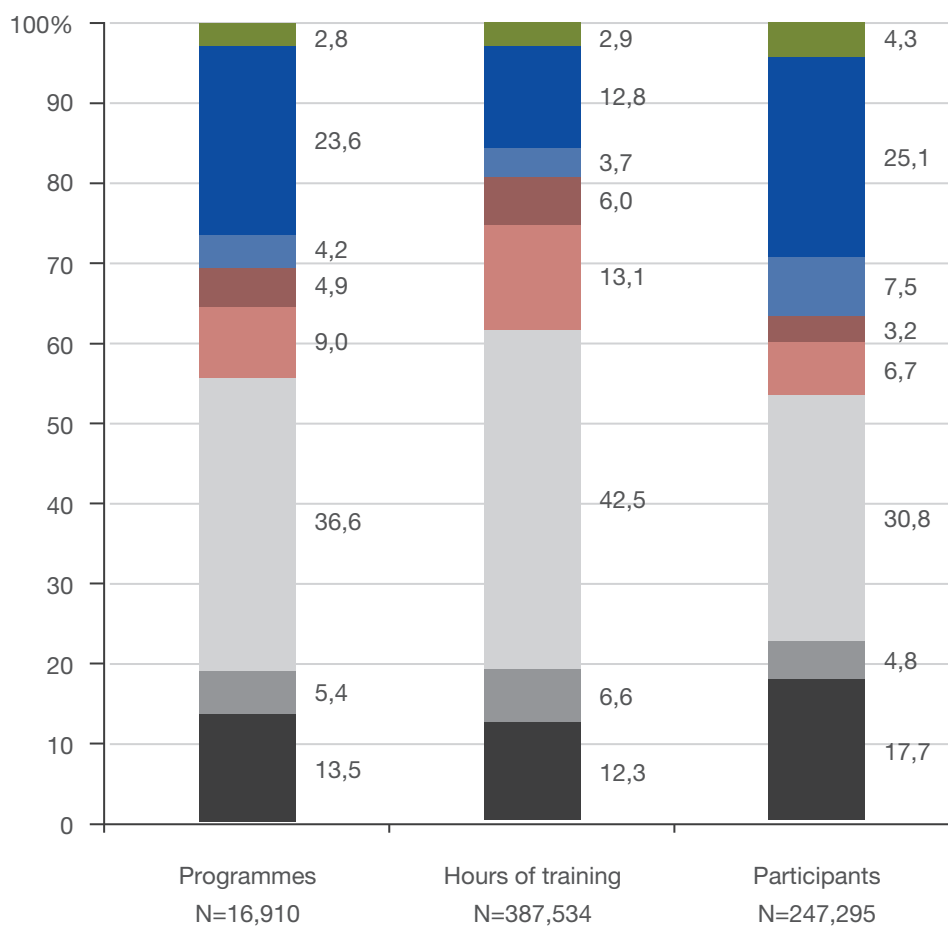


Sources / Continuing Education, Slovenia, 2011/2012 – final data, 16 July 2013, first release

In 2011/2012 the highest proportion of non-verified programmes (36.6%), hours of training (42.5%) and participants (30.8%) were in the fields of social science, business and law, followed by services (13.5% of programmes, 12.5 of hours of training and 17.7% of participants; see graph 6).

graph 6 / Fields of non-verified programmes – hours of training and participants, 2011/2012 (%)

- General programmes
- Humanities and arts
- Social science, business and law
- Science
- Engineering, manufacturing and construction
- Health and welfare
- Services
- Education, Agriculture, Other



Sources / SORS Continuing Education, Slovenia 2011/2012, 16 July 2013

Verified programmes

Verified education programmes provide deeper and broader knowledge (vocational or general) at the same level of the education or vocational and professional field. They are part of the list of the competent ministries' education programmes: vocational programmes of the labour ministry, general and non-vocational programmes of the education ministry and other programmes of the relevant ministries (e.g. driving school by the ministry responsible for traffic). Providers of verified programmes must be accredited by the MoESS and meet the guidelines laid down by school legislation and the specific regulation of the MoESS. Participants in verified programmes do not obtain a higher level of formal education or NVQ, but rather qualification for employment. After they have successfully finished a verified programme, participants acquire a verified education, which is proven by a public/national document.

In the 2011/2012 school year 35,787 participants attended verified programmes. Most of them participated in driving schools (22,784).

Verified programmes are divided into those with admission criteria (prior education is the condition for enrolling in an individual programme) and those with no admission criteria. A total of 80% of verified programmes have no admission criteria and 80% of all participants in verified programmes participated in these programmes. More than 80% of adults participated in verified programmes with no admission criteria. Completed primary school (ISCED 2) is the most frequent entry requirement (see table 2).

table 2 / Verified continuing education programmes by admission criteria, 2011–2012 (%)

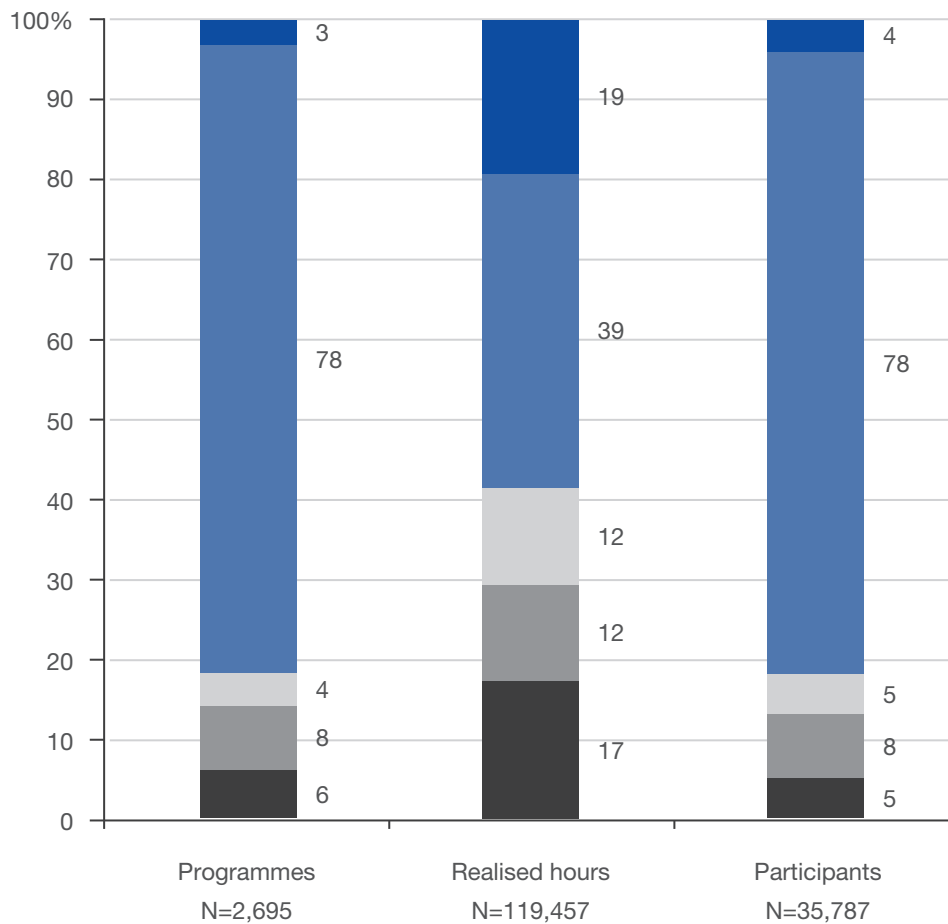
	Participants	Programmes	Realised hours
Total	35,787	2,695	119,457
Qualification			
after basic education	14.2	15.7	9.5
after technical education	0.6	0.5	3.6
Training			
for which no required prior education is defined	80.1	80.0	59.9
after short term vocational or vocational upper secondary education	0.5	0.7	2.9
after upper secondary general or technical education	1.4	1.0	4.8
after tertiary education	0.9	0.6	2.9
Specialisation			
for which no required prior education is defined	0.2	0.1	1.5
after short term vocational or vocational upper secondary education	0.7	0.4	2.9
After upper secondary general or technical education	0.2	0.1	0.3
after tertiary education	0.2	0.1	0.7
Retraining programmes at the same level of education			
	1.1	0.8	11.1
Total	100	100	100

Sources / Continuing Education, Slovenia, 2011/2012, 16 July 2013

In 2011/2012 the highest proportion of verified programmes (78%), participants (78%) and realised hours (39%) were in the field of services (see graph 7).

graph 7 / Fields of verified programmes, hours of training and participants, 2011/2012 (%)

- General programmes N=166
- Science N=216
- Health and welfare N=119
- Services N=2,094
- Other N=90*



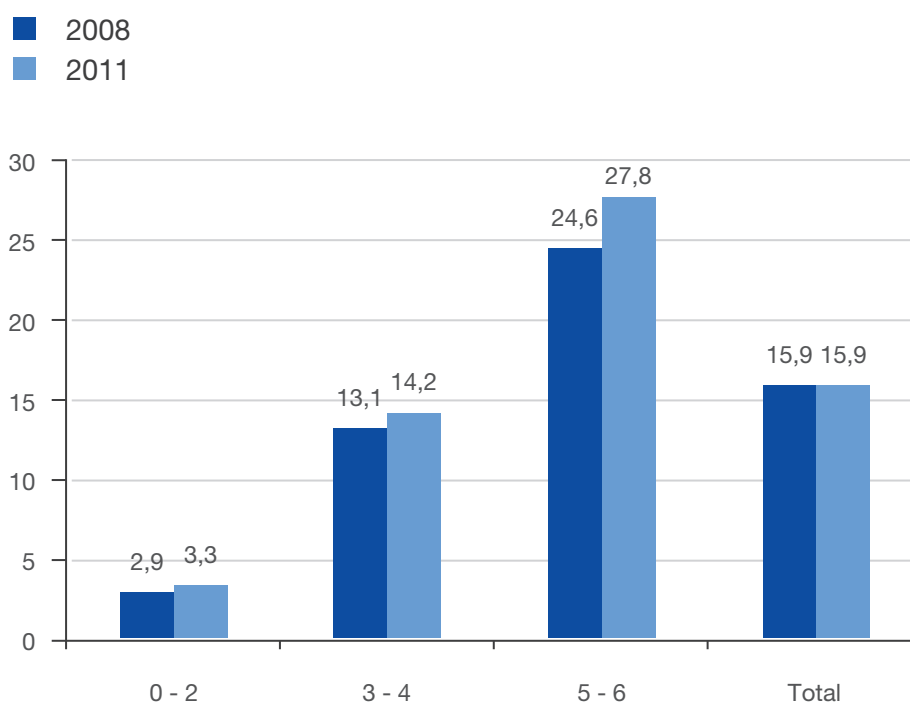
Sources / SORS Continuing Education, Slovenia 2011/2012, 16 July 2013

* Education, humanities and arts, social science, business and law, engineering and manufacturing, agriculture and others.

2.3.4 / Participation in adult learning

The latest data from the Adult Education Survey indicate that in 2011, 36% of adults aged 25-64 participated in education, which is slightly less than four years earlier (40%), while 34.8% of adults participated in non-formal education (compared with 36.1% in 2007) (source: SORS Adult Education Survey results 2007 and 2012). A person's educational attainment influences participation in education significantly. Graph 8 shows that the proportion of the most educated persons included in education and training increased most from 2008 to 2011. Because the training of less educated persons is financed from the state budget, the trend may be attributed to cuts in state education and labour market budgets in 2010 and 2011.

graph 8 / Participation rate in formal and non-formal education and training by highest level of education attained, 2008 and 2011 (%)



Sources / Eurostat, LFS, annual average of quarterly data, accessed 24 September 2013

In non-formal learning, the participation rate of the most educated persons is nine times higher than that of the least educated persons. The uneven participation rate has widened (see table 3). That gap has been higher in Slovenia than the EU25 average since 2004. The reasons have not been researched. The negative trend in the period 2008-2011 might be attributed to the economic crisis and cuts in the budgets of the MoESS and Ministry of Labour for CVET.

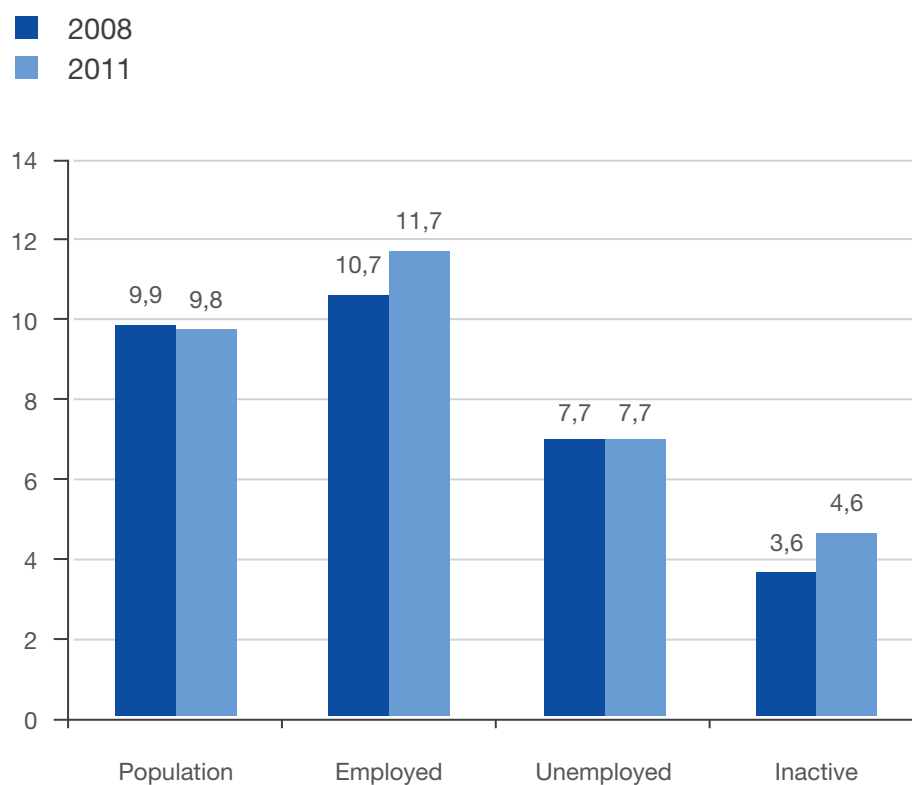
table 3 / participation rate in non-formal education and training by lowest and highest level of education attained, 2008 and 2011 (%)

ISCED LEVEL	0-2	5-6
SI 2008	2.1	18.5
SI 2011	2.0	20.5

Sources / Eurostat, LFS, annual average of quarterly data, accessed 24 September 2013

In non-formal learning, employed persons are best equipped to exploit education and training opportunities (see graph 9).

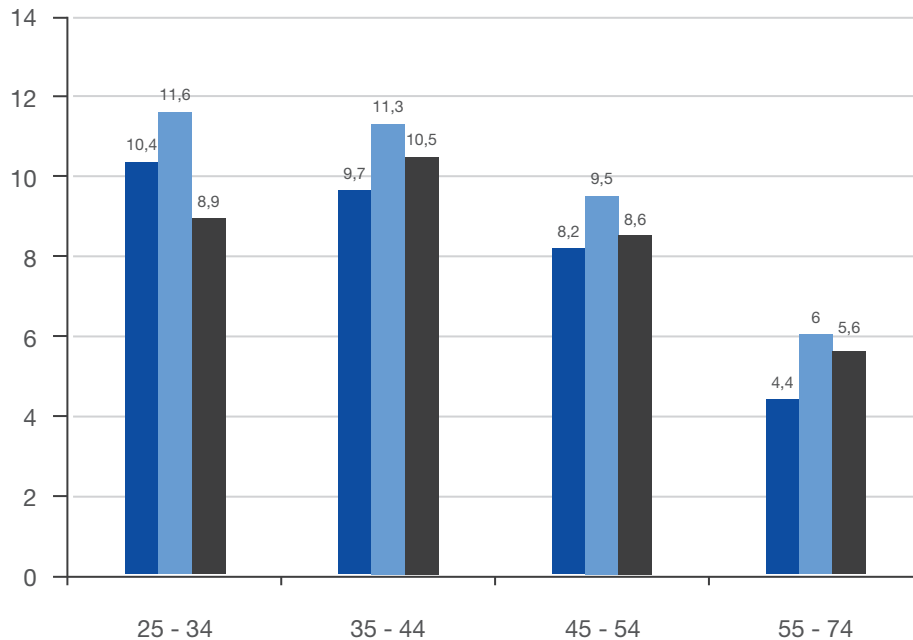
graph 9 / Participation rate in non-formal education and training by labour status, 2008 and 2011 (%)



Sources / Eurostat, LFS, annual average of quarterly data, accessed 24 September 2013

The participation rate in formal and non-formal education and training by sector shows the highest rates in information and communication, financial and insurance activities, and education (between 31%-33%), followed by real estate activities, professional, scientific and technical activities, public administration and defence, compulsory social security, human health and social work activities, and arts, entertainment and recreation (between 24%-29%) (see Annex 1, Table 19).

graph 10 / Participation rate in non-formal education and training by age, 2008, 2011 and 2012 (%)



Sources / Eurostat, LFS, annual average of quarterly data, accessed 5 November 2013

It is common for participation rates to fall with age. Graph 10 also indicates that the education divide between the youngest and oldest age groups is narrowing unfortunately due to a negative trend in the participation of the youngest age group. In 2008 the participation rate of the youngest age group (25-34) was 2.4 times higher than that of the oldest (55-74), compared with 1.6 times higher in 2012. At the same time, the youngest group is the only group recording a negative trend in participation (a decrease of 1.5 percentage points from 2008 to 2012). Participation in all other groups was up (by 1.2 percentage points in the oldest group).

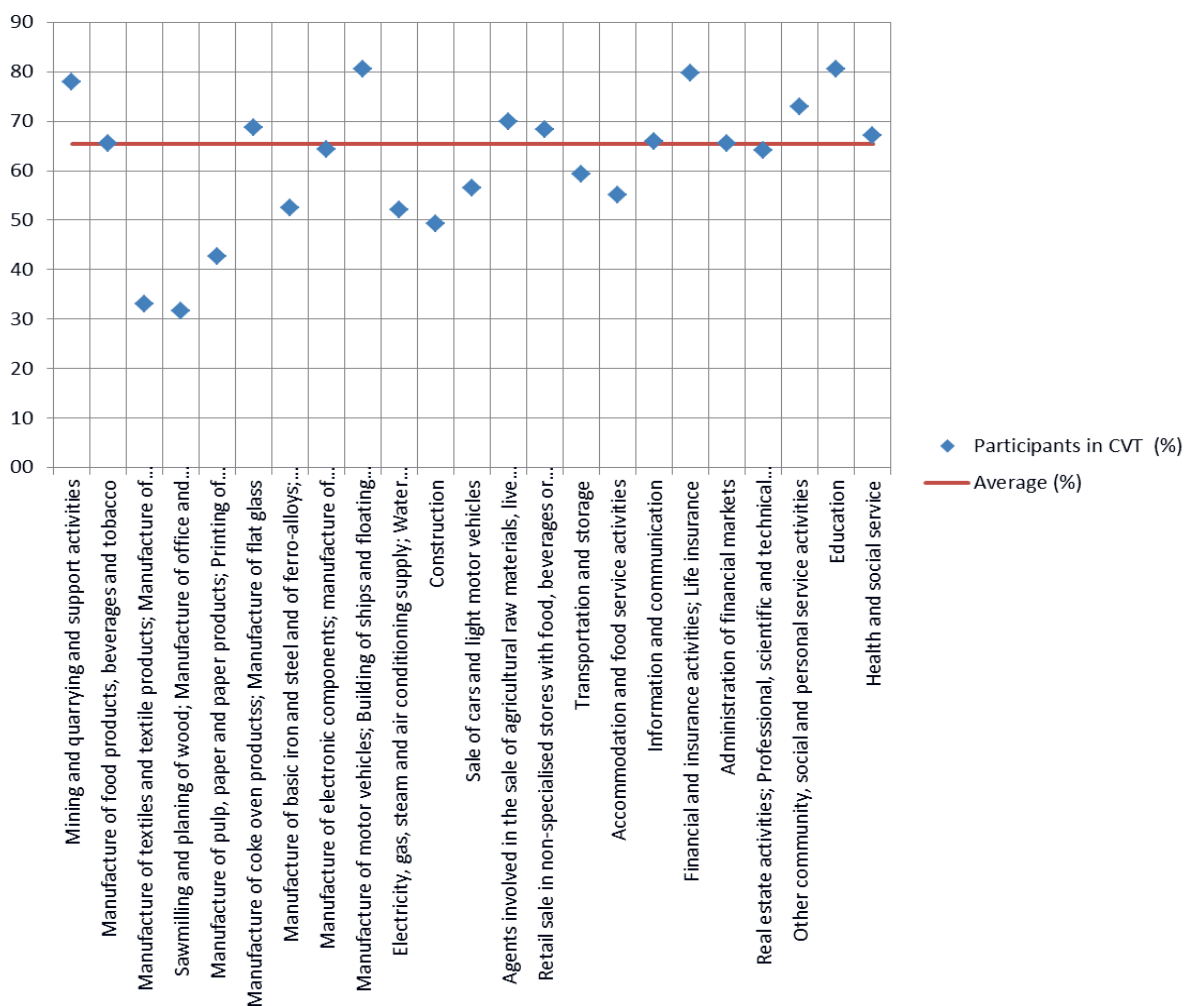
OECD data on hours of instruction and the ratio of hours in job-related non-formal education to hours worked reveals that Slovenia lags behind the EU21 for both indicators. In 2007 job-related hours of instruction were almost two times higher in the OECD than in Slovenia (see Annex 1, graphs 19 and 20).

2.3.5 / Workplace learning

The data on education and training in enterprises, collected in the Continuing Vocational Training Survey (CVTS) survey, show a decreasing trend: from 2005 to 2010 the number of enterprises delivering training to their employees fell by 38%, with a decrease in average costs per participant of 33% and in hours of training by 167%²⁰.

Of all those employed in organisations that delivered training, 65.4% participated in training in 2011 (see graph 11).

graph 11 / Participation rate in formal and non-formal CVET by activity in Slovenia, 2011 (%)



Sources / SI-stat (http://pxweb.stat.si/pxweb/Database/Dem_soc/Dem_soc.asp, accessed 2 September 2013)

²⁰ Source: SORS – Continuing Vocational Training in Enterprises, 2012 and 2007

Ranking well above the average were mining (77.9%), the manufacture of motor vehicles and building of ships (80.6%), financial and insurance activities (79.8%), other community activities and education (80.4%), while ranking below the average were the manufacture of textiles (33%), sawmilling and planing of wood and the manufacture of furniture (31.7%) (see Annex 1, Table 20).

The fewest hours paid for formal and informal education and training programmes were recorded in enterprises employing 10-19 person and 250-499 persons. In these two groups, employees attended between 27.7 and 31.4 hours of training, on average. The most hours paid (62.4) for training were recorded at small enterprises (between 20 and 49 employees). At the largest enterprises (1,000 or more employees), employees spent an average of 27.3 paid hours on training²¹.

2.3.6 / Funding mechanism

The state encourages the higher participation of adults (all or selected target groups) in education through various forms of financial and other support: free education, reimbursement of education expenses, different forms of allowances, education leave, scholarships, etc. The state also provides financial supports for the development of 30 competence centres (see Annex 2) for staff development (in the period 2010-2015) that operate in individual economic sectors with the aim of contributing to a reduction in deficits in the competences of employees by providing targeted oriented training. It also co-finances lifelong career guidance and counselling for employers and employees (implemented by 73 institutions²² in 2013) and finances the development and functioning of the education infrastructure: networks of 14 information and guidance centres for adults, 14 centres for lifelong learning, around 200 literacy teachers and 20 active counsellors in the quality counsellors network (Slovenian Institute for Adult Education – SIAE).

²¹ Source: Continuing Vocational Training in Enterprises, Slovenia, 2010, first release, July 2012

²² Source: Slovene Human Resources Development and Scholarship Fund.

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

Free education is set out:

- in the Slovenian constitution, for adults attending compulsory basic education programmes,
- in the Labour Market Regulation Act, 2010 (Zakon o urejanju trga dela), for unemployed persons participating in AEP programmes, while some are aimed at employed persons in enterprises, and
- in AAEP programmes adopted by the government for priority target groups (adults with low literacy skills, older Roma adults in non-formal general and literacy programmes and for less-educated persons in work-related programmes).

Adults attending upper secondary education programmes are entitled to the reimbursement of education expenses upon the successful completion of a programme (see chapter 2.2.2).

Part time students participating in formal programmes to obtain a degree (upper secondary and tertiary education) have some rights (up to 27 years), which include health care insurance, access to scholarships and the reimbursement of travel expenses, unless they are employed, registered as unemployed or participate in active employment policy programmes.

Employees have a right to work leave for education and training (Employment Relationship Act, 2002). Employers are obliged under collective agreements to cover direct and indirect costs (payment of wages and salaries), if they initiate leave. If the training is not in the interest of the employer, individuals finance their own education. They may also be forced to co-finance training required for work, mostly in the form of investment of their spare time. The Health and Safety at Work Act (2011) requires employers to provide training in workplace safety. The costs of training are borne by employers.

There is no tax relief for adults for the costs they incur for their learning that is not work-related. According to the Personal Income Tax Act, the costs covered by an employer for the training of employees or their families that

is not work-related are deemed income (bonus) for which tax must be paid. The aforementioned regulation is counterproductive to incentives aimed at supporting learning, and constant efforts are made by adult education experts to amend the act.

2.3.7 / Transfer possibilities to government-regulated education and training

Principles for the accreditation of non-formal/informal education and learning are determined by school legislation and by the minister of education, regulations governing upper secondary education and by universities' rules for higher education. Adult-education providers specify the procedures, bodies and tools for recognition and accreditation.

However, the process of recognition, assessment and accreditation does not replace admission criteria for access to further formal education or to regulated professions; it merely obliges formal-education providers to exempt participants from sitting respective subjects and parts of programmes, and permits participants to advance more quickly within a programme.

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

At present, the methodological and technical capacities for the effective integration of the two aforementioned systems for recognising informal and non-formal learning and their integration into the formal system have not yet been developed. Other systemic measures that would need to be introduced for this to happen (e.g. in governance, financing, modularisation and decentralisation of curriculum responsibilities) have been enacted, but require practical implementation. The SIAE has developed training courses to support adult education teachers in implementing the necessary procedures in everyday practice.

2.3.8 / Quality assurance

There is a difference between CVET providers of verified and non-verified non-formal CVET programmes regulated by school legislation²³ in terms of ensuring the quality provision of services. Providers of verified CVET programmes must meet the same quality requirements as the those in formal school education (e.g. accreditation for implementing programmes and registration on the list of providers with the MoESS; see chapter 2.3.9).

In addition, providers of adult education programmes voluntary implement the self-evaluation model developed by SIAE. Until 2012 the model was used or is still being used by 91% of folk high schools (31 of 34), 31% of upper secondary school (26 of 84) and 27% of private education organisations (12 of 44) of all the organisations providing verified adult education programmes. Currently, 43 organisations throughout Slovenia use the SIAE's green quality logo. It represents an organisation that systematically ensures the quality of its adult education services.

Moreover, providers of verified and non-verified programmes implement other quality assurance standards, such as ISO and Investors in People standards (awarded to two adult education providers and six enterprises).

2.3.9 / CVET teachers

Teaching in CVET is a regulated profession. Regulation is one of the key mechanisms for quality assurance in education. All teachers, trainers and other members of CVET staff involved in implementing verified education and vocational programmes must fulfil the same criteria (see chapter 2.2.7) as teachers in IVET. In addition, teachers and other professionals, implementing verified non formal programmes must obtain special knowledge in accordance with the provisions of the individual programme and the decree of the

²³ Driving schools are regulated by the ministry responsible for traffic (Ministry of infrastructure and spatial planning.). They have to meet the guidelines laid down in Driving schools rules (classroom equipment, staff, and car equipment) and implement the national driving schools programme. They must be registered in Slovenian traffic safety agency.

Minister of Education. Points important for promotion at work are awarded to participants of those programmes.

In service, training is obligatory for counsellors in the certification system and for members of commissions that certify and award NVQs to individuals. All national institutes such as the SIAE, the National Institute for VET (CPI) and the National School for Leadership in Education play an important role in the training of teachers and other professionals. The SIAE issues licences for teachers who carry out literacy programmes, the Project Learning for Young Adults (PUM) programme, mentors in study circles, coordinators of the life-long learning week, and counsellors in education networks, information and counselling centres and the quality counsellors network. The programmes last from 16 to 200 hours. In addition, the SIAE provides compulsory training for members of commissions in the certification system. The licence is issued by the National Examinations Centre (NEC). The CPI provides training for teachers and assessors in NVQ procedures. Special education ending with a licence for school principals is also compulsory, and is carried out by the National School for Leadership in Education.

The number of employees at providers of continuing education decreased from 2005/2006 to 2011/2012, while the structure of full-time and other forms of employment also changed. The data confirm that providers always respond to a recession accompanied by cuts in state finances by reducing the number of full- and part-time personnel and qualified teachers (see tables 4 and 5).

table 4 / Teachers, trainers and other professional staff in paid employment at CVET providers (institutions), 2005-2012

Year	Teachers and trainers			Other professional staff		
	with pedagogic-andragogic education			with pedagogic-andragogic education		
	Total	Number	%	Total	Number	%
2011/2012	5,829	2,792	47.9	1,574	356	22.6
2010/2011	5,876	2,847	48.5	1,476	398	27
2005/2006	7,156	3,585	50.1	1,556	485	31.2

Sources / SORS – Rapid Reports 73, 12 November 2007; Continuing Education, Slovenia 2010/2011, 12 July 2012, and Continuing Education, Slovenia 2011/2012, 16 July 2013

table 5 / Employed persons at providers of continuing education, 2005–2012

Type of employment	2011/2012		2010/2011		2005/2006	
	number	%	number	%	number	%
Full-time	3,022	39.3	3,010	39.3	9,106	61.2
Part-time	260	3.4	246	3.2	248	1.7
External collaborators	4,410	57.3	4,403	57.5	5,533	37.2
Total	7,692	100	7,659	100	14,887	100

Sources / SORS – Rapid Reports 73, 12 November 2007; Continuing Education, Slovenia 2010/2011, 12 July 2012, and Continuing Education, Slovenia 2011/2012, 16 July 2013

2.3.10 / National challenges, difficulties and success

Most indicators for continuing education and training (e.g. participation rates, hours of training) show declining trends. Cuts in adult education are expected to continue as the economic downturn persists.

In the last 15 years Slovenia has created a solid adult education sector marked by its legislation (e.g. the Adult Education Act), well defined policy (see chapter 1.5), measurable goals (e.g. the AAEP), research and development institutions at the national level, and regional and local providers with qualified personnel providing teaching, counselling and guidance to adults and introducing quality measures and indicators at institutions offering CVET. All of this has ensured the implementation of the national policy and the evaluation of achievements and impacts. The challenge for education policy is now similar to the one faced in 1991, when Slovenia endured an economic, political and social crisis, and national policy responded by increasing investment in adult education. It is crucial that Slovenian policymakers stop making financial cuts (e.g. staff and money) and increase input to ensure the survival of existing education infrastructure, taking into account the principles and proposal set out in the White Paper on Education (2011).

There are three main challenges for the national policy and MoESS:

- Avoiding unbalanced incentives for CVET: this is reflected in one-sided support for the shortest possible vocational training and achieving short term benefits for priority groups on the labour market. CVET policy and practice should tackle problems on the labour market and in society by ensuring the balanced and regular support of adult learning for both: for developing human potential for civil integration, the social inclusion of individuals, social cohesion and the promotion of democratic values in society, and for improving employability and work-related competences. Those responsible for the implementation of CVET policy must take a long and sustainable approach and not expect to achieve measurable and conclusive results quickly.
- Stopping negative trends concerning participation and the quality of education and training of vulnerable groups of population.
- Financing adult education and training. A crucial role in the implementation of the national education policy was played by the European Social Fund (more than 40% of all funds for CVET in AAEP) in the period 2005-2012. Funding from the European Social Fund for the period 2007-2013 is ending, and the new framework is not expected to enter into force before 2015. Financing CVET in 2014 and 2015 will depend mostly on the state budget. Severe financial restrictions, reflected in the RENPAE 2014–2020, could lead to the conclusion that negative trends in CVET will persist and intensify if national policy measures do not address the problem in due time.

CHAPTER 3:

SHAPING VET QUALIFICATIONS

There are two types of VET qualifications in Slovenia: one type of VET qualifications can be acquired following the school path (e.g. the VET system) and the other type can be acquired following the path of recognition of non-formal learning (e.g. the NVQ system). The National Professional Qualifications Act linked both systems with the introduction of occupational standards (poklicni standardi), which represent a learning outcome standard for each qualification that can be acquired in Slovenia. The procedure for the preparation of occupational standards is set out in the Rules on the Standard Classification of Occupations²⁴.

VET qualifications are classified in sectoral qualification structures approved by a sector committee for occupational standards. The minister responsible for labour, family, social affairs and equal opportunities established 10 sector committees for occupational standards, comprising experts and representatives of various chambers, ministries and trade unions.

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

Occupational standards are prepared through social dialogue. It is important for employers to explain what kind of personnel with what kind of knowledge and skills they need now and in the future. After all, occupational standards

²⁴ Standard Classification of Occupations is a document prepared by the Statistical Office of the Republic of Slovenia on the basis of the International Standard Classification of Occupations.

are not just a record of the current situation; they are also an indicator of the developing situation. This is of considerable importance for the changing labour market, not just from the point of view of the employer, but especially from the point of view of the certificate holder.

Occupational standards must be prepared in cooperation with experts who are familiar with the profession, work organisation, technology and, last but not least, trends in the development of the profession and the sector itself. Occupational standards are closely related to a particular sector and profession, and the general competences necessary to perform effectively in a profession should also play an important part. For example: quality assurance of work, ICT skills, communication skills, works planning and organisation, health and environmental protection, etc. (see Annex 1, graph 21).

3.1 / INTEGRATING SKILL NEEDS OF THE LABOUR MARKET INTO VET PROVISION

Education programmes in VET are prepared on the basis of labour market data, such as data on movements in the labour market collected by the ESS and the SORS in their respective official records. Both institutions collect data on current developments on the labour market in their official records using their own classification tools in the process.

As this data is shown at the aggregated level (e.g. unemployment, the active population, needs for new employment positions, etc.), the need for a research institution to analyse and monitor changes on the labour market has emerged several times in the past. This is to provide support for decision making in the scope of the preparation of education programmes in the field of VET and possibly to forecast education requirements.

Official records on current demand managed by the ESS, where all employment positions offered by employers are recorded, have proven to be a comprehensive source of information. However, the problem with these records is disorganised data on various education programmes, which changed during various education reforms, and thus require a comprehensive data review,

as well as translation into high-quality topical data (education programmes). In addition, the systematic collection of the demands of employers ended in 2013. We thus lost one of the databases from which we drew information in the past (see chapter 1.5).

3.2 / PROCEDURE FOR THE PREPARATION OF VET QUALIFICATIONS

The procedure for the preparation of occupational standards and catalogues of NVQs is determined in the Rules on the Standard Classification of Occupations: The procedure begins with an initiative submitted by any legal or natural person on a specific form to the CPI. The CPI then records it, provides an expert assessment and submits it for discussion to the competent sector committee for occupational standards. When discussing the initiative, information on the needs of the labour market, on the comparability of standards for a specific qualification among EU member states, and, if necessary, on compliance with regulations and norms at the EU level are especially important.

If the sector committee for occupational standards considers the initiative to be well-founded, experts proposed by the competent sector committee (one of the above mentioned 10 committees) prepare a proposal for an occupational profile, with methodological support from the CPI.

Based on the occupational profile, experts proposed by the competent sector committee for occupational standards, with support from the CPI, prepare a proposal for an occupational standard, which defines the professional competences, knowledge and skills necessary for a particular profession or set of responsibilities. The occupational standard is coordinated within the competent sector committee for occupational standards, which proposes it for discussion to the Council of Experts of the Republic of Slovenia for VET. An expert committee for occupational standards operating within the aforementioned council discusses the occupational standard and proposes its adoption or rejection. The final decision is made by the Council of Experts, which then proposes the occupational standard for adoption and publication on National

Reference Point²⁵ to the minister responsible for labour, family, social affairs and equal opportunities.

The occupational standard must be compiled in accordance with the methodology determined by the competent Council of Experts, while the national methodology represents a uniform basis for all occupational standards and catalogues, and thus ensures the transparency and comparability of documents at the national level. Methodological support for the preparation of occupational standards and catalogues is provided by the CPI. On the basis of the occupational standard, a working group prepares a proposal for a catalogue of NVQs, which is finally coordinated by the competent sector committee for occupational standards. Once the coordination is completed, the sector committee proposes the catalogue for discussion to the Council of Experts. The expert committee for occupational standards and the commission for education programmes, operating within the Council of Experts, propose to the council the adoption or rejection of the catalogue. The council then proposes it for adoption to the Minister for Labour, Family, Social Affairs and Equal Opportunities.

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

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

²⁵ www.nrpslo.org

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

3.3 / INCLUSION OF VET QUALIFICATIONS IN THE SLOVENIAN NATIONAL QUALIFICATIONS FRAMEWORK (SQF)

The SQF includes three qualification categories that comprise qualifications that share a common purpose. All qualifications that are included have successfully completed formal accreditation procedures.

1. Qualifications obtained within the formal education system
 - Education qualifications tied to formal education by levels.
2. Qualifications obtained outside the formal education system
 - National vocational qualifications tied to the system of national vocational qualifications.
 - Supplementary qualifications tied to the supplementing of abilities and competences. Since accreditation procedures for supplementary qualifications are still being developed, these have not been included in the framework in this phase.

The Table 6 below shows the different categories and types of VET qualifications in the SQF²⁶.

table 6 / Categories and types of VET qualifications in the SQF and SQF levels in the EQF

Qualifications obtained within the formal education system	Qualifications obtained outside the formal education system		EQF level
EDUCATION QUALIFICATIONS	NATIONAL VOCATIONAL QUALIFICATIONS	SUPPLEMENTARY QUALIFICATIONS	
2. level			2
Elementary school leaving certificate (elementary education)	National vocational qualification certificate (national vocational qualification, level 2)		
3. level			3
Final examination certificate (short vocational upper secondary education)	National vocational qualification certificate (national vocational qualification, level 3)		
4. level			4
Final examination certificate (vocational upper secondary education)	National vocational qualification certificate (national vocational qualification, level 4)		
5. level			5
Vocational matura certificate (vocational upper secondary education) Master craftsman's examination certificate Foreman's examination certificate Managerial examination certificate (secondary education)	National vocational qualification certificate (national vocational qualification, level 5)		
6. level			6
Higher vocational diploma (higher vocational education)	National vocational qualification certificate (national vocational qualification, level 6)		

²⁶ The Interdepartmental Working Group approved the final report on NQF in March 2013. The Government of the Republic of Slovenia was briefed on the final report in April 2013. The law on NQF has been drafted, and is currently in parliamentary procedures, awaiting approval.

3.4 / RECOGNITION OF NON-FORMAL LEARNING

There are two main (legally regulated) routes to the recognition of non-formally and informally acquired knowledge for the purposes of (a) further participation in formal education and (b) recognition of occupational competences on the labour market (e.g. the NVQ system). In the process of recognition of non-formally acquired knowledge through evaluation, the comparability of the candidate's non-formally acquired knowledge, skills and competences with the standards of knowledge is established. In the case of further participation in the formal education system – (a) – education standards (e.g. knowledge catalogues, modules and the operational curriculum) based on the education system are used. These standards facilitate the recognition of knowledge acquired by various education routes (regulated at the system level in vocational, secondary technical and higher vocational schools). For the needs of the labour market – (b) – a formalised system of national vocational qualifications (NVQs) has been set up, where the knowledge and experience gained by candidates is compared to occupational standards defined at the national level.

Recognition of non-formally acquired knowledge is often seen as the domain of adult education, Therefore, recognition of non-formal knowledge in the formal education system is not widespread. It is most common with the part-time students of higher vocational programmes, and least common with upper secondary school students (Poročilo o spremljanju izvajanja postopkov priznavanja neformalnega znanja, CPI, 2010).

In the scope of projects that were realised until 2012, an open dialogue between various institutions has been established in consortiums (a consortium of biotechnology schools in Slovenia, MUNUS II, UNISVET, UNIP - adult education and IMPLETUM higher schools²⁷). During these discussions, concrete solutions regarding the implementation of the recognition of informal knowledge in the formal system were established. In turn, these solutions facilitated the quality implementation of procedures. Until recently, the recognition of non-

²⁷ Munus II: http://www.sio.si/sio/projekti/munus_2/;
Unisvet: <http://www.sio.si/sio/projekti/unisvet/>;
UNIP: http://www.scpet.net/index.php?module=content&page_id=388;
Impletum: <http://www.sio.si/sio/projekti/impletum/>.

formal knowledge in the area of technical upper secondary and vocational upper secondary education was conducted in accordance with the Rules on Assessment of Knowledge in Vocational and Secondary Technical Education (2007). Due to the annulment of the aforementioned rules, these procedures have become the subject of decisions of individual schools or even of an individual professional worker in a school. Higher vocational education is an exception here, since the procedure is well-defined by the common guidelines and standards in the procedures of recognition of previously acquired knowledge in higher vocational education.

The development of the system of non-formally and informally acquired knowledge for adults in VET education has also been dealt with at the system level by the SIAE in conjunction with the CPI. The MoESS and the ESF financed the sub-project Identifying and Recognising Non-Formal Learning from 2009 to 2011. Technical criteria have been drawn up for the systemic regulation of the evaluation and recognition of non-formally and informally acquired knowledge in adult education.

Candidates whose previously acquired knowledge is recognised within the formal education system may therefore be exempted from certain requirements of a formal education programme (e.g. practical training, subjects or modules, etc.), obtain a national vocational qualification, or make a career progression within an enterprise.

3.5 / NVQ VERIFICATION AND VALIDATION PROCEDURE

The National Professional Qualifications Act was passed in 2000. Since that time the NVQ system has become the most established method for assessing the effects of the influence of non-formal learning. The main purpose of this kind of formal verification is a comprehensive overview of the knowledge, skills and competences of an individual. This overview is subsequently validated according to prescribed procedures. This ensures the quality and impartiality of the system, the involvement of all relevant partners, and the transparency and comparability of the knowledge and skills of the individual. Consequently, NVQs are also included in the SQF.

In the NVQ verification and validation procedure, candidates demonstrate their skills and knowledge for the effective performance of specific occupational tasks. Through the verification and validation of NVQs, the skills and knowledge of the candidate with regard to a specific occupational standard and a catalogue of standards of vocational knowledge and skills are ascertained.

The method and procedure of assessment is set out in the Rules on the method and procedure for assessing and awarding national professional qualifications²⁸. This ensures the uniformity, transparency and quality of certificates:

- The NVQ verification and validation procedure is carried out by providers specialised in such procedures. They must be entered in a register of providers at the NEC. The latter must meet the material conditions set out in the catalogue of standards of vocational knowledge and skills.
- Verification and validation of NVQs takes place before a three-member committee appointed by the NEC. The members of the verification and validation committee are experts in their field of work, as demonstrated by sufficient proof of the required knowledge, education qualifications and work experience. On completion of training as members of the committee, the NEC grants them a licence that is valid for four years. Before expiry of the licence, committee members must submit proofs of on-going professional training to the NEC, on the basis of which the NEC extends the validity of the licence.
- Every candidate who participates in the NVQ verification and validation procedure is provided with advice and guidance. A counsellor provides a candidate with information about the NVQ verification and validation procedure, gives advice on suitable/more suitable qualifications and helps to put together a portfolio (personal summary folder).
- During the verification procedure, the NVQ verification and validation committee evaluates the candidate's portfolio in accordance with the adopted occupational standard and on the basis of criteria for the evaluation of proofs. On the basis of the latter, it can:
 - establish fulfilment of the conditions set out in the occupational standard and the catalogue of standards of vocational knowledge and skills,

²⁸ Official Gazette of the Republic of Slovenia, Nos. 13/2001, 97/2003, 108/2004, 117/2005, 57/2007, 85/2009 (ZNPk-C) and 37/2010.

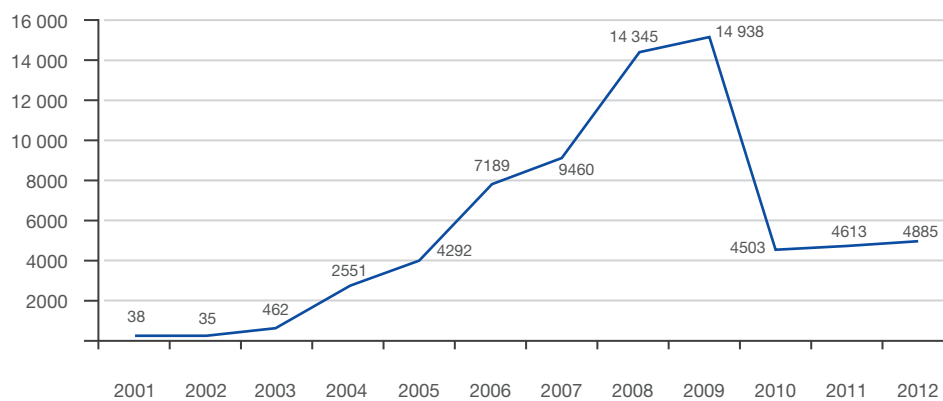
and decide that direct verification is not necessary and validate the candidate's NVQ;

or

- direct a candidate who does not meet (in part or full) the conditions set out in the catalogue of standards of vocational knowledge and skills for assessment. In this case, the committee specifies the content and precise instructions for verification and validation for each candidate separately, in accordance with the catalogue of vocational knowledge and skills.
- During the assessment procedure, the candidate demonstrates his or her skills and knowledge directly to the committee. Assessment can be written, practical or oral but is most frequently a combination of these methods of assessment. The assessment method is defined in the catalogue of standards of vocational knowledge and skills, along with the tasks used by the committee to verify the candidate's skills and knowledge.

In the period 2000–2012 a total of 67,941 certificates were awarded in Slovenia (see graph 12).

graph 12 / Number of certificates awarded in the period 2000–2012



Sources / National Reference Point (<http://www.nrpslo.org/>), Institute for VET

How does the existing system for recognising non-formally and informally acquired knowledge tie up with the SQF? The smallest unit in the SQF is the qualification, which means that the framework is a classification of qualifications and not individual knowledge, skills or competences. For this reason, only national vocational qualifications leading to a public document (a certificate or NVQ) are currently included in the framework from the system of recognising non-formally and informally acquired knowledge in Slovenia.

CHAPTER 4:

PROMOTING PARTICIPATION IN VOCATIONAL EDUCATION AND TRAINING

4.1 / VET PROMOTION

In January 2006 the MoESS established the Board for VET Promotion. The work of the board later resulted in the implementation of an action plan for the improvement of recognition and promotion of vocations (time frame: 2007–2013). Projects aimed at implementing the action plan are designed to promote VET via lifelong-learning and career-guidance tools and activities. The action plan is implemented according to the schedule, primarily through projects run by the CPI and financed by the ESF. The aforementioned board ceased to exist in 2009, and its responsibilities were taken over by the Mojaizbira.si team.²⁹

As previously mentioned, the promotion of VET is carried out by the CPI in association with the MoESS, VET school consortiums, the Chamber of Craft and Small Business and the Chamber of Commerce and Industry (in association with employers), parents, pupils and the media. The following methods and media are used to communicate VET to stakeholders: brochures, catalogues, short films on national TV presenting occupations, different websites and other promotional materials.

The CPI provides support for consortiums and schools involved in the implementation of the following free promotional activities:

- presentations of schools, their education programmes and professions (related to education programmes) on the aforementioned website moja izbira,
- preparation of promotional materials that promote all vocational and technical education programmes in an appealing way,
- training on how to write on the web,
- literature on the promotion of VET from a marketing perspective, and

²⁹ www.mojaizbira.si (My choice)

- support for the organisation of national competitions in professional skills (e.g. the organisation of working groups for the preparation of national competitions, providing a methodology for the preparation of national competitions, securing funding (sponsors) for the participation of contestants and mentors in EuroSkills competitions, applying contestants for European EuroSkills competitions in vocational skills, etc.).

Together, the CPI and consortiums try to present all vocational schools, education programmes and related professions in an appealing way. Consortiums and involved schools offer:

- assistance in how to write on the web,
- assistance in raising the awareness of individual schools about the publication “Short Manual of Effective Promotion” (Kratek priročnik učinkovite promocije),
- preparation of appealing descriptions of occupations and education programmes to publish on the web (websites of different schools and on Moja izbira web page
- assistance in the training of primary school teachers and counsellors in the field of professional education (contacting representatives of primary schools).

The MoESS has a project called Career Guidelines (*Poklicni kažipot*), which this year includes printed folders and information about the content on the mojaizbira website. The aforementioned website provides the most comprehensive information on careers and education. It is designed for pupils, students, parents, adults and counsellors (e.g. school counsellors, career counsellors and counsellors in lifelong learning). It provides easy and efficient access to data collected from many websites. The database combines information from the MoESS, the SIAE, various chambers, the ESS and many other institutions. Data is presented in a simple and transparent manner. It is very helpful in deciding on further professional and education channels and communicating the latest developments, while it can also assume the role of a good adviser. Using this approach, the website goes beyond the actions of individual institutions that are directly or indirectly related to career guidance and lifelong counselling. When this website was being created, all public institutions governed by the state in the field of education, employment and counselling were united the first time at the state level. Users can also follow the latest developments via the Facebook page (www.facebook.com/mojaizbira).

This approach in which teachers or institutions act as the promoters of professions has proven to be promising. Activities for improving the reputation of professions among young people are particularly successful when they are directly linked to their values and use advertising aimed at young people.

4.2 / GUIDANCE AND COUNSELLING

The main providers of career-guidance services are schools, the ESS and Adult Education Guidance Centres (ISIOs). Professional counsellors are employed in all settings. They provide a broad range of guidance services (e.g. personal, social and vocational).

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

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

Guidance in higher education is provided by Career Centres, which perform and organise various activities for students, graduates and prospective employers. With the help of co-financing from the ESF, Career Centres have been active in the development and execution of activities in higher education since 2010. Activities are designed to contribute to the better recognition of students and future graduates, their knowledge, key skills and competences, their successful transition to the labour market and higher employability.

Career Centres were founded at the time when the employment of highly educated young persons came to a halt, somewhat obscuring the primary mission of the Career Centres, which surpasses current conditions on the labour market. The main tasks of Career Centres are: raising awareness, acquiring and developing knowledge, skills and competences for lifelong learning, timely lifelong career development and establishing quality and effective connections between the worlds of creation and knowledge application.

Career Centres enable students and graduates to establish professional contacts that help them in their search for a quality study practice, student work, traineeship and, last but not least, their first employment. They cooperate in various ways with employers, representatives of work organisations, companies and public services.

Guidance in adult education is provided by ISIOs. Since 2008 ISIOs have functioned under the auspices of Lifelong Learning Centres, which are part of Folk Universities. Lifelong Learning Centres develop and set up web portals, provide information on learning and education, offer access to various e-materials to support independent learning, spread organised independent learning activities supported by the ICT and promote the availability of other forms of non-formal education. Each year around 25,000 adults look for information, advice or counselling via ISIOs. Their work is supported by the SIAE.

ANNEXES

ANNEX 1: TABLES AND GRAPHS

table 7 / Employment rate by age group and highest level of education (%)

	ISCED / AGE	2005				2008				2012			
		15-24	25-49	50-64	15-64	15-24	25-49	50-64	15-64	15-24	25-49	50-64	15-64
EU28	All	35.9	77.9	53.2	63.4	37.3	80.2	56.4	65.7	32.8	77.4	58.4	64.1
EU28	0-2	24.6	66.1	42.4	47.3	24.6	67.1	43.7	48.0	19.5	60.7	43.6	43.9
EU28	3, 4	46.9	79.2	56.6	68.2	49.1	81.8	59.3	70.4	43.3	79.2	61.1	67.9
EU28	5, 6	60.2	87.8	73.6	82.5	61.9	89.0	74.5	83.7	54.5	86.5	75.7	81.7
SLO	All	34.1	86.3	47.4	66.0	38.4	88.6	49.8	68.6	27.3	84.4	47.9	64.1
SLO	0-2	14.0	74.0	37.7	42.0	17.9	72.9	38.4	42.9	9.6	65.5	33.8	34.6
SLO	3, 4	48.1	86.5	46.4	69.8	51.3	89.6	49.3	72.0	38.2	84.4	46.4	65.8
SLO	5, 6	68.1	93.9	68.1	86.6	68.6	94.1	69.6	87.5	53.7	90.5	70.0	84.2

Sources / Eurostat (Labour Force Survey); extracted on 22 July 2013; last updated 4 July 2013

table 8 / Unemployment rate by age group and highest level of education (%)

	ISCED / AGE	2005				2008				2012			
		15-24	25-49	50-64	15-64	15-24	25-49	50-64	15-64	15-24	25-49	50-64	15-64
EU28	All	18.7	8.1	6.8	9.1	15.6	6.3	5.2	7.1	22.9	9.9	7.4	10.6
EU28	0-2	21.8	11.7	7.7	12.2	21.3	11.1	7.2	11.6	30.4	19.1	12.6	18.6
EU28	3, 4	17.5	8.2	7.6	9.3	13.0	5.8	5.2	6.6	20.2	8.9	6.7	9.7
EU28	5, 6	14.3	4.8	3.8	5.1	11.7	3.7	2.8	3.9	18.0	6.2	3.7	6.2
SLO	All	15.9	5.8	4.3	6.7	10.4	3.8	3.5	4.5	20.6	8.5	6.6	9.0
SLO	0-2	20.6	10.6	4.5	10.2	10.9	6.8	4.2	6.6	29.6	17.2	9.0	15.7
SLO	3, 4	14.8	5.8	5.4	6.9	10.0	3.4	3.9	4.4	18.6	8.4	7.4	9.2
SLO	5, 6	18.1	3.3	1.7	3.2	17.2	3.4	2.1	3.4	21.3	6.4	3.5	6.1

Sources / Eurostat (Labour Force Survey); extracted on 22 July 2013; last updated on 4 July 2013

table 9 / Unemployment rate for the 25-34 age group by educational attainment (%)

	ISCED	2005	2008	2009	2010	2011	2012
EU28	All	9,6	7,6	10,2	11,1	11,2	12,3
EU28	0-2	14,7	14,4	19,5	21,5	22,0	24,4
EU28	3, 4	9,6	6,9	9,3	10,2	10,3	11,3
EU28	5, 6	6,4	4,9	6,5	7,3	7,5	8,4
SLO	All	7,0	5,0	7,9	9,9	10,6	11,8
SLO	0-2	16,1	10,0	15,8	18,9	18,4	29,3
SLO	3, 4	6,7	4,2	8,0	10,2	11,8	10,8
SLO	5, 6	5,1	5,6	6,4	8,0	7,3	11,0

Sources / Eurostat (Labour Force Survey); extracted on 22 July 2013; last updated 20 July 2013

table 10 / Proportion of long-term unemployed in total unemployment (15-74 age group, %)

	2005	2008	2009	2010	2011	2012
EU28	46.0	37.2	33.3	40.1	43.1	44.6
SLO	47.3	42.2	30.1	43.3	44.2	47.9

Sources / Eurostat (Labour Force Survey); extracted on 22 July 2013; last updated 20 July 2013

table 11 / Long-term unemployment rate (15-74 age group, %)

	2005	2008	2009	2010	2011	2012
EU-28	4.0	2.6	3.0	3.8	4.1	4.6
SLO	3.1	1.9	1.8	3.1	3.6	4.3

Sources / Eurostat (Labour Force Survey); extracted on 22 July 2013; last updated 18 July 2013

table 12 / Long-term unemployment rate by educational attainment (15-74 age group, %)

	ISCED	2005	2008	2009	2010	2011	2012
SLO	All	3.2	2.0	1.9	3.4	4.0	4.6
SLO	0-2	5.4	3.4	3.5	7.1	8.5	8.7
SLO	3, 4	3.3	1.9	2.0	3.4	3.9	4.5
SLO	5, 6	1.3u	1.3u	0.8u	1.5	1.9	3.1

Sources / SORS, Labour Force Survey

Notes: u – indicates an unreliable estimate. The overall long-term unemployment rate in this table differs somewhat from the long-term unemployment rate reported by Eurostat, as Eurostat and SORS use slightly different definitions regarding unemployed persons.

table 13 / Education structure of employed and unemployed population, Slovenia, 2005, 2011 and 2012 (%)

Year	Education structure of employed persons (%)			Education structure of unemployed persons (%)		
	2005	2011	2012	2005	2011	2012
Total	100.0	100.0	100.0	100.0	100.0	100.0
ISCED 0-2	16.3	11.9	11.1	23.9	20.2	19.0
ISCED 3-4	62.1	59.8	59.0	65.7	63.1	60.9
- Short vocational education and vocational upper secondary education	27.9	24.4	25.1	31.3	30.1	27.1
- Technical upper secondary education	29.6	29.7	28.5	28.4	25.3	26.8
- Gymnasia	4.5	5.7	5.4	6.0	8.4	7.0
ISCED 5-6	21.6	28.3	29.9	10.4	16.7	20.1

Sources / SORS, Labour Force Survey

table 14 / Education structure of persons in employment, total and by activity
(NACE rev. 2), 2012

	Number	Education structure of persons in employment (%)							
		ISCED 3-4							ISCED 5-6
	Total	Total	ISCED 1-2	Total	VET	Short vocational education and vocational upper secondary education	Technical upper secondary education	Gymnasia	
Activities – total	775,581	100.0	12.4	57.7	54.0	24.8	29.1	3.7	29.9
A Agriculture, forestry and fishing	4,988	100.0	27.3	58.5	56.6	30.3	26.3	1.9	14.2
B Mining and quarrying	2,801	100.0	11.1	70.9	69.5	41.8	27.7	1.3	18.0
C Manufacturing	182,009	100.0	20.2	64.1	62.4	34.7	27.7	1.7	15.7
D Electricity, gas, steam and air conditioning supply	7,984	100.0	4.4	55.1	53.8	24.0	29.8	1.4	40.4
E Water supply, sewerage, waste management and remediation activities	9,720	100.0	23.8	58.1	56.5	34.7	21.8	1.5	18.2
F Construction	59,582	100.0	25.0	67.2	65.8	41.7	24.1	1.4	7.8
G Wholesale and retail trade, repair of motor vehicles and motorcycles	107,073	100.0	6.1	73.9	69.7	30.9	38.8	4.1	20.0
H Transportation and storage	46,198	100.0	13.0	73.7	70.7	40.7	30.0	3.0	13.3
I Accommodation and food service activities	31,921	100.0	18.6	71.3	67.5	36.0	31.5	3.8	10.1
J Information and communication	22,937	100.0	2.7	46.3	35.0	5.0	30.0	11.3	51.0
K Financial and insurance activities	23,116	100.0	1.0	45.6	35.1	3.4	31.7	10.5	53.3
L Real estate activities	4,037	100.0	8.9	53.3	47.4	15.7	31.7	5.9	37.8
M Professional, scientific and technical activities	47,902	100.0	4.4	38.9	32.8	7.5	25.3	6.2	56.6
N Administrative and support service activities	26,206	100.0	28.6	58.3	53.9	26.1	27.7	4.5	13.1
O Public administration and defence, compulsory social security	50,688	100.0	2.0	40.5	37.3	5.1	32.2	3.2	57.5
P Education	65,258	100.0	5.3	28.1	22.2	7.3	14.9	5.9	66.6
Q Human health and social work activities	55,563	100.0	8.0	50.0	48.3	10.9	37.3	1.7	42.0
R Arts, entertainment and recreation	13,834	100.0	6.2	46.0	36.2	10.0	26.1	9.8	47.9
S Other service activities	13,224	100.0	7.2	70.7	66.7	38.5	28.2	4.0	22.1
T Activities of households as employers, undifferentiated goods- and services-producing activities of households for own use	540	100.0	24.6	55.7	48.7	22.6	26.1	7.0	19.6

Sources / SORS, SRE

Notes / According to data as at 1 September. Persons in employment are persons in paid employment and self-employed persons, excluding farmers. Persons in paid employment and self-employed persons are obtained from the Statistical Register of Employment (SRE).

table 15 / Young people enrolled in ISCED 3-4, by type of education programme, Slovenia, 2005/2006 - 2012/2013

	Number	Growth in number (%)			Structure (%)			
		2012	2012/2011	2012/2008	2012/2005	2005	2008	2011
Total	78,208	-2.1	-10.6	-21.7	100.0	100.0	100.0	100.0
Short vocational education and vocational upper secondary education	12,484	-0.8	-12.4	-36.2	19.6	16.3	15.8	16.0
Vocational upper secondary programmes designed to provide direct access to ISCED 5-6	34,687	-1.6	-6.2	-14.0	40.4	42.3	44.1	44.4
General programmes	31,037	-3.2	-14.4	-22.3	40.0	41.4	40.1	39.7

Sources / SORS, Data Portal – Demography and Social Statistics – Education

Notes / Data are for the beginning of the school year.

table 16 / IVET in Slovenia³⁰

Education	Number of programmes	Entry requirements ³¹	Age	Duration	ISCED	NQF ³²	Certificate	Access to further education
Short vocational upper secondary								
(nižje poklicno, NPI)	10	fulfilled ³³ basic education obligation (nine years of regular schooling or schooling for pupils with special needs)	15-17	2 years	3C	3	final exam	vocational (SPI) and technical (SSI) upper secondary
Vocational upper secondary								
(srednje poklicno, SPI)	69 (3) ³⁴	successfully completed elementary school or short vocational upper secondary education	15-18	3 years	3C	4	final exam	vocational technical (PTI) and technical (SSI) upper secondary
Vocational technical upper secondary								
(poklicno tehniško, PTI)	35	successfully completed vocational upper secondary education	18-20	2 years	3B	5	vocational matura	higher vocational, first cycle professional and academic ³⁵
Technical upper secondary								
(srednje tehniško in strokovno, SSI)	48 (4)	successfully completed elementary school or short vocational upper secondary education	15-19	4 years	3B	5	vocational matura	higher vocational, first cycle professional and academic
Higher vocational								
(višješolsko, VŠ)	33	general or vocational matura OR three years of work experience, master craftsman, foreman or managerial examination and vocational matura general subject exams	19-21	2 years	5B	6	diploma	first cycle professional and academic
Vocational course	4	successfully completed four years of general upper secondary education or final year of technical or vocational technical upper secondary education		1 year	/	/	/	Access to vocational matura

Notes /

³⁰ Sources: Vocational Education Act, information portal of the Ministry of Education, Post-Secondary Vocational Education Act, www.nok.si.

³¹ Specific programmes may have additional entry requirements, i.e. a medical certificate.

³² The NQF system was proposed by the Steering Committee and has not yet been formally adopted.

³³ Attending nine years of primary school is obligatory. When completed, a pupil has filled his or her obligation. Elementary school is successfully completed when a pupil achieves the minimum learning outcomes.

³⁴ The number in brackets represents the number of old programmes that are still in progress.

³⁵ Access to first-cycle academic education is open for some programmes. Students with a vocational matura may pass a fifth subject examination to expand opportunities for enrolment or enrol in a matura course to pass the general matura and gain access to all academic programmes.

table 17 / Curricula in hours

Type and name of programme	Hours in whole programme						
	Academic subjects	Vocational modules		Work-based learning / %	Freely chosen activities	Open curricula	Total
		Vocational theory	Practical lessons at school				
Short vocational upper secondary							
Wood worker	695	272	600	152 / 7%	96	448	2,263
Biotechnical and care assistant	695	272	600	152 / 7%	96	448	2,263
Assistant in technology processes	695	280	700	152 / 6.5%	96	437	2,360
Vocational upper secondary							
Joiner	970	279	884	912 / 24%	160	606	3,811
Dairy operative	985	565	600	912 / 24%	160	584	3,806
Computer operator	1,051	418	655	912 / 24%	160	582	3,778
Administrator	1,051	459	594	912 / 24%	160	602	3,778
Vocational technical upper secondary							
Wood technician	1,178	690	170	76 / 31%	96	242	2,452
Food processing technician	1,178	587	240	76 / 31%	96	256	2,433
Computer technician	1,238	522	204	76 / 32%	96	256	2,392
Economic technician	1,246	508	240	76 / 32%	96	249	2,415
Technical upper secondary							
Wood technician	2,143	1220	504	152 / 31%	352	612	4,983
Food processing technician	2,176	1092	568	152 / 31%	352	612	4,952
Computer technician	2,143	1126	640	152 / 30%	352	614	5,027
Economic technician	2,415	714	748	152 / 31%	352	578	4,959
Higher vocational (in ECTS)		110		25 / 32%			135

table 18 / Participation of unemployed persons, those at risk of unemployment and other in measures of AEP (number)

Education activities	Year						Index	
	2012*	2011	2010	2009	2007	2005	2011/2005	2012/2011
Accredited literacy programmes	426	374	398	531	245	136	275	114
Institutionalised training	4,882	5,293	8,951	8,484	4,586	3,981	133	92
Acquisition of NVQ				469	205	419		
- Preparation for National Vocational Qualification	1,629	936	1,737					174
- Certification of NVQ	1,354	559	1,278					242
On-the-job assessment of skills relevance		217	6,544	3,353	2,210	1,897		
On-the-job training	2,805	6,249	4,886	4,556	659	2,064	303	
Graduates' on-the-job training		211						
Formal education programmes	247	2,586	4,451	3,371	5,697	6,654	10	10
Project Learning for Young Adults (PUM)	206	200	184	297	215	210	103	103
Knowledge Makes Dreams a Reality programme		114	6,226					
Other	848							
Total	12,397	16,739	34,655	21,061	13,817	15,361	109	74

Sources / ESS Annual Reports 2005, 2007, 2009, 2010 and 2011; annual report on the implementation of government measures on the labour market in 2012

Notes / *The methodology of reporting was adopted to the Labour Market Regulation Act in 2012, and some data are not comparable

table 19 / Participation rate in formal and non-formal education and training by activity, 2008 and 2011 (%)

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

Sources / Eurostat, LFS, annual average of quarterly data, accessed 24 September 2013

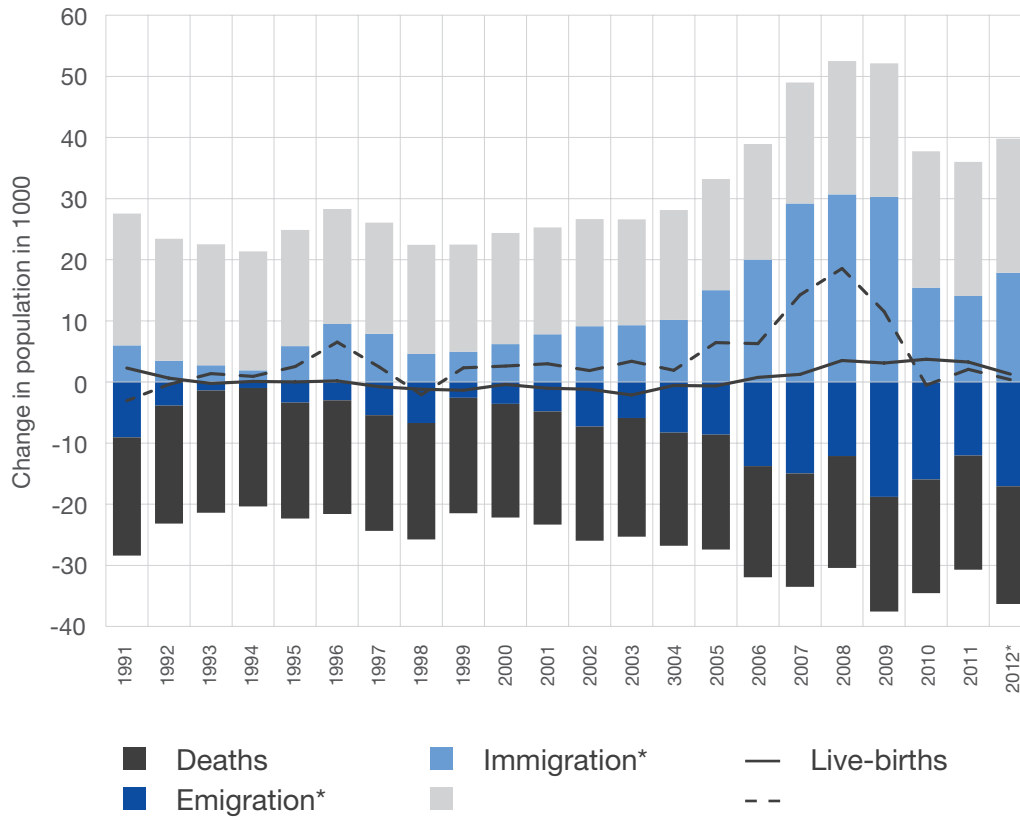
table 20 / Enterprises providing CVT courses, employees, participants in CVT courses, 2010

	Enterprises		Employees	Participants in CVT courses	
	Number			Number	Number
NACE activity - TOTAL	4,294		431,402	281,961	65.4
Mining and quarrying and support activities	21	M	2,547	1,983	77.9
Manufacture of food products, beverages and tobacco	76	M	8,579	5,628	65.6
Manufacture of textiles and textile products; Manufacture of leather and leather products	45		6,519	2,151	33.0
Sawmilling and planning of wood; Manufacture of office and shop furniture; Striking of coins	79		9,034	2,860	31.7
Manufacture of pulp, paper and paper products; Printing of newspapers	45	M	5,162	2,199	42.6
Manufacture of coke oven products; Manufacture of flat glass	163		25,867	17,801	68.8
Manufacture of basic iron and steel and of ferro-alloys; Manufacture of metal structures and parts of structures	227	M	23,418	12,295	52.5
Manufacture of electronic components; manufacture of engines and turbines, except aircraft, vehicle and cycle engines; Repair of fabricated metal products	194		30,856	19,853	64.3
Manufacture of motor vehicles; Building of ships and floating structures	34		11,023	8,886	80.6
Electricity, gas, steam and air conditioning supply; Water supply; sewerage, waste management and remediation activities	78	M	12,744	6,649	52.2
Construction	299		18,923	9,313	49.2
Sale of cars and light motor vehicles	122	M	5,074	2,870	56.6
Agents involved in the sale of agricultural raw materials, live animals, textile raw materials and semi-finished goods	309	M	12,274	8,582	69.9
Retail sale in non-specialised stores with food, beverages or tobacco predominating	192	M	30,321	20,694	68.2
Transportation and storage	245	M	29,119	17,273	59.3
Accommodation and food service activities	131		8,706	4,804	55.2
Information and communication	145		11,619	7,652	65.9
Financial and insurance activities; Life insurance	62		20,470	16,326	79.8
Administration of financial markets	18	M	553	362	65.5
Real estate activities; Professional, scientific and technical activities; Administrative and support service activities; Arts, entertainment and recreation; Other service activities	628		35,116	22,540	64.2
Other community, social and personal service activities	253	M	37,301	27,225	73.0
Education	677		46,525	37,427	80.4
Health and social service	250	M	39,652	26,587	67.1

Sources / SORS SI-stat-u (http://www.stat.si/novica_prikazi.aspx?id=4939, accessed on 28 September 2013)

Notes / M – less precise use with caution

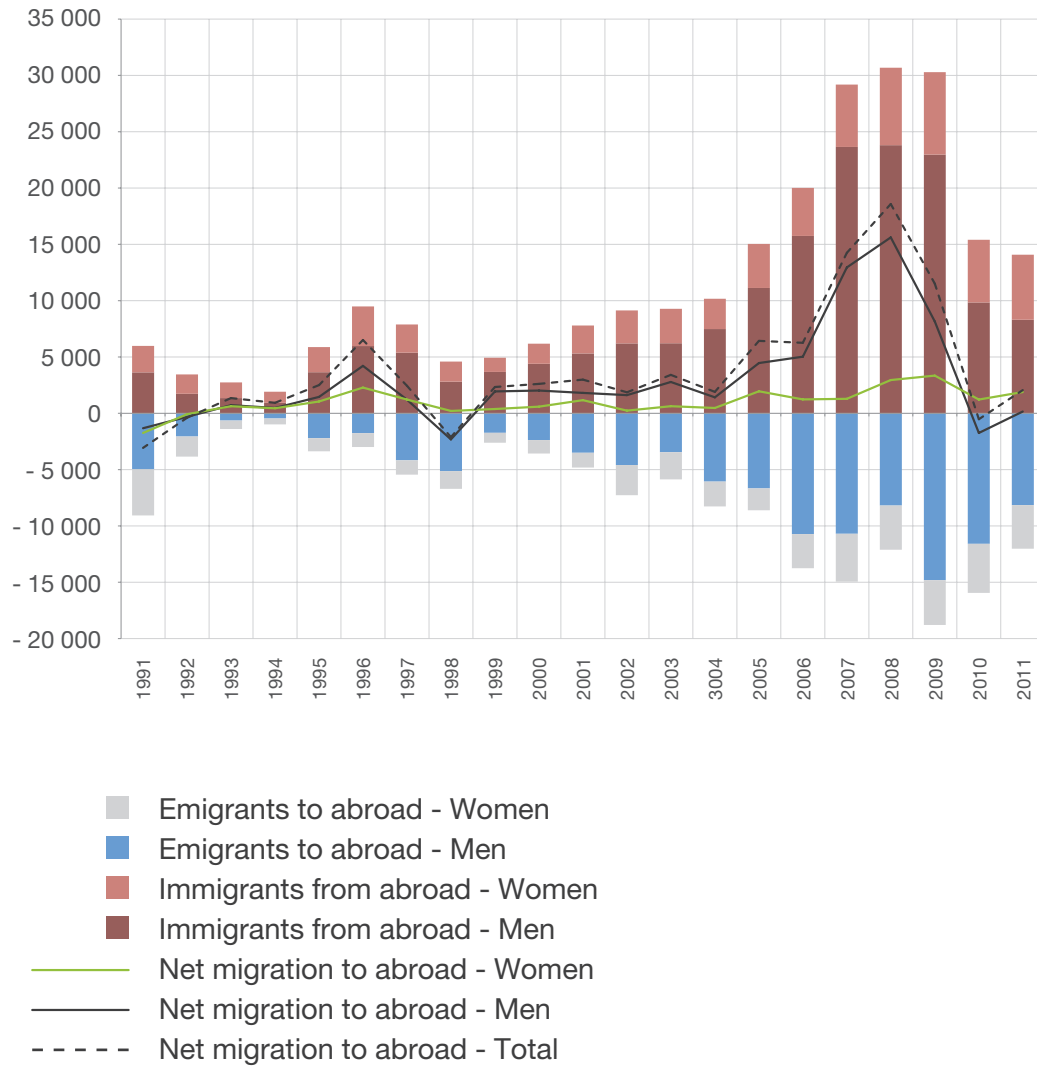
graph 13 / Components of population growth, Slovenia, 1991–2012



Sources / SORS

Notes / New definition of population and migrants applied since 2008; * Provisional data.

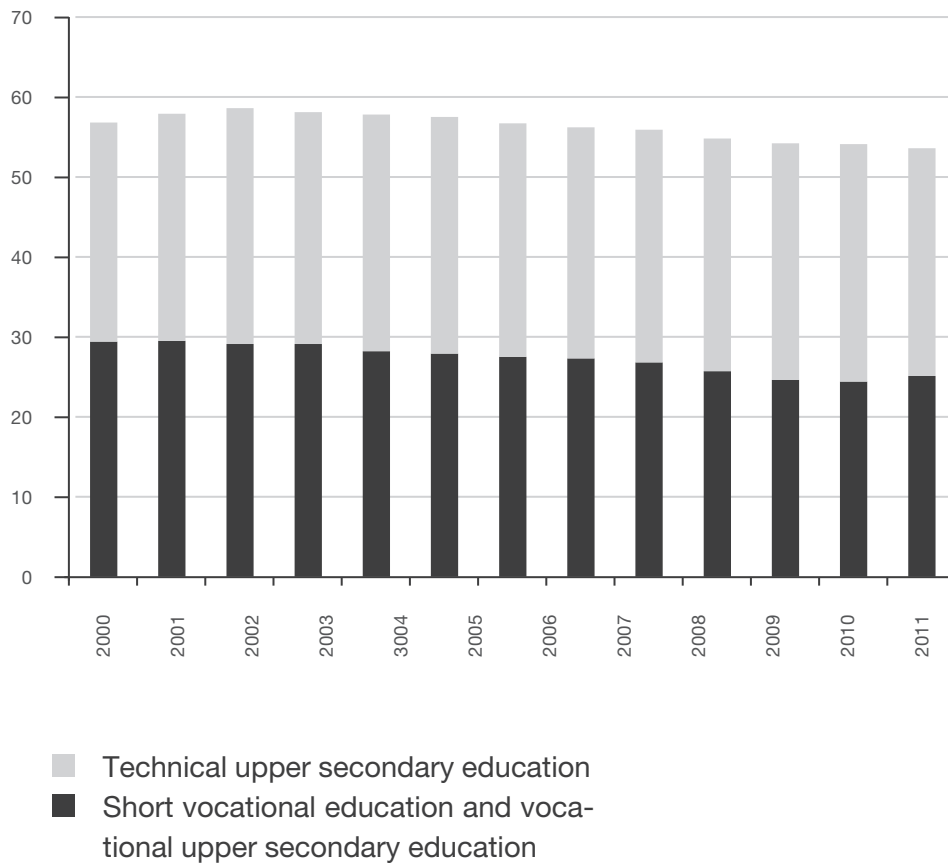
graph 14 / International migration by sex, Slovenia, 1991–2011



Sources / SORS

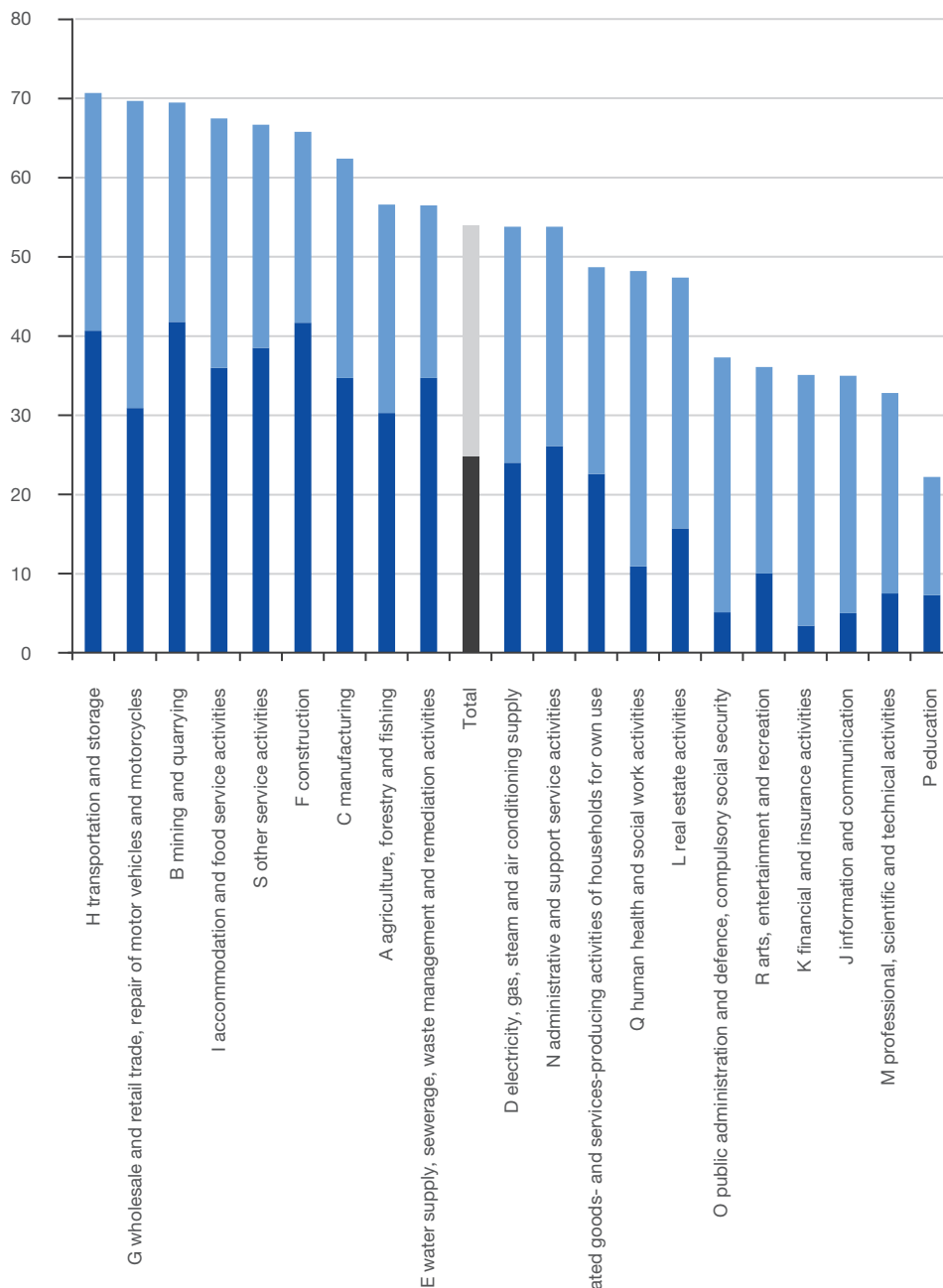
Notes / New definition of population and migrants applied since 2008

graph 15 / Number of employed persons with short vocational and vocational upper secondary education and technical upper secondary education as a proportion of the total number of employed people, Slovenia, 2000–2012 (%)



Sources / SORS, Labour Force Survey

graph 16 / Proportion of persons in employment with VET, total and by activity (NACE rev. 2), 2012 (%)



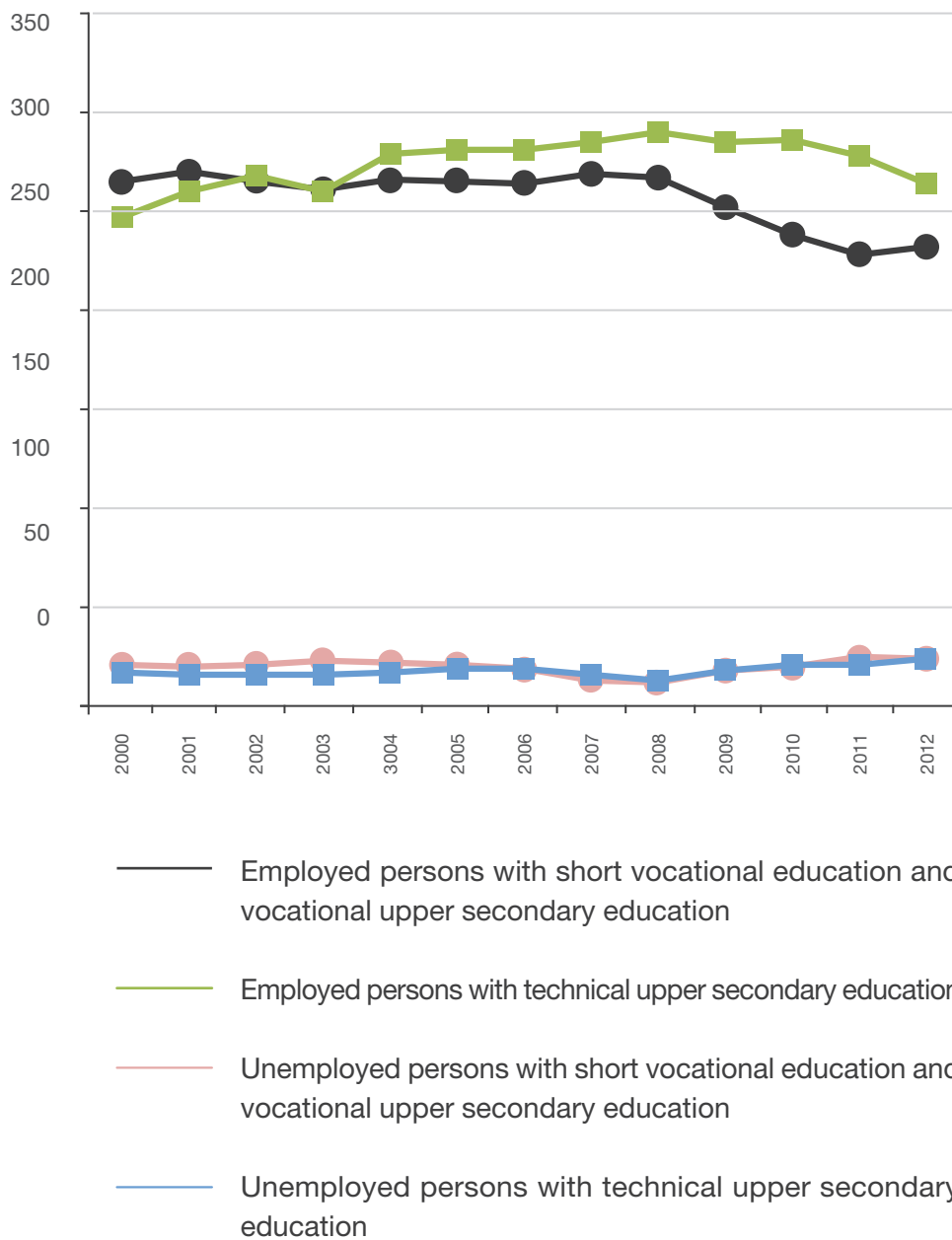
Sources / SORS, Statistical Register of Employment

Notes / According to data as at 1 September. Persons in employment are persons in paid employment and self-employed persons, excluding farmers. Persons in paid employment and self-employed persons are obtained from the Statistical Register of Employment (SRE).

- Short vocational education and vocational upper secondary education
- Technical upper secondary education

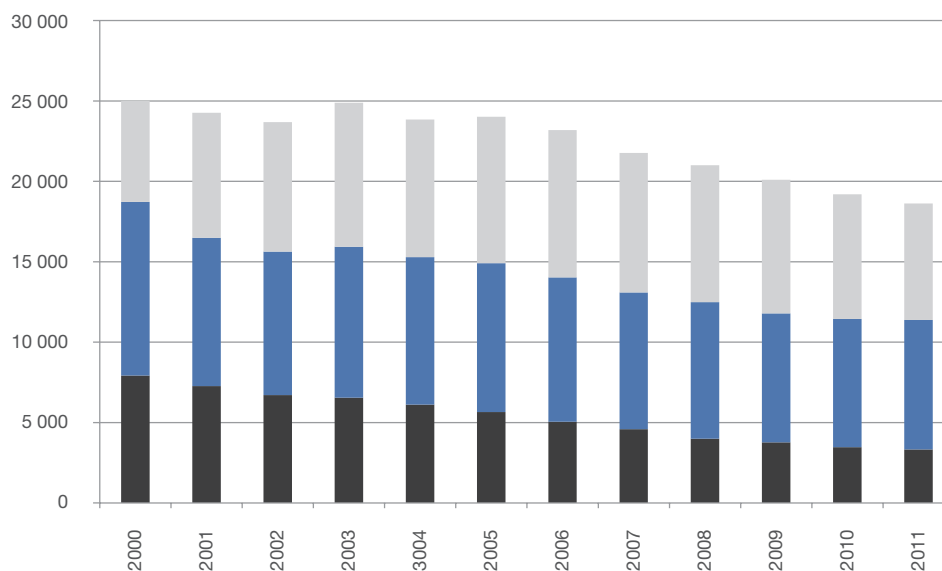
T activities of households as employers, undifferentiated goods- and services-producing activities of households for own use

graph 17 / Number of employed persons and unemployed persons with vocational upper secondary education, by type of education, Slovenia, 2000–2012 (thousands)



Sources / SORS, Labour Force Survey

graph 18 / Young persons graduating in ISCED 3-4 education, by type of education programme, Slovenia, 2000/2001 – 2011/2012



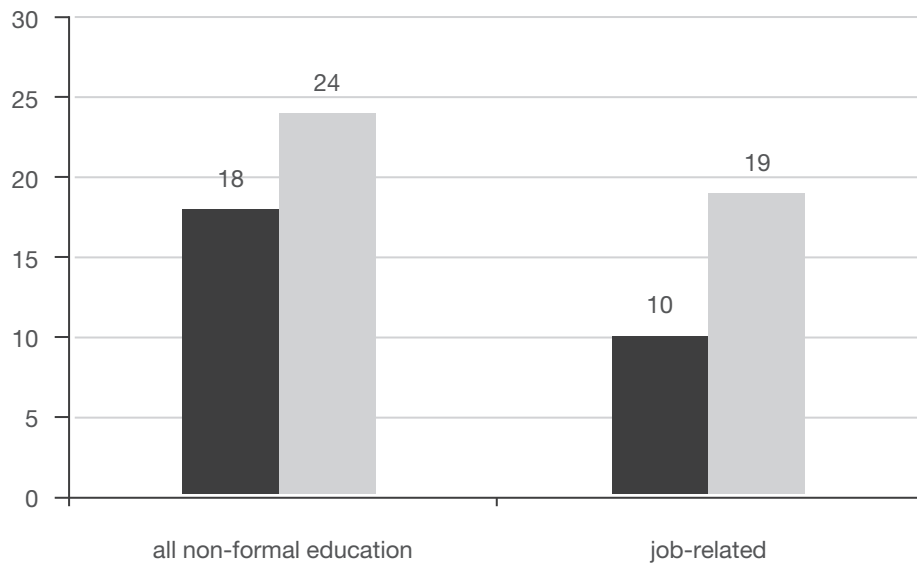
- Short vocational education and vocational upper secondary education
- Vocational upper secondary programmes designed to provide direct access to ISCED 5-6
- General programmes

Sources / SORS, Data Portal – Demography and Social Statistics – Education

Notes / Short vocational education and vocational upper secondary education do not enable an individual to enrol directly in tertiary education. Vocational upper secondary programmes designed to provide direct access to ISCED 5-6 are technical upper secondary education, vocational-technical education and vocational courses.

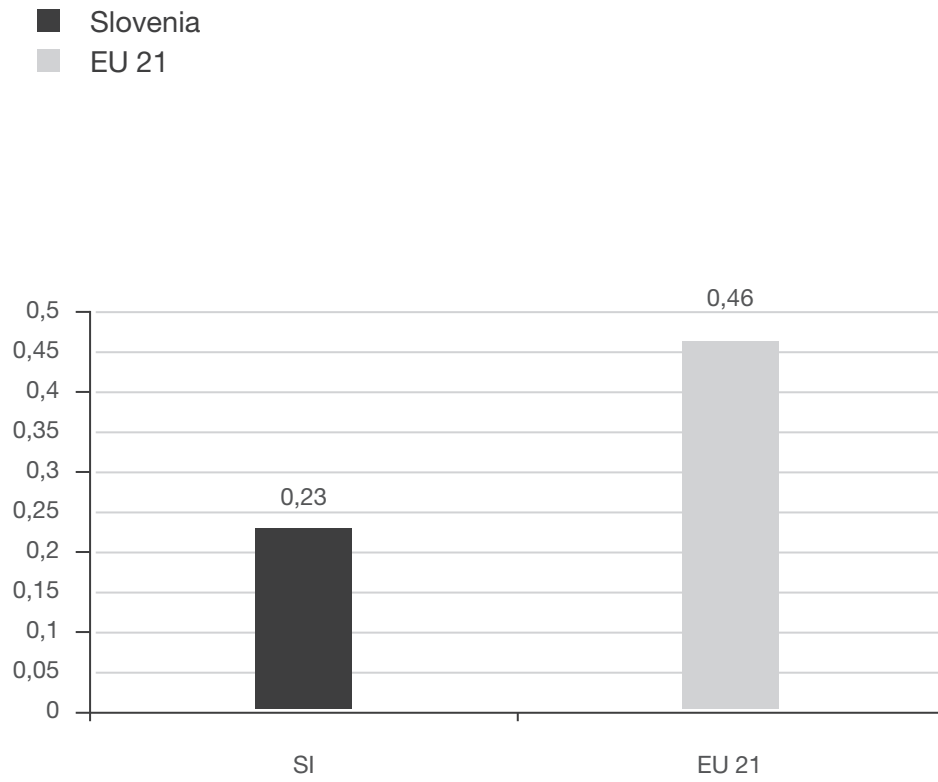
graph 19 / Hours of instruction per adult (number), 2007

■ Slovenia
■ EU 21 Average



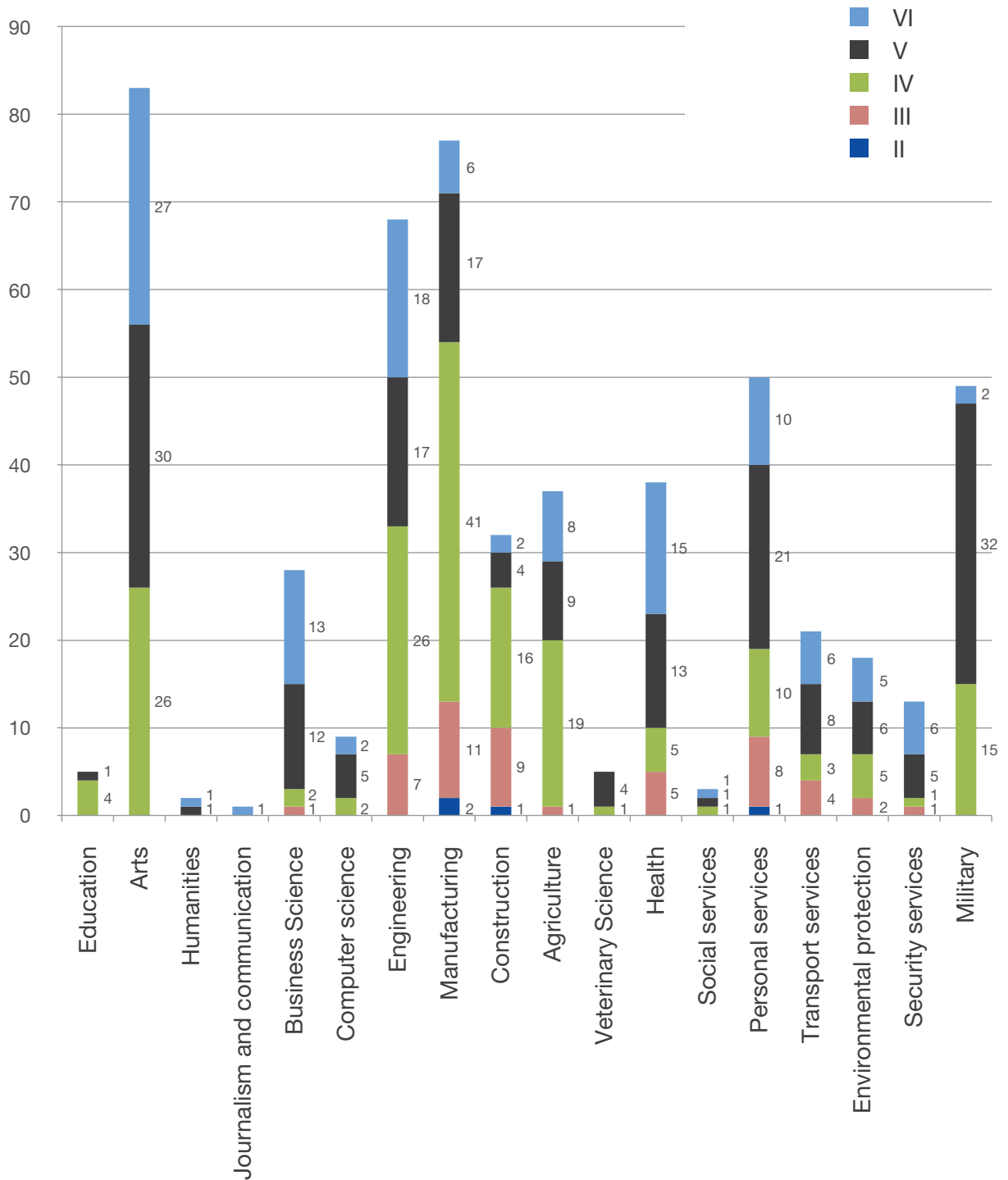
Sources / OECD Education at a Glance 2011, page 373

graph 20 / Ratio of hours in job-related non-formal education to hours worked (%), 2007



Sources / OECD Education at a Glance 2011, page 373

graph 21 / Number of vocational standards presented according to professional ISCED areas and SQF levels



ANNEX 2: COMPETENCE CENTRES

The development of Competence centres (CoC) is an innovative project aimed at strengthening the cooperation of enterprises in staff development in individual economic sectors. It comprises:

- identifying competence profiles,
- defining and sharing competence models in individual economic sectors,
- raising the participation of employees in training activities (up to 50% of employed persons) to improve work-related general and specific competences as defined in competence models,
- developing or strengthening internal training facilities (to implement up to 60% of all competence training),
- proposals for the further development of the NVQ system, as well as proposals for improving the formal VET system to better respond to the education needs of individual economic sectors.

The first seven CoCs were developed in 2012 in the glass industry, accounting, information systems, robotics, the tools industry, the chemical industry and advanced information and telecommunication systems and applications. In 2013 eleven new applicants were selected by public tender to develop CoCs. (Source: Slovene Human Resources and Development Centre at <http://www.sklad-kadri.si/en/>, accessed on 15 November 2013).

ANNEX 3: LIST OF ACRONYMS AND ABBREVIATIONS

Acronym	English	Slovene
AAEP	Annual Adult Education Programme	Letni program izobraževanja odraslih
AE	Adult Education	Izobraževanje odraslih
AEP	Active Employment Policy	Aktivna politika zaposlovanja
CPI	Institute of the Republic of Slovenia for Vocational Education	Center RS za poklicno izobraževanje
CVTS	Continuing Vocational Education Training Survey	Anketa o nadaljnjem poklicnem izobraževanju in usposabljanju
ECTS	European Credit Transfer and Accumulation System	Evropski system prenosa in zbiranja kreditnih točk
EQF	European Qualifications Framework	Evropsko ogrodje kvalifikacij
ESF	European Social Fund	Evropski socialni sklad
ESS	Employment Service of Slovenia	Zavod RS za zaposlovanje
ISCED	International standard Classification of Education	Mednarodna standardna klasifikacija izobraževanja
ISIO	Adult Education Guidance Centre	Informativno svetovalna dejavnost v izobraževanju odraslih
IVET	Initial Vocational Education and Training	
MIC	Business to business education centre	Medpodjetniški izobraževalni center
MoESS	Ministry of Education, Science and Sport	Ministrstvo za izobraževanje znanost in šport
NEC	National Examinations Centre	Državni izpitni center
NQF	National Qualifications Framework	Nacionalno ogrodje kvalifikacij
NVCC	National Resource Centre for Vocational Guidance	Nacionalni center za informiranje in poklicno svetovanje - NCIPS
NVQ	National Vocational Qualifications	Nacionalne poklicne kvalifikacije
PPS	Purchasing Power Standard	Standard kupne moči
PUM	Project Learning for Young Adults	Projektno učenje za mlajše odrasle
RENPAE	Resolution on the National programme of Adult Education	Resolucija o nacionalnem programu izobraževanja odraslih
RS	Republic of Slovenia	Republika Slovenija
SIAE	Slovenian Institute for Adult Education	Andragoški Center Slovenije - ACS
SMEs	Small and medium enterprises	Mala in srednje velike podjetja
SORS	Statistical Office of the Republic of Slovenia	Statistični urad RS - SURS
SQF	Slovene Qualifications Framework	Slovensko ogrodje kvalifikacij
VICC	Vocational Information and Counselling Centres	Center za informiranje in poklicno svetovanje - CIPS
ZOFVI	Organisation and Financing of Education Act	Zakon o organizaciji in financiranju vzgoje in izobraževanja
CVET	Continuing vocational education and training	Nadaljnje poklicno izobraževanje in usposabljanje
VET	Vocational Education and Training	Poklicno izobraževanje in usposabljanje
NACE	European industrial activity classification (NACE Rev.2)	Evropska industrijska klasifikacija aktivnosti

SOURCES, REFERENCES, WEBSITES

1. Act amending the Act Regulating the Qualification Recognition Procedure for Access of Citizens of EU Member States to Regulated Professions and Professional Activities in the Republic of Slovenia (Zakon o spremembah in dopolnitvah Zakona o postopku priznavanja kvalifikacij državljanom držav članic Evropske unije za opravljanje reguliranih poklicev oziroma reguliranih poklicnih dejavnosti v Republiki Sloveniji (ZPKEU-A). Official Gazette of the Republic of Slovenia, No. 92/2007.
2. Act amending the Labour Market Regulation Act (Zakon o spremembah in dopolnitvah Zakona o urejanju trga dela). Official Gazette of the Republic of Slovenia, No. 21/2013.
3. Act Regulating the Qualification Recognition Procedure for Access of Citizens of EU Member States to Regulated Professions and Professional Activities in the Republic of Slovenia. (Zakon o postopku priznavanja kvalifikacij državljanom držav članic Evropske unije za opravljanje reguliranih poklicev oziroma reguliranih poklicnih dejavnosti v Republiki Sloveniji (ZPKEU)). Official Gazette of the Republic of Slovenia, No. 21/2002.
4. Action plan for the improvement of recognition and promotion of vocations (time frame: 2007–2013). Ljubljana: Institute of the Republic of Slovenia for VET
5. Adult Education Act,(Zakon o izobraževanju odraslih). Official Gazette of the Republic of Slovenia, No. 12/1996
6. Aliens Act (Zakon o tujcih), Official Gazette of the Republic of Slovenia, No. 50/2011
7. Annual Adult Education Programme for 2013 (Letni program izobraževanja odraslih Republike Slovenije za leto 2013). Ljubljana: Ministry of Education, Science and Sport. http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/odrasli/Letni_program_izobrazevanja/LPIO13_sprejet.pdf
8. Annual report on the implementation of government measures on the labour market in 2012 (Letno poročilo o izvajanju ukrepov države na trgu dela za leto 2012), accessed 20 September 2013 at http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/zaposlovanje/porocilo_ukrepi_trg_dela_2012.pdf

9. Annual reports 2005, 2007–2011. Employment Service of Slovenia. http://www.ess.gov.si/trg_dela/publicistika/letna_porocila
10. Co-Financing Tuition for Adults. (Sofinanciranje šolnin odraslim). Ljubljana: Slovene Human Resources Development and Scholarship Fund. <http://www.sklad-kadri.si/si/razvoj-kadrov/sofinanciranje-solnin-odraslim-zip/>
11. Competence Centres (kompetenčni centri). Slovene Human Resources and Development Centre, accessed 15 November 2013 at <http://www.sklad-kadri.si/en/>
12. Data on the education structure of persons in employment, according to the Statistical Register of Employment. Data provided by SORS. <http://www.stat.si/eng/>
13. Data on long-term unemployed persons by educational attainment, according to the Labour Force Survey. Data provided by SORS.
14. Development Report 2013 (Poročilo o razvoju 2013). Ljubljana: Institute of Macroeconomic Analysis and Development. [http://www.umar.gov.si/en/publications/single/publication/zapisi/porocilo_o_razvoju_2013/5/?tx_ttnews\[syear\]=2013&tx_ttnews\[scat\]=5&cHash=a931dc4710](http://www.umar.gov.si/en/publications/single/publication/zapisi/porocilo_o_razvoju_2013/5/?tx_ttnews[syear]=2013&tx_ttnews[scat]=5&cHash=a931dc4710)
15. Education at a Glance (2011). Analysis Investment in Non-Formal Education. OECD.
16. Education Programme for the Unemployed 2011/2012 (Program izobraževanja za brezposelne osebe 2011/2012), accessed 1 September 2013 at http://www.ess.gov.si/_files/2826/IBO_2011_2012.pdf
17. Employment Relationship Act, 2013 (Zakon o delovnih razmerjih). Official Gazette of the Republic of Slovenia, No. 42/2002
18. Eurostat Portal Page – Population and Social Conditions – Education and Training (2013). Luxembourg: Eurostat. <http://epp.eurostat.ec.europa.eu>
19. Eurostat Portal Page – Population and Social Conditions – Labour market (2013). Luxembourg: Eurostat. <http://epp.eurostat.ec.europa.eu>
20. Eurostat. LFS, accessed 24 September 2013
21. Higher Education Act (Zakon o visokem šolstvu) Official Gazette of the Republic of Slovenia, No. 119/2006
22. Instructions on the Adjustment of Part-Time Education (Navodila o prilaganju izrednega poklicnega in strokovnega izobraževanja). Official Gazette of the Republic of Slovenia, No. 8/2008
23. Kunčič, B. et al (2008). Spremljava certifikatnega sistema (Monitoring of the certification system). Ljubljana: Center RS za poklicno izobraževanje
24. Labour Force Survey data. Data provided by SORS.

25. Labour Market Regulation Act (Zakon o urejanju trga dela). Official Gazette of the Republic of Slovenia, No. 80/2010.
26. Labour Market Regulation Act, 2010 (Zakon o urejanju trga dela). Official Gazette of the Republic of Slovenia, No. 80/2010.
27. Logaj, V., et al (2013). Referencing the Slovenian Qualifications Framework to the European Qualifications Framework for Lifelong Learning and the Qualifications Framework for the European Higher Education Area. Final Report Slovenia. Ljubljana: Institute of the Republic of Slovenia for Vocational Education and Training
28. Matura Examination Act (Zakon o mature). Official Gazette of the Republic of Slovenia, No. 15/2003
29. National Professional Qualifications Act (Zakon o nacionalnih poklicnih kvalifikacijah). Official Gazette of the Republic of Slovenia, No. 1/2007
30. National Reform Programme 2013–2014 (Nacionalni reformni program 2013-2014). (2013). Ljubljana: Government of the Republic of Slovenia. http://www.mf.gov.si/fileadmin/mf.gov.si/pageuploads/docs/Razvojni_dokumenti/20130510_NRP_2013_ENG.pdf
31. OECD Employment Outlook 2013. (2013). OECD.
32. Organisation and Financing of Education Act (Zakon o organizaciji in financiranju vzgoje in izobraževanja), Official Gazette of the Republic of Slovenia, No. 12/1996.
33. Personal Income Tax Act, (Zakon o dohodnini). Official Gazette of the Republic of Slovenia, No. 13/2011.
34. Post-Secondary Vocational Education Act (Zakon o višjem strokovnem izobraževanju) Official Gazette of the Republic of Slovenia, No. 86/2004
35. Programmes Leading to Formal Education for Adults and Special Programmes for Adults (Programi za pridobitev formalne izobrazbe za odrasle in posebni programi za odrasle) http://www.mizs.gov.si/si/delovna_podrocja/direktorat_za_srednje_in_visje_solstvo_ter_izobrazevanje_odraslih/izobrazevanje_odraslih/izobrazevalni_programi_za_odrasle/
36. Register of Regulated Professions or Regulated Professional Activities in the Republic of Slovenia (Evidenca reguliranih poklicev oziroma dejavnosti v Republiki Sloveniji). (2012). Ljubljana: Ministry of Labour, Family and Social Affairs: <http://www.regulatedprofessions.si/incoming/register-of-regulated-professions-or-regulated-professional-activities.aspx>
37. Resolution on the National Programme of Adult Education in the Republic Slovenia until 2010 (Resolucija o nacionalnem programu izobraževanja

- odraslih v Republiki Sloveniji do leta 2010). Official Gazette of the Republic of Slovenia, No. 70/2004
38. Resolution on the National Programme of Adult Education in the Republic of Slovenia for the period 2013–2020, 2013 (Resolucija o nacionalnem programu izobraževanja odraslih v Sloveniji za obdobje 2013-2020. Official Gazette of the Republic of Slovenia, No. 90/2013.
 39. Rules on the Introduction of a New Method for Financing and Organising Education Work in Secondary Technical Schools, Vocational Colleges and Halls of Residence for Secondary School Students (Pravilnik o uvajanju novega načina financiranja in organizacije vzgojno izobraževalnega dela v srednjih in višjih strokovnih šolah ter dijaških domov). Official Gazette of the Republic of Slovenia, No. 75/2005
 40. SI-STAT Data Portal – Demography and Social Statistics – Education. Ljubljana: SORS. <http://pxweb.stat.si/pxweb/Database/Demographics/Demographics.asp>, accessed 9 September to 13 September 2013
 41. SI-STAT Data Portal – Demography and Social Statistics – Labour market. Ljubljana: SORS. <http://pxweb.stat.si/pxweb/Database/Demographics/Demographics.asp>, accessed 17 September to 25 September 2013
 42. SI-STAT Data Portal – Demography and Social Statistics – Population. Ljubljana: SORS. <http://pxweb.stat.si/pxweb/Database/Demographics/Demographics.asp>, accessed 1 August to 6 August 2013]
 43. SI-STAT Data Portal – Demography and Social Statistics. Ljubljana: SORS. <http://pxweb.stat.si/pxweb/Database/Demographics/Demographics.asp>, accessed 16 July 2013
 44. Slovenia. VET in Europe – Country Report 2012
 45. Statistical Office of the Republic of Slovenia – Continuing Education, Slovenia, 2011/2012, 16 July 2013, first release, accessed 1 September, 2013 at http://www.stat.si/eng/novica_prikazi.aspx?id=5577
 46. Vacant Jobs, Employment and Unemployed Persons, by Title of Vocational or Professional Education. (Prosta dela, zaposlitve in brezposelni po nazivih poklicne oz. strokovne izobrazbe 2012). Ljubljana: Employment Service of Slovenia.
 47. Vocational Education Act, (Zakon o poklicnem in strokovnem izobraževanju) Official Gazette of the Republic of Slovenia, No. 79/2006
 48. Žnidarič, H. et al (2012): Zagotavljanje kakovosti priznavanja neformalno in priložnostno pridobljenega znanja (Quality Assurance in Recognition of Prior Non-Formal and Informal Knowledge) Ljubljana: Center RS za poklicno izobraževanje

49. Žnidarič, H. et al (2008). Priznavanje in potrjevanje neformalno in priložnostno pridobljenega znanja (Recognition and Validation of Prior Non-Formal and Informal Knowledge) Ljubljana: Center RS za poklicno izobraževanje
50. Žnidarič, H. et al (2010). Poročilo o spremljanju izvajanja postopkov priznavanja neformalnega znanja (Report on Monitoring the Implementation of Procedures of Recognition of non-Formal Learning). Ljubljana: Center RS za poklicno izobraževanje

Websites:

1. www.ric.si/http://www.ozs.si/
2. www.gzs.si/slo/
3. www.tzslo.si/
4. http://eacea.ec.europa.eu/education/eurydice/eurypedia_en.php
5. www.cpi.si/
6. www.stat.si/
7. www.nok.si.