

# Slovenia

## VET in Europe - Country Report

2010

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**Author:** ReferNet Slovenia

**Abstract:**

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

1. General context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. VET in times of crisis
4. Historical background, Legislative and Institutional Framework
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision (skills) with labour market needs (jobs)
9. Guidance and counselling for learning, career and employment
10. Financing - investment in human resources
11. National VET statistics - allocation of programmes

This overview has been prepared in 2010 and its reference year is 2009. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx>

More detailed thematic information on the VET systems of the EU can also be found at:  
<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

**Keywords:**

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

**Geographic term:**

Slovenia

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## 1. GENERAL CONTEXT – FRAMEWORK FOR THE KNOWLEDGE SOCIETY

### 1.1 POLITICAL AND SOCIO-ECONOMIC CONTEXT

Slovenia is a democratic republic. The head of state is the President of the Republic whose authority is mainly symbolic. Parliament consists of the National Assembly (*Državni zbor*) with 90 members (elected in a general election every four years), which is the highest legislative authority, and the National Council (*Državni svet*), which is mainly an advisory body composed of representatives of different social interests. The Government is composed of the president and 15 ministers. It is accountable to the National Assembly for its policies. In 2004, Slovenia became a Member State of the EU.

Slovenia is divided into 210 municipalities, which are local self-governing communities. They are established by law following a referendum of the residents in a given territory. As a consequence, the number of municipalities grows over time. The tasks of government at a local level are performed by 58 administrative units. As of February 2007, there are 12 statistical regions (NUTS-2 level), which are grouped in two cohesion regions (NUTS-1 level).

In 2005, the Government adopted Slovenia's development strategy,<sup>1</sup> which defined objectives, development priorities, and corresponding action plans. Improving the quality of education and encouraging lifelong learning are among these priorities.

During the economic crisis following October 2008, employment fell by 5.6%, and the number of registered unemployed persons grew by nearly 70% (particularly for men and persons with lower education). The internationally comparable unemployment rate rose from 4.1% in the third quarter of 2008 to 7.1% in the first quarter of 2010. Since January 2010, the situation on the labour market has remained relatively stable. Employment would have dropped even more had the Government not adopted certain emergency measures on the labour market.<sup>2</sup>

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<sup>1</sup> IMAD, 2005.

<sup>2</sup> To offset high unemployment and dismissal costs of enterprises as a result of a decline in orders and lower demand, the government passed two intervention acts (*The Partial Subsidising of Full-Time Work Act, OG of RS 5/2009*, and *The Partial Reimbursement of Payment Compensation Act, OG of RS 42/2009*), which included around 10% of the active population in subsidised schemes. The drop in the number of people in employment was further buffered by extensive active employment-policy measures. In 2009, about 15% of unemployed persons found work within employment and self-employment schemes and public works. A year previously, this share was approximately half as high.

## 1.2 POPULATION AND DEMOGRAPHICS

The surface area of Slovenia is 20,273 km<sup>2</sup>. Its population as of 1 January 2010 was 2,046,976,<sup>3</sup> of which 4.0% were foreigners. The official language of the state is Slovene. In areas in which Italian and Hungarian ethnic minorities reside, Italian and Hungarian, respectively, are official languages.

TABLE 1: TOTAL POPULATION (AS OF 1 JANUARY), 2003, 2006, 2009. (2010 VALUES ARE FORECASTS)				
GEO\TIME	2003	2006	2009	2010 (FORECAST)
EU 27	486,647,831	493,226,936	499,723,520(p)	501,259,840
SI	1,995,033	2,003,358	2,032,362	2,046,976

Source: Eurostat (Demographic Statistics). Accessed: 02 May 2010.

Since 1999, the population of Slovenia has grown each year, mainly due to rising net migration, which increased substantially after Slovenia entered the EU. It reached 9.2 per 1,000 inhabitants (according to the new definition of migration<sup>4</sup>) in the good employment conditions of 2008, and remained high (5.7 per 1,000) even in the crisis conditions of 2009. The natural population increase, which had been negative in the 1997–2005 period, has again been positive since 2006 (1.52 per 1 000 in 2009). The fertility rate, falling almost continuously since 1980, has been increasing since 2004. It was 1.5 for the second consecutive year in 2009. Meanwhile, life expectancy continues to increase (75.8 years for men and 82.3 years for women in 2009). Consequently, Slovenia's population is ageing. Though the old-age dependency ratio (23.7 in 2009) is still lower than the EU average, the situation will worsen in the future. Given the assumptions of relatively moderate future fertility and migration rates and high improvement of mortality rates, the shares of the young (0–24) as well as prime-age (25–64) population will decrease (and so will the corresponding cohorts in schooling), while the share of the population older than 65 will increase. According to the convergence scenario of Eurostat's projection of the population of Slovenia, the old-age dependency ratio will surpass 36 in 2025 and 60 in the period after the year 2050.

<sup>3</sup> Since December 2008, SORS has used a new EU-compatible statistical definition of population. According to this definition, the population of Slovenia consists of persons (regardless of citizenship) with registered (permanent or temporary) residence in Slovenia who live or intend to live in Slovenia for one year or more and are not temporarily absent from Slovenia for one year or more. According to the previous definition, which applied in the period 1995–2008, the population of Slovenia consisted of citizens of the Republic of Slovenia with permanent residence in Slovenia, excluding those who have been abroad for more than three months and have given notice of their departure at the administrative unit of their permanent residence; foreigners who have received permission for permanent or temporary residence in the Republic of Slovenia who have a registered permanent or temporary residence; and persons to whom asylum and refugee status have been granted in the Republic of Slovenia according to the Asylum Act. As of June 2008, Slovenia's population was 2,023,358 persons according to the new definition, which is 16,041 or 0.8% less than under the previous definition, which included also foreigners living in Slovenia for less than a year.

<sup>4</sup> In 2008, SORS also changed the definition of permanent migration, which now excludes migrants who are present in the country or absent from it for less than a year. According to the old definition, which included seasonal migrants, the migration ratio in 2008 was higher; 13.9 per 1,000 inhabitants.

**TABLE 2: PROJECTED OLD-AGE DEPENDENCY RATIO, 2010 - 2060**

GEO\TIME	2010	2015	2020	2030	2040	2050	2060
EU 27	25.90	28.26	31.05	38.04	45.36	50.42	53.47
SI	23.91	26.25	31.21	40.83	49.4	59.4	62.19

Source: Eurostat (EUROPOP2008 – Convergence scenario, national level (proj\_08c)).

### 1.3 ECONOMY AND LABOUR-MARKET INDICATORS

Since 1993, Slovenia's GDP has grown at an annual rate of around 4%, with a peak of 6.8% in 2007, when Slovenia reached around 90% of the EU-27 average GDP per capita at PPS (purchasing power standard). GDP growth continued in the first three quarters of 2008, but has been negative since the last quarter of 2008 due to reduced foreign demand. It reached 3.5% on average in 2008 and -7.8% in 2009.<sup>5</sup> Though foreign demand increased in the first quarter of 2010, decreasing domestic demand has still not allowed positive GDP growth. Favourable conditions in the labour market, influenced by high economic growth after 2004, when Slovenia entered the EU, stopped in the last quarter of 2008.

**TABLE 3: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2009**

GEO	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON-MARKETED SERVICES	
	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%	PERSONS	%
EU 27	15,192.8	7.0	35,068.2	16.1	17,290.9	7.9	57,470.5	26.4	38,557.9	17.7	53,201.2	24.4
SI	111.3	11.3	237.6	24.2	63.5	6.5	250.1	25.5	125.2	12.8	187.5	19.1

Source: Eurostat (Labour Force Survey). Accessed: 30 April 2010; Last update: 26 April 2010.

Employment rates, which have been increasing since 2004, fell in 2009. The unemployment rate, which decreased in the good employment conditions of 2008 to 4.4%, rose to 5.9% in 2009, and to 7.1% in the first quarter of 2010. Otherwise, the economic structure of employment continues to change towards a more service-based economy, although this process is still relatively slow. Slovenia's male employment rate has continuously been slightly below the EU average, mainly due to lower employment in older age groups. Meanwhile, the female employment rate is slightly higher than the EU average, due to a pre-existing culture enabled by a relatively good system of child-care services. The employment rate in the 55-64 age group is still low, though increasing (to 35.6% in 2009). Due to the pension reform of 2000, the average retirement age is slowly increasing, but remains lower than the EU average. Employment conditions for older people are relatively poor. In 2009, the female unemployment rate was lower than the male. Though declining to 2008, the unemployment rates for young people and uneducated people remain high.

<sup>5</sup> According to first estimates of SORS.

**TABLE 4: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009**

	TIME	2003			2006			2009		
GEO	ISCED / AGE	15–24	25–49	50–64	15–24	25–49	50–64	15–24	25–49	50–64
EU 27	0–2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	22.8	64.1	43.3
	3–4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	46.3	80.5	59.5
	5–6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	58.4	88.2	74.5
	No A.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.5	75.6	63.9
	TOTAL	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	35.2	78.8	56.5
SI	0–2	7.7(u)	72.9	30.9	14.9	72.8	39.3	16.4	70.4	38.7
	3–4	43.4	86.8	40.3	48.9	86.4	47.1	47.3	86.7	50.6
	5–6	69.6 (u)	92.7	64.9	69.0 (u)	94.0	72.1	71.8 (u)	93.1	74.6
	No A.	:	:	:	:	:	:	:	:	:
	TOTAL	28.6	85.6	40.9	35.0	86.3	49.1	35.3	86.4	51.7

Source: Eurostat (Labour Force Survey). Accessed: 30 April 2010; Last update: 23 April 2010

**TABLE 5: UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009**

	TIME	2003			2006			2009		
GEO	ISCED / AGE	15–24	25–49	50–64	15–24	25–49	50–64	15–24	25–49	50–64
EU 27	0–2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	25.9	14.8	9.1
	3–4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	16.9	7.5	6.2
	5–6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	15.4	4.8	3.4
	No A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	22.0	7.5	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	19.7	8.2	6.3
SI	0–2	26.1 (u)	10.9	6.8 (u)	17.2 (u)	8.1 (u)	5.0 (u)	18.9 (u)	9.5 (u)	4.9 (u)
	3–4	13.8	5.3	3.8 (u)	12.9	5.9	4.5 (u)	12.3 (u)	5.7	5.2 (u)
	5–6	:	4.0 (u)	:	:	3.4 (u)	:	:	3.6 (u)	:
	No A.	:	:	:	:	:	:	:	:	:
	TOTAL	15.3	5.9	4.2 (u)	13.9	5.5	3.9 (u)	13.6	5.5	4.2 (u)

Total public expenditure on the secondary level of education totalled 1.2%<sup>6</sup> of GDP in 2007 (EU-25: 2.2%). In the 2002–2007 period, this share decreased, which is above all the consequence of demographic changes (the decrease in the size of the enrolment cohort in

<sup>6</sup> Expenditure on the lower-secondary level of education is reported in Slovenia under the primary level of education.

upper-secondary schools) and the reduced number of young people enrolled in upper-secondary schools.

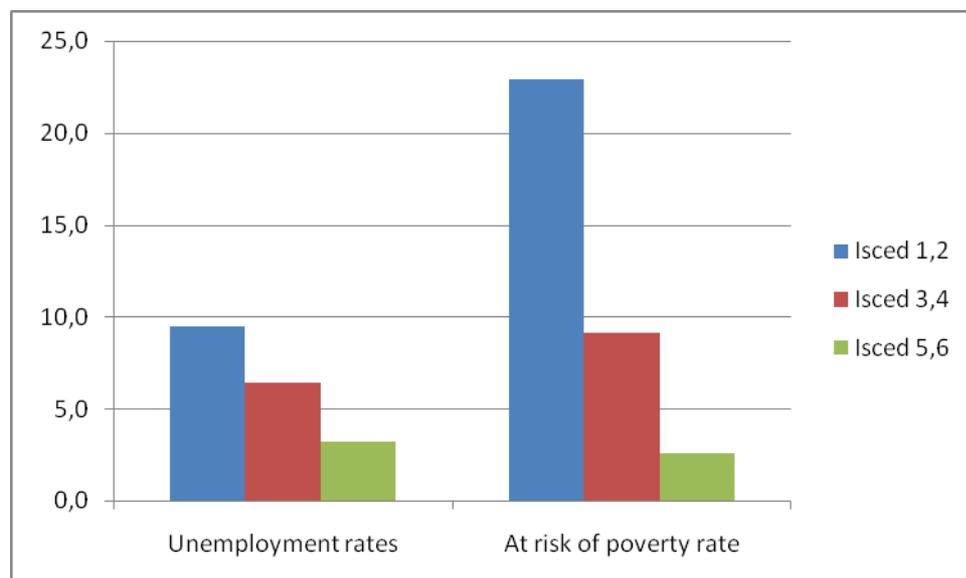
TABLE 6: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2–4), 2001–2006						
GEO/TIME	2001	2002	2003	2004	2005	2006
EU27	2.27 (s)	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)
SI	1.62 (i)	1.42 (i)	1.41 (i)	1.34 (i)	1.38	1.42 (i)

Source: Eurostat (UOE).

#### 1.4 EDUCATIONAL ATTAINMENT OF POPULATION

Participation of young and adults in education and the level of formal education attained are important factors of social inclusion in Slovenia. This is particularly true for the low-skilled population where the unemployment and at-risk-of-poverty rates are higher, on average, than in the population with upper-secondary and tertiary education (see Graph 1). Participation in education thus contributes to employability and reducing unemployment.

**Graph 1: Unemployment rates for population between 15 and 64 years and at risk of poverty rate<sup>1</sup> for population, aged 18 years or more, by highest level of education attained, 2009, in %**



Source: Eurostat, Labour force survey, EU-SILC.

Note: <sup>1</sup>At risk of poverty rate (cut-off point: 60% of median equivalised income after social transfers).

The educational structure of the population aged 25–64 improved in the period 2002–2009, which is the consequence of the high participation rates of young people in education. The share of population with an ISCED 0–2 level of education is much lower than the EU-27 average, and also decreased quickly in the period 2002–2009. The share of

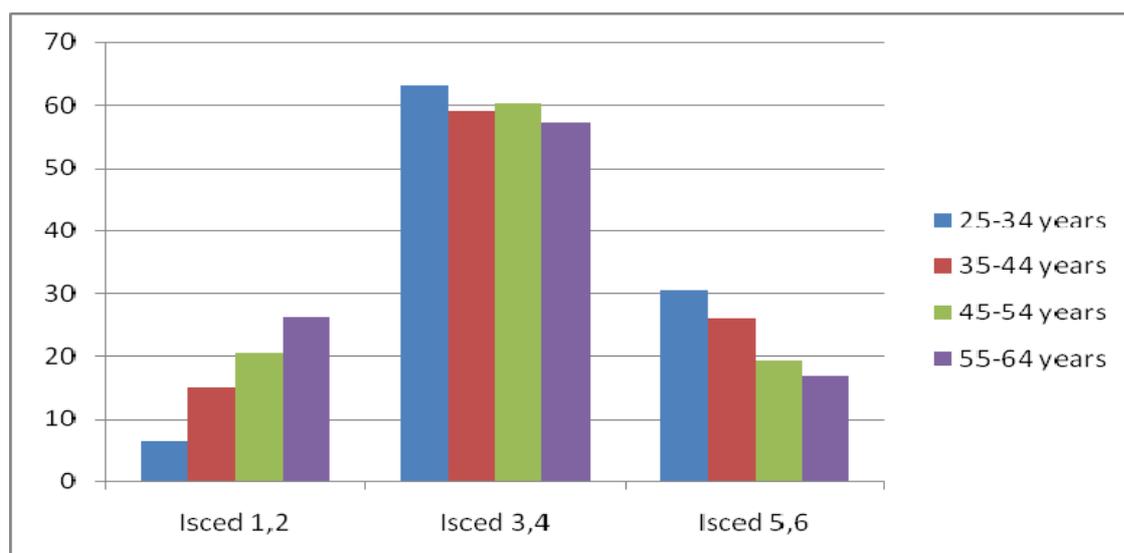
population with a tertiary education increased more than in the EU-27, which is linked to the higher growth of participation of young people, aged 20–24 years in tertiary education in the period 2002–2008. However, this share still lagged behind the EU-27 average in 2009.

	SLOVENIA				EU27			
	2002	2005	2008	2009	2002	2005	2008	2009
ISCED 0–2	22.7	19.7	18.0	16.7	33.5	30.5	28.4	27.9
ISCED 3–4	60.8	60.1	59.4	60.0	44.8	46.6	47.1	46.7
ISCED 5–6	14.5	20.2	22.6	23.3	19.5	22.4	24.2	25.1

Source: Eurostat, LFS.

But there are relatively high differences in the education structure between the younger and older sections of the population (see Graph 2). The share of people with at most a primary school education is still relatively high in older age groups (45–54 years and 55–64 years), despite decreasing in the period 2002–2009.

**Graph 2: Share of population with selected education level, by age, Slovenia, 2009, in %**



Source: Eurostat; calculations by IMAD.

The percentage of young people aged 18–24 with only a lower secondary education, who are also not in further education and training, is low, which is a consequence of the high participation rate of young people, aged 15–19 years in upper-secondary<sup>7</sup> education (2007: 79.7%) and the high completion rate (2007: 91%). The low share of early school-leavers is a result of education policy, which aims to reduce the share of early school-leavers. Measures are included in several programmes (active employment-policy measures, the Annual Adult Education Programme and the Programme of Education for Unemployed

<sup>7</sup> The completion rate in upper-secondary education is the share of young people who have completed upper-secondary education compared with the total population at the typical age of upper-secondary school completion.

Persons, see 2.1<sup>8</sup>). Young people who have dropped out of regular schooling in secondary school have the opportunity to participate in upper-secondary education as adults.<sup>9</sup> They also have the opportunity of participating in formal education within the adult education programme and, if they are unemployed, in the programme of education for unemployed persons. Both programmes are adopted yearly. An adult, who is taking part in upper-secondary education, may also acquire some additional benefits (a scholarship, transport, compulsory health insurance). Early school-leavers have the opportunity of participating in the Project Learning for Young Adults (PUM see 6.3) project.

**TABLE 8: EARLY SCHOOL-LEAVERS (%), 2002–2008**

GEO/TIME	2002	2003	2004	2005	2006	2007	2008
EU 27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9
SI	5.1	4.6 (u)	4.3 (u)	4.9 (u)	5.6	4.1 (u)	5.1 (u)

Source: Eurostat (LFS).

*Note: Early school dropouts refers to persons aged 18–24 with the following characteristics: highest level of education or training attained is ISCED 0, 1, 2 or 3c short, and respondents have declared not having received any education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding no answers to the questions "highest level of education or training attained" and "participation in education and training". Both the numerators and the denominators come from the EU Labour Force Survey.*

(u) Unreliable or uncertain data

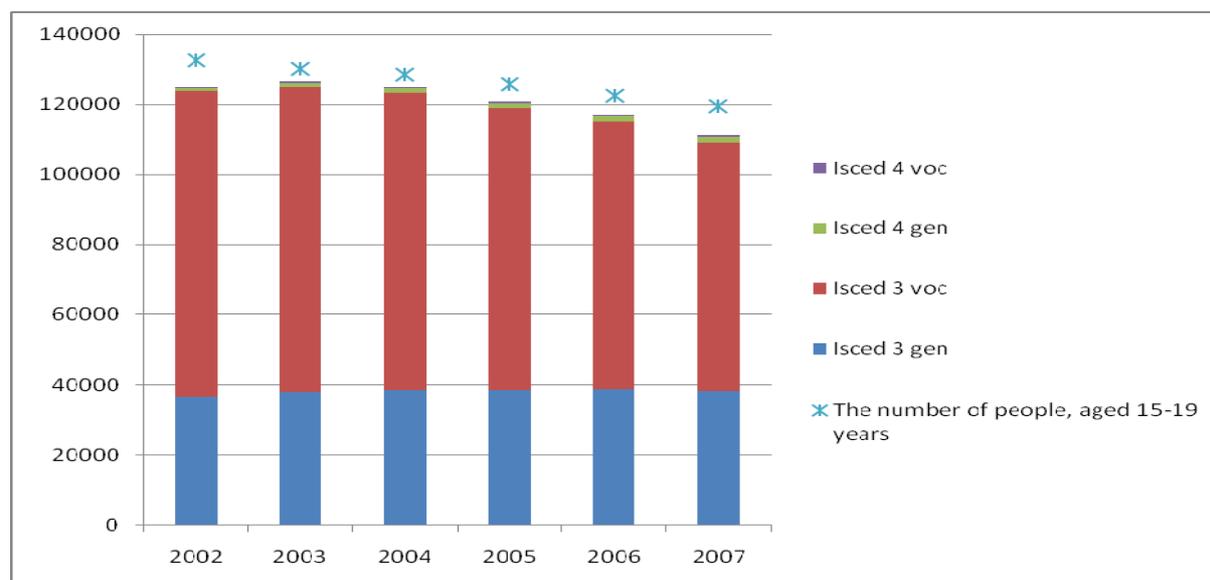
#### GRADUATES IN ISCED 3–6 BY FIELD OF EDUCATION AND SEX

The number of graduates of upper-secondary programmes totalled 27,515 in 2007 and decreased by 7.5% in the period 2002–2007. The decreasing number of graduates is linked to the decreasing number of young people enrolled in upper-secondary programmes (ISCED level 3), which is a consequence of demographic changes (the decreasing number of young people of enrolment age for upper-secondary schools (see Graph 3). The number of young people enrolled in post-secondary non-tertiary programmes (ISCED level 4) and the number of graduates increased in the 2002–2007 period, as a consequence of increasing interest in these programmes, but the share of this category in the total number of enrolments and graduates is still very low.

<sup>8</sup> The programme is an active employment-policy measure.

<sup>9</sup> This is known as "adult education", which is formal upper-secondary adult education after regular education has been interrupted. An individual may take part in adult education regardless of age, status of activity or other characteristics.

**Graph 3: number of students, participating in programmes at isced levels 3 and 4 and number of young people aged 15–19 years, slovenia, 2002–2007**

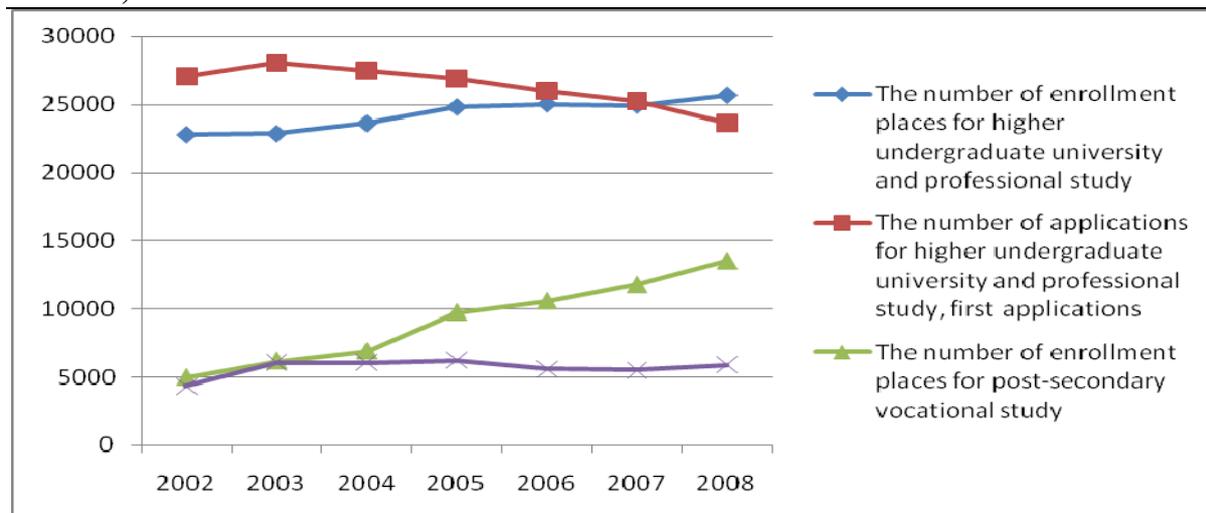


Source: Eurostat.

Note: There are no students enrolled in pre-vocational programmes at ISCED level 3 and 4.

The structure of graduates in ISCED 3 and 4 programmes changed significantly in the period 2002–2007. In 2007, the share of graduates of general programmes was 33.6% of the total number of graduates of ISCED 3 and 4 programmes and the share of graduates of vocational programmes was 66.4%. In the period 2002–2007, the share of graduates of general programmes increased by 7.0 p.p. and the share of graduates vocational programmes decreased by the same amount. This change in structure is a consequence of the change in the structure of enrolments (an increased share of enrolments in general programmes). In the structure of enrolments in ISCED 3 and 4 programmes, the share of enrolments in programmes that give the possibility of continuing education at the tertiary level (ISCED 5 and 6) increased. This increased interest in progression to tertiary education is linked to the high growth in the number of higher-education institutions and enrolment places in higher education in the 2002–2007 period (see Graph 4). It is also worth noting that in the period 2002–2007, the number of graduates of general programmes increased by 18.5%, while the number of graduates of vocational programmes decreased by 15.7%, giving rise to a number of problems on the labour market and translating into deficit of labour force in certain occupations.

**Graph 4: number of enrolment places and number of applications for higher undergraduate university and professional study and post-secondary vocational study, slovenia, 2002–2008**



Sources: Analysis of applications and enrolments (*Analiza prijave in vpisa 2006/2007, 2007/2008, 2008/2009*); MoES, 2009.

The total number of graduates in tertiary education was 16,680 in 2007, increased by 16.8% in the period 2002-2007, and it is the consequence of an increased number of participants. The participation rate of the generation at enrolment age (20 years) in tertiary education increased in the 2002-2007 period, which is in line with the Slovenia's Development Strategy (hereinafter SDS see 2.1) target of 55%. (For more information on SDS see 2) The higher enrolment rate in tertiary education was linked to the following factors: (i) a higher share of children enrolled in upper-secondary education programmes that enable enrolment in tertiary education; (ii) an increase in enrolment vacancies; (iii) the high value of transfers to households<sup>10</sup>; and (iv) the level of expected income, since incomes of those with tertiary education are on average higher than incomes earned by those with a secondary or basic education, as confirmed by the estimated private rates of return of tertiary education. This high enrolment rate is partly due to the benefits linked to student status and also affects the effectiveness of schooling. The average duration of studies of full-time university graduates is among the highest in Europe and decreases slowly. In 2008, the average duration was 6.7 years (2007: 6.8 years). According to data from EUROSTUDENT III for 2006 (2007), the average duration of undergraduate studies in Slovenia was among the highest among European countries.<sup>11</sup> The low efficiency of studies is also seen by comparing data on the number of students in tertiary education per 1,000 population aged 20-29, where Slovenia is well above the EU average,<sup>12</sup> with data on the number of graduates of tertiary education per 1,000 population aged 20-29, where Slovenia lags behind the EU average.<sup>13</sup>

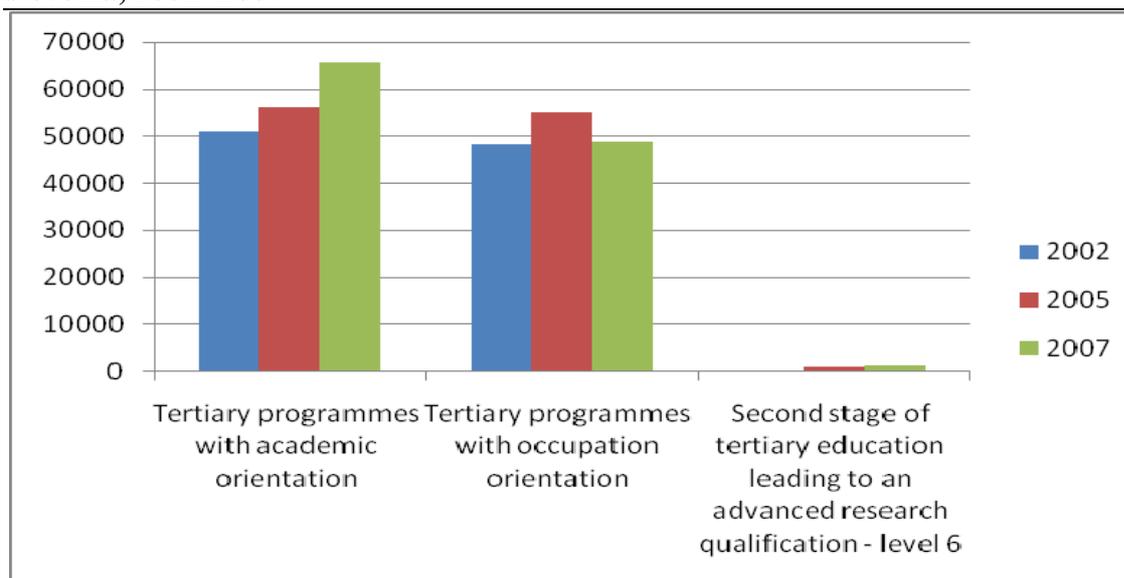
<sup>10</sup> Transfers to households comprise scholarships, child benefits, allowances for travel, meals, textbooks, etc.

<sup>11</sup> Data extracted from EUROSTUDENT III (2005-2008), available for 2006 or 2007.

<sup>12</sup> In 2007, the ratio in Slovenia was 40.1, the EU average was 28.6.

<sup>13</sup> In Slovenia, the number of graduates in tertiary education per 1,000 population aged 20-29 was 57.7 (EU-27: 59.9).

**Graph 5: number of people, enrolled in tertiary education, by programme destination, slovenia, 2002–2007**



Source: Eurostat.

Note: Number of people enrolled in second stage of tertiary education leading to an advanced research qualification – level 6 has been recorded since 2004.

Within the structure of enrolments in ISCED 3,4 programmes the share of women exceeds the share of men in general programmes (2007: 58.5%), while in vocational programmes<sup>14</sup> the share of women is lower than the share of men (2007: 43.7%). The structure of graduates by type of educational programme in ISCED 3,4 reflects the structure of enrolments. Within the structure of graduates in ISCED level 3 and 4 programmes, the share of women exceeds the share of men in general programmes (2007: 59.3%), while in vocational programmes the situation is the opposite (women: 47.3% in 2007). For what concerns the structure of enrolments, the share of women in the total number of enrolments in tertiary educational programmes with an academic orientation is much higher than the share of men (women: 62.3%; men: 37.7% in 2007) and it is also higher in programmes with an occupational orientation (women: 53.2%; men: 46.8% in 2007).

However, the situation at the second stage of tertiary education, leading to an advanced research qualification (level 6) is quite the opposite. The share of women enrolled in these programmes and the share of women who have graduated from these programmes is lower than the share of men, which is probably connected with caring for children and domestic duties, which are still mostly the responsibility of women.

<sup>14</sup> There are no enrolments for pre-vocational programmes and graduates of these programmes.

**TABLE 9: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2005 AND 2007**

YEAR		2005						2007					
GEO	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
SI	F	5,141	0	9,971	371	0	140	5,257	:	8,769	240	:	256
	M	3,154	0	10,892	154	0	38	3,666	:	9,823	107	:	237
	T	8,295	0	20,863	525	0	178	8,923	:	18,592	347	:	493
	T	33,825	:	23,937	551	:	2,480	35,055	:	23,831	619	:	2,209
EU 27*	F	1,015,169	108,171	984,823	22,749	0	215,435	1,298,881	98,757	1,176,169	25,386	0	212,113
	M	743,694	157,951	1,157,304	22,432	0	189,312	965,600	134,924	1,374,844	23,488	0	177,657
	T	1,758,863	266,122	2,142,128	45,182	0	404,747	2,264,481	233,681	2,551,014	48,874	0	389,770

Source: Eurostat (UOE Data collection).

**TABLE 10: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1<sup>ST</sup>/2<sup>ND</sup> STAGE AND SEX (NUMBERS), 2005, 2007**

YEAR		2005						2007					
GEO	S	5 A1	5 A2	5 B1	5 B2	6	5–6	5 A1	5 A2	5 B1	5 B2	6	5–6
SI	F	4,078	487	4,884	125	176	9,750	4183	595	5,080	255	190	10,303
	M	2,119	423	3,191	111	193	6,037	2164	471	3,342	175	225	6,377
	T	6,197	910	8,075	236	369	15,787	6347	1066	8,422	430	415	16,680
EU 27*	F	1,189,646	87,526	403,026	7709	39068	1,993,899	1,114,803	397,431	332,154	4,448	40,736	1,891,803
	M	876,113	69,567	270,994	3441	50963	1,439,416	792,381	249,218	207,117	3,715	50,700	1,304,118
	T	2,113,614	157,093	677,990	11,150	92,525	3,494,481	1,960,132	654,480	545,166	8,163	93,442	3,264,601

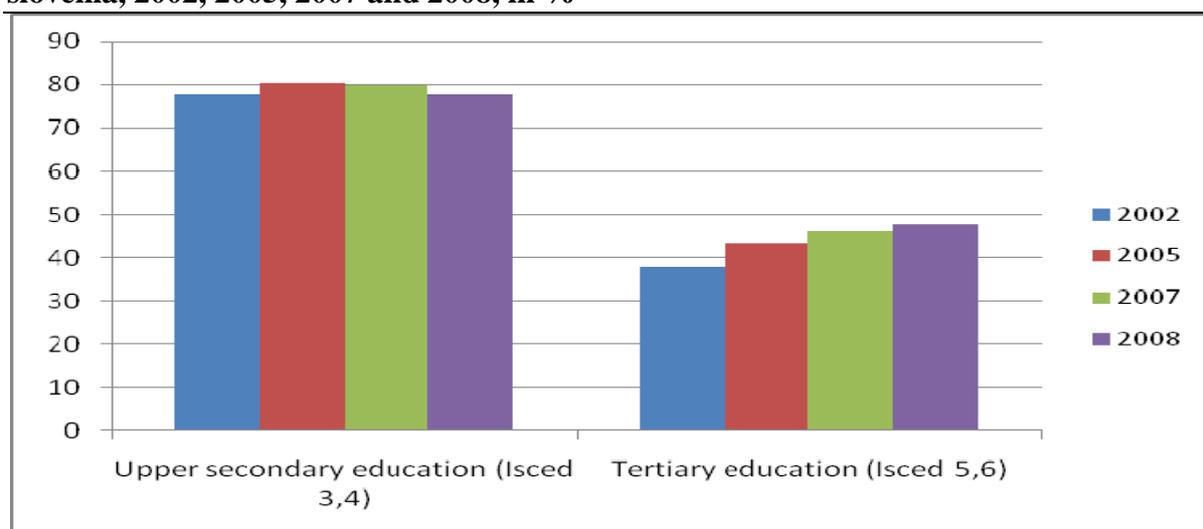
Source: Eurostat (UOE Data collection).

#### UPPER-SECONDARY COMPLETION

In 2008, the share of young people aged 20–24 years who had completed at least upper-secondary education was well above EU-27 average. This is a consequence of the high participation rate of young people aged 15–19 years in upper-secondary education and the

high participation rate of young people aged 20–24 in tertiary education (see Graph 6). The completion rate for upper-secondary education is also high, while the percentage of early school-leavers is low, and this leads to a high share of young people who have completed upper-secondary education. The share of women aged 20–24 years who have completed upper-secondary education is higher than the comparable share of men.

**Graph 6: participation rates of young people aged 15–19 years in upper-secondary education (isced 3 and 4) and young people aged 20–24 years in tertiary education, slovenia, 2002, 2005, 2007 and 2008, in %**



Source: Eurostat; calculations by IMAD.

TABLE 11: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2008									
TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	76.7	79.3	74.0	77.5	80.2	74.8	78.5	81.3	75.6
SI	90.7	93.3	88.3	90.5	93.2	88.0	90.2	93.6	87.4

Source: Eurostat (LFS).

## LIFELONG LEARNING

The participation rate in lifelong learning<sup>15</sup> ( see 2.1) in Slovenia was 13.9% in 2008, which is well above the EU-27 average (table 12 below).

TIME	2002			2005			2008		
GEO	T	F	M	T	F	M	T	F	M
EU 27	7.2	7.8	6.6	9.8	10.5	9.0	9.5	10.4	8.7
SI	8.4	8.9	7.9	15.3	17.2	13.6	13.9	15.4	12.5

Source: Eurostat (LFS).

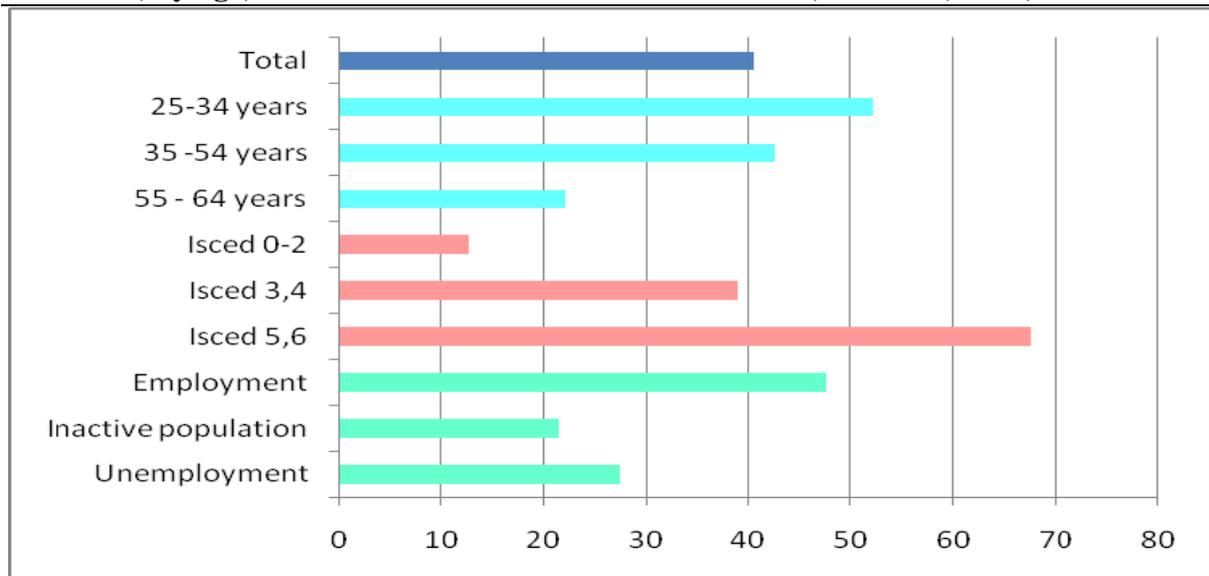
*Note: due to methodological changes and a break in series in 2003, the data for 2002 is not comparable to that for 2005 and 2007. Life-long learning (adult participation in education and training) – percentage of the population aged 25–64 participating in education and training in the four weeks prior to the survey.*

According to data obtained by the Adult Education Survey for 2007 regarding participation of adults aged 25–64 in formal or non-formal education, there are differences in terms of age, and achieved formal education and labour status (see Graph 7). The rate of participation in education of the population aged 25–34 is almost twice as high as the rate of participation of the oldest age group observed (55–64 years). Among frequent barriers to education are age and health reasons. The participation rate increases with higher levels of education, with the participation rate of those who have completed no more than primary school far behind the participation rate of those with an upper-secondary and tertiary education. The share of people stating that education was too expensive or that they could not afford education is much higher among people with a lower level of education than those with an upper-secondary and tertiary education (68.1%; upper secondary: 48.9%; tertiary: 33.2%), which is also related to the lower income received by individuals who have completed no more than primary school.

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<sup>15</sup> Percentage of the population aged 25–64 participating in education and training.

**Graph 7: Participation rate of adults, aged 25–64 years in formal or non-formal education, by age, formal education level and labour status, Slovenia, 2007, in %**



Source: Eurostat, Adult Education Survey.

In 2007 according to Eurostat data<sup>16</sup> participation rate of adults, aged 25-64 years, in upper secondary education stood at 0.8%. Participation of adults in upper-secondary education has been maintained at almost the same level over the past few years. However, according to data obtained by the Labour Force Survey (LFS), 16.9% of the population aged 25–64 had a low level of education (had completed no more than primary school) in the second quarter of 2009. The share of adults, with low education (Isced 1,2), is in middle and higher educational groups (35-44 years, 45-54 years and 55-64 years) still relatively high. But the participation of this groups in upper secondary education is relatively low.

Unemployed persons can take part in formal education within the programme of education for unemployed persons (see 2.1). However, the report of this programme for the school year 2008/2009 shows that the participation of adults in formal education was low, which is a consequence of the late adoption of the programme. Therefore information activities, motivational activities and participation in supporting programmes were all made more difficult.

Adults also have the opportunity to enrol in education within the Annual Adult Education Programme (see 2.1).<sup>17</sup> However, the number of enrolments in education depends mostly on the available funds. Secondly, disbursement of funds available for adult education is rather low. All the funds which were available were not used. An important measure taken by the Government to promote enrolment in upper-secondary education is the co-financing

<sup>16</sup> Source: Eurostat (UOE data on enrollments in Isced 3,4 and population statistics); calculations by IMAD.

<sup>17</sup> This programme is adopted annually. The adult education programme is adopted yearly by the Government of the Republic of Slovenia. In the context of the Adult Education Act, the implementation of the National Adult education Master Plan in the Republic of Slovenia until 2010 is determined by the adult education programme. There are three broad areas within the programme: general education and learning, education for raising the educational level and education for labour-market needs.

of tuition fees to reduce the education deficit.<sup>18</sup> Co-financing of tuition fees is being carried out through reimbursement of education costs, which can represent a major obstacle to participation in education. But the realisation of this measure is modest.

#### PARTICIPATION RATES IN VET MOBILITY PROGRAMMES

The Leonardo da Vinci mobility programme is an important mobility programme within Slovenia, enriching vocational education and supporting international training of students, young workers and mentors. In Slovenia, the number of participants in Leonardo da Vinci mobility programmes strongly increased in the period 2002–2008 (see Table 13 and Graph 8). The number of students and young workers increased in the period 2002–2008 as a result of an increase in funds made available. The interest of individuals to participate in mobility programmes rose over time, as the participation in programme shows encouraging results. Students acquired new knowledge, employers, how their professional field works in company abroad, met new friends, enhanced foreign language knowledge, broadened social network etc. Mentors that participated in programme stated that they gathered new experiences, knowledge, exchanged views and impressions with colleagues from abroad and received information on labour market.

	2002	2003	2004	2005	2006	2007(2)	2008(2)
<b>TOTAL</b>	323	364	525	724	689	614	629
<b>STUDENTS</b>	95	115	235	253	264	244	243
<b>UNDERGRADUATE STUDENTS</b>	70	70	76	146	91	0	0
<b>YOUNG WORKERS</b>	24	42	36	81	57	55	117
<b>MENTORS</b>	121	137	178	244	277	315	269

Source: Cmepius – internal data, 2010.

Note: (1) Individuals from Slovenia who went abroad. (2) From 2007, undergraduate students are not incorporated in the Leonardo da Vinci mobility programmes, but in Erasmus mobility programmes.

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<sup>18</sup> In 2009, the Fund for Development of Workers and Scholarships launched a tender for co-financing of scholarships to reduce the education deficit in the 2007/2008, 2008/2009 and 2009/2010 academic years.

## 1.5 DEFINITIONS

### GENERAL EDUCATION/SPLOSNO IZOBRAZEVANJE

General education should prepare students for higher academic education, stimulate creativity, and develop knowledge and personal skills needed for later success in a professional career and life. It ensures a broad general education and establishes knowledge, which is a common base for all streams of academic higher education. It also stimulates the development of critical thinking and judgement, which is based on understanding of the cause-consequence connectedness of natural and social phenomena through space and time. General education serves as the basis for all primary and secondary education. Within Slovenia it is by definition primary school and general secondary school education, but is also a basic part of most VET programmes.

### PRE-VOCATIONAL EDUCATION AND TRAINING/PREDPOKLICNO IZOBRAZEVANJE

Pre-vocational education is a form of education and training whose goal is to introduce individuals into working life. It should give them initial information on work, availability and type of work, introduce key competences and show a path to a profession. It supports students in electing for a more specific education. Pre-vocational education is not to be mistaken for general education. It has never really taken root in the Slovenian system. It is usually a part of secondary education programmes, connected with the transition from education to work.

### VOCATIONAL AND PROFESSIONAL EDUCATION AND TECHNICAL EDUCATION/POKLICNO IN STROKOVNO IZOBRAZEVANJE IN TEHNIŠKO IZOBRAZEVANJE

#### a) Vocational secondary education (*Srednje poklicno izobraževanje*)

Students who have successfully finished elementary school (*osnovna šola*) or a short-term vocational education programme can enrol in secondary vocational education. Secondary vocational education emphasises development of skills for transfer of vocational knowledge to untypical situations, along with problem solving, and mastering different work techniques and different technological procedures.

#### b) Vocational-technical secondary education (*Poklicno-tehniško izobraževanje*)

Students who have completed secondary vocational education and fulfil other conditions determined by a particular educational programme can enrol in vocational technical education. The main objective of vocational technical education is systematic upgrading of secondary vocational education. Vocational technical education enables students of secondary vocational education to gain secondary technical education. The characteristics, objectives and level of education in vocational technical education are equivalent to those in secondary technical education. Vocational technical education enables enrolment in higher vocational education.

#### c) Technical secondary education (*Srednje strokovno izobraževanje*)

Students who have successfully completed elementary school or secondary vocational education can enrol in secondary technical education. The main objective of secondary technical education is a systematic upgrading of general education in all basic general subjects typical for secondary education. Teaching of general subjects allows awareness of appropriate science disciplines and in chosen examples allows a deepening of the theoretical principles that are the basis of understanding a profession.

## TERTIARY EDUCATION/TERCIARNO IZOBRAZEVANJE

Tertiary education is education that follows secondary education or its equivalent and ensures more detailed knowledge and skills than upper-secondary education. Tertiary education comprises post-secondary vocational studies, and higher undergraduate and postgraduate studies.

## HIGHER EDUCATION/VISOKOSOLSKO IZOBRAZEVANJE

Higher education follows secondary education or its equivalent. Higher education programmes are divided into three cycles:

- 1<sup>st</sup> cycle: professional higher and academic higher programmes;
- 2<sup>nd</sup> cycle: masters and uniform masters programmes;
- 3<sup>rd</sup> cycle: doctorate study programmes.

## FURTHER EDUCATION/FURTHER TRAINING/NADALJNJEGA IZOBRAZEVANJA/NADALJNJE USPOSABLJANJE

Programmes of vocational further training allow continuation to advanced studies for retraining in the same level of VET. Programmes for improvement are also intended for further education of teachers. This is education or training with the aim of updating, improving or supplementing previously gained knowledge and skills.

Further education programmes have educational content that is more advanced than that offered at ISCED levels 3 and 4. The first stage of tertiary education, ISCED level 5, covers level 5A, composed of largely theoretically based programmes intended to provide sufficient qualifications for gaining entry to advanced research programmes and professions with high skill requirements; and level 5B, in which programmes are generally more practical, technical and/or occupationally specific. The second stage of tertiary education, ISCED level 6, comprises programmes devoted to advanced study and original research, leading to the award of an advanced research qualification.

Source: ISCED 1997

## POST-SECONDARY NON-TERTIARY EDUCATION/VISJE STROKOVNA SOLA/POST-SECONDARY VOCATIONAL COLLEGE

Post-secondary vocational schools deliver two-year programmes of higher vocational education. Programmes end with a diploma and enable more thorough study of a chosen vocational field in all professional sectors. Post-secondary vocational schools are not part of higher education, and thus enrolment criteria used by university and other higher-education programs do not apply to them.

## TRAINING/USPOSABLJANJE

Training is a form of practical education in which the emphasis is on acquiring practical skills needed for performing the duties of a profession. It does not usually include demanding intellectual efforts or theory. It is conducted as a practical lesson or as education in process of work, work practice or direct training for initiation in work.

## INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET)/ZACETNO (TEMELJNO) POKLICNO IZOBRAZEVANJE

IVET is a form of education undertaken before first employment or a profession. Students enrol after finishing primary school, usually for two to four years. The main goal of IVET is

to prepare an individual for a selected profession or work. It usually consists of formal education along with practical training.

#### **CONTINUING VOCATIONAL EDUCATION AND TRAINING (CVET)/NADALJEVALNO IZOBRAZEVANJE**

Continuing vocational education and training updates and broadens knowledge gained during basic education. It is undertaken when an individual needs to acquire the knowledge required for a certain profession. The aim of CVET can be improvement of already-gained competences or acquiring new competences needed for mobility or promotion.

#### **SCHOOL-BASED PROGRAMMES/PROGRAM NA PODLAGI SOLE**

Typically school-based programmes are conducted in schools with a shorter or longer period at an employer.

#### **ALTERNANCE TRAINING/ALTERNACIJA**

Alternance training is a system of vocational education and training combining formal education with work experience. It is a system of formal vocational education in which part of the practical education takes place directly in the work process.

#### **APPRENTICESHIP/VAJENISTVO**

Apprenticeship is a special form of education in which young people can start to perform the work involved in a profession at the end of secondary education. The term apprenticeship is mostly used in Slovenia in connection with vocational secondary education in the dual system. The term is otherwise rarely used. Apprenticeship is usually offered by employers and is in most cases wholly or partly financed by the Government. Apprentices receive compensation or another form of incentive. The employer ensures education, training involving work experience, and in some cases employment at the end of term. Practical education can be conducted as education during work, or along with work, or as a combination of both.

#### **CURRICULUM/KURIKULUM/UCNI NACRT**

A curriculum can be a programme, weekly schedule of subjects (*predmetnik*), or a learning plan (*učni načrt*) for an individual subject. It often involves all of the above and ways, methods, intentional and unintentional effects of the educational process.

#### **QUALIFICATION/KVALIFIKACIJA**

A qualification can be an educational attainment, experience or training of an individual. It can also be a formal certificate proving that an individual has successfully completed education, but this use has never been common in Slovenia, where expressions such as certificate, school report and diploma are more common.

#### **SKILLS/SPRETNOSTI**

Skills are experiences or acquired abilities required for performing work or a task. It is also a result of education or training that, accompanied by required knowledge, represents a competent, skilled worker. Skills usually refer to the systematic activity, mental or physical, or methods or strategies required for performing a task. It can be applied to either the demands of work or the ability of an individual to perform a task.

## COMPETENCE/*KOMPETENCA*

A competence is an ability or capability to do something, and to do it well or efficiently. It is also an ability to fulfil the demands for a certain area of employment (to suit the terms of employment).

## 2. POLICY DEVELOPMENT – OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

### 2.1 OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

#### 2.1.1 NATIONAL LLL STRATEGY

National LLL strategy is based on strategic national and EU documents as well as legislation

**Slovenia's development strategy** (hereinafter: SDS) was published in 2005. Improving quality of education and stimulating LLL is at its core objectives. Second development priority focuses on efficient producing and using knowledge for better economical development and quality jobs and includes stimulating demand of individuals for LLL and stimulating employers for investing in education, implementing EQF and ECVET following Copenhagen process etc. (p. 29-30).<sup>19</sup>

**National Development Plan of the Republic of Slovenia for 2007-2013** (hereinafter: NDP)<sup>20</sup> is the next important document. The broadest contextual framework for drawing up the NDP has been the Slovenian Development Strategy. In contrast to the SDS, which is a strategic development planning document emphasising the formulation of a vision of long-term national development, the NDP is an implementing document of development planning. The adopted strategic guidelines and development priorities in the SDS are operationally divided into indicative financially evaluated programmes, wherein NDP takes into account or embraces all other development planning documents, and also envisages for them adequate (national and international, public and private) sources of funding. The NDP is an instrument that translates the strategic guidelines into specific capital development programmes harmonised with the budgetary possibilities.

Objectives of strategy and development programme in the field of LLL are further developed in the **Resolution on Adult Education Master Plan** (hereinafter ReNAEMP) that was adopted by the Government of Slovenia in 2004 and covers the period from 2004 to 2010 and contains: strategic goals (15% of adults participating in education and training; 4 year secondary school as basic educational standard for 80% of adults), three priority areas and operational goals (general non formal education, raising educational level, increasing participation in labour market led education and training), basic infrastructure needed to carry out the ReNAEMP (networks of providers, programmes, human resources, research, information and counselling), the amount of public funds needed for achieving the goals and measures to stimulate individuals, enterprises and local communities to participate in support AE development (such as financial measures, access to information and counselling, standard Investors in people.).

In 2007, Slovenia presented a **Lifelong Learning strategy** adopted by the three most senior expert government bodies in education: the Council of Experts for General Education, the Council of Experts for Vocational and Technical Education, and the Council of Experts for Adult Education.<sup>21</sup> The strategy uses the idea of "strategic cores" for implementing lifelong and life-wide dimensions of learning:

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<sup>19</sup> Slovenian Development Strategy [*Strategija razvoja Slovenije*], Government of the Republic of Slovenia (23 June 2005). Ljubljana: The Government of the Republic of Slovenia.

([http://www.umar.gov.si/fileadmin/user\\_upload/projekti/02\\_StrategijarazvojaSlovenije.pdf](http://www.umar.gov.si/fileadmin/user_upload/projekti/02_StrategijarazvojaSlovenije.pdf))

<sup>20</sup> (<http://www.svlr.gov.si/index.php?id=1182>)

<sup>21</sup> Jelenc, Z. (ur.) (2007). Strategy of lifelong learning in Slovenia. (Strategija vseživljenjskosti učenja v Sloveniji). Ljubljana: Ministrstvo za šolstvo in šport. Accessible on web page (Dostopno na spletni povezavi): [http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj\\_solstva/IU2010/Strategija\\_VZU.pdf](http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/IU2010/Strategija_VZU.pdf)

- Comprehensive and coherent systematic design for all learning;
- A range of opportunities and purposes for learning;
- Learning in its life-wide dimension;
- Diversity and flexibility of provision;
- Learning tailored to the individual's needs;
- Key competences for learning and personal growth;
- Learning for successful professional careers and quality work;
- Learning as a source and driving force of community development;
- Opportunities to validate and certify all knowledge and competences, however obtained;
- Guidance, advisory help and information.

The strategy proposes the following measures:

- Improving the quality of education and training by modernising programmes, curricula and catalogues of knowledge from a lifelong-learning perspective, developing educational and teaching strategies, and providing quality training for professional staff;
- Developing various forms, methods and pathways of learning and suitable systems for recognising knowledge;
- Improving access to education and learning;
- Creating a suitable normative environment;
- Strengthening research and development and the non-governmental sector as a partner of the State; creating suitable infrastructure, securing financial resources and preparing operational programmes to implement measures and promote the strategy.

The strategy highlights the need to increase and stimulate investment, especially private investment in learning. Education and development of key competences can be made more effective by adjusting how lifelong learning is organised and by developing innovative teaching methods and techniques adapted to the needs of individuals or social groups. Special measures are needed for disadvantaged groups, to increase their involvement in various forms of lifelong learning. It is also necessary to divide the responsibility for education between employers and employees, and to strengthen equity in education and training.

ReNAEMP document is implemented through **Annual Adult Education Programme**<sup>22</sup>, adopted by the government. In Annual plans education and training programmes, participation of adults, basic infrastructure and the funds are determined, as well as the priorities for particular year (improving literacy, raising educational levels, implementing validation and recognition of non formal learning, developing networks of public providers of AE)

The Adult Education Act determines the fundamental principles of adult education. It regulates the normative basis of non formal adult education system, the specifics in the system of its administration and financing. In that context it defines the participants in education, educational programmes, and conditions for the education of adults. It defines the tasks, competencies and responsibilities of governing bodies, and regulates the financing from the public funds. However in practice the realisation of the Adult Education Act in transformed economic and social context exposes a need for several modifications. Therefore in the becoming period it will be revised and supplemented.

**Operational Programme for Human resources development for the Period 2007-2013** (hereinafter OP-HRD) is also based on SDS and NDP, it's development priorities are:

- stimulation of entrepreneurial abilities and adaptability,
- stimulation of the employability of job-seekers and the inactive
- development of human resources and lifelong learning and
- to strengthen social inclusion, which is co-financed by ESF (Operational programme, p. 26).

As far as VET is concerned OP-HRD, is managed by MoES, MoLFSA and Employment service of Slovenia.

Different programmes under the responsibility of Ministry for Education and Sport (MoES) support lifelong learning. These programs' activities include: quality adult education, counselling, information, learning networks; accreditation of non-formal education; co-operation of education and training providers with local authorities, companies, society. These activities aim to raise the educational level of adults, raise offer of informal education (social, civic and digital competences), increase literacy and develop the PUM project (see 6.3) for young adults.

The Ministry of Labour, Family and Social Affairs (MoLFSA), through the Employment Service of Slovenia (ESS), funds several programmes that are supporting and stimulating continuing education and training for those with a low level of education and the unemployed.<sup>23</sup>

The main body for developing adult education and lifelong learning is the Slovenian Institute for Adult Education also within the OP-HRD especially in the field of education and training of educators and others working with adults, developing literacy and accreditation of non-formal learning.<sup>24</sup> Many projects have already achieved partial results in the last three years.

The Educational Programme for Unemployed Persons is one of the most important national active employment policy measures. It is adopted yearly by the Government and funded by the Ministry of Labour, Family and Social Affairs and

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<sup>22</sup> Annual Adult Education Programme

[http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/odrasli/letni\\_program\\_izob\\_odrasli\\_2009.pdf](http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/odrasli/letni_program_izob_odrasli_2009.pdf)

<sup>23</sup> Presentation of the programmes on the ZZZS website

[http://www.ess.gov.si/storitve/evropski\\_socialni\\_sklad/aktualni\\_programi\\_ess](http://www.ess.gov.si/storitve/evropski_socialni_sklad/aktualni_programi_ess)

<sup>24</sup> Slovenian Institute for Adult education: [http://www.acs.si/projekti\\_ESS](http://www.acs.si/projekti_ESS)

the Ministry of Education and Sport. The programme follows 3 objectives: improve the educational and qualification level (up to ISCED 2-5) of unemployed persons in order to increase their employment opportunities and decrease occupational structural discrepancies at the labour market. The programmes mainly targets younger unemployed persons aged up to 26 with no vocational qualifications and unemployed persons who cannot get jobs in the fields for which they were educated.<sup>25</sup>

### 2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

Since entering the European Union in 2004 and adopting the euro in 2007, Slovenia has been rapidly developing a service-based economy, with the main emphasis on knowledge and creativity. In 2006, the Slovenian government adopted a framework for economic and social reforms to increase welfare in Slovenia, within which effective development of new knowledge, lifelong learning, a two-way flow of knowledge between education and economy for economic development, social inclusion and quality jobs all have a central role. This is also reflected in new legislation. The White Paper on the Education System is currently being reviewed (see 3.3 and 6.1.1) and in the recent past, the following education acts and strategy plans have been adopted: Post-secondary Vocational Education Act (2004), Vocational Education Act (2006), Adult Education Act (2006) National Professional Qualifications (2007), and Strategy on Lifelong Learning (2007).

The new legislation is centred on the following aims:

- Developing VET to meet the needs of modern technological and social developments, as well as the needs and interests of individuals participating in it, taking into account the growing importance of international co-operation and multiculturalism;
- Improving quality in schools and in work-based learning and international comparability of vocational and technical education and qualifications;
- Providing greater flexibility of programmes in upper-secondary vocational and technical education through modularisation and development of a credit-transfer system in VET and opening up curricula for regional needs. The goal is to prepare flexible and openly structured curricula, which will enable students, in particular adults, to undertake a step-by-step education, by combining modules and competences already acquired in formal, non-formal and informal settings;
- Further developing accreditation of non-formal and informal learning and competences, and strengthening links with the formal education system within the National Qualifications Framework (NQF);
- Strengthening social partnerships at all levels and in all phases of planning, development and implementation of VET programmes;
- Developing new methods of teaching and learning, and providing other educational conditions in upper-secondary schools, as well as companies, to improve early intervention and reduce the drop-out rate in vocational and technical education;

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<sup>25</sup> The Educational Programme for Unemployed Persons  
[http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti\\_\\_pdf/prog\\_ibo\\_08\\_09.pdf](http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/prog_ibo_08_09.pdf)

- Enabling transitions between different types of schools, especially between vocational and technical and general secondary education, while also systematically opening pathways for acquiring qualifications in different occupations (vocational courses);
- Promoting entrepreneurship by improving links between education and working life, enriching teachers' knowledge in using information and communication technology, and ensuring better educational content and methods;
- Providing support and guidance for each individual, as well as for pupils with special educational needs and immigrants;
- Increasing the accountability and responsibility of providers by setting up a new VET-financing system;
- Developing teachers' and trainers' competences;
- Ensuring that by 2013, the proportion of those aged 18 to 22 with at least an upper-secondary qualification rises to 95%;
- Ensuring that by 2013, all VET providers will have a quality development and assurance system in place.

Some goals have been partially or already achieved. Educational programmes have been modernised (modularisation, a credit-transfer system, core competences, individualisation, 20% of curricula opened for providers to adjust to regional employers' needs, etc.), teachers' continuing education is being adapted to these changes and further developments (school order, quality-assurance methods, assessment plans, individual educational approaches, final examination, etc.), much is being done in the field of promoting VET (Euroskills, short films on national TV presenting occupations) and quality assurance at the level of providers (approximately 78% of VET providers are developing quality-assurance systems). Stronger national evaluations in VET will steer development step-by-step. A new financial system has also been introduced. The proportion of those aged 18 to 24 who had completed primary education and were not in the educational process was 5.3% in 2009.<sup>26</sup>

### 2.1.3 CURRENT DEBATES

A debate on the pre-university education system as a whole is going on as the White Paper is being reviewed. Most attention is currently being paid to the implementation of a new generation of programmes, and new pedagogical and other approaches (individualisation, open curricula, quality assurance, etc.). To this end all experts within the education providers are being trained in these areas. The credit system and transferability of credit points in accreditation of knowledge gained formally and non-formally are also considered to be of great importance. Preparation of the NQF is also in progress.

## 2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

### THE NATIONAL QUALIFICATIONS FRAMEWORK

An overarching NQF for Slovenia is currently being developed. The development takes into account the outcomes of several conferences organised in 2005 and 2006 on

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<sup>26</sup> <http://www.stat.si/doc/pub/PortretSlovenijaEU2010.pdf>

implementation of the EU Qualifications Framework (EQF) and enjoys the broad support of all relevant stakeholders.

In 2006, the Government adopted the Decree on the introduction and use of the classifications system of education and training (Klasius, see 11)<sup>27</sup>, which provides the basis for building the national framework and introduces eight levels and two sublevels. These developments are supported by the Slovenian NQF (2009-12) project co-financed by ESF. This project, which falls within the area of responsibility of the MoLFSA, is being implemented by the Institute of the Republic of Slovenia for Vocational Education and Training (CPI)

The main objectives to be achieved by the NQF in Slovenia are:

- Improving the transnational understanding of Slovenian qualifications, along with the possibilities of transfer;
- Supporting coherent approaches to LLL by providing access, progression, recognition of learning, coherence and better use of qualifications;
- Improving the transparency of qualifications for individuals and employers;
- Ensuring that the education and training system is more responsive to employers' needs and facilitate their involvement in assessment and certification;
- Ensuring capacity to certify knowledge, skills and competence that have not yet been incorporated in formal education and training programmes, and providing stronger links and transferability between education and training and the certification system;
- Improving the efficiency of the process of achieving qualifications focused on the needs of the labour market (e.g. requalification);
- Enabling individualised pathways, mainly for adult learners and drop-outs;
- Improving access to qualifications used by the tertiary system and thus increasing the percentage of people with post-secondary VET and higher-education qualifications.

In January 2010, a national steering committee for referencing NQF levels in relation to the EQF was nominated by the Government. It comprises representatives of the MoES (chair), the Ministry of Higher Education, Science and Technology (MoHEST), MoLFSA, the Statistical Office of the Republic of Slovenia (SORS), the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) and social partners. Administrative support is provided by the CPI. Financially the project is supported by the national budget and the ESF. CPI has been designated the national contact point (NCP) for the EQF. A draft referencing report is expected by April 2011 and the final report by 2012.

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<sup>27</sup> Decree Uredba o uvedbi in uporabi standardne klasifikacije izobraževanja (KLASIUS) was published in the Official Gazette of the Republic of Slovenia, 46/2006, available at <http://www.uradni-list.si/1/content?id=73174>.

## QUALITY ASSURANCE

Firstly, providers of formal education must be verified and registered as a public provider. Personnel education and the working environment for education are controlled by the MoES. Educational programs are verified by the Council of Experts for Vocational Education (see 4.3) and some prepared specially for adults by the Council of Experts for Adults Education. Education programmes (initial and continuous/ pre-service and in-service) for teacher, trainers and other involving experts are verified by NAKVIS (see 7.1.2) and MoES.

The results of VET are evaluated by the final, external examination (vocational Matura) responsible body is RIC or internal examination (final exam) responsibility lies on provider. Evaluation of VET (programmes, curricula etc.) is directed by the Evaluation Council and performed by CPI, Educational Research Institute (PEI), Slovenian Institute for Adult Education (SIAE), National Examinations Centre. As for external evaluation je the inspectorate makes sure that the legislation is followed. Based on the Vocational Education Act (2006) Slovenia introduced further quality-assurance mechanisms.

On the VET-providers' level, it is mandatory to apply total quality management. It is also mandatory to organise a commission for quality assurance with stakeholders involved, and to publish a quality-assurance report once a year. A self-evaluation approach is mandatory.

On the system level, the Council of Experts for Vocational Education (see 4.3) had determinate quality indicators in line with EQARF. CPI is gradually developing a methodology for collecting data for quality indicators and prepares a yearly report on quality. The first two reports showed significant development (approximately 78% of VET providers are developing quality assurance systems) on implementing total quality management at the providers' level. This is the result of years of different projects on quality assurance and ongoing public debates on quality and quality assurance in all parts of the education system.

## EDUCATIONAL AND VOCATIONAL MOBILITY

New VET curricula are developed following the principles of the Copenhagen Declaration and Maastricht and Helsinki communiqués. Curricula are flexible, modularised and competence-based. Greater transparency in defining learning outcomes (knowledge, skills and competences) for qualifications (and the units – modules – that are transferable between VET programmes and can contribute to a full qualification) allows more flexibility, bringing many advantages to the students. Open-structured national curricula support development and innovation in schools, and cater for teamwork and peer-learning among teachers and schools. The flexible VET system supports individualised learning pathways and schools must provide more support to individuals (individualised learning plans). Certificate supplements are being developed for all new VET programmes. Under the new VET law, individuals have the right to have their non-formally and informally acquired competences accredited and recognised when entering the school system. All qualifications are classified in accordance with Klasius (a classification of education and training that the Government adopted in 2006; see the beginning of the chapter).

## GEOGRAPHICAL MOBILITY IN VET

The trend of high demand for mobility projects is still present. The number of submitted projects is not increasing at such a rate as in previous years, but is still growing. Numerous organisations are applying for mobility projects, among them many secondary vocational schools (their share is almost 50%) along with companies. Increased activities of promotion and motivation among small and medium-sized enterprises have resulted in a relatively high number of submitted projects from this group of applicants. The most mobile target group in 2008 is therefore people in the labour market (117 participants).

TABLE 14. STATISTICS FOR LEONARDO DA VINCI MOBILITY PROGRAMME (SLOVENIA) - NUMBER OF PARTICIPANTS INVOLVED IN MOBILITY PROJECTS									
LEONARDO DA VINCI II									
YEAR/TARGET GROUP	2000	2001	2002	2003	2004	2005	2006	2007	2008
IVT	68	70	95	115	235	216	264	280	243
YOUNG WORKERS/PLM	21	22	24	42	36	48	57	45	117
MENTORS/VETPRO	76	149	121	137	178	230	269	232	269
LEONARDO DA VINCI II									
CONTRACT YEAR/TARGET GROUP	2000	2001	2002	2003	2004	2005	2006	2007	2008
PROJECT NUMBER	35	49	53	56	61	49	75	49	55
NUMBER OF MOBILITY	165	241	240	294	449	494	590	557	629

Tools to improve transparency are being implemented more and more successfully. CPI, for example, produces Europass certificate supplements.

CPI is also the contact point for networks such as Cedefop's ReferNet and TTnet. The Centre of the Republic of Slovenia for Mobility and European Education and Training Programmes (*CMEPIUS*) is responsible for implementing the integrated lifelong-learning programme (LLL), European Parliament; Council of the European Communities, 2006).

Slovenian educational institutions and organisations are increasingly active in the LLL sub-programmes (Leonardo da Vinci, Comenius, Erasmus) and benefit greatly from transnational mobility, building partnerships across Europe to improve the quality of education and training, stimulate and transfer innovation, strengthen the European dimension, and acquire knowledge and competences in different settings. International mobility is an important element of the OP-HRD 2007–13 and the integrated lifelong-learning programme.<sup>28</sup>

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<sup>28</sup> *Cmepius - internal data. (2010). Ljubljana: Cmepius.*

### 3. VET IN TIMES OF CRISIS

#### 3.1 OVERVIEW

According to SORS data, there were 554,823 employed individuals at the end of 2009, though this was expected to decrease by 0.4% up to the end of 2010. In 2009, employers predicted a 0.3% decrease in employment, but one must take into account that the data had been gathered at the beginning of the year, when the effects of the crisis were still underestimated. The crisis became worse during the year, and therefore the number of active individuals decreased by 4.0% as several big companies collapsed, mostly in manufacturing industry.

Education in general and vocational education and training specifically, are considered as the most important means to improve employment prospects and soften the effects of crises. The Slovenian upper secondary education system performs well by international comparison, and Slovenia has one of the highest shares of the population aged 25 to 64 that has completed at least upper secondary education. The upper secondary education system offers flexible transition from vocational to academic tracks and consequently direct access to higher education to the majority of students. But the market value of vocational qualifications have been decreasing, therefore interest in vocational programmes has been waning. The majority of students strive to reach an academic qualification. This could create a long term skill deficit. In order to encourage students to go into vocationally-oriented programmes, the employment opportunities should be widened; employers should offer better conditions of work and higher wages.

Among the priorities of the National development plan (NDP), which is the implementing document of Slovenia's Development Strategy (SDS) (see 2.1), are a competitive economy, faster economic development, "two-way flow", as well as using knowledge for economic development, quality jobs, a modern state, higher levels of employment and linking measures to achieve sustainable development. Since the strategy proposal has been prepared under the auspices of the MoES, the main emphasis is on solutions and measures that are directly connected with the field of education and training. Changing the mentality that lifelong learning is not just a matter of education and training is still proving difficult.

One of the important elements of the MoES strategy is improving the attitude towards learning and Lifelong Learning (see 1.4 and 2.1) In the process of lifelong learning it is necessary to include employees and employers. Lifelong learning enables individuals to increase creativity and entrepreneurship, as well as improving knowledge, skills and competences that are required for active participation in economic and social life, as well as flexibility in the labour market. Each year Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS) publishes a tender for Lifelong Learning Programme (LLP). CMEPIUS is a public institution working in the field of international projects and international mobility.

The LLP objectives are to:

1. contribute to the development of quality lifelong learning, and to promote high performance, innovation and European dimension in systems and practices in the field;
2. support the realisation of a European area for lifelong learning;
3. help to improve the quality, attractiveness and accessibility of the opportunities for life

4. reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;
5. help to promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit;
6. include those with special needs and disadvantaged groups, regardless of their socio-economic background;
7. promote language learning and linguistic diversity;
8. support the development of innovative ICT-based content, services, pedagogues and practice for lifelong learning;
9. reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other peoples and cultures;
10. promote cooperation in quality assurance in all sectors of education and training in Europe;
11. encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.

Another important strategy is improving the quality of vocational education (see 2.2 to meet the needs and expectations of participants in the process of education. By raising the quality, VET schools strive to attract and motivate students for vocational track.

Each vocational school is obliged to set up a quality assurance commission. Its mission is to monitor and determine the quality of educational process and results (The Vocational and Technical Education Act, 2006; The Higher Vocational Education Act, 2004). As stipulated by the law, the following quality indicators and benchmarks are determined by the National Council of Experts for Vocational Education and Training:

- the share of schools that have established the quality management system
- the share of teachers with adequate training,
- the share of teachers participating in further training and
- the share of funds invested in education.

According to the law, vocational schools may use their own quality indicators in addition to those prescribed.

MoES has taken specific measures to support the attainment of gifted and weak learners in vocational schools. The regulations issued by MoES ensure budget support for schools to use modern and effective teaching methods, such as student's team learning, instruction to small groups, project learning, individualized training methods, etc. Teachers are encouraged to give more remedial activities to **weak** students and enrichment activities to the fast **learners**. Teacher's teamwork and various **curriculum-integration** techniques are more and more widely used in vocational schools.

### 3.2 EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

As the result of decaying industry, decreasing employment opportunities and wage reducing, the reputation of VET among young people has been diminishing in last years. To overcome the crisis, Slovenia has to develop new job opportunities and make VET programmes more attractive.

Slovenia adopted measures to mitigate the financial and economic crisis and prepare more profound structural measures. The government has adopted a 2009 document on Structural Adjustments in the years 2010 and 2011. In early February 2010, the government adopted the Slovenian Exit Strategy 2010-2013

This strategy has been conceived as a combination of economic policy measures, structural changes and institutional adjustments. By means of this Strategy, the Government strives to encourage economic activity, facilitate the removal of macro-economic imbalances and, by taking into account the social and environmental aspects of development, enable a gradual increase in economic growth. The objective of the exit strategy is sustainable economic growth that could be achieved by implementing economic policy measures, structural measures and institutional adjustments.

Measures taken aim at:

- strengthening of active employment policy programmes
- providing social security in the context of existing and improved social security system
- increased financing of the training and education of employees and the unemployed and young people (graduates) who are just entering the job market
- facilitating transfer of workers to jobs with better prospects
- supporting self-employment and development projects, such as. social entrepreneurship.

The School Meals Act (2010) regulates the obligation of the state to subsidize school meals to all pupils in basic and upper secondary schools.

The Ministry of Labour, Family and Social Affairs (MoLFSA) provides social security measures for the most vulnerable groups and individuals. In 2008 and 2009, MoLFSA intense encounter with the consequences of the economic crisis: rising unemployment, closure of large Slovenian companies, the increasing social vulnerability of the population from the bottom of the income scale and the like. Accordingly, it has taken several steps to mitigate the effects of the economic crisis. The legislation was put in force, such as: The Partial Refund of Wages Act, the Special Allowance for the Socially Disadvantaged Act. The ministry has also taken actions towards strengthening the Active Employment Policy (AEP) and others.

The economic crisis has contributed essentially to the decreased participation of employees in formal and non-formal education. The training has become shorter and employers significantly reduced their financial contribution to VET (LFS, 2007, 2008, 2009). Managers reported that their first measure for cutting costs were about reducing funds available for training. In 2009, funds and participation in education rose slightly up, due to

the support of the state and primarily due to an essential increase of in-house training replacing externally provided training (Mirčeva, 2010).

However, in learning-oriented organisations, where education and training are a constituent part of employment contracts, training was treated as an important development factor. Some organisations (exceptionally) even increased their involvement in education (Mirčeva, 2010).

To achieve the priorities of the National Development Plan, the need for enhanced VET strategy as well as co-operation of schools and social partners from the local environment and economy is emphasised. For this reason, the network of intercompany training centres (MIC) has been set up.

The MIC network has been developed in order to develop and maintain active and regular liaison with the regional business community on skills needs. Principles of sustainable development must also be taken into account, while the potentials of the region in the broadest sense should be used, and thus resources and the possibilities for development of future generations do not decrease.

The MIC activities offer the whole range of VET programmes: short and middle-length vocational education programmes, technical and higher vocational education programmes. The intercompany centres not only provide for all existing programmes but also design new programmes of lifelong learning. They promote those training courses that are the most interesting for the development of the region, and organise campaigns to attract more students to enter such programmes. It includes services of lifelong career orientation that are available to pupils, students and their parents.

The MICes also offer specifically designed training courses to employees which help increase productivity and ensure employment in the longer term, equip employees with new competences and upgrade their qualifications.

The MICes are included in a network of providers of the National Vocational Qualifications. The qualifications system is a network of institutions and bodies, which enables adults to obtain a formal recognition of for the knowledge and skills they have acquired. The aims of the qualifications system are: to provide a quicker and more flexible response to needs of the labour market, to increase economic effectiveness, to improve the adaptability of the economy, and to address social inclusion and reduce the unemployment rate. The NVQ enables individuals to obtain a national vocational qualification which is formally recognised qualification required to pursue specific occupation and is based on appropriate vocational standards. The system is ruled by the National Professional Qualifications Act (2000, last revision 2009).

Slovenia has developed these measures to encourage employees without a proper qualification to retrain and upgrade their vocational qualification level.

The data show that in 2009 most of employees have completed upper secondary school. In 2010, their number is expected to decrease by 0.3%, the number of employees with the vocational qualification is expected to fall by 0.6%. The particularly strong crisis in building and construction, led even to a greater unemployment (decrease of low qualified workforce for 3.7% by the end of 2010). Employers do, however, anticipate a rise in the number of individuals with a higher level of education, since the number of higher vocational college graduates has increased in the last year by 0.2%, and the number of higher education graduates by 1.8%.

TABLE 15: CURRENT AND PLANNED EDUCATIONAL ATTAINMENT OF EMPLOYED INDIVIDUALS					
	ABS.		STRUCTURE IN %		
	31 DECEMBER 2009	31 DECEMBER 2010	31 DECEMBER 2009	31 DECEMBER 2010	INDEX 31 DECEMBER 2010/ 31 DECEMBER 2009
BASIC SCHOOL OR LESS, SHORT VOCATIONAL EDUCATION (UP TO TWO YEARS), ETC.	91,529	88,127	16.5	15.9	96.3
VOCATIONAL UPPER SECONDARY EDUCATION (THREE YEARS)	136,471	135,696	24.6	24.6	99.4
GENERAL AND TECHNICAL UPPER SECONDARY EDUCATION (FOUR TO FIVE YEARS)	162,684	162,132	29.3	29,3	99.7
SHORT CYCLE HIGHER VOCATIONAL EDUCATION	39,618	39,702	7.1	7.2	100.2
HIGHER EDUCATION (PRE-BOLOGNA GRADUATES)	120,887	123,094	218	22.3	101.8
HIGHER EDUCATION (POST-BOLOGNA GRADUATES)	3,634	3,879	0.7	0.7	106.7
<b>TOTAL</b>	<b>554,823</b>	<b>552,630</b>	<b>100</b>	<b>100</b>	<b>99.6</b>

Source: Employment forecast for the year 2010 (results of the LP-ZAP survey), Employment Service of Slovenia, [http://www.ess.gov.si/\\_files/901/Napoved%20zaposlovanja%20za%20leto%202010.pdf](http://www.ess.gov.si/_files/901/Napoved%20zaposlovanja%20za%20leto%202010.pdf)

To promote the entry to vocational and technical education, extensive promotional material (brochures, DVDs) was designed. It is available for free to all who are interested in order to promote their specific occupations or education and training courses. The demo movies design for these purposes are available at the YouTube portal (<http://www.youtube.com/user/munus2poklici>). More detailed information on careers with leaflets and other content are accessible at [www.bodiprofi.si](http://www.bodiprofi.si) portal (see 5.1.).

### 3.3 LONGER TERM CONSEQUENCES AND FUTURE RESPONSES

The White Paper on Education in Slovenia (1995) (see 4.1) is under revision. The National Expert Group appointed by the Minister for education, is now preparing a new White Paper which is expected to be published in March 2011. It will serve as the basis for future reforms and more profound changes and amendments of the current educational legislation.

In the meantime, the series of evaluation studies, surveys, and monitoring reports have been conducted. The research findings have been already pointed to some soft changes of the legislation. In future, a thorough, systematic reflection on the structure and

functioning of the Slovenian education system is needed, that should be released by the new White Paper.

The fact is that entries to vocational education are declining. From 1998 to 2009, the enrolments dropped by 59%. The VET system has been losing its original purpose to prepare people for a direct transition to work. Most youngsters, who complete upper secondary vocational education, continue to higher levels of education.

The tendency to bring the whole generation up to tertiary education has global roots. Certificates and degrees no longer guarantee the employment. Staying in education more often assures social security. The nature of problems is not so much educational as it is economic and social (Muršak and Medveš, 2010). The school authorities rely upon the new White Paper that will indicate in which directions the school system should and could respond to the challenges of time.

## 4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

### 4.1 HISTORICAL BACKGROUND

VET in Slovenia was exclusively undertaken in the schools in the former Yugoslavia. The system was financed entirely by the state, which also planned its scope, determined the programmes and provided conditions for its implementation.

In the late 70s, "career-oriented education" was introduced at the level of upper-secondary education. The model introduced a special model of a common secondary school deriving from two general principles (Skubic Ermenc 2007):

1. To enable the entire population to obtain a common basis for further education, personal growth and higher cultural standard;
2. To direct students towards work or towards the appropriate branch of education.

This was an advanced model in terms of its principles; however, its implementation was plagued with many problems leading to its abolition. After consideration of and reflection on the experience accumulated from career-oriented education, a conceptual design for a new VET system in Slovenia was created in 1992. The concept was published in the Proceedings System Regulation of VET (ed. Medveš, Muršak, 1992). The proceedings reflected research efforts and debates held at the end of the 80s and the beginning of the 90s in which a large number of experts from various fields took part (Skubic Ermenc 2007).

The new concept for the development of the VET system rested on the following basic principles (Medveš, Muršak in Skubic Ermenc 2007):

- Gradual transformation of the system;
- Social partnership;
- Basic VET for all;
- Development of alternative paths;
- Compatibility with European systems;
- Elaboration of programmes in line with the content of qualifications and the needs of the vocational field;
- Development of a complete vertical system;
- Transferability between vocational and general education.

The concept elaborated in the document is based on the White Paper on Education in the Republic of Slovenia and also on the Vocational Education and Training Act (1996). The White paper is a programme document which served as the basis for new systematic and legislative changes prepared between 1993 and 1996. It set forth the principles defining the general theoretical framework for restructuring the public education system, based on human rights and the rule of law.

At the end of the 90s, Slovenia performed numerous evaluations of the results achieved to date (they were mostly conducted as part of the international Phare Mocca project). Evaluations brought to light some deficiencies of the reforms. The numerous weak links between theoretical and practical learning were highlighted as a particularly burning issue. To overcome these barriers, new conceptual material was published in 2001 i.e. the Guidelines for Elaboration of Educational Programmes in Lower and Secondary VET (hereinafter: "Guidelines").

The Guidelines marked the second wave of VET reform in Slovenia, which was in full swing in 2004. The process reached its peak in 2006 as the new Vocational Education Act was passed.

Having designed occupational standards, Slovenia aims to respond to economic, technological and social changes, new forms of work organisation and further use of IT in professional life. In addition to these factors, the principle of lifelong learning and learning for life in a globalised and multicultural society confronting a number of environmental challenges and challenges arising from sustainable development is taken into account when educational programmes are drawn up. This process, modelled on the reformed Guidelines, describes the strategic orientation of VET in the state, and above all introduces a new concept for developing VET programmes.

Since these developments, Slovenia has been introducing modularly structured programmes with credit points and a bigger share of elective contents. This is a response to the call for increased flexibility and responsiveness of VET. In parallel, efforts have been stepped up to open up opportunities for adults to acquire national vocational qualifications (through a certification system) and acquire education through various pathways

The modular approach gradually puts an end to a subject-based structure of programmes with the intention of reinforcing the links between general, professional and practical knowledge. These links are also visible in the drafting of the catalogue of knowledge, in which the authors attempt to formulate training objectives by bringing together vocational and key competences - integration of general into vocational knowledge (Pevc Grm in Skubic Ermenc 2007).

## 4.2 LEGISLATIVE FRAMEWORK FOR IVET

Slovenian educational legislation is based on a number of types of educational institutions and sets objectives, students' rights and responsibilities, organisation, content, evaluation, certification, levels of education, teaching staff, alternative forms of education, data collection and protection of personal data and punitive provisions.

Common administrative and financial matters of the schools are governed by The Organisation and Financing of Education Act (*Zakon o organizaciji in financiranju vzgoje in izobraževanja*). It sets out conditions for the conduct of educational activities and the ways in which education is organised, managed, and funded. It also stipulates the compulsory components of the educational programmes.

Specific and individual matters are regulated by:

- The Vocational Education Act (*Zakon o poklicnem in strokovnem izobraževanju*) regulates upper-secondary vocational education and technical education.
- The Matura Examination Act (*Zakon o Maturi*), which stipulates everything about the Vocational Matura (*poklicna matura*) - upon completion of technical secondary education or vocational-technical secondary education.
- The Post-Secondary Vocational Education Act (*Zakon o višjem strokovnem izobraževanju*), which regulates Higher Vocational Education.
- The Higher Education Act (*Zakon o visokem šolstvu*), which regulates higher education (academic and professionally oriented).
- The Special Rights of the Italian and Hungarian Ethnic Groups in Education Act, which regulates the implementation of the special rights given to these ethnic groups in education, including in upper-secondary education.
- The Placement of Children with Special Needs Act (*Zakon o usmerjanju otrok s posebnimi potrebami*), which regulates education and training of children, youth and junior adults with special needs, and regulates the placement of students with special needs and specifies the approaches to and form of education.

### 4.3 INSTITUTIONAL FRAMEWORK FOR IVET

The responsibility for the administration of education is divided among national authorities, local authorities and schools.

General administration of the education system at the national level is provided by the ministries: the MoES and the MoHEST. These ministries co-operate with the Ministry of Finance (general financial rules, budgets and payments), the MoLFSA (occupational profiles in vocational education) and other ministries.

The MoES carries out most of the necessary financial, administrative and expert tasks. It prepares concepts and strategies, legislation and regulations on the basis of expert opinions. Its responsibilities also include the creation of policies for the admission of pupils and students into schools and colleges, financing of schools and colleges, and the supervision of staffing and employment procedures. Feedback on the work of the education system is collected through statistics, targeted evaluation and research studies, state-wide examinations, and international research.

There are two mostly independent internal bodies within the MoES:

- The Inspectorate for Education and Sport, which oversees the implementation of legislation in pre-university institutions and in the area of sport,
- The Office for Youth, devoted to activities and services for young people.

The MoHEST is responsible for higher education (academic and professionally oriented).

The MoLFSA shares partial responsibility with the MoES for vocational education and training, including the system for certification of national vocational qualifications and the agreements on educational policies with social partners.

To support expert decision-making in pre-tertiary education, the Government has established councils of experts for relevant fields: the Council of Experts for General Education, the Council of Experts for Vocational Education and the Council of Experts for Adult Education. The responsibilities of these councils of experts include decision-making powers: approval of certain types of programmes or development of proposals for programmes, development of syllabuses and curricula, confirmation of textbooks, and accreditation of educational programmes provided by private schools. The expert body for higher education appointed by the Government is the Council of Experts for Higher Education. Its responsibilities include accreditation, evaluation and habilitation, as well as providing advice to the Government on the development of higher education policies and strategies.

In vocational education and training, part of the educational programme is by law determined by schools in consultation with social partners (the "open curricula"). The school council appoints a quality-assurance committee of teachers and representatives of employers, students and parents.

The social partners (chambers, business services, trade unions) are by law required to consult with ministries to devise proposals for occupational standards, to fine-tune the framework of qualifications for each industry, to appoint members to final examination committees, to organise practical training in a work environment, to co-operate with schools in vocational orientation programmes, to allocate educational programmes, to determine the enrolment numbers, and to define open curricula.

The Chambers (The Chamber of Commerce and Industry of Slovenia and the Chamber of Craft and Small Business of Slovenia), business associations and companies authorised by the minister can:

- conduct master-craftsman examinations,
- accredit employers to provide practical training, and
- facilitate the practical part of the final examinations and of the vocational Matura in partnership with schools.

Trade unions ensure that pupils' rights in practical training are respected in accordance with the relevant act, collective agreements, and the apprenticeship contract. Trade unions nominate representatives to examination bodies.

In partnership with the MoES, there are four national institutes supporting the Ministry's work and are subordinated to the ministry:

- The National Education Institute (NEIS) responsible for general education,
- The Institute of the RS for Vocational Education and Training (CPI) responsible for VET education,
- The Slovenian Institute for Adult Education (SIAE) responsible for adult education,
- The National Examinations Centre (RIC) responsible for external assessment of pupils and students in education (through provision of organisation and expertise).

Each institute's role is similar, but each operates in their own field. They prepare expert materials that serve as the basis for decision-making. They draw up national curricula for basic, upper-secondary and higher vocational education, which are discussed and adopted by the National Councils of Experts and the Minister. They assist in evaluation of schools and contribute to the preparation of state-wide examinations. They promote and encourage the further development of schools, offer expert advice to teachers and initiate education-related projects.

CPI is the key institute on the field of VET. It has been established and financed by the Ministry of Education and Sport; the Ministry of Labour, Family and Social Affairs, and chambers. The Institute is engaged in development, research and consultation in vocational and education and training.

Schools councils act autonomously at local levels. They play an important role in the process of administrative decentralisation.

See also Figure 1 and 2 under 4.5.

#### **4.4 LEGISLATIVE FRAMEWORK FOR CVET FOR ADULTS**

The Constitution guarantees the right to education for all. Formal vocational education and training is uniform and is the same in both IVET and CVET. Apart from formal education adults can also obtain qualifications through National Vocational Qualifications system.

CVET for adult education is regulated by the Adult Education Act, National Professional Qualifications Act:

- The Adult Education Act (*Zakon o izobraževanju odraslih*) defines educational programmes for adults, the rights of adults in accredited educational programmes, the management of public educational institutions for adults, the obligation to develop ReNAEMP is implemented by the Annual Adult Education Plan (see 2,1), annual programmes in adult education, and relevant financing.

- The National Professional Qualifications Act (*Zakon o nacionalnih poklicnih kvalifikacijah*) regulates the bodies, institutions, organisations competent for the preparation and adoption of professional standards and catalogues of knowledge, skills and competences, and also conditions and procedures for the acquisition of national professional qualifications. The National Professional Qualifications Act enables acquiring NVQ, but not level of education.

CVET is also regulated by laws and their articles related to IVET (see also chapter 4.2 - Legislative framework for IVET):

- The Organisation and Financing of Education Act,
- The Vocational Education Act,
- The Matura Act,
- The Post-Secondary Vocational Education Act,
- The Higher Education Act.

CVET for adult education is also included in the labour and social legislation for specific sectors of activity. The rights and responsibilities in education for specific target groups are regulated by the labour and social legislation. The Employment Relationship Act (*Zakon o delovnih razmerjih*) lays down the right to education for employees and the right to study leave for the relevant type of education; collective agreements put this right into practice. There are two collective agreements in Slovenia: The General Collective Agreement for the Industrial Sector and the Collective Agreement for the Service Sector.

The Pension and Disability Insurance Act (*Zakon o pokojninskem in invalidskem zavarovanju*) stipulates the right to vocational rehabilitation for people with disabilities. The Employment and Insurance against Unemployment Act (*Zakon o zaposlovanju in zavarovanju za primer brezposelnosti*) regulates the rights of unemployed people to education and training, and the obligations arising from these rights. These rights and responsibilities are defined more specifically in the programmes of active employment policy and in the Programme of Education for Unemployed Persons (see 2.1).

CVET is also regulated by special acts in the areas of health, environment, agriculture, culture and others, which stipulate the requirements of these occupations and the requirements for permanent training of the employees.

#### **4.5 INSTITUTIONAL FRAMEWORK FOR CVET FOR ADULTS**

Responsibility for management of CVET is shared by:

- The MoES, which is responsible for pre-university education (short higher education included),
- The MoHEST, which is responsible for traditional tertiary education (academic and professionally oriented),
- The MoLFSA, which is co-responsible for vocational education and training.

Within the MoES, education at different levels is the responsibility of specific directorates. Adult education is under the Directorate for Upper Secondary and Short Higher Vocational, within which is the Sector for Adult Education.

The Council of Experts for Adult Education, established by the Government, monitors and evaluates the situation and development of adult education. It prepares proposals for the minister of education on which adult-education programmes should be accredited, and addresses other relevant questions in the field of adult education.

The SIAE is an independent research institute that conducts developmental and research projects related to the development of adult-education theory and practice. It provides expertise for decision-making under the authority of the Council of Experts for Adult Education, and is an advisory service for organisations involved in adult education.

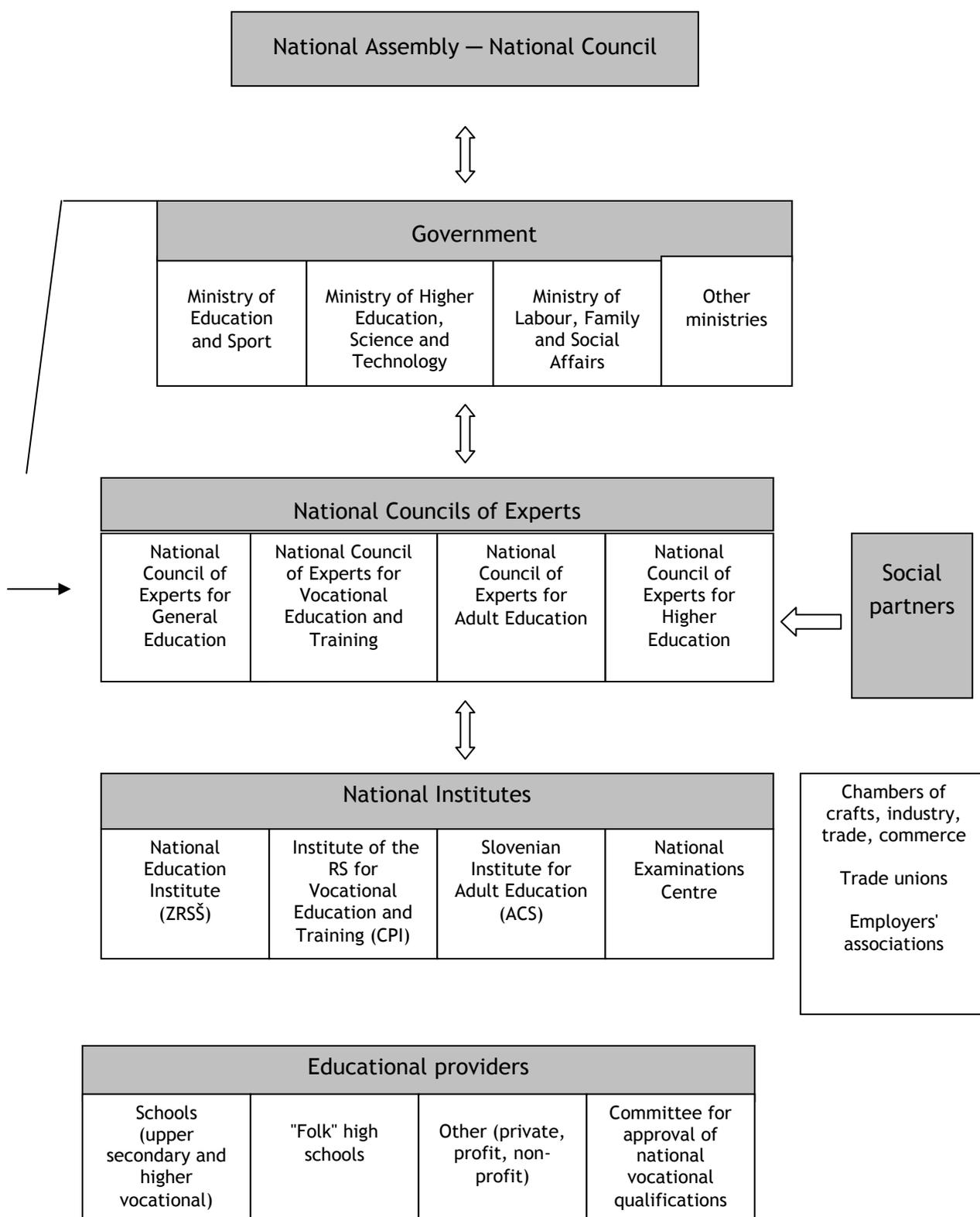
The MoLFSA is also involved in CVET. The responsibility for adult education lies with the Directorate for the Labour Market and Employment in the Sector for Lifelong Learning and Scholarships. The sector is responsible for the education and training of unemployed people and other vulnerable groups in the labour market. The executive agency, the Employment Service of Slovenia, is responsible for the implementation of the right to education of vulnerable groups.

The role of social partners (chambers, business services, trade unions) in CVET and adult education is co-ordinated by the MoLFSA. The chambers are employers' organisations that represent employers in social dialogue and carry out technical, developmental and counselling work in vocational education. They prepare the standards of knowledge and skills for the certification system. Master-craftsman, foreman and managerial exams, which represent the most common forms of CVET, take place under their authority. They organise testing and certification of qualifications for craft-related activities that do not require a master-craftsmen examination. Both chambers (The Chamber of Commerce and Industry and the Chamber of Crafts) also function as organisers and providers of non-formal vocational education and training, which do not offer nationally valid certificates. Trade unions are legally limited to being a partner in the procedure of certification of national vocational qualifications. They independently organise and provide education and training for trade-union activists.

With the introduction of the social partnerships in vocational education and training, the representatives of employers and employees play an increasingly important role, and they are also represented in national bodies.

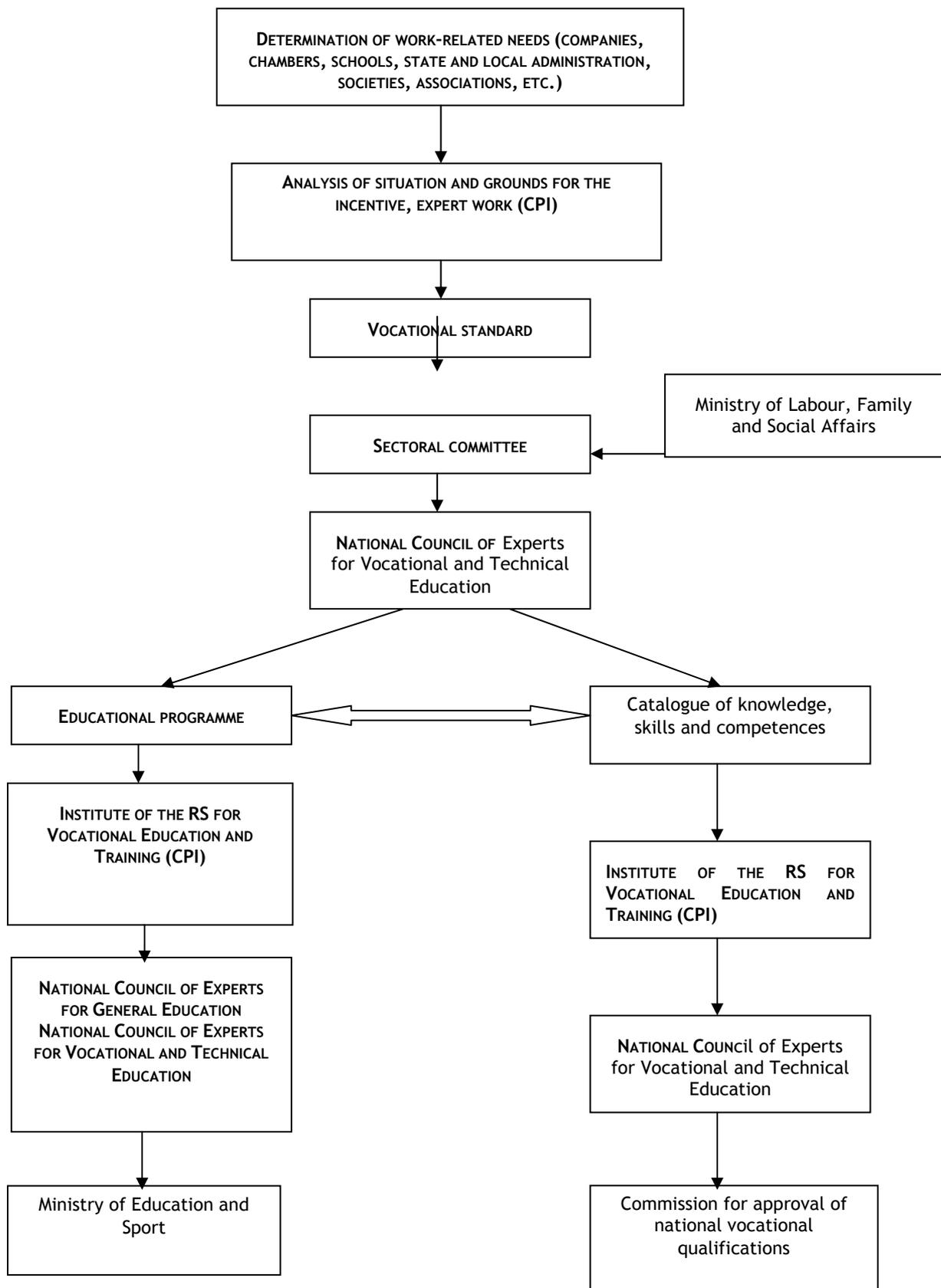
See also Figure 1 and 2.

**Figure 1: Administration of education and training in Slovenia**



Source: ReferNet, 2009.

**Figure 2: Decision-making process for content of education in Slovenia**



## 5. INITIAL VOCATIONAL EDUCATION AND TRAINING

### 5.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM, AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

The Slovenian education system includes pre-school education, compulsory basic education (a single structure of primary and lower-secondary education), upper-secondary education; higher vocational education and higher education (see Figure 1). Secondary education is provided in upper-secondary schools. Schools can specialise in the provision of a single type of education, e.g. general upper-secondary schools (*gimnazija*, hereinafter: gymnasia) or can provide several types of education courses by becoming a school centre combining various types of upper-secondary schools.

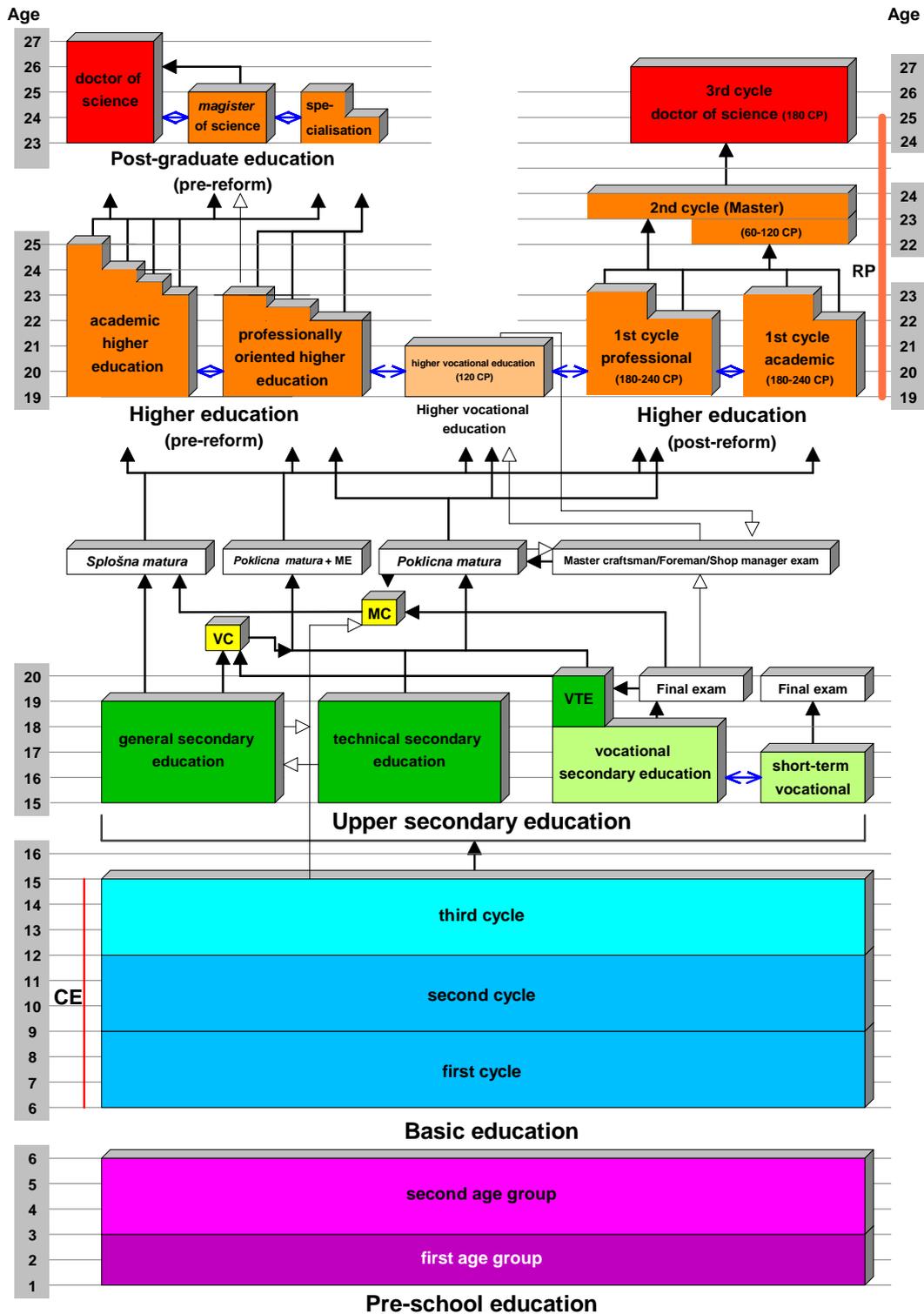
Approximately 98% of students continue their education at upper-secondary level. A total of 40% of students enrol in general secondary education courses (gymnasia). Others (approximately 60%) enrol in technical secondary education (approx. 30%) or vocational secondary education (approx. 30%). A small percentage of students (less than 2%), who do not enrol onto secondary education courses after the completion of their compulsory schooling, choose either to enrol onto vocational training courses, to enter the labour market, or to repeat the last grade of elementary school to improve their grade for overall success.

The main objectives of the vocational education and training system in Slovenia are:

- To provide vocational qualifications to as many young people as possible with the possibility of further education;
- To link education with the labour market;
- To improve employability and lifelong learning.

Much of the organisation of the upper-secondary education system in Slovenia is centralised. The most important decisions concerning upper-secondary education (e.g. content and structure of programmes, staffing requirements and salaries, etc) are taken at national level. However, schools do have a certain level of autonomy in the implementation of the core national curricula, choice of teaching methods, staffing and employment matters and admission procedures.

## The Structure of the Education System in Slovenia 2006/07



**Legend:** CE - compulsory education    RP - study programmes according to EU directives (regulated professions)    CP - credit points  
 ← general access    ◁ access under certain conditions    VTE - vocational-technical education    VC - vocational course  
 ↔ transfer    MC - matura course    ME - additional exam in one matura subject

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## EDUCATIONAL PATHWAYS/ROUTES AT THE END OF SCHOOLING

### COMPULSORY BASIC EDUCATION

All children living in Slovenia have the right to compulsory elementary-school education under equal and non-discriminatory conditions. Compulsory education lasts nine years. It is divided into three cycles:

- First cycle (6–9 years of age, grades 1–3),
- Second cycle (9–12 years of age, grades 4–6),
- Third cycle (12–15 years of age, grades 7–9).

Entry into compulsory education is an obligation for all children whose sixth birthday occurs in the calendar year of entry into first grade. Parents have a legal duty and a right to choose a public or private school or home schooling. The school located in the school district of their residence is required to enrol their children; however, parents are free to choose another elementary school, as long as they have the school's consent. With successfully completed compulsory basic education, pupils can enrol in vocational secondary education or technical secondary education, as well as in general secondary education. Pupils who successfully complete at least seven classes can continue their education in short-term vocational education.

There is no initial vocational education at lower-secondary level.

### UPPER-SECONDARY AND POST-SECONDARY EDUCATION

Upper-secondary education is free and caters for young people aged 15 to 19. Types of upper-secondary education are:

- General upper-secondary education or gymnasias (four years) – 15–19 years of age;
- Short-term vocational education (two and a half years) – 15–17/18 years of age;
- Vocational secondary education (three years) – 15–18 years of age;
- Vocational-technical secondary education (two years after vocational secondary education) – 15–20 years of age;
- Technical secondary education (four years) – 15–19 years of age.

Post-secondary non-tertiary vocational courses (*poklicni tečajji*) last up to one year (see 5.4).

The educational reforms of the mid-90s made a clear distinction between general, technical and vocational upper-secondary education. The gymnasias were reintroduced, initially providing only general and classical programmes in preparation for further studies. Students complete gymnasias by passing an external examination in five subjects, known as the Matura. The Matura was introduced in 1995, replacing the former final examinations. At the same time, it serves as an entrance examination to higher education. Those gymnasium students, who, for various reasons, do not wish to continue their education, can enter the labour market by attending a vocational course and obtaining a qualification in their chosen occupation.

Vocational and technical secondary education comprises: programmes of short-term vocational education (two-and-a-half-year programmes); vocational secondary education (three-year programmes); technical secondary education (four-year programmes); vocational/technical secondary education (two years after vocational secondary education); and post-secondary non-tertiary vocational courses (up to one year).

Programmes of short-term vocational education and vocational secondary education programmes are both completed with a final exam, which are based on modules and competences.

Technical secondary education, vocational-technical secondary education and post-secondary non-tertiary vocational courses are completed with a vocational Matura. The vocational Matura comprises four units with the possibility of adding a fifth unit from the general Matura.

### HIGHER VOCATIONAL EDUCATION

Higher vocational education is provided at higher vocational colleges (*višje strokovne šole*), which offer two-year higher vocational education at sub-degree level (short-term, ISCED 5B). The Post-Secondary Vocational Education Act (2004) determines the organisation of higher vocational colleges and places them within tertiary education, establishing links with further professional studies at degree level through the possibility of a vertical 120 credits, which can be used towards a higher-education qualification. Higher vocational colleges issue a diploma, stating the nature of education, and a diploma supplement in Slovene and another EU language.

The entrance requirement for higher vocational colleges is to pass the general Matura or the vocational Matura. It is also possible to enrol with a combination of passing the master-craftsman/foreman/shop-manager exam, three years of work experience and passing the general subjects of the vocational Matura.

In vocational colleges, studies end with a diploma exam (*diplomski izpit*). Graduates can then start work in specific occupations. Since 1998/99, it has been possible to transfer to the second year of a professionally oriented higher-education course.

### HIGHER EDUCATION

Higher education is offered by universities and single higher-education institutions: faculties and professional colleges. Universities and single faculties usually offer academic as well as professionally oriented courses, while professional colleges offer mainly professionally oriented courses. If they meet academic standards relating to staff and equipment, they may also be accredited to offer doctorate programmes, otherwise such programmes must be carried out in partnership with universities. According to the amendments to the Post-secondary Vocational Education Act (2004), the new structure for higher education in accordance with the proposed Bologna process is in its final stages of implementation. The new structure is no longer classified as binary. It includes a first cycle (equivalent to a bachelor programme), three to four years of theoretically or professionally oriented studies, both of which lead to second-cycle masters programmes. In principle, all masters courses provide opportunities to study at doctoral level. Specialisation programmes no longer have a place within the new structure. The general Matura certificate is required for entry to academic higher education. A vocational Matura examination, with an additional exam at the end of technical secondary education, is an alternative route for gaining admission to academic programmes. Candidates who pass the vocational Matura have access to professionally oriented higher education. It is understood that professional higher education is also open to general Matura candidates. If specific abilities are required for certain courses, results of specialised tests of skills or aptitudes are also taken into account.

## PROMOTING PARTICIPATION IN IVET

Various campaigns have been implemented to promote vocational education among young people ([www.mojaizbira.si](http://www.mojaizbira.si)). In many cases, these projects are delivered in partnership between primary schools, employers, an appropriate vocational school and other institutions (see 3.2)

## PUBLIC AND PRIVATE VET INSTITUTIONS

The existing public education programme can be implemented by both public and private schools. Both types must offer appropriate personnel and material conditions and must be entered in the register of schools managed by the education ministry. Private schools can construct their own educational programmes, but the standards contained in these must be comparable to the public programme. Education and training providers that do not provide a valid public education program are not legally regulated.

There are no privately owned vocational or technical secondary schools in Slovenia, but there are a number of privately owned pre-school educational institutions (2.3% of educational institutions including 1.5% of children according to the last available data – 2005/06). There was only one privately owned elementary school in Slovenia in 2007 (the Waldorf School). In 2008, the first Catholic elementary school (<http://www.stanislav.si/>) was opened. In upper-secondary education, only six gymnasias are privately owned (four catholic, the Waldorf School and the European school). However, the share of privately owned higher vocational colleges is much more significant, at 58% (2007/08).

In Vocational Education (IVET) for the education of young people, only public schools are currently available, though the law does not prohibit private schools. In adult education (technical four-year schools), a number of private schools exist.

## THE CURRICULUM-DEVELOPMENT PROCESS

Curricula within different fields are being continuously updated and revised. The last revision, which has been taking place since 2004, reflects the changes that have resulted from the developments within the fields of study. A common characteristic of different curricula is that inter-curricular boundaries are being removed, while new fields of specialisation are constantly emerging. The main aims of curriculum revisions are to improve quality, to reach internationally comparable standards, to integrate students with special needs, to differentiate education according to actual course requirements and students' interests within the so-called "open curriculum", to integrate key competences, to promote lifelong learning, to reduce the number of those repeating years, and to improve the mobility of students between different courses through improved links between curriculum content and the implementation of the credit-point system.

Course curricula are adopted by schools working with social partners, national educational institutes, boards of experts, the ministries and ministers. The ground rules for course curricula are prepared by educational experts working in wide expert workgroups, organised by the CPI; they must take into account the guidelines of the council of experts, the needs of social partners, the international best practice, the directives of the European Union, and tradition, along with the vocational or professional standards. Course curricula are then officially adopted by the Minister of Education in consultation with the Council of Experts for Vocational and Technical Education.

Vocational standards, which serve as the basis for the courses, are adopted by the Minister of Labour, Family and Social Affairs based upon the proposals of the Council of Experts for Vocational and Technical Education. A vocational standard is a statutory document, which has a number of prescribed elements: name and code of profession, level of education,

vocational/professional competences and description of fields of work originating from the vocational profile.

Courses may lead to a single or several vocational qualifications. If they are based on a higher number of vocational standards, they are divided into several modules. Each module corresponds to a specific vocational standard and contains objectives, practical and theoretical content, and certain key competences, along with all other necessary course elements. Students who successfully pass a single module but do not complete all of the course, and therefore cannot acquire a formal level of education, can acquire a certificate of a national vocational qualification. This allows them to perform certain work tasks or a particular job within an occupation.

#### MAIN CHARACTERISTICS/ELEMENTS OF CURRICULA

Course elements, adopted at the national level, are divided into structural elements and content elements.

Structural elements of each curriculum include:

- The name of the course;
- The duration of the course;
- The name of the vocational or technical qualification;
- The course objectives;
- Compulsory forms of testing and assessment of knowledge;
- Admission requirements, progression and completion requirements.

Specific elements of the curriculum include:

- The syllabus;
- Knowledge required by teachers of a specific subjects;
- Subject catalogues of knowledge or a framework subject curriculum for individual subjects;
- Examination catalogues for the final exam or the vocational matriculation examination;
- Extra-curricular activities.

According to the new Vocational Education Act (enacted in 2006) each school must prepare an implementation curriculum on the basis of the core curriculum, which specifies the implementation of coursework for a specific subject. This implementation curriculum is adopted by the school council as a part of the school's annual work plan. The latter also includes team co-ordination of teachers, the actual content of the elective curriculum, the distribution of coursework into modules, the organisation of classes (in groups or classrooms) and flexible differentiation (additional lessons, supplementary lessons, project work and team work), as well as links with the environment.

Curricula are structured with 80% of prescribed compulsory content and 20% of elective content (otherwise known as open curricula, see 4.3.) specified by the school in co-operation with regional and sector partners.

The law (2006) stipulates that the compulsory part of the technical- education curriculum includes general subjects (approximately 50%), and technical-theoretical subjects and practice. Compulsory general subjects include Slovene, a foreign language, mathematics, arts, social sciences (history, geography, sociology, and psychology), information science, natural sciences (physics, chemistry, biology) and sport. Objectives and general contents in lower years are the same for all curricula. However, in the later years of study, there are a larger range of available elective subjects and specifically oriented contents that allow vocational orientation and specialisation in a particular field. In the final year, the course

finishes with practical training. Coursework in the first two years stresses the development of motivation and transferable practical competences. To encourage the entrepreneurial spirit, autonomy and team work, practice in senior years is planned as team work. In the future, as this structure is fully implemented, it will enable a higher level of mobility between courses, pre-qualifications, and a rationalisation of education.

#### TEACHING METHODS AND MATERIALS

A course syllabus consists of general subjects, technical-theoretical subjects, practical training and extra-curricular activities. Practical training includes practical lessons at school, in school workshops or specialised school classrooms or laboratories, or within school estates or work activities, while in some courses practical training also includes work experience. Practical training within the dual organisation of education comprises practical lessons at school and workplace training. Practical training in schools is provided according to the catalogues of knowledge, while employers provide workplace practice in accordance with the examination catalogue.

Catalogues of knowledge are adopted at the national level and comprise the name of the subject, the number of hours per year, the forms of coursework, the guiding and operational objectives of the subject, all compulsory forms of testing and assessment of knowledge and specifications concerning testing and assessment of knowledge, the framework list of study literature, as well as inter-curricular content.

Assessment catalogues are also adopted at the national level and specify the respective content, objectives, assessment criteria and study materials. Extra-curricular activities, which are part of each course syllabus, aim to provide students with a free choice and to upgrade their knowledge and develop their talents and interests.

#### QUALITY ASSURANCE

An institution can become an education provider only if it is verified by the MoES. Only verified providers can issue a valid diploma. The Vocational Education Act prescribes that every school must have a quality-assurance committee. Self-evaluation is therefore the main staple for quality assurance. In addition, external evaluation, conducted by the National Institute for Vocational Education and Training (see 7.1.2), is carried out in accordance with the criteria set by the Council of Experts.

## 5.2 IVET AT LOWER SECONDARY LEVEL

There is no IVET at lower-secondary level in Slovenia.

## 5.3 IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

Initial vocational and technical education at upper-secondary level comprises:

- Short-term vocational education (two-and-a half-year programmes);
- Vocational secondary education (three-year programmes);
- Technical secondary education (four-year programmes);
- Vocational-technical secondary education (two years after vocational secondary education).

Short-term vocational programmes admit applicants who have successfully completed elementary school or completed a modified education programme for children with special needs, as well as applicants who, although attending elementary school for nine years, have failed to complete it successfully. As a rule, these programmes last for two and a half years, ending with a final examination. Students' general knowledge acquired in the last

years of elementary school is developed, while new general and vocational knowledge and qualifications for simple jobs are gained. The final examination certificate enables students to enter the labour market or to enter the first year at any other (upper) secondary school.

Pupils who have successfully completed elementary school can enrol in three-year vocational programmes. These programmes can be provided by vocational schools or in partnership with employers as a dual system of apprenticeship and in-school education. They typically last for three years, ending with a final examination. The final-examination certificate enables students to enter the labour market or to continue education in two-year vocational-technical secondary education programmes, which end with a vocational Matura examination, leading to a qualification at the level of a technical secondary education school. New education and training programmes in vocational secondary education include at least 24 weeks of practical training with employers, and are designed on the principles of modules and open curricula.

Two-year further technical courses are also available for those who have completed three-year vocational secondary courses. This course is at an equivalent educational level to a four-year technical secondary education course. This equivalence is provided by the content and quantity of general and technical subjects, and by the final examination.

However, graduates who find a job immediately after completing a three-year vocational secondary education programme can re-enter education after at least three years of employment to obtain a qualification at the level of a technical secondary education school by passing examinations. In passing the master-craftsman/foreman/ shop manager examination, they demonstrate a higher level of competence in their occupation. If they also pass examinations in general subjects of the vocational Matura examination, they may continue their studies in higher vocational education.

Technical programmes last for four years and are designed primarily as preparation for vocational higher education and professionally oriented higher education. Education ends with the vocational Matura examination, a school-leaving examination in four subjects, prepared in part externally, but assessed internally. This course grants students access to professional types of higher education. By passing one additional subject in the general Matura examination, students also have access to some academic programmes. The vocational and technical education system offers various paths to occupational qualifications. Transfers between vocational and technical programmes are allowed. Transfers from technical-education programmes to any academic higher-education programme are made possible by the Matura course (see 5.6).

Two core aims are built into all curricula of four-year technical education courses:

- Preparation for professionally oriented higher education;
- Gaining sufficient knowledge to enter the labour market and to start to work in industry, trade or service activities.

These programmes are built on a modular structure and include the open curriculum.

**TABLE 16: TYPES OF EDUCATION PROGRAMMES**

TYPE OF EDUCATIONAL PROGRAMME	MAIN ECONOMIC SECTORS (PLEASE REFER TO FOOTNOTE 1)	CORRESPONDING ISCED LEVEL/ ORIENTATION	BALANCE BETWEEN GENERAL AND VOCATIONAL SUBJECTS	BALANCE BETWEEN SCHOOL-BASED AND WORK-BASED TRAINING	AVERAGE DURATION OF STUDIES	TRANSFER TO OTHER PATHWAYS
SHORT-TERM VOCATIONAL EDUCATION	Primary sector and utilities; Manufacturing; Construction; Distribution and transport; Business and other services; Non-marketed services	3C	30% general subjects 50% vocational subject	28 credit points school based practical training 4 weeks or 6 credit points work-based practical training	Two-and-a-half-year programmes	See description below
VOCATIONAL SECONDARY EDUCATION	Primary sector and utilities; Manufacturing; Construction; Distribution and transport; Business and other services; Non-marketed services	3C	30% general subject 50% vocational subject	24-30 credit points school based practical training 24 weeks or 36 credits points work-based practical training	Three-year programmes	See description below
TECHNICAL SECONDARY EDUCATION	Primary sector and utilities; Manufacturing; Construction; Distribution and transport; Business and other services; Non-marketed services	3B	40% general subject 40% vocational subject	24-30 credit points school based practical training Minimum 4 weeks or 6-12 credits points work-based	Four-year programmes	See description below

				practical training		
VOCATIONAL-TECHNICAL SECONDARY EDUCATION	Primary sector and utilities; Manufacturing; Construction; Distribution and transport; Business and other services; Non-marketed services	3B	50% general subject 30% vocational subject	12-16 credit points school based practical training 2 weeks or 4 credits points work-based practical training	Two years after vocational secondary education	See description below

The proportion of students enrolled in all VET programs vocational secondary education programmes has been declining, while the number of people enrolled in general secondary education programmes is growing. The enrolment structure in VET has also been changing in this time. There is almost no interest or very low interest in some fields of education and the labour market such as the leather industry (no students in some years), the textile industry (a rapid fall in enrolment), agriculture and food-processing, and metallurgy (significant falls in enrolment).

Transfers between programmes and types of vocational and technical education are well established. Students who complete short-term vocational programmes can enter the labour market or enter the first year at any other (upper) secondary school.

Graduates of three-year vocational education programmes have various opportunities:

- Entering the labour market;
- Continuing education in special two-year vocational-technical secondary programmes (the "3+2" scheme) and, after passing a vocational Matura examination, obtaining a secondary technical level of education;
- After a minimum of three years' work experience, re-entering education and obtaining a secondary technical level of education by passing the master-craftsman/foreman/ managerial examinations, or sitting general subject exams in the vocational Matura or enrolling in the Matura course (designed for pupils who have not completed gymnasia, and wish to enter university to study an academic course).

Students completing four-year technical-education programmes have the following options: Entering the job market; continuing education in higher vocational education programmes or a professional type of higher education; in addition to the vocational Matura examination, completing a general Matura exam in one subject and then enrolling in undergraduate or university-type higher-education programmes that allow transfers of this kind.

## 5.4 APPRENTICESHIP TRAINING

With the new Vocational Education Act, the dual system and school education were united into a single form for apprenticeships. Students in this area of education are entitled to a predetermined number of weeks of practical training. The student spends part of this practical education in the school and part with an employer. The number of weeks of training with an employer depends on the level of education:

- Short-term vocational programmes include 4 weeks of practical training;
- Vocational secondary-education programmes include 24 weeks of practical training;
- Technical secondary-education programmes include a minimum of 4 weeks of practical training
- Vocational-technical secondary-education programmes include two weeks of practical training.

Students may have an individual contract, which is signed by the employer, the student and the student's parents. The alternative is a collective contract, which is signed by the school and employer for several students. The Government provides a financial incentive for part of the practical training at the employer's request after the training has been completed.

## 5.5 OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS

Please see chapter 6.

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

Post-secondary non-tertiary education includes courses that aim to broaden students' knowledge base. The Matura course is designed for pupils who have not completed gymnasia, and wish to enter university to study an academic course. This course lasts for one year.

Vocational courses are designed for those who have not passed the Matura or wish to obtain a vocational qualification and employment. These courses also last for one year.

Master-craftsman exams are designed for those who have completed a three-year vocational secondary school and attained a minimum of three years' work experience. By passing an exam of this kind, along with a short "bridging" exam for general-education subjects, master craftsmen can enrol in higher vocational colleges.

## 5.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

Higher vocational education is provided at higher vocational colleges (*višje strokovne šole*). These colleges offer two-year post-secondary vocational education at sub-degree level (short-term, ISCED 5B). The new Higher Vocational Education Act (2004) regulates this level of vocational education separately from the upper-secondary level. It clearly places higher vocational education within tertiary education and establishes links with further professional studies at degree level, through accreditation with 120 credits that can be used towards a higher-education qualification.

Higher vocational education is undergoing changes imposed by the new legislation and the new "Starting points for higher vocational study programmes" document (2006). The Bologna process has been extended to higher vocational education: programmes will be

modularised, made broader in contents, comprising compulsory and optional subjects, and described by the European Credit Transfer and Accumulation system (ECTS). The quality-assurance system for higher vocational education will be harmonised and linked with tertiary education systems.

The network of higher-vocational colleges has expanded substantially in recent years. There are currently 59 higher-vocational colleges (2007/08 school year), of which 25 are public, with 2 private colleges also obtaining public funds for their full-time students. Public schools are more likely to offer technical subjects, while private colleges are more likely to offer commercial and administrative courses.

The main characteristic of these programmes is that they aim to develop occupational skills. Approximately 40% of each curriculum is devoted to practical training in firms and companies. At the end of the study, students receive a diploma with the name of the programme and the title of vocational qualification, allowing them to start working in specific occupations and middle-management teams. The duration of this education is usually two years.

Besides education leading to a higher vocational diploma, vocational colleges also provide short courses of 10-35 ECTS designed for workers in employment.

The general requirement for admission is successful completion of upper-secondary education (equivalent to a technician qualification of a technician). The following applicants qualify for higher vocational studies: those who have passed the Matura or the vocational Matura examination, or those who have a vocational qualification of master craftsman or equivalent. In addition, master-craftsman applicants must have at least three years of working experience, and must comply with the standards of Slovene language and mathematics at the level required for the vocational Matura.

Applicants apply to higher vocational colleges through the joint national application system managed by the national higher-vocational registration services. The number of study places is approved and publicly announced by the MoES. The specific criteria for students' selection are determined by the higher vocational colleges independently and applied if the number of applicants exceeds the number of available places. Some vocational colleges also require tests prior to admission. Student selection is usually based on the student's previous study record or combined previous study record and admission test results. There is no age limitation.

Curricula and modules are based on professional standards and involve a certain proportion of optional content. Practical and independent work for students (e.g. project work, product elaboration, etc.) is also involved. The last term in the final year is devoted to a diploma project (diploma paper) carried out individually or in small groups.

Upon completion of all requirements of the programme, the student is awarded a diploma. The diploma document includes the name of vocational qualification, derived from the name of the programme and regulated by the Act on the Names of Qualifications, and Professional and Academic titles (2006). Irrespective of this rule, in technological fields of study, the name of the qualification is combined with the title engineer or technologist.

Full-time students of higher vocational colleges with a state-subsidised place pay no tuition fees, but do pay administrative fees (registration and certification costs). The level of tuition fee payable by part-time and/or non-state-subsidised students is determined by the institutions themselves. If students take longer than the prescribed period to complete the course, they lose the entitlement to free study. Part-time and/or non-state-subsidised

students contribute to tuition and administrative costs. Students may benefit from a range of financial support to cover the cost of living and/or to pay fees. Full-time students, who do not pay tuition fees, may receive a scholarship to cover living costs. Scholarships are usually awarded on the basis of social criteria, but the amount of this is usually linked to the level of the student's academic performance. They are also entitled to subsidised accommodation or a place in a public student hall of residence and to meals at reduced prices. Other kinds of support may also be awarded in addition to financial assistance for their parents (tax allowances).

Programmes are offered in the areas of mechanics, electrical engineering, electronics, photography, geotechnology and mining, building and civil construction, informatics, wood, logistics, media, mechatronics, design, social work, networking, telecommunications, dental hygiene, environmental protection, the economy, administration, food and diet, horticulture, management in the rural environment, tourism and catering. According to provisional data, there are 17,119 students enrolled in vocational colleges in the 2007/08 academic year. Two thirds of these are studying on a part-time basis. The most popular programmes for students are in the sales, business secretarial and accountancy fields, while among technical fields, the most popular programmes are in mechanical engineering and mechatronics.

There are also professionally oriented higher vocational colleges (*visoka šola*) in Slovenia (First Bologna cycle). These colleges are either municipal or private, financed by the founders, with some co-financing by the government through governmental public tenders. They usually offer degrees in a particular field or discipline. Students complete higher education degrees with a professional emphasis. The typical duration of study is 3 years (180 ECTS). Access to further study from these colleges depends on the field of study, according to the individual programme transfer provisions and followed by the criteria adopted by the Council of the Republic of Slovenia for Higher Education.

The general admission requirement is regulated by the Higher Education Act. Students must have completed general or technical upper secondary school. Candidates are required the Matura or Poklicna matura examination certificates. Students apply to courses through the joint national application system. The selection criteria in case of limited access are determined by the individual study programme. If the number of eligible applicants exceeds the number of places available, a selection is made on basis of upper secondary school grades and/or an aptitude test. Within this general framework, the responsibility for the admission of students rests with the institutions.

Full-time students in public and private state-subsidised higher education institutions do not pay fees. They are however charged a small registration fee of 30 € per Year.

## 6. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

Upgrading the educational and qualification levels of the population and empowering adult for active involvement in society is a priority in national economic, social, sustainable development policies and other in areas of policy (health, culture, etc.).

### 6.1 FORMAL EDUCATION

#### 6.1.1 GENERAL BACKGROUND

The main objectives were determined by the Slovenian Parliament in 2004 in the ReNAEMP (see 2.1). The strategic goals cover three priority areas: education for personal growth (cultural capital), for improving general levels of education (social capital) and for improving the competitiveness of the individual (human capital) on the labour market. Operational goals are proposed for each area. ReNAEMP is implemented by the AAEP (see 2.1).

In 2010, the MoES is preparing a new White Paper on Education (up to university level) and a new Adult Education Act (see 3.3). Formal vocational education (for which the MoES is responsible) is uniform and qualifications are the same in both VET and CVET.

Within the labour market, special qualifications for adults are developed in the National certification system of NVQ (for which MoLFS is responsible, see also 6.1.2, 4.3 and 3.2). Adults can obtain a formal qualification (NVQ) for occupations not included in formal educational programmes. The NVQ 's obtained in the system best serve the needs of the companies and the labour market as the occupational standards for NVQs are proposed by social partners (see 4.3. and 4.5) in accordance with the needs of a field of work and the development plans of stakeholders.

Promoting the education of employees is regulated by collective agreements. The Collective agreement for the non-economic sector (OJ 18/1991) obliges employers to cover direct and indirect costs for training at their initiative (the collective agreements in individual non-economic sectors must follow this regulation). The general collective agreement for the economic sector has been cancelled (OJ 90/2005), with regulation now left to individual disciplines. As a rule, employers promote formal education for their core workers in accordance with companies' development and staff plans. The state introduces measures and increases funds for improving access to NVQs and supports formal education (see Themes 6.2.2 – the box, 6.3, 10). The Council of Experts for Adult Education plays an important role in developing policy, measures and projects for improving access to formal education for the least educated.

#### 6.1.2 MAJOR CHARACTERISTICS OF FORMAL CVET

Adults can obtain qualifications through the traditional/formal school system and through the certification system. The two systems (school and certificate) are not yet fused.

##### Formal school education

Qualifications in school system define the level of education (primary, upper secondary and tertiary level), contents of a vocational qualification and the type of general,

professional and vocational knowledge, skills and competences. The levels, their role and main characteristic are the same as in IVET

In 2007, 8.7% of the population aged 25-64 took part in formal education. The highest share of participants was from the 25-34 age group (22.3%), followed by the 35-49 age group (6.9%) and the 50-64 age group, with only 0.8% (source: SORS, Adult Education Survey, Slovenia, 2007).

14,319 adults were enrolled in formal upper-secondary education programmes at the end of the 2008/09 school year. Of these, 64% were enrolled in four-year technical programmes and in three-year middle VET programmes (Figure 1). A total 40% of all enrolments were in the field of economics (Table 17).

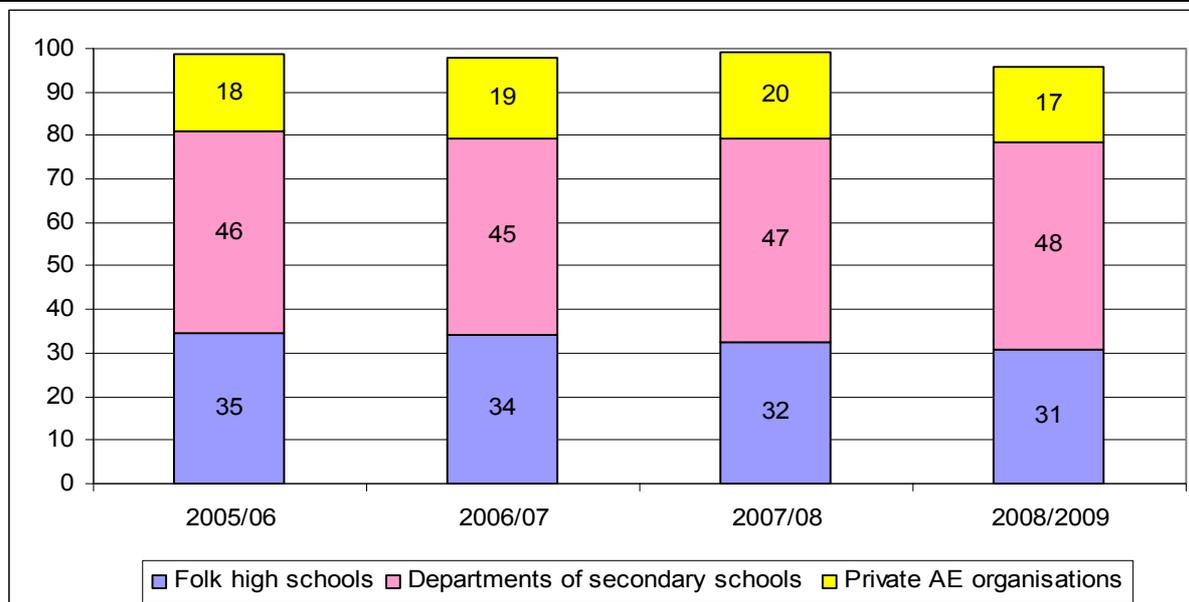
FIELD OF STUDY/TYPE OF PROGRAMME	TOTAL		SHORT-TERM VET	SECONDARY VOCATIONAL	SECONDARY TECHNICAL	GYMNASIA	3+2 VOCATIONAL TECHNICAL	VOCATIONAL AND MATURA COURSES
<b>TOTAL</b>	14,568		20	3,621	5,190	738	4,447	552
<b>%</b>	100		0.1	24.9	35.6	5.1	30.5	3.8
AGRICULTURE	719	4.9	12	292	167		248	-
FORESTRY	13	0.1	-	9	4		-	-
TEXTILES	1	0.0	-	-	-		-	1
CHEMISTRY, PHARMACY, RUBBER PROCESSING AND NON-METALS	135	0.9	-	-	135		-	-
WOOD PROCESSING	127	0.9	-	28	8		91	-
CONSTRUCTION	366	2.5	2	163	52		149	-
CATERING AND TOURISM	939	6.4	-	390	382		167	-
ECONOMICS	5,780	39.7	-	1,538	2,187		1,966	89
PAPER AND PRINTING	46	0.3	-	-	46		-	-
ELECTROTECHNICS AND COMPUTER SCIENCE	912	6.3	-	181	401		322	8
METALLURGY AND MECHANICAL ENGINEERING	1,639	11.3	6	457	243		933	-
TRANSPORT AND COMMUNICATION	730	5.0	-	79	369		282	-
MINING	3	0.0	-	1	-		2	-
HEALTH CARE	1,221	8.4	-	352	582		287	-
TEACHERS TRAINING	996	6.8	-	-	750		-	246
CULTURE	72	0.5	-	-	72		-	-
GYMNASIA	738	5.1	-	-	-	530	-	208
PERSONAL SERVICES	131	0.9	-	131	-		-	-

Source: SORS. Upper-secondary education of youth and adults, Slovenia, at the end of 2007/2008 school year.

The main providers of formal CVET on primary level are "folk" high schools.

The main providers on upper-secondary level are schools that provide programmes in IVET, and "folk" high schools.

**Graph 9: adult learners enrolled in upper-secondary education by type of institution (%), end of school years 2005/2006–2008/2009**

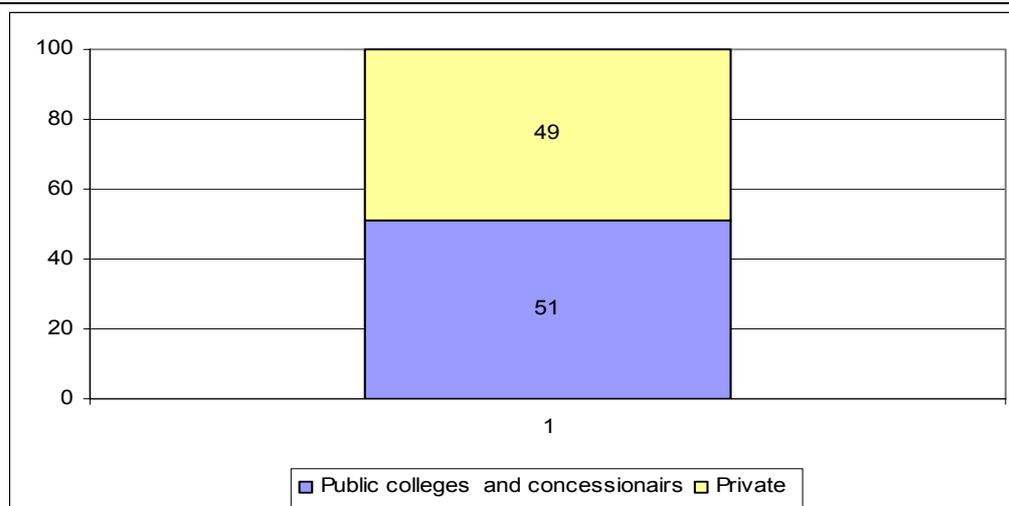


Source: SORS. Upper-secondary education of youth and adults, end of the school year.

Note: difference to 100% is others.

Adults in higher vocational education colleges represent 55.2% of all students in higher vocational colleges.

**Graph 10: part-time students in higher vocational colleges by mode of institution (%), 2009/10**

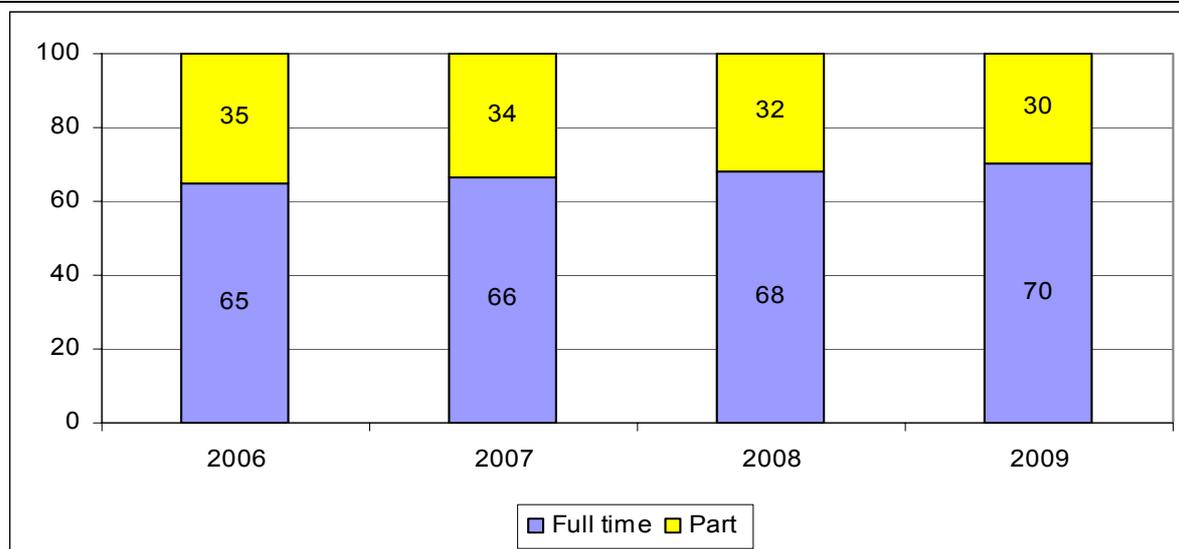


N= 9,377

Source: SORS Enrolment of students in higher vocational colleges, universities and single higher-education institutions, SLOVENIA, 2009/2010 – provisional data.

The universities and single higher education institutions enrolled 34,406 part-time/irregular students (30% of all students) in the 2009/2010 academic year.

**Graph 11: enrolment of students in universities and single higher-education institutions (%), 2006/09**



N (2006)=115,944, N (2007)=115,445, N (2008)=114,391, N (2009)=114,873

Source: SORS Students in tertiary education 2006–2009.

In 2007/2008, the great majority (82.5%) of part-time students studied at the public universities.

#### National certification system of NVQ

Adults can obtain national vocational qualification (NVQ) also through the certification system of NVQ (responsibility of the Ministry of Labour) for occupation not included in formal educational programs (4.3, 3.2, 6.1.1).

The number of NVQs in the certification system has increased from 4,258 in 2005 to 15,357 in 2009, with most in the field of transport, safety and personal services (OECD 2006-2007, Recognition of Non-formal and Informal Learning, CPI 2007, National Examinations Centre, 2009).

### MAIN CHARACTERISTICS/ELEMENTS OF THE CURRICULA

#### School system

National curricula for all educational levels in the formal school system are the same in IVET and CVET (see 5). In the relevant special guidelines, the Minister of Education and Sport determines the rules for adaptation of education for adults. These adaptations include changes to organisation, duration, assessment of knowledge and documentation. The procedure for adaptation is prescribed, and an initial interview with adult candidates is obligatory for designing the adaptations (see Assessment and progress, below).

## Quality-assurance mechanisms

There are significant differences in quality-assurance systems between formal education and training (which result in a national certificate or diploma), publicly accredited non-formal training courses (which results in national document) and non-formal training without public accreditation (see 6.2.1).

The quality-assurance mechanism in formal CVET does not differ from that in IVET (see Theme 2.2). Adult-education providers of formal and accredited programmes must be accredited and enlisted in the national register that is managed by the MoES. To be accredited, they must prove their capacity (teachers, premises) to implement programmes of this kind.

Recent adult-education projects, supported by the European Social Fund have focused on developing and implementing self-evaluation by providers. A special award for organisations for extraordinary achievements in adult-education quality assurance was established by the Slovenian Institute for Adult Education (<http://poki.acs.si/en/>). (see also 2.2, 3.1, 5.2.)

## **MAIN CHARACTERISTICS OF TRAINING PROGRAMMES IN FORMAL EDUCATION BY LEVELS OF QUALIFICATIONS**

### School system

All training programmes in formal education are also provided for adults, but only the programme on the primary (lower-secondary) level is specifically designed for adults. Training programmes in CVET follow the same national curricula as IVET, with the same objectives and similar admission criteria. Adults must also meet the age required by the law (at least 16 years if they are not employed or unemployed for vocational and technical/professional secondary education, and at least 18 years for gymnasias).

Admission criteria for Matura courses require a completed upper-secondary vocational or technical programme or the third year of a gymnasium programme. A break of at least one year between achievement of the appropriate secondary programme and the enrolment must also be met by adults. Adults who have finished primary-level education and pass the exam accrediting knowledge and competences in determined subjects on the level of the third year of gymnasium are admitted to a Matura course.

### Certification system

To obtain an NVQ, candidates have to be at least 18 years old. Exceptionally, younger candidates can apply if they are not in formal initial educational system and can prove their work experience (see 6.1.1, 4.3 and 3.2).

## **ASSESSMENT AND PROGRESS**

### School system

Completion requirements in formal VET programmes are the same in IVET and CVET (see Theme 5). The only difference concerns the mode of Matura examination - adults may sit the examination in two parts.

Assessment and progress in formal IVET and CVET programmes is regulated by the minister of education, and adapted to the needs of adult participants in upper-secondary education.

Knowledge and competences of adults in primary education are assessed by numerical grades. Positive grades for at least two thirds of all subjects are required to progress in the programme. If adults can prove that they have mastered knowledge of individual subjects, they are exempted from grading or examination.

In upper-secondary education, the provider of the programme determines the conditions, modes and procedures of assessment and progress in the programme, taking into account the minister's regulations. Two instruments are obligatory in the process of assessment and progression: an initial interview (*uvodni interju*) and an individual learning plan (*osebni izobraževalni načrt*). An adult-education leader or teachers' assembly assesses adult learners' competences specified in the formal CVET programmes. Adults are allowed to sit for part of the relevant exams or for final exams. Adults may sit the exams several times, also outside regular terms but it must be determined in annual plan of the school. Completion of all parts of exams is equivalent to the final exam. Final exams encompass knowledge and competences for a subject in an individual year or for several years together. Knowledge and competences are assessed by teachers and later (second and third examination for the same subject) by an examination commission.

For admission, progression and completion criteria at the tertiary level see 5.7.

#### VET POSSIBILITIES FOR ADULTS WITHOUT ANY PREVIOUS BACKGROUND IN VET

There are three pathways to entering CVET for adults with academic education

- Vocational courses (see admission criteria above);
- Admission to higher vocational programmes for adults that have completed general upper-secondary programmes (gymnasia);
- The NVQ system: adults, including those without previous VET, are admitted to obtain an NVQ if they meet requirements concerning age and prior formal education, and can prove their vocational competences.

#### MAIN DISTANCE-LEARNING PROGRAMMES BY TYPE OF TRAINING PROVIDER

One third of primary and secondary schools have developed ICT-based materials and use ICT tools in their learning approaches. No data exists about how these are used in programmes attended by adults (Vehovar: 2008: XII). EU comparisons show that Slovenian schools lack PCs, especially in secondary schools. This is also stated as the major barrier to developing and implementing distance learning in all surveys of teachers and head teachers (Vehovar: 2008: 55). It can be assumed that the situation in folk high schools is even less favourable than in secondary schools.

Research on the Use of ICT in Secondary Schools (*Prvi rezultati raziskave o rabi IKT OŠ in SŠ 2009, Stanje in trendi IKT v Sloveniji*) did not include study of adult education.

Tertiary organisations are leading in providing distance-learning programmes. Some 25 of 86 have already developed some forms of e-learning in tertiary sector (data available for 2004/05):

- The Faculty of Economics (<http://www.ef.uni-lj.si>) is the largest higher-educational institution in Slovenia delivering whole degree/accredited distance-education programmes with more than 1,600 students enrolled. It provides online support for the majority of its courses, in particular those carried out at various locations across the country;
- The Laboratory for Telecommunications at the Faculty of Electronic Engineering, University of Ljubljana (<http://www.LTFE.org>) has developed its own virtual-learning platform system, which was successfully implemented within the faculty along with various other organisations from public (e.g. the Slovenian Army) to commercial (e.g. the largest bank and the largest mobile operator in Slovenia);
- The Faculty of Management Koper at the University of Primorska (<http://www.fm-kp.si>) uses a blended learning approach in an increasing number of its courses, and also offers services and consultancy to other organisations;
- Other tertiary education organisations also implement certain forms of e-learning at various levels;
- Doba, a private company, has developed online distance education within state-accredited higher vocational programmes leading to Business Secretary and Commercialist qualifications. After completion, graduates are awarded a standard higher vocational diploma. In 2004/2005, 904 learners were studying online at Doba (Vehovar, 2008: 24).

#### MAIN MEASURES/INSTRUMENTS FOSTERING ACCESS TO CVET AND EMPOWERING THE INDIVIDUAL IN THEIR FUTURE CAREER

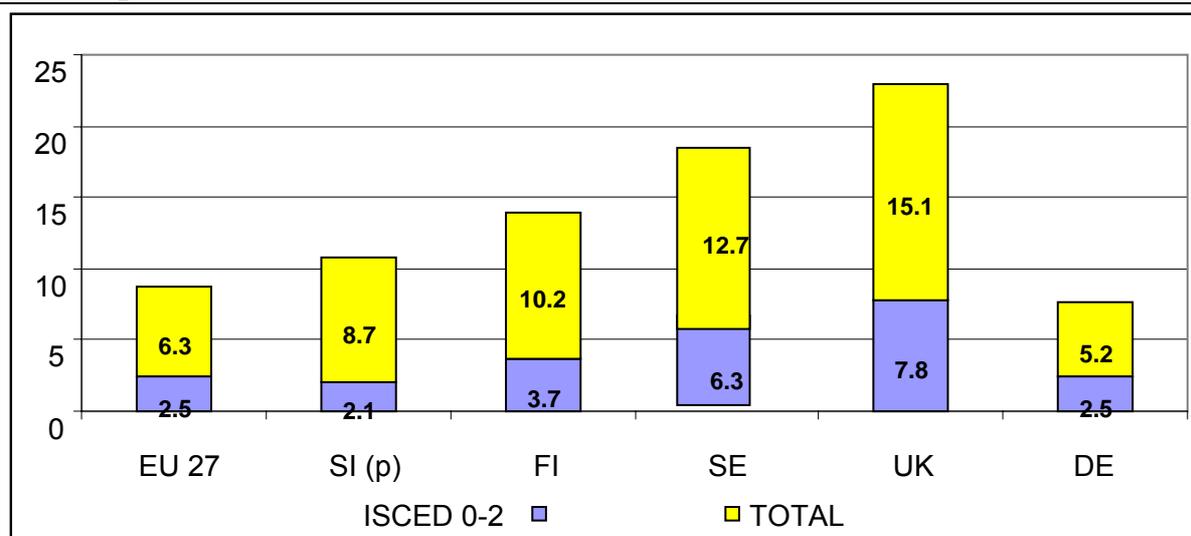
There are several state incentives fostering access to CVET:

- The Programme of Education for the Unemployed Persons, it is a constituent part of The Active Employment Policy (see 2 and 6.3)
- The Annual Adult Education Programme(see 2 and 6.3 )
- The NVQ system see 6.1.1, 4.3 and 3.2)
- Two new incentives (see 6.2.2.).
- The main measures for fostering access to CVET in enterprises consist of financial incentives to employers and employees from public funds managed by the Employment Service of Slovenia. In 2009, new financial measures were introduced to cope with the economic downturn and increased unemployment

#### PARTICIPATION OF POPULATION IN FORMAL EDUCATION

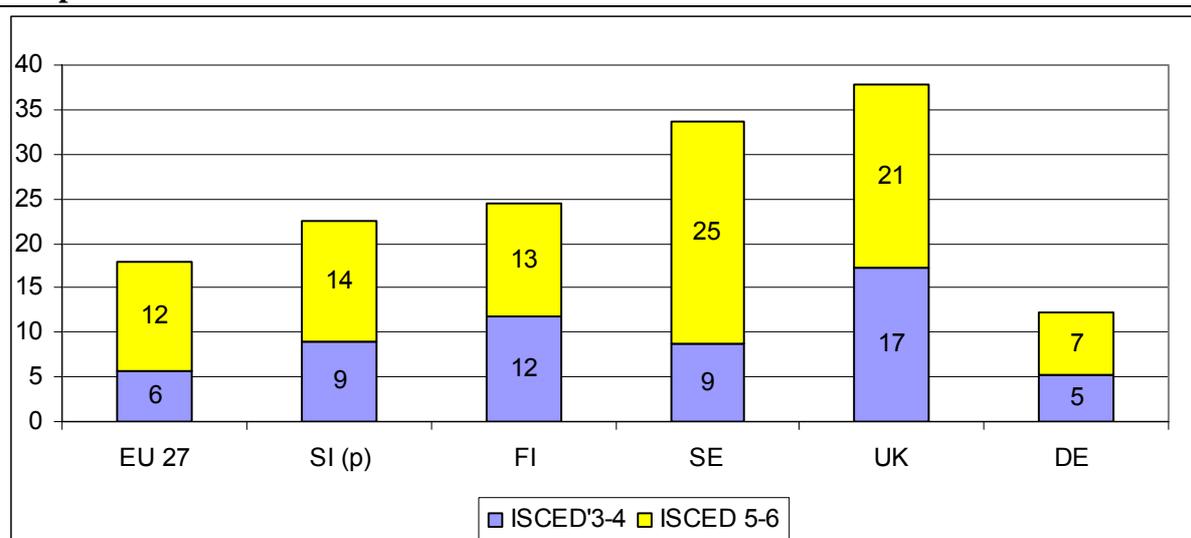
The participation of the population in formal education has improved, but inequalities in the participation of the least and most educated persist. With 1.2% of the less-educated population enrolled into formal education, Slovenia ranks below the EU27 average. Slovenia also ranks among those countries with the greatest gaps in participation.

**Graph 12: participation rate in formal education (%), isced 0–2 and total, 2007, slovenia and comparable countries**



Source: Eurostat (AES). Accessed: 3 May 2010.

**Graph 13: participation rate in formal education (%), isced 3–4/5–6, 2007, slovenia and comparable countries**



Source: Eurostat (AES). Accessed: 3 May 2010.

The participation of the most educated in Slovenia is 6.5 times higher than the participation of the least (ISCED 0-2) educated (compared with EU27: 4.9 times; Finland: 3.4 times; Sweden: 3.9 times; UK: 2.6 times). Slovenia is well aware that more effective measures to improve access to and the quality of formal education for the least educated are urgently required. In the forthcoming White Paper on education, special attention will be paid to the less educated population. It has been proposed that a right to improve the level of education of this group to at least ISCED level 3B should be guaranteed by law.

<b>TABLE 18: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007</b>				
	<b>EMPLOYMENT</b>	<b>INACTIVE POPULATION</b>	<b>TOTAL</b>	<b>UNEMPLOYMENT</b>
<b>EU 27</b>	6.2	6.4	6.3	6.3
<b>SI (P)</b>	9.1	7.2	8.7	8.7
<b>FI</b>	8.8	17.1	10.2	5.7
<b>SE</b>	8.5	29.2	12.7	20.0
<b>UK</b>	16.2	11.6	15.1	14.7
<b>DE</b>	4.2	8.6	5.2	5.6

Source: Eurostat, AES 2007.

Enrolment of adults into education is strongly determined by employment status. The participation of the unemployed remains lower due to unstable financing instruments. The participation of the inactive population is improving but remains low. Non-participation for all three categories is most determined by level of education and age. In the forthcoming emerging (pending) White Paper on education, special attention will be paid to all categories of population by defining their rights to formal and non-formal education, and the educational infrastructure for implementing these rights.

## **6.2 NON-FORMAL EDUCATION**

### **6.2.1 GENERAL BACKGROUND**

The main objectives of non formal education are laid down again in RENAEMP 2004-2010 and implemented in the AAEP (see 2.1 and 6.1.1). Non-formal learning opportunities are also provided in other non-educational sectors (e.g. National Programme for Culture 2008-2013, Resolution on National Health Protection Master Plan 2008-2013/*Resolucija o nacionalnem planu zdravstvenega varstva*, National Strategic Plan for Countryside Development 2007-2013 (*Nacionalni stratešk načrt razvoja podeželja 2007-2013*)).

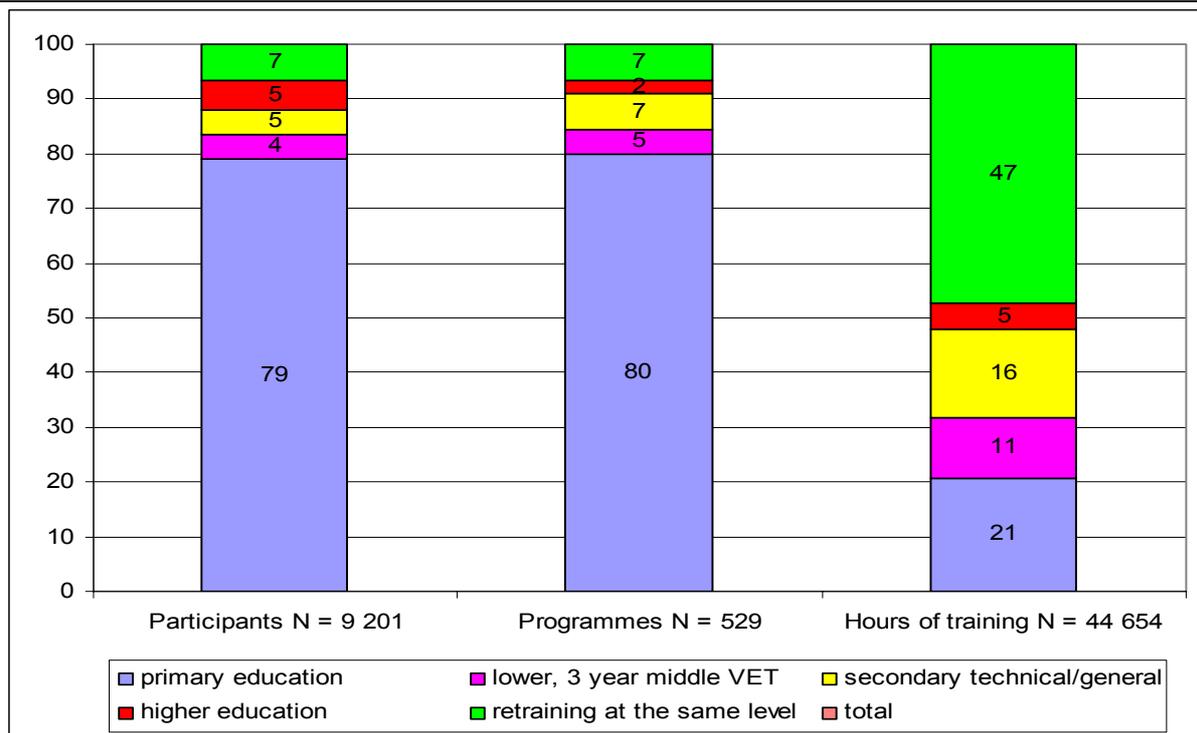
Several measures were developed to bring learning closer to learners: special training programmes aimed at marginalised groups (see 6.3), a network of specialised teachers and mentors to support learning of these groups and a network of local information and counselling centres for adults across Slovenia (see 9) with learning points for outreach to adult learners near their homes.

### **6.2.2 MAJOR CHARACTERISTICS OF NON-FORMAL CVET**

The largest share of non-formal CVET covers work-related training. It does not lead to higher qualifications and does not open access to formal school programmes.

In 2009/2010, non-formal CVET was offered by 380 specialised AE providers.

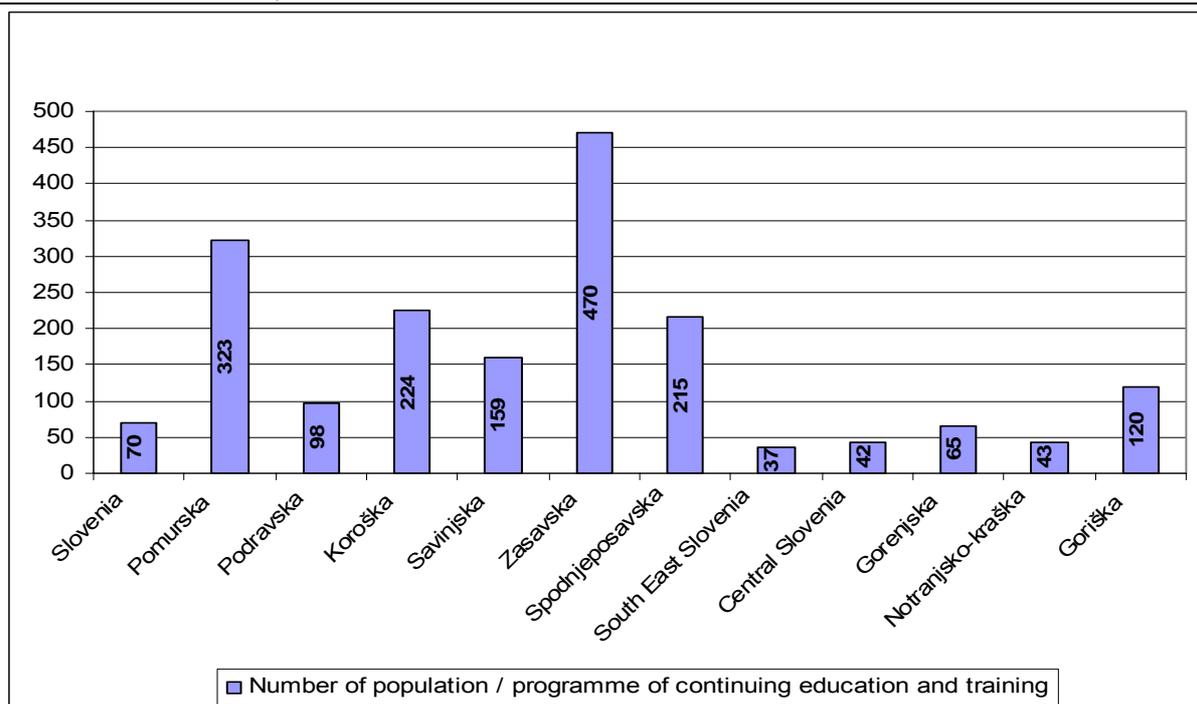
**Graph 14: Enrolment in non-formal education and training by providers (%), school year 2008/2009**



Source: SORS, 2010.

The regional distribution of programmes shows an uneven distribution of programmes on offer (Figure 8).

**Graph 15: Regional distributions of continuing education and training programmes, end of 2008/2009 school year**



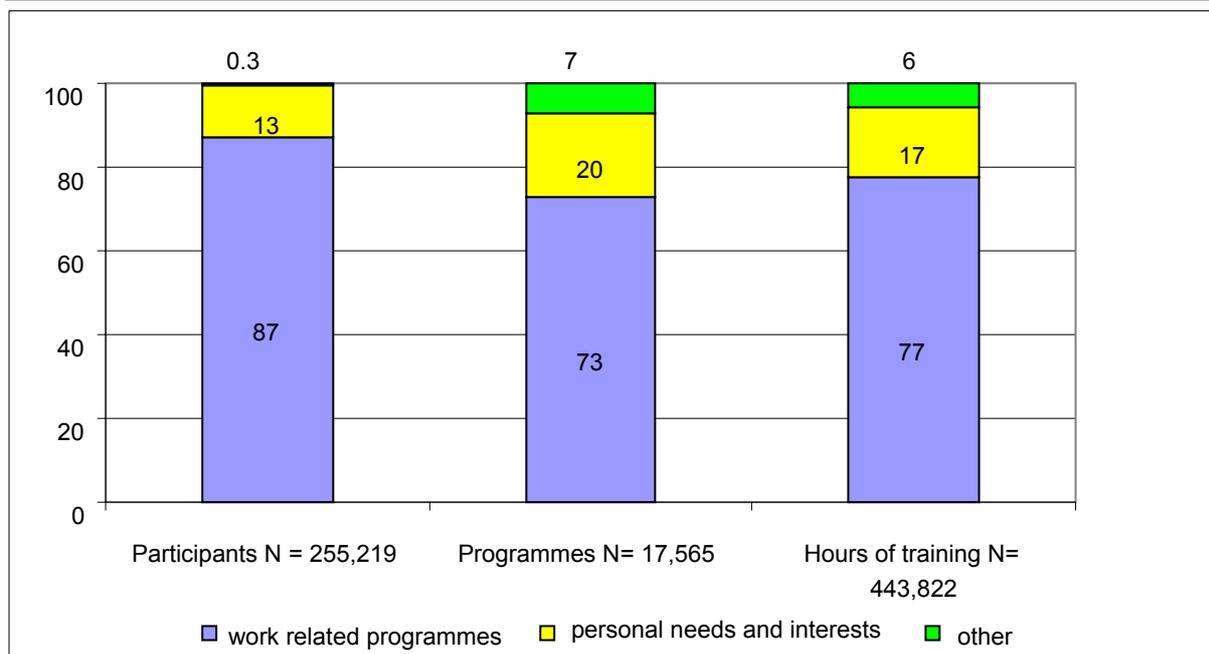
Source: SORS; Number of population as of 31 December 2008.

The ratio in the best-performing region (37 people/programme) is 13 times better than in the worst (470).

#### CHARACTERISTICS OF TRAINING PROVISION IN NON-FORMAL EDUCATION

Most non-formal education is implemented in non-accredited education and training programmes, most of them work-related.

**Graph 16: non-accredited programmes, participants and hours of training by aims of learning (%), 2008/2009**



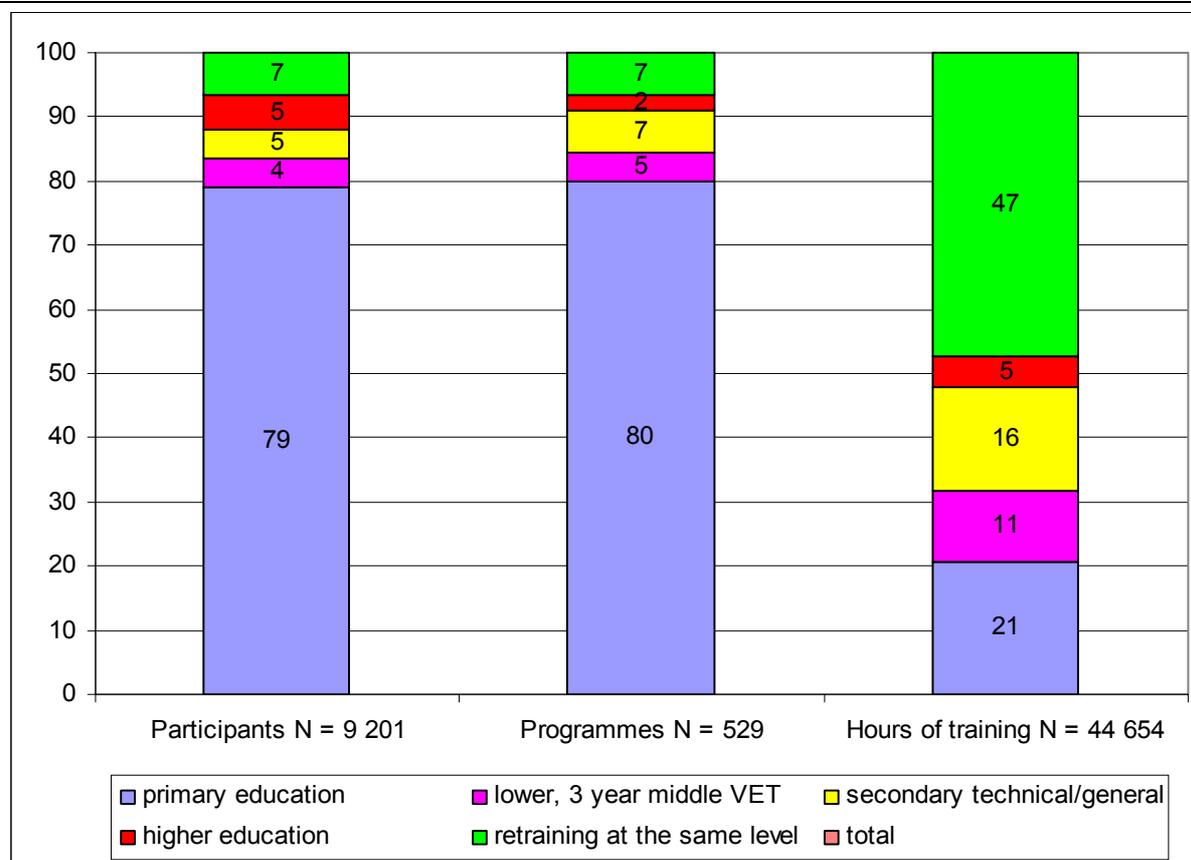
Source: SORS, 2010.

Accredited educational programmes are part of the list of educational programs of the authorised ministries. They are divided into programmes of further vocational training and vocational training specialisation, except the programmes of private schools, adopted by Minister of labour in cooperation with the Council of Experts for Vocational Education (see 4.3), literacy programmes for less educated adults, foreign languages programmes, adopted by Minister of Education and Sports in cooperation with The Council of Experts for Adult Education, and other educational programmes, that are not regulated by educational legislation (eg driving schools) (Article 15 of the organisation and Financing of Education Act, OJ RS No.12/1996). Participants in those programmes do not obtain higher level of formal education. After they have successfully finished an accredited/na program, participants acquire a verified education (javno veljavno izobrazbo), which is proven by a public/national document (according to Articles 7 and 8 of the Adult Education Act , OJ R No. 12/96; and Article 10 of the Vocational Education Act, OJ 79/2006).

Accredited educational programmes are divided into those with admission criteria (prior education is the condition for entering individual program) and those with no admission criteria (83.1% of accredited programmes have no admission criteria). Both must meet guidelines laid down by school legislation and the ministry of education specific regulation

(the same as in 6.1.2). Non accredited educational programmes do not fall under school regulation.

**Graph 17: Participants, programmes and hours of training in accredited programmes with admission criteria by level of prior education (%), 2008/2009**



Source: SORS, 2010.

Non-formal education and training carried out as part of the active employment policy represents an important part of CVET directed to the needs of the labour market and is strongly supported by the Ministry of Labour. The participation is free of charge for all vulnerable groups (see Theme 6.3).

#### MAIN DISTANCE-LEARNING PROGRAMMES BY TYPE OF TRAINING PROVIDER

A special survey (RIS 2005) related to e-learning among companies shows that one fifth have reported some vague forms of e-learning, most often related to ICT-based materials on their Internet system. Around 43% of large companies and around 25% of medium, small and micro companies use certain forms of Internet e-learning and e-content. General measurement of e-learning usage in enterprises in the Eurostat survey shows very high values for enterprises in Slovenia (40%) compared with the EU15 (20%) in 2006 (Vehovar, 2008: xii, 33).

Though e-learning is strongly promoted, the available data shows that in 2005/06 only 22 providers (out of 323 listed in the Catalogue of AE providers published by the SIAE) offered around 110 (56%) e-programmes, most of them accredited (languages 23%, upper-

secondary education programmes 1%, higher vocational-education programmes 5%, higher-education programmes 13%, specialisations 1%, Žagmajster, 2006).

Other commercial suppliers (35 in 2006) supply online courses. The most typical of these are: NEVRON d.o.o. Interactive solutions (<http://www.nevron.si>), that provides online courses on IT; B2 d.o.o. (<http://www.b2.EU>) offers online courses within its own higher vocational training; Kragelj & Kragelj d.o.o. (<http://kadrovanje.com>) advises companies on the development of their employees and on education, specialising in electronic education (i.e. HRM); qualified people are preparing technologies and learning content for these companies (Vehovar, 2008: 25).

#### MECHANISMS TO VALIDATE NON-FORMAL/INFORMAL LEARNING

Principles for accreditation of non-formal/informal education and learning is determined by school legislation regulating upper-secondary vocational and technical education, higher vocational education, higher education and by the minister of education regulations for upper secondary (Rules on the Assessment of Knowledge in Secondary Schools, OG 60/2010 and higher vocational education (Rules on the Recognition of the Previous Education in Higher Vocational Education, OG 20/2010 and by the universities' rules for higher education.

According to school legislation adult-education providers are obliged to specify the procedures and bodies (e.g. staff responsible for informing, counselling, school commission for validation and accreditation), and tools for recognition and accreditation (e.g. in secondary education non formal learning must cover at least 70% of a formal programme contents, if not the participant has to sit exam for the "missing" part of the formal programme, at least 25 hours of learning - equivalent to 1 credit point, the tools also determine how working experiences are recognized) for participants in their programmes. However, the process of recognition, assessment and accreditation does not replace admission criteria for access to further formal education or to regulated professions, but only obliges formal-education providers to exempt participants from sitting respective subjects and parts of the programmes, and permits them to advance more quickly within the programme.

In parallel, the National Professional Qualifications Act implemented a certification system - that is a network of institutions and bodies, which enables individuals to obtain formal recognition (NVQ) for their knowledge and competences, they have acquired through experience or non formal and informal learning. The Act specifies the conditions and procedures of assessment and award of NVQ (see 6.1.1). Assessment takes place against nationally agreed standards of knowledge and skills requirements for performing an occupation or part of it. However an NVQ does not provide a national school-leaving certificate.

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

Two pilot projects developed by SIAE with the support of MoES and MoLFSA and ESS funds are now paving the way to accreditation of non-formal and informal learning, and connecting the NVQ obtained in the certification system to formal educational levels.

The first pilot project has been implementing by 350 hours non-formal accredited literacy programme for less educated employed people. The programme was adopted by the Council of Experts for Adult Education. It consists of general subjects (Slovenian language, mathematics, basic science and a foreign language). Its standards were certified as equivalent to those in formal primary and IVET programmes for young people by the Council of Experts for General Education in 2009. The first enrolment of adults in the new programme started in 2010. Adults who achieve the standards will be exempted from taking those subjects in formal vocational programmes. As difficulty with the general subjects is among the main reasons for dropping out from vocational school and an important obstacle preventing adults returning to formal education, it is expected that the programme will foster participation and successful completion of the formal vocational programmes for adults.

In the second pilot project a new general-educational module (GEM) for less educated adults has been developed on the initiative of The Council of Experts for Adult Education with the aim to offer opportunities for assessment and validation of general knowledge, skills and competences for low educated and low skilled adults. Standards are defined on the ISCED Level 2 and 3 and cover competences in the Slovenian language, a foreign language, mathematics, basic science and technology, ICT, learning to learn, and social and citizenship-based competences. Standards are process oriented, and assessment portfolio based as it is performed as formative assessment (to inform) and summative assessment (measure against the standards).

It is expected that the module will complement the NVQ in such a way that adults - holders of NVQ, whose mastery of competences determined by GEM are validated and recognized, would be awarded a national school leaving certificate on primary, short-term vocational education (ISCED2) or vocational secondary education (ISCED3)(depending which of the GEM levels of competences adults achieve). At present the NVQ itself does not provide the holder of NVQ a national school-leaving certificate. It is envisaged that the GEM standards would serve as a basis for the elaboration of national standards for key competences.

The GEM was approved as an experimental project by the Council of Experts for Adult Education in 2008. The pilot GEM was conducted in 2010 and the results and recommendations for its incorporation in the formal school system will be available in spring 2011.

#### PARTICIPATION OF ADULTS IN NON FORMAL EDUCATION AND TRAINING

Participation of adults by educational degree and labour status shows uneven distribution of access to learning (table 19 and 20).

TABLE 19: PARTICIPATION RATE IN NON-FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED, SLOVENIA, COMPARABLE COUNTRIES (%), 2007					
ISCED97/ GEO	0-2	3-4	5-6	TOTAL	GAP BETWEEN 0-2/5-6
EU 27	16.3	33.3	52.8	32.7	3.2
SI (P)	10.9	33.,7	63.4	36.2	5.8

FI	33.6	46.3	69.4	51.2	2.1
SE	52.1	69.1	84.6	69.4	1.6
UK	28.1	42.5	50.7	40.3	1.8
DE	18.5	43.2	60.3	43.1	3.3

**TABLE 20: PARTICIPATION RATE IN NON-FORMAL EDUCATION AND TRAINING BY LABOUR STATUS, SLOVENIA, COMPARABLE COUNTRIES (%), 2007**

WSTATUS/ GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT	GAP BETWEEN INACTIVE- EMPLOYED	GAP BETWEEN UNEMPLOYED- EMPLOYED
EU 27	40.5	13.2	32.7	20.4	3	2
SI (P)	43.6	16.5	36.2	22.1	3	2
FI	59.5	26.9	51.2	31.3	2	2
SE	78	38	69.4	47.4	2	2
UK	47.5	21.2	40.3	23.8	2	2
DE	51.6	21.5	43.1	25.9	2	2

Source: Eurostat (AES). Accessed: 3 May 2010

Unlike comparable countries, Slovenia has not succeeded in reducing the difference in participation levels between the least and the most educated and between employed, inactive and unemployed people.

The participation of the most educated group is nearly six times as high as those with an ISCED 0-2 education, though non-formal learning is considered one of the best opportunities to improve work-related and social competences of less-educated people.

The participation rate of employed people is three times as high as that of the inactive population and twice as high as the rate for unemployed people.

This uneven access and educational inequity have been recognised in the labour market policy and in the measures enacted, while in educational policy non-formal learning of adults is still of low status compared with initial general and vocational education, as well as formal education of adults. Non-formal education is entirely dependent on the annual national budget and is the first to suffer cuts in economically unsettled periods. Insufficient public investment is also accompanied by an inefficient mechanism for reallocation of funds. It is expected that by the new ReNAEMP for 2011-2020 and the new legislation, these deficiencies will have been remedied.

### 6.3 MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

Vulnerable groups are defined in legislation (regulating adult education and unemployment), the ReNAEMP, AAEP and Active Employment Policy programme in which the Program of Education for Unemployed People is exclusively devoted to raising the educational level of the unemployed with no qualification.

MoLFSA is primarily responsible for providing CVET opportunities for the following vulnerable groups:

- Young people who are not yet in the labour market (those still planning to continue education, those in transition from formal education to work, graduates finishing ISCED level 5-6 courses and unemployed school-leavers aged 26 or less);
- Employed people who are threatened with unemployment, employed in the economic sector with an ISCED level 3 (4 years secondary schools) education at most, employed in firms entitled to cutting working hours to cope with the downturn, surplus workers, those employed in small and micro businesses;
- Unemployed people (with few or no qualifications, weak key competences; disabled people, people over 50 years, young people up to 25, Roma people, ex-addicts, ex-prisoners, immigrants, long-term unemployed people, unemployed people with health limitations, unemployed people with professional qualifications in economic sectors experiencing a surplus of qualified people.

Table 21 presents the types of training activities that are available to vulnerable groups, the number of participants and the public funds are determined in Active employment policy program, approved by the Slovenian Government and implemented by Employment Service of Slovenia.

EDUCATIONAL ACTIVITIES	2009		2007		2005		INDEX
	NUMBER	%	NUMBER	%	NUMBER	%	2005 = 100
ACCREDITED LITERACY PROGRAMMES	531	2.5	245	1.8	136	0.9	390
INSTITUTIONALISED TRAINING	8,484	40.3	4,586	33.2	3,981	25.9	213
ACQUISITION OF NVQ	469	2.2	205	1.5	419	2.7	112
WORK TRIAL	3,353	15.9	2,210	16.0	1,897	12.3	177
ON-THE-JOB TRAINING	4,556	21.6	659	4.8	2,064	13.4	221
PROGRAMMES OF FORMAL EDUCATION	3,371	16.0	5,697	41.2	6,654	43.3	51
PROJECT LEARNING FOR YOUNG ADULTS (PUM)	297	1.4	215	1.6	210	1.4	141
<b>TOTAL</b>	<b>21,061</b>	<b>100</b>	<b>13,817</b>	<b>100</b>	<b>15,361</b>	<b>100</b>	<b>137</b>

Source: ESS annual reports.

Education and training for improving literacy competences has been implemented for younger unemployed people with no qualifications wishing to re-enter formal education (120-hour programmes), the unqualified rural population wishing to be involved in rural paid activities (50-hour programmes), adults with special needs who wish to improve their competences for daily performance (120-hour programmes), and for employed people with no qualifications who are threatened with losing their jobs (350-hour programmes). For each participant, an employment plan must be designed. Literacy programmes end with a public certificate and there are no admission criteria.

Institutional training programmes (foreign languages, ICT, NVQ) are aimed at unemployed people with no vocational education or with training in professions experiencing a labour surplus, unemployed young people, young people without work experience, employees who are threatened by redundancies and disabled people. The programmes last up to 12 months and for disabled people 18 months.

The formal education and training programme for unemployed represents the most outstanding government-supported measure for providing formal education. It targets unemployed people, young high-school drop-outs, those with no vocational qualifications or vocational qualifications in professions with a surplus of labour, and those who have been unemployed for more than six months after being made redundant following the end of a training contract. The number of educational places and fields of education are determined by the needs on the regional labour markets, the characteristics of candidates and the costs of the programmes. The objectives, duration and certification of the programmes are determined by the formal programmes and its providers.

The PUM programme for young people was designed specifically for dropouts. The programme was awarded the European social policy champion in 2007. PUM is an accredited non-formal educational programme for young people aged 15-25 who are out of work, or who have no education or an incomplete education. The purpose of the programme is to motivate young people to resume their interrupted schooling, to help them to decide which form of education they will choose from the existing possibilities and to offer them individual support, while they compensate for any missing prior knowledge. The programme lasts for one year. Nearly 65% of young participants return to school.

On-the-job training comprises programmes of practical assessment of knowledge, skills, interests and abilities of unemployed and workplace training for unemployed people and graduates. The aims of these programmes are to improve the employability of unemployed people and graduates through work experience and developing the competences required for a particular job or set of tasks. The programmes last from one to three months.

Training programmes for employees include programmes for developing key competences and raising the education level of participants and are aimed at employees in SMEs, and employees in enterprises. The participation of employed people in education is co-financed for employees in companies that have been paid state subsidies for cutting working hours to cope with the downturn and for employees who have finished educational programmes with an education of ISCED level 3, 3A and 3B at the most, and employed with self-supporting entrepreneurs. The duration of these programmes is determined by public tender and the educational programmes of providers, but must finish by 31 December 2010.

Work trial is aimed at unemployed to try their knowledge, competences and working habits at workplace before deciding for further steps in employment and educational processes.

A special educational programme for immigrants was accredited in 2008. It consists of two parts: Slovene language (30-180 hours) and Slovenian history, culture and constitution (30 hours). In 2010 The Expert council for Adult Education adopted both programmes as a unique programme for immigrants. Participation is free of charge for immigrants who are resident in Slovenia and their family members, and immigrants and their family members who have been living in Slovenia for at least two years.

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

Education of vulnerable groups is also determined in REAEMP and AAEP. It encompasses financing of participation of vulnerable groups and financing of educational infrastructure (development of accredited literacy programmes, networks of literacy teachers, Centres for lifelong learning, counselling (see 9).

## 7. TRAINING VET TEACHERS AND TRAINERS

### 7.1 TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

#### 7.1.1 TEACHING AND TRAINING OCCUPATIONS IN VET

The teacher and trainers occupation in the field of VET for youth and adults in Slovenia are as follows:

1. On the level of secondary education IVET we have

- Teachers of general subjects can teach in all secondary schools and also in the last three years of compulsory school. These are language teachers (mother tongue and other foreign languages), Mathematics, Natural Sciences, Physics, Chemistry, Biology, Social Sciences, History, Geography, Psychology, Sociology, Physical education, Art, Informatics.
- Teachers of professional theoretical subjects<sup>29</sup>
- trainers at school
- trainers at work place.

Apart from the teachers and trainers the following experts are also important in achieving programme objectives:

- Directors (business manager of educational centres encompassing several units - schools), headmasters and assistant headmasters ( as head teachers of schools)
- counsellors who provide counselling and support services for teachers, trainers, students and parents,
- librarians who are in charge of the school libraries and participate in lessons,
- teachers responsible for the organisation of adult education,
- laboratory assistants.

3. On the level of higher vocational education there are the following professional workers

- lecturer
- laboratory assistant
- instructor
- Librarian
- Headmaster

Difference between teachers and trainers:

Teachers are responsible for general subjects and professional theory, while trainers are responsible for practical education at school or at a work place. There are also differences between their educations. Teachers and trainers in schools must pass teaching certification examination, while this exam is not obligatory for trainers at the work place. The teachers must have a university degree and pedagogical - andragogical education. The trainers at school must also have pedagogical - andragogical education. It is sufficient for trainers at work place to have a shorter pedagogical - andragogical education under responsibility of Chamber of Craft and Small Business of Slovenia and Chamber of Commerce and Industry of Slovenia.

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<sup>29</sup> *Teachers of professional theoretical subjects and teachers at schools have, in accordance with legislation, different responsibilities. As part of modularization in the new educational programmes, intensive cooperation between are both types of teachers is being developed. Consequently professional theory and practice are taught together.*

There is no data on the attractiveness of the VET-teacher and trainer professions compared with general teachers and with other sectors. However, in previous years there seemed to be a trend of higher attractiveness of the general teaching profession compared with the VET-teacher and trainer professions. Generally, being a teacher in Slovenian society is not so highly respected a profession as being an expert in other sectors.

### 7.1.2 RESPONSIBLE BODIES

#### PRE-SERVICE

Educational programmes for higher education for teachers are under the responsibility of NAKVIS-a. NAKVIS is the Slovenian Quality Assurance Agency for Higher Education was established by the Government of the Republic of Slovenia. The Agency is a body governed by public law and a direct non-governmental budget user in accordance with public finance regulations.

The Agency performs professional and developmental tasks in the field of higher education and regulatory tasks for the purpose of external quality assurance in higher and vocational education. External quality assurance includes accreditations of higher education institutions and study programmes, including external evaluation. The Agency performs, as being within its original competence, tasks that are in the public interest to assure permanent, professional and independent support for quality and development assurance in higher education.

Pedagogical-andragogical education (60 ECTS), provided by Universities also falls under the responsibility of NAKVIS. This education is intended for experts with university degree (for non-teachers), who are teachers of professional theoretical subjects.

Lecturers of the higher vocational schools must be approved by the Lecturers Council with the consensus of Council of experts of the RS for VET

Master craftsman, foreman and shop manager exam that includes short Pedagogical-andragogical education, which is obligatory for trainers at the work place, is under responsibility of the Chamber of Craft and Small Business of Slovenia and Chamber of Commerce and Industry of Slovenia.

Both chambers are also responsible for the registration (accreditation) of work places for training at a workplace (performed by trainers at workplace as part of secondary vocational education and of higher vocational education).

#### IN-SERVICE

Ministry of Education and Sports, which publishes a call for proposals in February every year. On call for proposals can apply any state or private organisation, which are registered as educational organisations. The quality is monitored by Ministry of Education and Sports.

Study groups for teachers are organised by National Institute of the Republic of Slovenia for VET for Teachers of Vocational Modules and by The National Education Institute for Teachers of General Subjects. Quality is not monitored systematically by any external evaluator.

European funds are used for Teacher Training by National Institute for VET and 3 Consortia of Secondary VET Schools. Quality is monitored through self evaluation.

European funds are used for Training of Lecturers of Higher Education by few Consortia of Higher VET Schools. Quality is monitored through self evaluation.

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

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

### 7.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

The key objectives of the reform of VET were based on the Platform for Setting up Educational Programmes in Lower and Secondary Vocational and Secondary Technical Education whose last version dates back to 2001.

Crucial objectives were:

- bringing together general, technical and practical knowledge into a coherent and problem structured educational programme, knowledge catalogues and examination catalogues. The ultimate objective was to achieve greater internal substantive intertwinement of knowledge and to develop professional and key competencies giving rise to comprehensive competence for profession, participation in society, personal development and further education;
- striking the balance between content planning, objective oriented planning and problem oriented planning when preparing knowledge catalogues and conducting learning process;
- developing modularly structured and flexible educational programme;
- opening up curriculum and influencing local partners to meet local needs and interests;
- determining a uniform educational standard for school and dual education;
- achieving greater programme flexibility and school autonomy by devising the framework educational programme at the national level and transferring a part of decision-making process and curriculum design at the school level (syllabus with allocation of periods, open curriculum, implementation models);
- encouraging schools to develop new methodical and didactic solutions, increasing individualization of teaching and reinforcing teamwork of all teachers involved.

Teachers and trainers were required to adopt and to deal with new roles to face new challenges and greater autonomy. European funds were mostly used for Teacher Training to implement objectives of VET reform.

## 7.2 TYPES OF TEACHERS AND TRAINERS IN IVET

### 7.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

All types of teachers and trainers are the same for IVET and CVET and explained in 7.1.1.

Organisers of practical education at school are responsible for direct co-operation with employers who admit students for training

### 7.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

#### PRE-SERVICE TEACHER EDUCATION AND TRAINING

There are two ways to become a teacher in VET:

- Acquire a university degree for a teacher of a general subject;
- Acquire a university degree for a profession, with additional andragogical-pedagogical education (60 ects).

Trainers at schools must be at least qualified for a suitable profession on a secondary or higher vocational level, must have a few years (number depends on educational programme) of work experience in this profession as well as pedagogical - andragogical education (60 ects).

All teachers and trainers at school must have passed teaching certification examination (see below in-service Teacher Training).

In order to become a trainer at workplace one have more options

- Must pass a master craftsman/foreman/shop manager exam, which encompasses a short pedagogical-andragogical education ;
- Must acquire vocational education and training ( on secondary level), at least 5 years of work experiences and short pedagogical-andragogical education
- Higher vocational education, at least 2 years of work experience and short pedagogical-andragogical education;
- Professionally oriented University degree, at least 1 year of work experiences and short pedagogical-andragogical education;

Director must have a university degree, at least five years of work experiences and must have a licence for school principals.

A Headmaster must have a university degree; he must be qualified for a teacher or school counsellor. He must have at least five years of work experience in education, must have licence for school principals. The licence for school principals is acquired by undertaking a special education, which is compulsory and is carried out by the National School for Leadership in Education.

The Librarian must have a university degree and a pedagogical - andragogical education (60 ects).

Any teacher with a suitable university degree, with three years of suitable work experiences and relevant achievements in his professional field, can candidate to be a lecturer in higher vocational education. A candidate can also be a lecturer in professionally

orientated higher education. The candidature is accepted by a council of lecturers in the school, with the consensus of Council of experts of the RS for VET

Lecturers of the higher vocational schools must be approved by the Lecturers Council with the consensus Council of experts of the RS for VET

Laboratory assistant must have at least higher vocational education.

Instructor and librarian must have professionally orientated higher education and pedagogical-andragogical education

A headmaster of a higher vocational school must have a valid title of a lecturer on a higher vocational school and at least 5 years of work experiences in the field of education

Pedagogical-andragogical education (60 ECTS) consists of: pedagogy (45 hours), psychology (45 hours), didactics (75 hours), special didactics (135 hours) and andragogy (30 hours). Teachers can get Pedagogical-andragogical education at Faculty of art or Pedagogical faculties (in Ljubljana, Koper and Maribor).

### IN-SERVICE TEACHER EDUCATION AND TRAINING

All teachers and trainers at school and anyone who works with students (laboratory assistants, librarians, counsellors etc) at secondary schools have to pass professional state exam.

The candidate for the professional state exam must have a suitable formal education and pedagogical-andragogical education, at least 4-6 months of employment in a school. MoES finances a limited number of ten month traineeships for the future experts in the education system who did not find employment in a school. These trainees are selected through a tender and in accordance with the MoES criteria, but also on the basis of local needs in the schools. Each candidate can also apply for volunteer traineeship, which means they work for free.

The candidates prepare for the exam under guidance of their mentor in the school where they work. Mentors must have at least 5 years of work experience in the same position.

In order to undertake the teaching certification examination the teachers and trainers at schools also have to have 5 performances (teaching lessons in actual classrooms) under supervision of mentors and headmasters.

Other experts (librarians, counsellors etc) have to prepare an empirical/theoretical paper. Apart from the mentor they also have an external co-mentor. These co-mentors are determined by MoES

The Exam itself consists of the following parts:

- School legislation,
- Constitution,
- European legislation,
- Slovenian language.

As for the trainers at the work place must have at least a Master craftsmen / foreman / shop-manager education. In addition to that, the former must pass an exam conducted by

Chamber of Craft and small business of Slovenia and the latter a test with the Chamber of Commerce and Industry of Slovenia.

Continuing (in service) education of teachers and other professional workers is carried out in the framework of the system of permanent professional education under the supervision of the Ministry of Education and Sport on a market basis. The system is composed of variety of training programmes, thematic conferences and education in networks. Participation is voluntary. See also chapter 7.1.2. (In-service)

### **7.3 TYPES OF TEACHERS AND TRAINERS IN CVET**

In Slovenia there is a separate law for AE. All teachers, trainers and other members of adult education staff who are involved in implementing state accredited educational and vocational programmes, have to fulfil the same criteria as other teachers. :

SIAE provides compulsory training for members of the commissions in the certification system; the licence is issued by the National Examination Centre. In service training is also obligatory for counsellors in the certification system and the members of the commissions which certify and award the NVQ to individuals. Points important for promotion at work are awarded to participants of those programmes.

Teachers and other professionals, implementing accredited adult education non formal programmes have to get special knowledge in accordance with the provisions of the individual programme and the decree of the minister of education. All national institutes play an important role in the continuing training of teachers and other professionals. SIAE issues licences for teachers who carry out literacy programmes, PUM, and other publicly funded projects and activities such as quality assurance, counselling (see 9), study circles. The programmes last from 16 to 200 hours.

## 8. MATCHING VET PROVISION (SKILLS) WITH LABOUR-MARKET NEEDS (JOBS)

### 8.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS

Occupational standards represent the legal basis for the preparation of vocational-education programmes. An occupational standard is a document that establishes the content of a vocational qualification at a specific level of complexity, and defines the required knowledge, skills and general and vocational aptitudes. The definition of an occupational standard itself indicates that the standard is linked to an occupation on the labour market. An occupational standard is further broken down into the knowledge a person must acquire to practise a specific vocation.

The identification of new occupations and occupational standards derives from a number of social partners, who may be representatives of chambers, ministries, companies or individuals. Formally, they are also initiators in the drafting of an occupational standard. A proposal to draft a vocational standard is represented by the identification of new types of work and knowledge that arise in a specific sector or within an existing vocation. In their proposals, initiators must describe the new types of knowledge or work that have arisen in a newly proposed or existing occupation, and must further assess needs for the occupation for the next five years. Data may be derived from the economic strategies of individual sectors, from future trends in a sector, if available, or from data collected by the Employment Service of Slovenia (ESS) via its labour force survey (LP-ZAP survey). The survey is carried out by Employment Service of Slovenia once a year and includes data on human resources demand in companies, organisations and at entrepreneurs with more than ten employees.

On the basis of this survey, data regarding planned employment at companies, organisations and sole traders is collected once a year. The CPI reviews them and, if deemed appropriate, sends them to a sectoral committee for occupational standards for assessment. The sectoral committee for occupational standards is structured as a partnership, with its members appointed by the Minister of Labour. If a sectoral committee finds a proposal appropriate, it approves it and orders the drafting of an occupational standard.

Representatives from the chambers of commerce and craft, union representatives, employees and other established experts from the field to which the proposed occupation or occupational standard relates all participate in the drafting of an occupational standard. When the occupational standard has been drafted in accordance with the adopted methodology, additional justifications must be provided. These are primarily more detailed, using specific data on the position of the proposed occupation on the labour market, particularly with regard to employer demand for vocations. Here CPI, as co-ordinator of the entire procedure, relies heavily on other available databases from the Employment Service of Slovenia.

These are databases on the needs of the labour force, where data regarding the actual level of labour force demand is recorded. This data is set up by employers seeking to employ a new worker, in the form of employment conditions. These conditions include education, occupation, and level of education, length of service, work experience, sector and a series of other data. Education, occupation and the employer's sector are the most important items and are the basis for analysing and determining a worker's position on the labour market. Data regarding aggregate demand is derived from analysis of demand for a specific occupation, while matching occupations with education provides data on how specific forms of education are linked to occupations on the labour market. This data is a

valuable source of information in deciding the breadth of an occupational standard and which competences should be included in occupational standards.

Confirmation of an occupational standard by the Council of experts for Vocational Education represents a formal order for the drafting of an education programme. A working group comprising teachers and social partners is formed to draft an educational programme.

This group analyses occupational standards and competences and drafts an outline on this basis for developing the modules of the education programme. The task of the social partners is to verify whether the competences denoted in occupational standards are represented in education programmes.

According to the National Vocational Qualifications Act (2000) the occupational standards must facilitate a revision of occupational standards every five years. The revision is proposed by the competent sectoral committee for vocational standards.

## **8.2 PRACTICES TO MATCH VET PROVISIONS (SKILLS) WITH SKILL NEEDS (JOBS)**

The Vocational Education Act allows the contents of educational programmes to be flexible. Of the contents of the educational programmes, 80% is obligatory and 20% is intended for the open curriculum.

The open curriculum is formulated by schools on the basis of occupational standards. Social partners are also included in this process, as well as companies, and any demands of a region or of the local environment. This represents the school's response to the needs and wishes of employers.

In partnership with social partners, the school defines the aims and contents for the open part of the curriculum in the annual work programme, in which students can acquire extra vocational qualifications, and develop practical skills, as well as vocational and key competences. In the open curriculum, the school can offer extra modules or modules from other programmes from the same field or other fields. The open curriculum enables education to support professions (or part of professions), the need for which is evident on a local or regional level.

Before an open curriculum is prepared, a school must conduct an analysis of the needs of employers in the local environment, with the social partner also involved. Based on the results of the analysis, the school and social partners determine the aims of the open curriculum and the relevant competences.

Co-operation with social partners has many shapes: work meetings, conferences, questionnaires, discussions with employers, mentors, on-the-spot visits. When determining goals and competences on the basis of the above-mentioned analysis, the school must also consider the opinions of employers that may call for learning positions for practical training in the relevant education programmes.

The CPI publication "Recommendation for Planning and Implementation of the Open Curriculum in VET Programmes", offers a number of aims to consider in preparation of the open curriculum:

- Meeting the special requirements of the individual vocational standard;
- Extra training as specialisation for the profession for which the student is being trained according to the educational programme in which he/she is enrolled;

- Gaining an extra vocational qualification that the student did not pick as an alternative possibility in the optional part of the national educational programme;
- Acquiring extra general knowledge, or rather key competences that enable achievement of professional goals.

Schools have had varied experiences with social partners while preparing open-curriculum content. Some schools have had very good experiences, while some have encountered problems with non-responsive local companies. One route to co-operation that has proved fruitful is conferences with social partners in regions and interviews with the organisers.

#### Practical training of teachers in work processes

There is no practical training for teachers of general subjects, of professional-theoretical subjects and of practical training in vocational secondary schools to train to get acquainted with the newest technologies and with new approaches to organising work in work processes.

This idea has been successfully tested in 2000 with teachers of economic subjects in catering and tourism programmes. Afterwards it has been further developed in the Practical training of teachers in the work process project, where four school centres, encompassing multiple schools and various programmes, along with one independent school, have taken part in the "Advanced practical training in work processes for teachers" project. A total of 66 teachers and an even higher number of mentors went through and successfully passed the advanced training in work processes. Practical training lasted for 80 hours and all teachers had mentors assigned to them. At the end of the training, a questionnaire was completed by the participants, and the feedback on the training was very positive. These teachers will be able to use newly acquired specific professional knowledge in their classrooms. This includes areas such as automatisaton of work positions, generic professional knowledge (business language, business correspondence, etc.), the latest ICT developments and approaches to healthy living.

The project concluded with a report, which offers a number of guidelines for encouraging this kind of advanced training for teachers:

- Advanced training of teachers in work processes as a method of professional training of teachers is achieving full support and will be recommended for further dissemination to all schools and teachers of VET;
- All teachers should be included in the development of the model of a competent teacher who is capable of organising learning situations and is well versed in every day practical situations.
- Good companies should in the future offer positions for practical advanced training in work processes to teachers in return they will be rewarded.

## 9. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND DEVELOPMENT

### 9.1 STRATEGY AND PROVISION

#### BODIES RESPONSIBLE FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES

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

Guidance in schools is provided by school counsellors who work in school counselling services. Schools have at least one school counsellor, while larger schools have two or three. Career guidance is not a compulsory part of the educational pathway in Slovenia. Nevertheless, the National Education Institute is responsible for the professional framework for school counselling work and for professional support for school counselling services, and also prepares materials for the introduction of the trans-curricular competence "Career-Managing Skills" into primary-school curricula. Actual delivery of activities to develop this competence is a matter of decision for individual teachers and is usually adjudged of secondary importance compared with their primary subject.

Guidance in the ESS is provided by local and regional offices and vocational information and counselling centre (VICCs) throughout Slovenia, and is co-ordinated by the Department for Vocational Guidance and NVICC at the central office. The first VICC was established in 1999. Now more VICCs operate within the ESS (there are 4 larger centres and 14 smaller centres, plus 8 centres run in partnership with other partners). Career counsellors in the ESS and VICC provide a guidance service for unemployed people (60%) and pupils/students (33%). The guidance service is also offered to other adults (employed, school counsellors), who in 2008 made up 7% of all clients. The ESS also provides limited guidance activities for school students in primary and secondary schools.

Guidance in adult education is provided by adult-educational guidance centres (ISIOs), created since 2001(see 9.2).

A number of other organisations are operating in the field of guidance, such as the Chamber of Craft and Small Business of Slovenia, which is responsible for the apprenticeship system (crafts). Its role is to find suitable employers, license them, arrange contracts, place apprentices, etc. The chamber also produces information on apprenticeships (the apprenticeship system, learning opportunities, etc.) and actively promotes craft occupations and job prospects (through fairs, etc.). The Chamber of Commerce and Industry is not very active as far as guidance is concerned. Most contacts between schools and employers are arranged without the participation of this chamber. In the last few years, however, the chamber has shown growing interest in guidance and began to work in partnership in guidance projects.

The CPI has become an important actor in the field of guidance, providing information material on occupations and vocational training. The CPI promotes several guidance projects and is also very active in the field of skills promotion.

Provision of guidance (specialised for students) in higher education is still limited. The University of Ljubljana, University of Maribor, University of Primorska, and University of Nova Gorica have established career centres for their students. Students can obtain guidance and counselling in the ESS and in VICCs, but this is not specialised.

In the early 1990s, a number of private counselling agencies, which mostly provide vocational training or placements, but also some guidance activities, emerged. Some bigger companies also provide guidance services for their employees.

## FINANCING GUIDANCE AND COUNSELLING

There is no unique budget for other guidance activities in schools. It therefore depends on schools themselves what level of resources are spent on guidance activities (information material, etc.). There is also a special budget for guidance activities (information production, collection and dissemination, ICT, training, etc.) which includes a national contribution for the National Resource Centre for Vocational Guidance (NVICC), which operates at the ESS central office. NVICC is co-financed by European Commission, DG Education, Audiovisual and Culture as a part of Euroguidance network.

## COOPERATION BETWEEN EDUCATION AND EMPLOYMENT SECTORS

Responsibility for the management of guidance services is divided between the MoES and the MoLFSA. The former finances school counselling services (providing salaries for counsellors) and ISIO's, as well as projects on VET promotion and career guidance run by the CPI. The MoLFSA finances guidance services in the ESS.

Since 2005, the two ministries have made some steps towards better co-ordination and faster development of guidance services in Slovenia:

- a project on developing the concept of lifelong training and guidance centres;
- the National Guidance Policy Forum, which was established in 2005 as part of a joint-action project with the same name. The main result of the forum was a proposal for further development of guidance services in Slovenia with the support of the ESF (the human-resources development operational programme 2007-13). Implementation activities were expected to start in January 2007. Unfortunately, in 2007, with the expiration of the Leonardo da Vinci project under which it was established, the forum ceased to exist;
- in January 2006, the MoES established the Board for VET Promotion. The work later resulted in the realisation of the Action Plan for the Improvement of Recognition and Promotion of Vocations (time frame 2007-2013). Projects implementing the action plan are designed to promote VET via lifelong-learning career-guidance tools and activities. The action plan is implemented according to the schedule, mainly via the projects run by CPI and financed by the ESF. The Board for VET Promotion formally still exists, but has not met since December 2008;
- in December 2007 the MoLFSA established the Working Group for the Development of the Project on Lifelong-learning Career Guidance (as part of the Human-Resources Development Operational Programme 2007-13). The working group aims to collect available financial, intellectual and human resources to produce expert groundwork for the establishment of a systematic approach to lifelong-learning career guidance. This expert groundwork is planned to result in the establishment of a national reference point for lifelong-learning career guidance - a national authority responsible for the development of policies and practice of lifelong-learning career guidance;
- In 2007, Slovenia joined the European Lifelong Guidance policy network (ELGPN). A representative of the MES is the official representative of Slovenia in the network and the National Institute of Education has been appointed as partner organisation;

- In December 2008, a working group for lifelong career guidance was established under the authority of the MoES, uniting members from the MoLFSA, MoHEST, the Ministry of the Economy, the Government Office for Development and EU Affairs, the University of Ljubljana, the National Education Institute of the Republic of Slovenia for VET, the SIAE, the ESS and representatives of social partners. Many of the members of this working group are also formal members of the Board for VET Promotion. In April 2009, Slovenia hosted a Study Visit under the Working Package 3 (Co-operation and co-ordination mechanisms in guidance practice and policy development) of the ELGPN programme. Joint analysis is currently under way of co-operation with the above-mentioned working group and the possibilities of uniting the two groups and on the best ways to co-ordinate policy and delivery of services of various providers in the field of guidance.

## 9.2 TARGET GROUPS AND MODES OF DELIVERY

### STUDENTS AT PRIMARY AND SECONDARY SCHOOLS

All public schools and many private schools operate school counselling services. They provide advice to apprentices, pupils, students, teachers and parents and work with tutors, teachers and school management in planning, reviewing and evaluating development of the school in performing educational tasks, and provide vocational guidance. School counselling services are carried out by school counsellors working alongside the ESS in the field of guidance.

Career-guidance activities are part of each school's annual plan. The plan content depends on the school but further activities are usually included: visits to employers, a visit to a local VICC, individual counselling sessions, and activities related to the enrolment procedure (from primary to secondary schools). Some schools also organise additional activities, such as work experience, work with parents, etc.

### HIGHER-EDUCATION STUDENTS

Guidance activities in Slovenian higher-education institutions are modest and in some cases do not exist. Where guidance activities exist, they are limited to visits of students to prospective employers or discussions between students and relevant professionals. Some private providers run job-search sessions for students at universities.

Universities and other higher-education institutions mostly do not provide specialised career services for their students. There are two exceptions: the Faculty of Economics (University of Ljubljana) with its career centre for students (CERŠ) and another centre (currently in development) at the University of Maribor.

Students' organisations are also quite active in guidance. They organise student career fairs (Student Arena, Informativa, etc.) which are becoming more popular each year among higher-education students. The number of career fairs for students increased in 2006 with new fairs organised by private agencies.

### UNEMPLOYED

Unemployed people are a priority target group of the ESS. The main methods used in guidance in this area:

Information: the ESS publishes a wide range of information (leaflets, brochures, etc.) on ESS activities, occupations and job opportunities. Information is available at local offices and also in the media (newspapers). The ESS also maintains a website, where unemployed people and others can access job vacancies and information on ESS activities, opportunities

for unemployed people, etc. The level of information activities has increased since the introduction of NVICCs which has operated in the frame of ESS.

- Advice and counselling: there are two levels of (vocational) counselling provided by the ESS. The first, employment advice, is provided by employment advisers, who also provide a job-brokering service. At an interview, an adviser will identify possible barriers to finding employment. If advisers identify problems related to the choice of vocation (lack of information, career indecision, lack of career planning, skills, etc.) they refer the person to a career counsellor, rehabilitation counsellor or in the case of medical problems include doctor (the second level of counselling). Two months after registration, the adviser produces an "employment plan" with the unemployed person;
- Group information sessions: these are obligatory for the unemployed and are usually provided by employment advisers. Sessions include information on opportunities provided by the ESS; meetings with potential employers usually take place at local employment offices;
- Job-search seminars: (two-day seminars) are partly provided by ESS employment advisers or career counsellors and partly by external providers;
- Guidance in employment programmes: there are numerous guidance services for unemployed people, such as training and other employment programmes, which are provided by external providers. These guidance-service providers are mostly private agencies financed by the ESS on the basis of public tenders.
- ESS create as a part of ESS web site eCounselling where is it possible to find the whole counselling process on the internet.

## ADULTS

The ISIO network is determined by Resolution on Adult Education Master.

Plan and Annual Adult Education Programme as a basic infrastructure which is of great importance when it comes to motivating adults for education, for acquiring NVQ, for increasing inclusion of adults into education, as well as for improving the quality and efficiency of education. There are 14 regional ISIO's, which means that most regions have one ISIO, but some have 2. ISIO's also use dislocated and mobile units in order to provide access to counselling to adults in the remote parts outside the scope of the centres. Using the above mentioned units means the ability to offer counselling to vulnerable adult groups (poorly educated, Roma, elderly) and thus develop new approaches for counselling for adults. Parallel to each ISIO there is a partnership network of other organizations. More than 250 various organisations participate in this network (Folk Universities, Employment service of Slovenia, CIPS'S, regional development agencies, unions etc). These networks are coordinated by ISIOs and their function is to guide the development of counselling activities for adult education in the region.

From 2008 the ISIO's function under the auspices of Lifelong learning centres who are a part of the Folk Universities. The Lifelong learning Centres develop and set up web portals, provide information on learning and education, offer access to various e-material for supporting independent learning, spread the activities of organized independent learning, supported by the ICT, promote availability of other forms non-formal education. The Adult Education Act (1996) in Article 24 defines counselling as an activity that is part of the annual programme of adult education, adopted each year by the Government. Article 29 of the same act defines standards for financing guidance staff.

In 2004, the Government of Slovenia adopted the ReNAEMP. It covers the period 2004-2010 and contains adult-education goals for this period, priority areas in adult education, activities required to carry out the resolution and the amount of public funds required to

achieve these purposes. Guidance activities are also stressed as an important supporting factor in attaining the national adult-education goals.

We have data for 14 regional ISIOs. Each year around 25,000 adults look for information, advice or counselling in the centres.

In the last two years, special emphasis has been paid to increasing the accessibility of guidance to vulnerable target groups of adults, those with no or less access to counselling and education, those who are less involved in education and disadvantaged in certain ways with respect to access to lifelong learning. For this reason, guidance centres for adult education have developed various counselling approaches for different target groups, e.g. a mobile guidance service for the Roma population and guidance in the workplace for employees with a low level of education in small and medium-sized enterprises.

### 9.3 GUIDANCE AND COUNSELLING PERSONNEL

#### SCHOOLS

Guidance in schools is provided by full-time school counsellors. The educational profile of counsellors in schools is regulated by law. School counselling services can be provided by psychologists, pedagogues, social-welfare workers, social pedagogues and special-education specialists.

School counsellors have a special training system which involves many subjects relevant to their work (the relationship between parent and child, drug abuse, etc.). Usually these are short courses, which counsellors can choose according to their interests and needs. Some training courses are relevant to career guidance (counselling techniques, etc.), while some are not. Specialised courses on career guidance are rare. Some guidance issues, such as knowledge of the labour market, are not covered at all by the courses available.

Further training for school counsellors is organised into "study groups" co-ordinated by the National Institute of Education. Counsellors taking part in a study group choose a subject of interest and work on this.

#### EMPLOYMENT SERVICE OF SLOVENIA

Employment advisers traditionally have higher levels of education (three years of post-secondary education), but the number of advisers with a four-year university diploma is growing.

Career counsellors in the ESS are mostly psychologists (with a few exceptions) who have been working in the field for many years.

Within VICCs, there is very few extra staff at information desks that have a secondary education or a university degree (where only one person covers all tasks). These provide information to clients, help them to find information resources, refer clients to counsellors, etc. (counselling services in VICCs are provided by ESS counsellors).

In recent years (1999-2005), all ESS employment advisers and career counsellors have had intensive training in guidance lasting three weeks a year from 1997 to 1999 (as part of the Phare Pilot Vocational Information and Counselling Centre Project) and one week a year from 2000 to 2005. Five training modules on guidance have been developed: a counselling interviews module, a counselling for adults module, a labour-market training module, a module on the use of new guidance methods (the computerised careers-guidance tool *Kam*

*in kako*) and a training-the-trainers module. ESS experts have also developed a number of other training modules, such as material on the psychological theories of career development. In 1998, a team of four internal trainers was nominated to train all ESS employment and career counsellors. The number of training days was reduced in 2005 due to a reduced budget and one internal trainer now works at the ESS. With funding from European Social Fund, in 2010, the ESS created an education centre to develop training programmes for ESS job counsellors and career advisers.

#### CENTRES FOR GUIDANCE IN ADULT EDUCATION

There are 54 counsellors working in ISIO, 14 of which are also in the function of running it. Each year around 25 000 adults come looking for counselling (individual counselling is predominant). The counsellors must have at least a university degree (from the field of pedagogy) they must have passed teaching certification examination

For the head of an ISIO a minimum of three years of work experience from the field of adult education is required, but all employed must undertake basic training and annual extra training in order to work in an ISIO. As part of basic training the counsellors must conduct analyses of the level of development of information - counselling activities for the AE education in the local area, analysis of the economic development and development perspective in the local area, analysis of socio-demographic characteristics of the local area. Apart from that the basic training consists of three parts: counselling in the AE and the concept of work in the ISIO, counselling instruments and counselling communication in AE.

Many themes are covered in this framework, they are mostly connected with direct work activities in an ISIO, other themes are connected with novelties in adult learning: development of new approaches in counselling (for example: counselling at work) counselling specific target groups (lower educated, Roma, immigrants, elderly etc) use of counselling materials, developing and coordinating activities in partnership networks, developing of teamwork, monitoring and evaluating of the centres, developing and updating the database, developing and implementing the promotional activities, developing quality in the centres etc.

A special part of the training are the workshops where the counsellors can deepen their knowledge and skills from counselling communication as well as undertaking a quality counselling process (use of supervision, prevention of stress and burnout of a counsellor, self evaluation).

Since 2009 SIAE has been implementing a model of validation and development of quality in the ISIO's. The model has implemented the following standards:

- The director and counsellor have undertaken at least basic training (48 hour training).
- The director and counsellor participate in at least two educational meetings organized by SIAE.

The director and counsellor participate in other professional training connected with counselling, but not organized by SIAE, which last at least 16 h.

## 10. FINANCING: INVESTMENT IN HUMAN RESOURCES

### 10.1 FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

As public institutions, public vocational and technical schools are funded from the national budget. Funds are provided by the MoES within the financial plan, which is an integral part of the national budget. Schools report to the ministry on the number of students and propose a plan for posts by categories according to the relevant norms and standards. If justified, the ministry agrees and schools receive funds for salaries and running costs on a monthly basis. This monthly amount varies from school to school, and depends on the number of students and the type of programmes run.

Investments and upkeep are determined by an annual plan that, on the proposal of schools, is defined by the MoES based on priorities and the scope of funds in the national budget. For these purposes, the Government adopts special annual plans and budgets. On the basis of the relevant law, schools also receive extra funds necessary for the upkeep of school buildings.

Under the law, schools as public institutions can also carry out activities not determined as public services. The scope of these activities depends on the space and human-resource capacities of schools. In this way, schools are able to obtain additional funding by selling their products and services on the market. Additional funds received in this way should be used to strengthen basic school activities (running costs, upkeep and investments). If the minister agrees, a part of these additional funds can also be used for salaries.

Vocational education and training is also financed by other state sectors, as well as by individuals and employers/companies.

Public expenditure intended for formal education in Slovenia in 2008 amounted to 1938 million EUR or 5.22% of GDP, 2.36% for primary education, 1.22% for tertiary education, and 1.15% for secondary education.

The budget for formal training is intended for educational institutions and households and other private entities. In 2008, for educational institutions 92% of these funds, or EUR 1.785 million, for transfers to households and other private entities 8% of these funds or EUR 153 million. Just over 21% of the funds for educational institutions (or EUR 380 million) were earmarked for secondary education.

In the period from 2004 to 2008 the average annual amount of the national resources under the annual plan for adult education amounted to 9.3 million EUR in the MoES and EUR 17.2 million in MoLFSA. The average amount of assets realized in the MoES is EUR 5.7 million and EUR 13.1 million in MoLFSA.

### 10.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING AND ADULT LEARNING

The only direct and indirect costs that are fully covered by public finances are those for primary education of adults and education and training of unemployed people. Although the legislation prescribes that all other adult education is financed via three main financial sources (employers, individuals and public finances), no reliable evidence of the contribution from each source is available. Regarding data from the International Adult Literacy Survey (IALS) and the research of the SIAE in 2004, employers (nearly 70% in 1998

and 2004) and individuals (25% in 1998 and 20% in 2004) bear the largest share of the costs of education and training.

### 10.2.1 FUNDING FOR PUBLICLY PROVIDED CVET

#### PUBLICLY FUNDED CONTINUING VOCATIONAL EDUCATION AND TRAINING AND ADULT EDUCATION

The Government of the Republic of Slovenia has adapted the AAEP. The basis for the Annual Adult Education Programme 2010 is the current ReNAEMP and the Budget of the Republic of Slovenia for 2010

As part of the ReNAEMP is Implementing a program Reducing the education gap. The scheme is implemented by Slovene Human Resources Development and Scholarship Fund.

The program for reducing educational deficits is intended to improve the general education of adult population and raise the education level of Slovene citizens aged 25 to 64 years. By co-funding tuition fees, adults are encouraged to complete the programmes of formal education up to the secondary school level (education level 5) and in this way raise their education level. Completed secondary education increases the individual's chances of employment and contributes to his/her greater labour market competitiveness.

The funds available for the complete programme of co-funding adult education in the academic years from 2007/2008 to 2009/2010 amounted to EUR 3.172.950,00.

Funds from the MoES are currently directed exclusively at the supply side, either to providers of training programmes or to research and development institutions. Development of new training programmes/courses, new approaches in adult education, support and infrastructure activities, etc. are also financed from this source. The MoLFSA funds are directed at both demand side (individuals and/or enterprises, such as travel costs, learning material, meals, activity contribution) and supply side (development of new initiatives, programmes and projects).

### 10.2.2 FUNDING FOR CVT IN ENTERPRISES

#### GENERAL INFORMATION

Investment of employers in employees' training has not been significantly reduced. Official data shows that those employed in the public sector have the best opportunities for education and training. In 2005, more than 70% of employees in public services, financial services and education took part in training, while in agriculture, manufacturing and construction, participation was far below the national average (at between 20% and 30%).

The main measures for fostering access to CVET are financial incentives from public funds (the Employment and Unemployment Insurance Act, delivered by active employment-policy measures) and special employment-policy measures to combat the economic downturn.

Employers can access co-financing of the training of employees:

- For education and training of newly employed workers;

- For training and retraining of redundant workers (including covering part of the costs of training and retraining of permanently redundant workers in the period of the termination notice);
- For training and retraining of workers whose jobs are threatened due to their education and qualification deficits.

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

The act controlling protection at work requires that employers regularly provide their employees with training for safety at work. It is automatically assumed that the costs of training are paid for by employers.

Employers are obliged by collective agreements to cover direct costs (tuition fees, learning materials, travelling costs and costs of subsistence) as well as indirect costs (remuneration of wages and salaries for the time of absence from work due to training) of the training that they initiate. Individuals themselves finance education and training mainly when it is not in the interests of their employer. They may also be forced to co-finance training required for work, mostly in the form of investment of their spare time.

#### **SPECIFIC INFORMATION - EDUCATION AND TRAINING IN ENTERPRISES CO-FINANCED FROM PUBLIC FUNDS**

As part of ReNAEMP MoLFSA financially supports the training of the employed individuals. To this end, the following programmes have been implemented:

- Education and training of employed people for a more competitive position and employability for the period 2008-2010; and education and training of employed people for a more competitive position and employability for 2008. In 2008, the budget for this programme was EUR 2,800,000. The planned expenditure for this programme is as following:
  - In 2010 EUR 4,000,000,00
  - In 2011 EUR 1,000,000,00
- Training for increased employability in the period 2009-2010. In 2009, EUR 10,000,000 was allocated to these activities and EUR 2,000,000,00 in 2010.
- "Dreams come true with knowledge" for the period 2007-2013. The budget for this programme is EUR 11,400,000.

Public funds partially finance groups of employees who are either in danger of losing their jobs or who are already temporarily or permanently redundant. E.g. Financing education of employees during their 6 months waiting for work (20% of it for training - EUR 15 mio was allocated for the training, and less than 1 % of the money spent), and subventions of their pays in the companies who are facing 20% less orders.

Besides, several other project supported by Ministry of labour, family and social affairs and MoES have been implemented (job rotation, mentorship schemes, competence centres for the development of cadres, implementing Investors in People standard, information and counselling for education in enterprises, financing literacy programmes for less qualified employees. The Ministry of Labour increased financial means for education and training of employees and directs funds to the employees having completed education on ISECD level 3 A-B, 4 at the most (the so called Dreams come true with knowledge project), the employees are refunded the costs of training up to 600 €. Funds allocated to this measure

are all spent. It can be assumed that measures directed to employees are more efficient than the ones directed to companies.

There are no joint funds from social partners dedicated to education and training of employed people. A private fund exists only in the crafts sector. It is financed exclusively by employers, who contribute 1% of gross earnings.

The Social Agreement 2007/09 signed in 2007 by representatives of the Government, employers and trade unions may bring new developments to improve investment in education and training in enterprises. For example, on financial support for developing key competences of workers, new incentives to support employers who invest in the education and training of their employees, establishing a training fund of employers and further implementing the Investors in People standard.

Linking education and practical training with work is one of the most important areas for the deployment of young people into work and their employment. Employers who carry out practical training with work (PUD), thus have a significant impact on the further development of youth and their successful professional career. Therefore, the State through the European Social Fund to grant incentives to support the involvement of employers provide practical job training.

Public Fund is implementing a program "Co-financing incentives to employers to provide practical training by doing, which is aimed at promoting the inclusion of employers to provide practical training to work, in which the tenders are published on the subject is open to employers, providing practical training to work after new educational programs, which provide an increased number of hours a PUD.

Financed the cost of salaries and bonuses mentor apprentice, student or senior school student.

A public fund is published in the past three tenders for the co-practical training to work for an employer that are related to the school or academic years 2008/2009 and 2009/2010. In the context of which it was registered 1383 employers with approved EUR 2,136,900.00.

A program that will run for the school or academic years 2010/2011, 2011/2012 and 2012/2013 is designed to 15,098,888.00 Euros. The first tender for the school or academic year 2010/2011 will be published by the end of 2010 or in early 2011.

## **SPECIFIC INFORMATION - CVTS**

Data on education and training in enterprises was collected in 1999 through the CVTS2 survey carried out by SORS, and the same methodology was applied in 2005 (Eurostat, 2006). The comparison shows an increase in the number of enterprises providing training (from 48% to 66.7% of all enterprises) and an increase in the participation of employees in training (from 43% to 54%). However, there was also a decline in the funds allocated for formal and non-formal training in the total labour force by 0.17 percentage points (from 1.3% to 1.13% of total labour expenditure), as well as a decline of average costs of training per participant by 15%, from EUR 268,18 to EUR 227,77. In 2005, employers provided about 17 hours paid training per employee (SORS, 2005). The CVTS2 data further shows that 38% of firms and enterprises invest in the qualifications of their workforce according to their global human-resource development strategies; about 40% of organisations had strategies of this kind developed within their own organisations (SORS, Rapid reports, No. 83/2002). Generally, employers and managers decide what kind of training is in the interest of the

enterprise and who is to undertake training. Recent research findings have shown that the vast majority of education and training - formal and non-formal - financed by employers is related to work (*Mohorčič Špolar et al., 2001*).

The same findings reveal that employers tend to invest primarily in their core workers who are expected to contribute most to the productivity and competitiveness of the firm. Poorly educated workers in less-skilled positions who are easily replaceable have only limited access to paid education and training. There are no measures promoted by the state or social partners to stimulate employers to invest more in the qualifications of this last category.

### **10.3 FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET**

The rights connected to the status of unemployed people – including the right to education and training – are financed by public funds, partly through contributions of employed people from their wages and salaries, partly from employers as a percentage of payrolls collected in the national budget, and partly from other state budget sources. Approximately 10% of the funds needed to finance rights connected to unemployment are collected in this way. As a rule, full direct and indirect costs of training of unemployed people are covered by public finances.

The measures and public funds intended for financing education and training of unemployed people are determined and further developed by the active employment-policy programme and the plan and regulations for its implementation. The program is based on the Employment and Unemployment Insurance, which provides that the MoLFSA and the MoES produce an annual program of education of the unemployed, its contents and specific activities. The measures are defined within the active employment policy for each calendar year. In preparing the training program for unemployed persons in addition to ministries actively involved in Service of the Republic of Slovenia.

Program training for the unemployed will be in the school year 2010/2011, provided training to unemployed people presumably 4800, which is expected to be 3600 persons (75%) of the new. After an evaluation of the number of total costs will include an education program for school year 2010/2011 amounted to EUR 10,880,330.00.

The training program for unemployed people provides unemployed state involvement in education by recognized programs to increase their employment opportunities. The program provides for the acquisition of primary, secondary (vocational, general and vocational), higher and higher professional and university education and their integration with other public state-approved educational programs for adults who contribute to restoring the social integration of groups with special needs and encourage the participants further opportunities to learn and engaging in lifelong learning.

Given the current direction of the Ministry of Labour, Family and Social Affairs and to the needs of the labour market and structural imbalance on it during the academic year 2010/2011 to ensure the greatest possible number of unemployed persons the possibility of inclusion in education for a formal education, especially for those occupations in which the reported demand for labour can not be answered by appropriate personnel. In this way, seeks training program for unemployed persons approach education and training needs of the labour market and thus reduce the disparity between the occupational supply and demand.

During the school year 2010/2011, the program targeted at achieving the following objectives:

1. employability and flexibility of unemployed persons in the labour market
2. reducing structural imbalances in the labour market
3. raising the educational level of unemployed persons.

In 2010, the total budget allocated for the active employment policy measures was 56,161,251. The ESS is in charge of preparing the catalogue of active employment-policy measures (based on the above documents). Funds for implementing the catalogue are transferred to the ESS. The ESS is also responsible for selecting unemployed people for training and providers of education and training. Providers are selected via public tenders, public invitations or directly by the ESS, while unemployed people have the right to education and training based on their individual employment plan.

Participants in these programmes are entitled to free health and safety insurance. Since they lose the status of an unemployed person, they also lose the material benefits connected to that status. As students, they obtain the right to receive study grants in line with the regulations on study grants in initial education. The catalogue of active employment-policy measures brings a new instrument to offer activities to unemployed people – the "activity grant", which entitles all unemployed people to take part in any active employment-policy programme longer than 100 hours (employment excluded).

People who terminate their training before completing the programme for unjustified individual reasons are required to return all or part of the costs of the training programme together with a defined interest rate.

<b>TABLE 23: A LIST OF ACTIVE EMPLOYMENT-POLICY MEASURES ALONG WITH PLANNED BUDGET 2008-2013</b>						
<b>MEASURE</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>COUNSELLING AND AID WHEN SEARCHING FOR EMPLOYMENT</b>	2,596,603	2,856,264	2,986,094	3,115,924	3,245,754	3,375,584
<b>EDUCATION AND TRAINING</b>	12,518,776	13,770,656	14,396,595	15,022,534	15,648,473	16,274,412
<b>ENCOURAGING EMPLOYMENT AND SELF-EMPLOYMENT</b>	13,857,361	15,243,097	15,935,965	16,628,833	17,321,701	18,014,569
<b>PROGRAMMES FOR ENCOURAGING SOCIAL INCLUSION</b>	19,863,128	21,849,441	22,842,597	23,835,754	24,828,910	25 822 06
<b>TOTAL</b>	<b>48,835,868</b>	<b>53,719,458</b>	<b>56,161,251</b>	<b>58,603,045</b>	<b>61,044,838</b>	<b>63,486,632</b>

Source: Active employment-policy measures 2007–2013,

[http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti\\_pdf/apz\\_2007\\_2013.pdf](http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti_pdf/apz_2007_2013.pdf)

The Government also implemented the *Institutional Training and Preparation for National Vocational Qualifications 2009–2015* programme. The programme's purpose is to raise employability by raising the educational level, level of training and key competences of individuals. Key targets of the programme are unemployed people, who will receive

training and education at educational institutions. The budget for the programme is approximately 22,800,000 EUR.

#### 10.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

By 2020, three out of four people employed in the EU will be working in services like insurance, healthcare, retail and education, according to a [new report](#) on the future of the European job market.

The report also says that more jobs will require higher education and advanced skills in addition to generic analytical, communication, computer and teamwork abilities. At the same time, demand is expected to increase for some jobs requiring few or no skills.

There are currently no other state-backed schemes, such as levy schemes, taxation deductions or learning accounts, that could motivate employers and employees to undertake any greater investment in human capital.

#### TRAINING LEAVE SCHEMES

Government in times of crisis, provided sufficient funds to maintain the level of social rights and these rights from the period of economic growth and even take additional measures on social protection in order to improve the situation of the most socially deprived.

In the context of social assistance will be for the period from 2008 to 2011 individuals or families with lower income or no income for an additional EUR 229.8 million. In the period from 2008 to 2011 will be the socially most vulnerable individuals and groups in Slovenia, thus, indirectly or directly for EUR 1.25 billion more than in years of economic growth. The extent of these resources in comparison with 2008 in 2009 increased by 22.7% and in the years 2010 and 2011 to 43.8%.

According to collective agreements, time spent in employer-initiated training organised during work time is considered time spent at work. When the training is organised outside of work time, the employer and employee should agree who is to bear the related costs.

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

The General Collective Agreement for the business sector states that an employee who takes part in formal education programmes in line with their employer's interest is entitled to paid absence from work to prepare for exams. The length of absence depends on the level of education and varies from two to five days. They are also entitled to be absent on the day of the exam. In addition, they have the right to several days of absence for individual educational levels (from 7 for the Matura or a final examination to 20 for preparations to defend a doctoral work).

The rights and obligations of employees and employers connected to the employee's training are regulated by individual contracts.

## 11. NATIONAL VET STATISTICS – ALLOCATION OF PROGRAMMES

### 11.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

#### 11.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

In 2006, the Government adopted a Decree establishing a classification system of education and training (KLASIUS, Official Gazette 46/2006), which represents one of the formal foundations for creating Slovenia's qualifications framework. KLASIUS is an obligatory national statistical standard, used in administrative databases, as well as in statistical research and registers. This classification is based on teaching activities, learning outcomes, entry conditions and duration of courses. All qualifications are included in these levels, from primary to doctoral qualifications.

KLASIUS consists of two subsystems: firstly, the classification of types of activities/outcomes of education and training (KLASIUS-SRV), which classifies activities and outcomes in accordance with eight levels; secondly. The classification of fields of activities/outcomes of education (KLASIUS-P), which classifies activities and attainments in accordance with their content.

KLASIUS-SRV is based upon the international classification of education ISCED-1997 (concept of educational activities - input concept) and upon the concept of the latest Qualifications Framework (concept of learning outcomes - output concept). KLASIUS-SRV categories are not directly comparable with the ISCED-1997 level categories, since KLASIUS-SRV is based on an eight-level scale, with descriptors that define an individual level. The structure of levels, including the number of levels, is derived from national practice, but upgraded with the latest developmental trends.

KLASIUS-P is based upon the international classification of education ISCED-1997 and the classification of fields of education and training (Fields of education and training, Manual, December 1999).

#### 11.1.2 VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

LEVEL	EQUIVALENT IN ISCED	MINIMUM DURATION	MAXIMUM DURATION	AVERAGE DURATION	TYPICAL STARTING AGE OF PUPILS
SHORT-TERM VOCATIONAL EDUCATION (LEVEL 3)	3C	2 years	2 years	2 years	15
VOCATIONAL SECONDARY EDUCATION (LEVEL 4)	3C	3 years	4 years	3 years	15
TECHNICAL SECONDARY EDUCATION (LEVEL 5)	3B	4 years	5 years	4 years	15
VOCATIONAL TECHNICAL EDUCATION (LEVEL 5)	3B	2 years	2 years	2 years	18
VOCATIONAL COURSE (LEVEL 5)	4B	1 year	1.5 years	1 year	19
HIGHER VOCATIONAL EDUCATION (LEVEL 6/1)	5B	2 years	2 years	2 years	19-20

## 11.2 FIELDS OF EDUCATION AND TRAINING

LEVEL	FIELDS OF EDUCATION/STUDY
<p style="text-align: center;"><b>UPPER- SECONDARY AND POST-SECONDARY NON-TERTIARY EDUCATION (ISCED 3, 4)</b></p>	<p>The new classification, KLASIUS (<i>Klasifikacija področij izobraževalnih aktivnosti/izidov</i> – classification system of education and training) has been introduced for upper-secondary education.</p> <p>All educational programmes at all levels of education, are classified into eight broad fields:</p> <p style="text-align: center;">0 General programmes  1 Education  2 Humanities and arts  3 Social sciences, business and law  4 Science  5 Engineering, manufacturing and construction  6 Agriculture  7 Health and Welfare  8 Services</p>
<p style="text-align: center;"><b>TERTIARY EDUCATION (ISCED 5,6)</b></p>	<p style="text-align: center;">Education  Humanities and arts  Social sciences, business and law  Science, mathematics and computing  Engineering, manufacturing and construction  Agriculture and veterinary  Health and Welfare  Services</p> <p>The education programmes in tertiary education are classified into fields of education according to KLASIUS and the ISCED-1997 classification.</p>

## 11.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

In 2006, the Government adopted a Decree establishing a classification system of education and training (KLASIUS), which represents one of the formal foundations for creating Slovenia's framework of qualifications. KLASIUS is an obligatory national statistical standard, used in administrative databases, as well as in statistical research and registers. This classification is based on eight levels. Classifications cover teaching activities, learning outcomes, entry conditions and duration of courses.

In January 2010, a working group for preparation of the NQF was established, with representatives from the MoES, MoHEST, MoLFSA, the CPI, the Chamber of Commerce and Industry of Slovenia, the Chamber of Craft and Small Business of Slovenia, SORS, the Association of Craft Employers and Small Businesses of Slovenia, and the Association of Free Trade Unions of Slovenia. The tasks of the working group are to establish a national reference point, in accordance with the Recommendations on the EQF, to prepare a strategy and procedures for classifying Slovenian qualification levels with regard to the EQF, to prepare comments for the European Commission group, to confirm the professional basis for development of the NQF, to prepare directions for implementation groups and the basis for use of the European Social Fund, to evaluate the process of preparation of the NQF and other tasks. The main goals of the project are: to establish connections between the NQF and the EQF, to establish the NQF and to prepare the NQF for all professional fields. Implementation of the NQF project has been planned for the period 2009-2013.

## 12. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

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## 12.3 LIST OF ACRONYMS AND ABBREVIATIONS

AE	Adult Education	<i>Izobraževanje odraslih</i>
AEP	Active Employment Policy	<i>Aktivna politika zaposlovanja</i>
CERŠ	Centre for counselling and development of students	<i>Center za svetovanje in razvoj študentov</i>
CMEPIUS	Centre of the Republic of Slovenia for mobility and European educational and training programmes	<i>Center RS za mobilnost in evropske programe izobraževanja in usposabljanja</i>
CPI	Institute of the Republic of Slovenia for Vocational Education	<i>Center RS za poklicno izobraževanje</i>
CVTS2	Continuing Vocational Training Survey	<i>Anketa o nadaljnem poklicnem izobraževanju in usposabljanju</i>
ELGPN	European Lifelong Guidance policy network	<i>Evropska mreža za politike vseživljenskega izobraževanja</i>
EQF	European Qualifications System	<i>Evropski kvalifikacijski okvir</i>
ESF	European Social Fund	<i>Evropski socialni sklad</i>
ESS	Employment Service of Slovenia	<i>Zavod RS za zaposlovanje</i>
GEM	General education module	<i>Modul za splošno izobraževanje</i>
IMAD	Institute of macroeconomic analysis and development	<i>Urad RS za makroekonomske analize in razvoj</i>
ISIO	Adult Education Guidance Centres	<i>Informativno svetovalna dejavnost v izobraževanju odraslih</i>
KLASIUS	Classification system of education and training	<i>Klasifikacijski sistem izobraževanja in usposabljanja</i>
LFS	Labour Force Survey	<i>Anketa delovne sile</i>
LLG	Lifelong guidance	<i>Vseživljensko načrtovanje in vodenje kariere</i>
LLL	Lifelong learning	<i>Vseživljensko izobraževanje</i>
LP - ZAP survey	Employer's forecast of employment and plan of employment	<i>Napovedi delodajalcev o zaposlenosti in načrtu zaposlovanja</i>
MIC	Intercompany Training Centre	<i>Medpodjetniški izobraževalni center</i>
MoES	Ministry of Education and Sport	<i>Ministrstvo za šolstvo in šport</i>
MoHEST	Ministry of Higher Education, Science and Technology	<i>Ministrstvo za visoko šolstvo, znanost in tehnologijo.</i>
MoLFSA	Ministry of Labour, Family and Social Affairs	<i>Ministrstvo za delo, družino in socialne zadeve</i>
NCP	National contact point	<i>Nacionalno koordinacijska točka</i>
NEIS	National Education Institute	<i>Zavod RS za šolstvo</i>
NQF	National qualification framework	<i>Nacionalni kvalifikacijski okvir</i>
NUTS	Nomenclature of Territorial Units for Statistics	<i>Evropska statistična klasifikacija teritorialnih enot</i>
NVICC	National Resource Centre for Vocational Guidance	<i>Nacionalni center za informiranje in poklicno svetovanje - NCIPS</i>
NVQ	National Vocational Qualifications	<i>Nacionalne poklicne kvalifikacije</i>
p.p.	Percentage point	<i>Odstotna točka</i>
PPS	Purchasing power standards	<i>Kupna moč</i>
PUM	Project Learning for Young Adults	<i>Projektno učenje za mlajše odrasle</i>
RIS	Use of Internet in Slovenia	<i>Raba interneta v Sloveniji</i>
RS	Republic of Slovenia	<i>Republika Slovenija</i>
SDS	Slovenia's Development Strategy	<i>Slovenska razvojna strategija</i>

SIAE	Slovenian Institute for Adult Education	<i>Andragoški Center Slovenije - ACS</i>
SME	Small and medium enterprises	<i>Mala in srednje velika podjetja</i>
SORS	Statistical office of the Republic of Slovenia	<i>Statistični urad RS - SURS</i>
VICC	Vocational information and counselling centres	<i>Center za informiranje in poklicno svetovanje - CIPS</i>
ZZZS	Health Insurance Institute of Slovenia	<i>Zavod za zdravstveno zavarovanje Slovenije</i>
NDP	NATIONAL DEVELOPMENT PLAN	<i>DRŽAVNI RAZVOJNI PROGRAM REPUBLIKE SLOVENIJE ZA OBDOBJE 2007 - 2013</i>
AAEP	ANNUAL ADULT EDUCATION PROGRAMME (GOVERNMENT INSTRUMENT FOR IMPLEMENTING RENAEMP)	<i>LETNI PROGRAM IZOBRAŽEVANJA ODRASLIH</i>
OP-HRD (PREJ HRDOP)	OPERATIONAL PROGRAMME FOR HUMEN RESOURCES DEVELOPMENT FOR THE PERIOD 2007-2013	<i>OPERATIVNI PROGRAM RAZVOJA ČLOVEŠKIH VIROV ZA OBDOBJE 2007-2013</i>
EPUP	PROGRAM OF EDUCATION FOR UNEMPLOYED PERSONS (AN ACTIVE EMPLOYMENT POLICY MEASURE)	<i>PROGRAM IZOBRAŽEVANJA ZA BREZPOSELNE OSEBE</i>
RENAEMP	Resolution on adult education master PLAN	<i>Resolucija o nacionalnem programu izobraževanja odraslih</i>
SDS	SLOVENIA'S DEVELOPMENT STRATEGY	<i>Strategija razvoja slovenije</i>
FWESR	The Framework of Economic and Social Reforms FOR INCREASING THE WELFARE IN SLOVENIA	<i>Okvir gospodarskih in socialnih reform ZA POVEČANJE BLAGINJE V SLOVENIJI</i>