

Modernisation of Vocational Education and Training in Slovenia 2003



BACKGROUND INFORMATION

1.1 Economic developments

In its Development Report 2004, the Institute of Macroeconomic Analysis and Development assesses implementation of the Strategy for Economic Development of Slovenia in the 2001-2006 period. It is found that the level of Slovenia's economic development is rising steadily, while regional disparities remain very high. Positive outcomes in economic development are reflected in economic growth and falls in inflation. However, the established lower level of national competitiveness is a serious warning that these relatively positive trends might be interrupted if they are not accompanied by the continuation of structural reforms (Development Report 2004).

The main factors of this structural transformation are the development of a knowledge-based society, the economy's competitiveness, liberalisation of infrastructure, and the government's changed role in economic development. Some positive shifts have been seen in development of the knowledge-based society over the last year, in particular in the areas of education, research and technological development, and the use of information and communication technologies. However, these shifts have been too weak to enable Slovenia to achieve the EU's high objectives in this field without any more proactive development policy (Development Report 2004).

In July 2003 the Slovenian Government adopted a resolution to prepare a new strategy for Slovenia's development and to thus determine its national strategy for the first decade of EU membership (Development Report 2004).

Economic developments in 2003 were characterised by the slowing down of economic growth. The real growth of gross domestic product (GDP) in 2003 was 2.3%, compared to 3.4% (revised) in 2002. Slovenia's GDP in 2003 (National Accounts, First Release, No. 54, 23 April 2004, SORS) amounted to SIT 5,726 billion or (at the average annual exchange rate) to EUR 24,503 million (EUR 12,273 per capita) (also see Table 1 in the Annex).

Slovenia's economic structure measured by the structure of gross domestic product is gradually approaching the structure of advanced industrialised economies as the importance of agriculture and industry is shrinking while the role of services is growing. Among the latter the share of private as well of public services is growing, but large gaps behind advanced economies are still seen in business and financial services. The restructuring process continues in manufacturing, however, this is slow especially in the area of strengthening technology-intensive industries (Development Report 2004).

Total value added in real terms in 2002 grew by 3.4%, in basic industries it increased by 4.2%, and in services by 3.0%. The real growth of value added was highest in financial intermediation (9.3%), mining and quarrying (6.9%) and in electricity, gas, steam and water supply (5.6%). Negative value added growth was registered in private households with employed people (89.3%) and in fishing (93.5%) (National Accounts, Rapid Reports, No. 185, 18 July 2003, SORS).

Since 2002 inclusive new criteria for dividing companies into large, small and medium-sized companies have been applied. As a result of these new criteria, the tendency for large and medium-sized companies to increase in number and share and the tendency of small companies to decline (which was typical of the period following 1998) came to a halt. In 2002 the number and share of large and medium-sized companies dropped significantly compared to 2001 – the number of large companies was down 44.4% and their share shrank from 4.0% to 2.1%, while the number of medium-sized companies dropped to 57.4% and their share fell from 6.1% to 2.6% - while the number of small companies climbed by 8.4% and their share increased from 89.9% to 95.3%. Medium-sized companies represented 17.8% and small companies 31.6% of all workers employed in commercial companies. Most medium-sized companies operated in manufacturing (39.1%), while most small companies operated in wholesale and retail trade and certain repair services (33.7%) (Slovenian Economic Mirror, October 2003).

1.2 Labour market

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

1.2.1 Employment

Although the number of employees is still growing (after a period of stagnation from 1993 to 1999), the number of self-employed (particularly farmers) fell substantially in 2003 and so did, for the second consecutive year, the number of informally employed (unpaid family workers and various other informal forms of work). The employment rate fell from nearly 64% in 2001 to 62.5% in 2003. Like participation rates, the employment rate for young people fell due to higher enrolments in school, and the employment rate for older people dropped due to higher rates of discouragement, while the prime age employment rate (25-49 years) fell due to higher unemployment. The employment rates continue to be lower than in the EU on average for men, the younger and elderly populations, and it is higher than in the EU for women.

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

In 2003 the number of formal work places (employees and self-employed) fell in all Slovenian regions (with the exception of the Central Slovenia-Ljubljana region), and so did the residential formally employed population (with the exception of Notranjsko-Kraška and Obalno-Kraška regions). The worst situation continues to be found in the Zasavje region, where only two-thirds of the residential formally active population (formally employed or registered unemployed) can find a job in the same region. Three other regions seeing a substantial decline in the number of work places (more than 3%) in 2003 were Spodnje Posavska, Koroška, and Pomurska. The best situation for employment remains in the Central Slovenia (Ljubljana) region, which continues to be the only region in Slovenia where the number of work places exceeds the size of the residential formally active population. The situation was also improving in the Podravska (Maribor) and South-east Slovenia regions.

1.2.2 Unemployment

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

In contrast with ILO-defined unemployment, registered unemployment¹ fell for 4.8% in 2003. This was mainly due to high deletions from the unemployment register for various job-unrelated reasons, while the inflow into unemployment of people dismissed is rising and the outflow out of unemployment to employment is declining for the fifth consecutive year. The main reasons for this remain the high level of structural unemployment (albeit improving) and the high share of temporary employment. Fixed-term employment still represents about 74% of new employment. The shares of unskilled, elderly, and long-term unemployed people remain high (about 45% or more) although they are in decline due to deletions and active employment policy measures. While the average number of disabled people in the unemployment register fell from 18,833 in 2002 to 10,462 (10.7% of the average monthly number of registered unemployed people) in 2003, this fall was due to the transfer to a special register² of those disabled people who are not seeking work any more but, according to Pension Act, have to be registered at employment offices to receive benefits from the Pension Fund. Women still represent more than half of all unemployed. In 2003 there was also a substantial increase in the inflow of school leavers into unemployment, about 14% of whom had a tertiary education.

In 2003 the registered unemployment rates dropped in eight out of twelve Slovenian statistical regions³, especially in the South-east Slovenia and Podravska (Maribor) regions. In the three regions with the worst employment prospects (Zasavska, Spodnje Posavska and Koroška) the registered unemployment rates in 2003 were higher than in the year before. The registered unemployment rate also increased in the Goriška region, although it still remains the region with the lowest unemployment rate in Slovenia. The highest unemployment rates remain in the northern and eastern parts of the country, with the Pomurska and Podravska regions being at the top.

¹ Of the ILO-defined unemployment covered by Labour Force Surveys, only 80% are registered which represents approximately half of all registered unemployment. The other half are people who either work temporarily (about 15% of them), or are not seeking a job. These are mainly the elderly, low-skilled and long-term unemployed who are in fact waiting to retire.

² It started in 2002 pursuant to amendments to the Employment and Unemployment Insurance Act from July 2002.

³ Regional differences in unemployment can only be analysed through the registered unemployment data.

1.3 Demographic development

In 2002, earlier trends of population development continued: a natural decrease, a fall in infant deaths, prolongation of life and positive net immigration.

At the end of 2002 there were 1,995,033 people living in Slovenia. Compared to 2001, the population size grew by 0.05%, which is the result of positive net immigration (0.9 per 1000 inhabitants). Namely, we have been recording a natural decrease since 1997 (-0.6 in 2001). Compared to 2001, in 2002 the average age of men rose by 0.3 of a year and of women by 0.4 of a year. At the end of 2002, the average age of men was 37.9 years and of women 41.3 years (Rapid Reports, Natural and Migration Changes of Population, Slovenia 2002, No. 290, November 21, 2003, SORS).

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

For a number of years a typical characteristic of Slovenia has been a constant fall in the number of live-born babies. The Institute of Macroeconomic Analysis and Development of Slovenia predicts that the population size, if there is no immigration, will continue to drop and the population would be older than it is today. There would be only 15% of the population younger than 15 years, while the share of people aged over 65 would be nearly 27% (also see Table 4 in the Annex) (Strategy of Economic Development of Slovenia – Development Scenario, 3/1999, IMAD). The consequence of this is a decrease in the number of children in kindergartens and pupils in primary schools. In coming years demographic trends will cause a gradual decrease in the supply of labour and thus employment policy will not only deal with issues of greater labour force employability but also with establishing the condition for its re-allocation and the issue of activating non-exploited or under-exploited human resources (Strategy for the Economic Development of Slovenia 2001-2006, July 2001).

1.4 Skill needs assessment

In Slovenia, the Employment Service of Slovenia (ESS) is the institution responsible for the systematic collection of information on the knowledge and skill needs at both national and regional levels. At the regional level, the knowledge and skill needs assessment and activities related to the preparation of appropriate training programmes in this respect are only systematically carried out in Podravje region under the umbrella of the regional Human Resource Development Fund (HRDF). The HRDF is directed to monitoring and planning human resources and significantly contributes to accelerating the social and economic development of the Podravje region. In the Gorenjska region, there is the Regional Development Agency, which has adopted the Regional Development Programme (RDP). The RDP contains the vision of development with the human resource development as one of the key priorities and aims to bring education supply and the future labour market closer to the needs of employers. The Slovenian Chamber of Commerce and Industry also executes various analyses on needed knowledge and skills. However, they are mainly for internal purposes and needs. It establishes the skill and knowledge needs by individual branches or regions, takes part in the preparation of nomenclatures of occupations and occupational standards which are the bases of education programmes and links the activities of individual professional associations and regional chambers in particular regarding the contents which the economy needs for further development. By entering the European Union, Slovenia adopted certain measures, activities and programmes which will be carried out with the support of the European Social Fund.

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

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

On the basis of data on unemployed people, the ESS performs professional tasks in the field of employment, insurance in the case of unemployment and active employment policy. Monitoring the dynamics of inflow and outflow and labour market demand at the level vocational education indicates the situation of the unemployed with specific occupational qualifications in the labour market both from the demand and supply points of view. Nevertheless, so far the data on the additional knowledge and skills of unemployed people have not been used adequately and sufficiently in the establishment of education and training needs. Their use is mainly limited to concrete activities in advising the unemployed on available work posts.

The source of the LP-ZAP database is a survey carried out by the ESS in accordance with the Employment and Unemployment Insurance Act. The survey is carried out once a year in the period December 20-January 15. By using a standardised way of collecting the information, the ESS gets information on employment in past (actual) and future years, the education structure of employees, planned new work posts, planned retirements, contract work, work exceeding normal working hours, employed disabled people, expected surplus workers and occupational profiles for which employers believe there is a lack of labour market supply. The survey covers employers with 10 or more employees. The employers' feedback gives a relatively good overview of expected relations between the labour market supply and demand and establishes the key features of new future short-term employment. The continuity of the survey also enables the monitoring of long-term changes in the labour market. In 2004, 69.3% of employers (representing 87% of all employees) responded to the survey. Their estimates of expected growth or fall in employment in individual branches or sectors give a picture of the required education structure of new workers. New jobs, as reported by employers in the survey, represent 15% to 20% of actual annual demand, while their educational and occupational structures are relatively good indicators of employment trends in next year. For 2004, most new jobs were planned in the sector of non-agriculture activities (49.3%) and in services (47.9%). 11.9 % of new jobs were reserved for probationers and most of those posts were available in services. 64.6 % of newly employed workers would get jobs for a fixed period (temporary jobs), mostly in non-agriculture activities.

31% of estimated demand covers jobs related to the 1st to 3rd levels of education (unskilled workers), 27.2 % of planned new jobs are related to new jobs requiring the 4th level of education (vocational education), 22% to the 7th level of education (higher university level education), 15.3% to the 5th level of education (secondary general or professional/technical education), while the 6th level of education (2-year post-secondary education) is required for 4.5% of new jobs. More concretely, the occupations in greatest demand are builders, economists, metal workers, mechanics and electricians. Employers have met the most difficulties in finding suitable workers in the field of construction and metalwork. There are also difficulties as regards finding mechanics and mechanical engineers, workers in the health sector, catering and tourism as well as electricians. The occupational profiles listed above indicate an imbalance between labour market supply and demand in the sense of too small a scope as well as the insufficient or inadequate knowledge and skills of those looking for employment. Elderly people have more difficulties doing work which requires manual work due to health problems, while young people are not interested in jobs requiring vocational qualifications despite their availability.

A concrete example of using the data sources listed above is the proposal for Education Programme 10000 (the previous Programme 5000) which is each year approved by the Slovenian Government on the basis of the joint agreement between the Ministry of Labour, Family and Social Affairs and the Ministry of Education, Science and Sport. It aims to cut the numbers of the unemployed without occupational qualifications, improve the education structure of the unemployed and to reduce structural imbalances in the labour market. The project proposal is first prepared by the ESS on the basis of elaborated methodology where regional characteristics on labour market supply and demand are taken into account. Then, in co-operation with regional and local offices of the Chamber of Crafts and the Chamber of Commerce and Industry, the proposed programme is finally adjusted to the needs and findings of employers. Quick changes seen in the labour market (including labour market demand) also influence rapid changes related to the need for specific knowledge and skills, which are not covered by formal education programmes. Therefore, special attention is given to the acquisition of national occupational qualifications through certificates. The demand for occupations where higher education attainments (higher professional or a university degree) are required has been growing. Due to the above, an increase in numbers of people taking part in 'Programme 10000' is planned.

Besides the ESS, only the Human Resource Development Fund (HRDF) in the Podravje region systematically monitors the needs of employers for new forms of education and training and develops new training programmes. Planning, development and implementation of short-term flexible training programmes reflecting the needs of users are the HRDF's priority. Training programmes are very flexible, practically oriented and include up-to-date contents which reflect the needs of the region. In order to prepare training programmes that reflect actual needs, systematic collection and analyses of available training needs and their future planning are undertaken. For this purpose, the HRDF has developed the appropriate methodology for training needs analyses and planning comparable with some European countries.

The HRDF has been carrying out training needs analysis in the Podravje region on an annual basis. Its methodology has been constantly improved and adapted to European standards. By ensuring an appropriately qualified labour force, the Regional Labour Foundation Podravje provides employers with human resources who are flexible and aware of the importance of lifelong learning. The training needs analysis is done in co-operation with the social partners and companies which are employers in the region.

2 RECENT DEVELOPMENTS IN EDUCATION AND TRAINING (IVET AND CVT) IN A LIFELONG LEARNING PERSPECTIVE

2.1 Policy development

The strategic goals for education and training in the 2000-2006 period form an integrated part of the national employment strategy. They also cover the VET reform priorities agreed in the Joint Assessment Paper of 2000. Reform of the VET system has been conceived as an integral part of the overall education reform aimed at improving the education levels of the population.

2.2 Adaptation of the legal framework

Over the last decade, Slovenia's education system has experienced a thorough and all-encompassing modernisation. The main document of modernisation, the White Paper on Education in the Republic of Slovenia (English version 1996), not only established a policy framework but also the overall philosophy, values and principles forming the basis for the overhaul. These are: (1) accessibility and transparency of the public education system; (2) legal neutrality; (3) choice at all levels; (4) democracy, autonomy and equal opportunities; and (5) the quality of learning taking precedence over the accumulation of facts.

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

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

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

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

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

In addition to the abovementioned laws, there is the Adult Education Act and a whole body of laws from employment, social policy and industrial spheres that are relevant to non-formal education and training as well as for state-regulated (continuing vocational) education and training of adults. Rights and duties of individual social groups related to training are mostly regulated by legislation in the fields of employment and social welfare. The Labour Relations Code defines the right to training of employed and redundant workers, as well as the role of collective agreements in implementing this right in enterprises. The Act on Pension and Disability Insurance lays down the right to vocational rehabilitation of the disabled, while the Employment and Unemployment Insurance Act regulates the rights of the unemployed to education and training and their respective obligations concerning these rights. This last act also defines the basic principles of the active employment policy and the status and responsibilities of the different actors involved. Finally, an important role is played by legislative documents which regulate individual economic activities. These set the conditions for the carrying out of an activity or profession, among which the most common are requirements for professional upgrading.⁴ For example, the Law on Crafts governs most of the regulated training in the craft sector.

⁴ Ivančič, 1998.

2.3 Governance and responsible bodies

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

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

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

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

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

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

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

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

This overview shows it is obvious that the education system in Slovenia is centralised even though legal opportunities for less centralisation are available. According to the Organisation and Financing of Education Act, 14 Regional School Boards are to be established as part of the MoESS to act as regional school administrative bodies. In fact, none have been created yet pending both overall decisions concerning decentralisation of the public administration and the internal reorganisation of the MoESS.

Total public funding for education accounted for 5.5% of GDP in 1994, 5.8% of GDP in 1995, and 5.7% of GDP in 1996. Public funding for vocational and technical education accounted for 0.64% of GDP in 1996. These are the latest figures on the financing of education – it is assumed that the share of GDP allocated to education increased to 6% in 1998 and following years.

In addition, municipalities and enterprises are expected to jointly participate in establishing and funding schools, in particular with regard to investments in school buildings and equipment. In the dual system, employers are obliged to financially contribute to the organisation and provision of practical training. Employers' financial responsibility includes the preparation of practical placements for apprentices, delivery of practical training (including salaries for trainers) and making payments to apprentices during their apprenticeship contracts. The state covers the social insurance of apprentices for the first year of apprenticeship contracts and 50% for the following years, while the other 50% is covered by employers.

Vocational education and training of young people is currently mainly financed from the state budget (through the MoESS), while an acceptable organisation of employers' and employees' contributions is still pending.

Apprentices, secondary school students and students at vocational colleges that meet the financial criteria determined by the law are entitled to a scholarship granted by the Government. In addition to these scholarships, they may be eligible for scholarships for gifted students also known as Zois scholarships. Candidates for these scholarships are apprentices and students with a very good overall grade, with intellectual and artistic talent and citizenship of the Republic of Slovenia.

Adult education is financed via three main financial sources: employers, individuals and public finances. In the national budget 0.1% of GNP is earmarked for adult education. These funds are allocated by the Ministry of Education on the basis of public tenders and are directed to the supply side.

The Act on Core Development Programmes in Education and Science for the 2003-2008 Period was passed at the end of 2002. In the given period, the Act will ensure additional funds for education programmes for adults to improve their employability, education programmes for better information-communication literacy, a regional network of post-secondary vocational and higher professional schools and their links with the economy and for investments in the field of education. These funds are directed to supply as well as to increasing the demand for education since individual costs of education can also be co-funded.

Public funds for education and training in the framework of the Programme of Active Employment Policy are allocated by the MoLFSA through the financing of measures of the ESS. In addition, a certain amount of funding is earmarked for training by other ministries (the Ministry of the Economy - primarily for the development of small craft-related businesses, the Ministry of Agriculture and the Ministry of Interior).

Employers are required by collective agreements to cover the costs of education and training of their employees when they attend training on their request. The employers are obliged to cover direct costs (tuition fees, learning materials, travelling costs) and indirect costs (remuneration of wages and salaries for the time of absence from work due to training). Individuals finance education and training themselves mainly when training is not initiated by the employer; sometimes they also co-finance training when they need to upgrade their knowledge and skills for their work.

There are no joint funds of the social partners dedicated to education and training of the employed. At the moment, a private fund, financed exclusively by employers, exists only in the crafts sector where 1% of gross salaries is accumulated in a training fund. At the regional level, the Human Resource Development Fund (HRDF) for the Podravje region is supposed to be financed by the social partners, but currently remains mainly financed by public resources.

2.4 Modernisation of the education and training system

2.4.1 Structure and organisation

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

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

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

Entry requirements

In principle, applicants are free to seek admission to any secondary school. Children who have successfully completed primary school⁵ and meet other requirements determined by individual education programmes can enrol in any secondary school of their choice offering those programmes provided that there are enough study places available. Enrolment may be limited in individual school years if the number of applicants significantly exceeds the school's capacity regarding the staff and premises. The school, however, needs the approval of the Minister of Education to limit enrolment. The education programme concerned determines the selection criteria.

General admission criteria for vocational colleges are determined by law: any graduate of a 4-year technical secondary school or a *gimnazija* who meets other requirements stipulated by a certain study programme may seek admission to a vocational college. The possibility to enrol is also given to applicants who have passed a master

⁵ Pupils who have not successfully finished all 8 (or 9) years of compulsory 'basic' education also have access to secondary education; they may start the 2.5-year short-term vocational courses if they have successfully finished at least 6 grades of primary school (7 grades in the new 9-year primary school).

craftsman's examination or finished a 3-year vocational secondary school, have been employed for three years, and have passed an examination in general subjects. Actual admission depends on the number of study places available.

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

Programmes and pathways (horizontal and vertical permeability)

Transfers in vocational and technical education are well-designed.

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

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

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

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

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

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

Students completing post-secondary vocational education can enter the labour market or enrol in the second year of a professional type of higher education if the institutions providing these programmes allow such transfers.

Adaptation of curricula and teaching and learning methodologies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The development of education and occupational standards

The Ministry of Labour, Family and Social Affairs (MoLFSA) is responsible for approving occupational standards. These standards form the basis for the inclusion of new occupational titles in the Nomenclature (*nomenklatura poklicev*), which is the basis for preparing vocational and technical education and training programmes delivered by

the formal education system. Proposals for the inclusion of new occupational titles and the definition of standards are prepared by the Chambers, with technical assistance from the Centre for Vocational Education and Training (CPI) which presents them for a final opinion to the Council of Experts for Vocational and Technical Education.

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

Assessment and certification

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

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

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

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

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

The National Vocational Qualification Act (2000) introduced the possibility of assessing and certifying non-formal and informal learning and work experience, which is intended to provide nationally recognised certificates. The certification is undertaken under the authority of the MoLFSA. Further, these publicly-recognised certificates are not recognised by the formal education system. Although the Act on Adult Education (Article 7) introduces the option for assessing the equivalence of standards of training regulated by non-school regulations and their recognition in the formal system, so far no such procedures exist in practice. In the 2001-2003 period, 62 standards of knowledge and skills were prepared, 275 candidates successfully completed training and obtained licence to carry out assessments. By the end of 2003 the assessment procedures had been performed for 23 standards of knowledge and skills and 485 individuals had acquired national vocational qualifications (RIC, unpublished).

Quality assurance and accreditation

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

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

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

The norms and standards for carrying out regulated non-formal training programmes and courses are defined by the relevant ministries. They include material conditions and qualification requirements in order for staff to be accredited for carrying out a particular regulated training programme or to obtain public financing. Compliance with the requirements is checked only at the time of registration/verification. Special guidelines for adjusting training programmes for youth to the needs of adults were recently issued by the MoESS⁶. The new regulations on standards and norms which would cover both formal and publicly-recognised non-formal education, are currently being prepared by the MoESS. In relation to non-formal non-regulated training, quality is regulated by the training market.

Developments in non-formal education and training

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

Although the regulatory framework is largely defined by educational legislation, non-formal education and training represent an important part of labour market and employment policy.⁷ The strategic labour market and employment policy documents are all based on the 'four pillars' of the European Employment Strategy and policy development has generally in practice become significantly steered by EU-accession discussions. The employment policy documents that were recently agreed on all accept the principles of lifelong learning and define the conditions for their realisation. It is noted that the active employment policy promoted by the MoLFSA significantly affects trends in non-formal training, e.g., certified continuing vocational training courses as well as development of the certification system, and are all part of labour market policy under the authority of the MoLFSA.

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

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

Links between initial and continuing training, formal and non-formal training (including accreditation of prior learning)

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

Assessment and certification procedures of non-formal and informal learning and work experience intended to provide nationally recognised certificates were developed and tested in 2000 with the support of the Phare MOCCA Programme.⁸ However, these public certificates are not recognised by the formal education system. Discussions among the main stakeholders have been going on with a view to better integrating the diplomas and certificates stemming from the various forms of formal, non-formal and informal learning that now exist alongside each other. Clearly, within an institutional context dominated by formal regulations this is a relatively delicate issue, even more so since the certification system is in the domain of the MoLFSA while formal education is under the authority of the MoESS.

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

⁶ Velikonja, Klenovšek-Vilič, Lorenčič, 1999

⁷ As indicated by the data available on the supply of and demand for non-formal training, more than three-quarters is meant for work and employment (Mohorčič Špolar, V. et al., 2001).

⁸ Ivančič et al., 2000

2.4.2 Delivery

Network of formal and non-formal education and training providers

The education system has inherited a wide network of schools distributed right across the country with schools that are generally well-equipped. Vocational schools, in particular, used to be specialised in line with the biggest local enterprises. Because of demographic decline and industrial restructuring, the network of primary and secondary schools is gradually becoming unsustainable. Discussions about reorganising the school network have only just begun – a discussion that will also have implications for the teaching and other staff in schools.

The total number of study places in public VET schools must be sufficient to accommodate all those who have successfully completed their basic education and wish to continue their education at the secondary level. The exception is the apprenticeship scheme. Schools offering this type of training must provide places for all children who have signed an apprenticeship agreement.

Supply of adult education

The data of the Slovenian Institute for Adult Education (Brenk, 2003) on the supply of adult education and training in the 2002/2003 school year show there were 292 providers of training courses for adults, which represents an increase of some 10% compared to 2001/2002. Of these, 31.5% were private providers, 16% were secondary schools, about 12% were people's high schools, while around 4.8% of adult education units were at schools, enterprises (4%) and 5.5% involved associations, societies and their umbrella organisations. The remaining providers were composed of public organisations, colleges and higher education institutions, special training centres, research institutes, libraries, chambers, economic and professional associations and societies, and the like (Brenk, 2003).

The regional distribution of training providers has experienced very small changes compared to 2001/2002. Of the total, 44% is situated in the Osrednjeslovenska region, 13.7% in the Podravska region, 11.3% in the Gorenjska region, 9% in the Savinjska region, while the share in other regions is very small, almost negligible: 1.4% in the Notransko-kraška region and in the Zasavska region, and 2.4% in the Spodnjeposavska region. In other regions, this share amounts to between 3% and 4%.

The latest statistical data on the realisation of the supply of non-formal education and training at the national level are for the 2000/2001 school year. They show that non-formal training was delivered by 260 providers⁹, of these 34 were people's high schools, 123 were specialised adult education organisations, 23 were adult education units at schools, 53 were training units in enterprises and other organisations, and 27 were other providers. In addition, 133 schools offered driver-delivered training for drivers. The figures (see Table 5 in the Annex) indicate an increase in the number of providers in comparison to 1999/2000, with people's high schools being an exception. The number of providers in the category 'other providers' has increased the most (by 59%), which is followed by the units for education of adults at secondary schools (by 53%).

4,467 programmes and courses for adults were supplied in 2002/2003. This means an increase of 3% compared to 2001/2002. Of the total, 16% were formal education and training programmes, 14% were advanced training courses for work, while non-formal training courses amounted to 70%. Of non-formal training courses, 31% provide publicly-recognised certificates and 69% are not approved by authorised national bodies. In comparison to 2000/2001, the share of training courses providing public certificates remained the same (Brenk, 2003).

On the other side, the figures provided by the National Statistical Office show that the number of training programmes and courses delivered in 2000/2001 increased slightly compared to 1999/2000; they amounted to 17,733, which means an increase of about 3%. Within the structure of the delivered training programmes and courses, 25% were language courses, 13.5% were driving courses. Of the total of all courses, 38% provided publicly-recognised certificates. Public certificates are provided by nearly all courses for drivers, by about 42% of language courses and 24% of training courses for work and occupations. According to the data, compared to 1999/2000 the percentage of publicly-approved courses increased in the field of language training, whereas other categories of non-formal training did not experience any changes.

The total number of hours of training delivered amounted to 650,866, which is about 12% more than in 1999/00. Of all delivered hours, 47% were within language training and about 7% were within training for drivers. Regarding language courses, of all delivered hours 42.5% are within publicly-approved courses, while the respective percentage within driving courses amounted to 99.5% (see Table 10 in the Annex).

When looking at the range of the supply of non-formal education and training by providers, specialised adult education organisations represent the most important providers of non-formal training courses. Their share in the delivery amounts to about 42%. They are followed by training centres in enterprises and other organisations (about 20%), while people's high schools are the third-most important provider with a share of 17%. The shares of other providers are only minor. The numbers and shares of providers do not point to any stable trends in changes in the structure of providers of non-formal training. It may be assumed that they instead point to certain instability

⁹ Schools for drivers are not included.

(adaptability) in the supply of non-formal education and training. It is further demonstrated that specialised adult education providers deliver the largest share of hours of non-formal training (43% of all hours delivered). According to the figures, the share delivered by people's high schools and other providers fell compared to 1999/2000 but the share by training units in enterprises increased considerably (by 85%).

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

Teaching and training staff: pre- and in-service training, salaries, numbers, career development

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

Initial training is not organised as an extra requirement for the teachers of technical-theoretical and vocational-practical subjects. After completing higher education (non-teacher) studies and a minimum of 3 years of work experience, prospective secondary teachers must follow a special postgraduate non-degree course for teaching in a secondary school. This is another way of unqualified teachers entering the teaching profession. If other professionals wish to become secondary teachers and teach not only technical subjects but also general subjects at general and technical or vocational schools, they can acquire the teaching qualification by passing special postgraduate non-degree programmes.

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

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

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

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

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

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

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

The regulations also stipulate the promotion of teachers and other professional associates to the title of *mentor*, *svetovalec* and *svetnik* (mentor, adviser and counsellor). The promotion is proposed by the head teacher or by the teacher himself. The Minister for Education decides on the awarding or revocation of the title. Requirements for promotion stipulated in the regulations are as follows: a period of employment in education; teaching performance; professional qualifications; in-service training; and extra professional activities (writing textbooks, research etc). The Programme Council for In-service Training must accredit the in-service training. Mentorship, in-class observation,

teaching by model teachers, supervision of educational workshops, lectures, exhibitions, public events, research colonies, competitions, professional consultation meetings, participation in committees, working groups, societies, professional councils, translations, publication of articles, reviews, papers, manuals, research papers and other similar activities are recognised as extra professional activities that all help a teacher's promotion prospects.

Promotion titles are evaluated in terms of coefficients, i.e. the teacher's salary is increased according to the relevant coefficient starting from the day of promotion.

It is generally recognised that teachers in the VET system very often lack knowledge, experience and understanding of the world of work – this is especially true for the teachers of general subjects. The present structure of pre-service teacher training and teacher profiles produced by the system creates some barriers for a fundamental reorganisation of the VET curriculum (e.g. its modularisation), making it less theoretical and more problem-oriented.

TABLE 1: NUMBER OF EMPLOYEES IN SECONDARY SCHOOLS FOR YOUTH

Type	1999/2000	2000/01	2001/02	2002/03
Managers	308	309	308	309
Teachers	7,533	7,482	7,410	7,429
Counsellors	157	159	158	159
Librarian	146	148	150	150
Other professional staff	83	77	76	76
Other staff	1,442	1,446	1,460	1,453

Managers: directors of school centres and school principals, assistants of the principal.

Teachers: teachers, coaches, teachers of practical instructions, laboratory assistants.

Other professional staff: organisers of practical instruction, organisers of practical work, school-farm managers.

Other staff: administrative, accounting, technical staff.

Source: Ministry of Education, Science and Sport, 2002

Special requirements for staff in organisations delivering publicly-recognised adult education programmes and programmes financed from public funds are also specified in the Act on Adult Education. Teaching staff who have not completed initial teacher training must complete a one-year pedagogic-andragogic course offered by a licensed provider. Most teachers and trainers in adult education are not in regular employment. According to statistical data, in 1999/2000 of the 6,141 teachers and trainers working in non-formal adult education, only 16% had permanent full-time employment, 2% were in part-time employment and as much as 82% were external collaborators.¹⁰

Training for the unemployed (including specific target groups: long-term unemployed, early school leavers, young graduates, disabled, Romany)

The National Programme of Development of the Labour Market and Employment up till 2006¹¹ points out that every young person unemployed for 6 months or longer is entitled to a new opportunity be it via enrolment in formal training programmes, non-formal training courses provided by employment agencies or other programmes of the active employment policy organised by the ESS. The following types of non-formal training are available to the unemployed:

- Training activities aimed to help in planning occupational goals and effectively searching for employment. These include:
 - a. information and motivation courses aimed at providing the unemployed with information and motivating them to actively search for solutions to their unemployment;
 - b. workshops on looking for jobs provide short-term help to those with difficulties in their labour market orientation; the unemployed are provided with information on effective ways of searching for jobs; and
 - c. workshops for discovering occupational goals – this is some kind of occupational guidance and counselling in a group.
- Courses for personal development – their main goal is to activate the weakest groups of the unemployed (the long-term unemployed, poorly educated, those without work experience, the socially excluded, disillusioned);
 - a. 'Job Clubs' – this is a longer form of unemployment training aimed at increasing success in searching for employment.
 - b. Programmes of training and advanced training – these aim to equip the unemployed with functional skills and abilities currently in demand in the job market. Training courses are organised so as to allow the combination of theoretical and practical training.

¹⁰ Statistical Office of the Republic Slovenia. Rapid Reports No. 310/2002, 21 Nov. 2002, Table

¹¹ The document was passed by Parliament on 25 October 2001 (Official Gazette, no. 92/22.11.2001).

- c. Practical assessment – the programme is aimed to examine knowledge, skills, interests and abilities of an unemployed person for pursuing a certain job or set of tasks. It is organised either with employers or the providers of vocational education.
- d. On-the-job training with an employment relationship – the programme is carried out on the basis of a tripartite contract between the employment office, employer and the unemployed person. Another version involves on-the-job training without any employment relationship.

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

Data on the participation of the unemployed in training do not suggest any stable trends; only the number of those enrolled in formal education displayed a falling trend till 2001 but from 2002 onward it started to increase. In 2002 and 2003, the participation in training programmes organised in the work environment combined with a employment relationship rapidly decreased whereas those without a employment relationship decreased in 2002 and then strongly increased in 2003 (see Table 6 in the Annex).

Training of the disabled

The National Employment Service provides training measures for the disabled. Rehabilitation councillors-specialists deal with this group. They participate in various kinds of training in order to improve their employability. The basis for selecting training is represented by their remaining knowledge, skills and capabilities. A rehabilitation plan is made in collaboration with a rehabilitation councillor-specialist, the medical counselling service, and the expert commission for determining the (dis)ability of a person (according to the corresponding law). An appropriate strategy for resolving the problem of employing the disabled is given by the National Programme of Training and Employment of the Disabled. The proposed solutions set priorities for the measures connected with work and training. In addition to training for work, these new programmes also offer new ways for the acquisition of skills and attitudes needed for social integration. Data on the participation of disabled people in education and training programmes are shown in Table 7 in the Annex. Also in this case, very irregular trends can be observed.

Training in enterprises

The latest data on education and training in enterprises were collected in 2000 within the survey CVTS2. Of 6,510 economic and non-economic organisations providing data, 56% delivered training to the employed. Of all those employed in these organisations, 38.8% (196,623) participated in training.¹² On average, employers provided about 11 paid hours per employee for training, while total average costs of training added up to around SIT 43,000 per employee or SIT 112,000 per participant. In comparison with 1999, the number of employees taking part in education and training increased by around 3%, while its proportion declined by almost 4%. The number of paid hours for education per employee also decreased considerably while at the same time, the costs for education and training per employee increased by almost 60%.¹³

Breaking down the figures by individual economic activities points to large differences with regard to the abovementioned characteristics. Transportation, storage and communications show the highest share of participants (57%). They are followed by public services (education, health services), financial and business services and electricity, gas and water distribution. Of those employed in the manufacturing industry, about 40% participated in training. The most limited access to training is found in other public, common and general services (17.6%); agriculture (17.8%) and construction (18%). Regarding public services, the largest percent of the employed attending training was seen in education (49%); followed by health care (nearly 49%) (see Table 8 in the Annex).

¹² In Slovenia, in 2000 the statistical survey on the education of workers (ŠOL-ZAP/00) was carried out for the second time.

¹³ In 2000, only people employed in organisations (and not all employed) were covered by the survey.

Training to promote the labour market and social inclusion of disadvantaged groups

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

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

Special training programmes for young adults in the 15-25 age group (*PUM*) are intended for those young adults who have no basic vocational qualifications and no work experience, who dropped out of school, are poorly motivated for education and training and have unreal views of work, career planning and employment. The main goal of the programme is to motivate these young people to develop work habits, discover their talents and abilities to learn how to co-operate, and define their vocational goals. As many as 319 people participated in the 2001/2002 school year. In the 2002/2003 school year, the *PUM* programme was carried out by 8 providers and altogether 351 people took part in the programme. Out of them, 95 participants only came to get information on this, which lasted for a week only. After completing the *PUM* programme, almost 69% of all participants obtained a certificate on formal education (26) or continued with education in the same education programme (108) or other education programme (42). 6 participants got permanent jobs, while 18 participants got jobs for a fixed period (Lovše, 2003).

2.4.3 Participation in education and training

Participation of youth in secondary education and training

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

TABLE 2: ENROLMENT TRENDS IN THE FIRST GRADE OF SECONDARY EDUCATION (YOUTH - IN %)

Type of education	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Short-term vocational education	5.5	5.7	5.5	5.1	4.8	4.3	3.8	3.6	3.4
Secondary vocational education	36.5	36.7	35.7	34.3	33.0	30.6	29.5	27.3	25.6
Secondary technical education	36.3	34.9	35.0	30.3	29.8	30.8	31.7	32.8	33.7
General secondary education (<i>gimnazije</i>)	21.7	22.7	23.8	30.3	32.5	34.3	35.0	36.2	37.3
Total (number)	32,527	32,362	31,078	30,472	29,802	28,531	28,042	28,553	27,909

Source: Ministry of Education, Science and Sport, 2003.

TABLE 3: ENROLMENT TRENDS IN ALL GRADES AND TYPES OF SECONDARY EDUCATION (YOUTH - IN %)

Type of education	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Short-term vocational education	3.3	3.1	3.1	2.8	2.6	3.3	2.9	2.7	2.5
Secondary vocational education	28.3	30.1	29.5	28.1	26.4	24.5	23.1	21.5	20.0
Secondary technical education	41.5	38.4	37.8	35.7	34.2	32.1	31.0	31.1	31.6
Vocational-technical education (3+2)	2.7	3.7	4.6	5.9	6.9	7.4	7.6	7.4	7.6
Vocational courses (<i>Poklicni tečajji</i>)	-	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3
General secondary education (<i>Gimnazije</i>)	24.1	24.6	25.0	27.2	29.6	32.2	34.7	36.0	36.9
Course for matura preparation (<i>Maturitetni tečaj</i>)	-	-	-	0.1	0.2	0.4	0.6	1.0	1.2
Total (number)	104,073	106,606	107,149	106,536	105,455	104,508	103,230	103,178	103,203

Source: Ministry of Education, Science and Sport, 2003.

TABLE 4: ENROLMENT TRENDS IN POST-SECONDARY VOCATIONAL SCHOOLS

Indicator	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03
Number of schools	5	5	6	9	17	22	31
Number of regular students	342	632	817	1,189	1,966	2,361	2,974
Number of part-time students	-	232	661	1,258	2,794	3,809	5,822

Source: Statistical Office of the RS, 2003.

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

TABLE 5: SHARES OF APPRENTICES AND SECONDARY SCHOOL STUDENTS, BY FIELD OF STUDY

Field of study	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
Agriculture and food-processing	6.6	6.5	6.8	6.0	5.8	4.9	4.7	4.7	4.9
Forestry	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.1
Leather-processing	0.5	0.2	0.1	-	-	-	-	-	-
Textiles	5.5	4.3	3.3	2.2	1.7	0.9	0.9	0.6	0.4
Chemistry, pharmacy, rubber processing	1.7	1.4	1.3	1.2	1.0	1.0	1.1	0.9	1.0
Wood-processing	3.8	3.7	3.7	3.1	2.7	2.7	2.7	2.6	2.4
Construction	3.3	3.5	3.6	2.9	2.9	2.7	2.8	2.4	2.2
Catering and tourism	6.0	6.3	6.5	6.7	6.5	6.0	6.0	5.8	5.8
Economics	19.1	20.1	20.7	17.9	18.4	20.1	19.1	18.3	17.7
Paper and printing	0.8	0.7	0.7	0.5	0.5	0.7	0.7	1.0	1.0
Electrical engineering	8.4	8.0	7.7	7.1	7.0	7.3	7.3	7.5	7.5
Mechanical engineering and metallurgy	12.8	11.9	10.7	9.2	8.4	7.7	8.2	8.0	8.0
Transport and communications	0.9	1.1	1.1	1.1	1.2	1.3	1.6	1.6	1.6
Mining and geology	0.1	0.2	0.2	0.2	0.1	0.1	0.1	0.1	0.1
Health care	3.6	3.8	3.9	5.0	5.1	5.1	5.1	5.3	5.5
Teacher training	0.6	0.6	0.6	0.9	1.0	1.1	1.0	1.3	1.5
Social sciences	1.1	1.0	1.0	1.1	0.9	-	-	-	-
Culture	0.6	0.6	0.5	0.5	0.6	0.7	0.7	0.7	0.5
Personal services	2.2	2.9	3.2	3.4	3.2	3.0	2.6	2.5	2.2
General education (Gimnazije)	21.7	22.7	23.8	30.2	32.4	34.5	35.2	36.6	37.6
Internal affairs	0.5	0.4	0.4	0.4	-	-	-	-	-

Source: Ministry of Education, Science and Sport, 2003.

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

TABLE 6: STUDENTS REPEATING CLASS IN SECONDARY EDUCATION PROGRAMMES (IN %)

Generation	1995/96	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04
1 st year	8.4	6.9	7.0	7.0	6.7	7.0	6.0	5.8	5.4
All years	5.3	4.3	4.2	4.1	4.0	4.1	3.6	3.5	3.3

Source: Ministry of Education, Science and Sport, 2003.

Participation of adults in secondary education and training and vocational colleges

Data showing the participation of adults in secondary education by types of programmes demonstrate that the number of adult participants in all secondary education and training programmes increased from 20,879 in 2000/2001 to 21,438 in 2001/2002, or nearly 3%. Participation in 3-year vocational training programmes increased by 2.6%. An increase in enrolment is also characteristic of vocational-technical programmes (+ 10%) and vocational and maturity courses (+29.8%). On the other hand, the number of people enrolled in 4-year programmes decreased by 3.3% and even more in 2-year vocational education programmes – by 13.3%.

Of all secondary education and training, 3-year vocational training amounts to 30.6%, 4-year technical, professional and general education to 36.5%, and 2-year vocational-technical programmes to 31.8%.

Looking at individual training fields, it is the field of business administration and economics that displays the highest share of participants – 46.1% of all participants in secondary education. Other areas with large enrolment numbers are: metallurgy and engineering (9.8%), catering and tourism (6.9%), health care (4.9%), electrical engineering and computers (6.1%) (Table 13).

Fields of education and training with the largest shares of participants, by types of programme:

3-year vocational training

- Economics 42.4%
- Catering and tourism 13.1%
- Agriculture and the food industry 10.1%
- Metallurgy and mechanical engineering 8.8%
- Health care 7.3%

4-year professional, technical and general education

- Economics 47.6%
- General education (social sciences, culture, gymnasium) 16.5%
- Catering and tourism 10.8%
- Teacher training 7.9%
- Health care 6.6%
- Transport and communication 5.9%

2-year vocational-technical programmes

- Agriculture 57.7%
- Metallurgy and mechanical engineering 27%
- Textiles 11.5%

Of all participants 49.5% are women: in 3-year vocational training they amount to 49% of all participants, in 4-year professional and general programmes to 57% and in 2-year vocational-technical programmes to about 41%. Training fields such as leather processing, textile, pedagogy, health care, personal services, social sciences can be regarded as 'female' training programmes, while in the field of economics and business administration 63.5% of participants are women.

Large enrolment growth has also been registered with vocational colleges. Preliminary data show that in the 2003/2004 school year as many as 8,528 adults were enrolled, which amounts to a 28.5% increase compared to 2002/2003. Of 17 study fields, three reveal a greater concentration of participants: commercial occupations (34%), business secretary (about 27%), mechanical engineering (about 9%) (see Tables 14a and 14b in the Annex).

Participation in non-formal education and training

Statistical data collected by providers of non-formal education and training show that in 2000/2001 283,886 people participated in non-formal training, which represents an increase of 13.2% compared to 1999/2000. Of all participants, nearly three-quarters (212,432) attended training courses directed to work and occupations, about 12% participated in language courses, while 11% of all participants were involved in driving courses. Within the group of participants in training for work and occupations, 21% attended courses providing a public certificate while, for language training participants, this share reached about 42%.

A break up by fields of training shows that fields with the most participants are: services (including driving courses) with about 32% of all participants; languages (12%); social sciences, business and law (20%); sciences, mathematics and computing (10%).

As regards the participation in publicly-recognised programmes, most trainees took various service programmes (69%), while 24.5% participated in language programmes. On the other side, the structure of the programmes which are not publicly-recognised is as follows: social sciences, business and law (24%); services (about 23%); and science, mathematics and computing with about 13% of participants. Other fields worth mentioning are health and welfare (nearly 10%); general programmes (9%); and languages (9%).

Results of the occasional statistical survey on the participation of residents of Slovenia aged 15 and over in lifelong learning, which was carried out in the second quarter of 2003 as a part of the Labour Force Survey and covered data on the last 12 months before the survey, indicate that 19.3% of the population took part in various non-formal education and training. Out of all people taking part in non-formal education and training, 80% were employed, somewhat more than 2% were unemployed and 17% were inactive. 67% of all non-formal education and training was work-related (Rapid Reports, No. 118/2004)

2.5 Vocational counselling

Vocational guidance provided by the ESS is intended for adults and young people who need and seek assistance in making a decision on their career path whether this be related to education, training and/or employment. Careers counsellors provide assistance to individuals in setting and achieving their objectives; this helps smooth the transition from unemployment to employment, education and training, or from the education system to the labour market. The vocational guidance programme is carried out by careers counsellors at the ESS and the VIGCs, at information points and information corners.

Vocational guidance for schoolchildren

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

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

Vocational guidance for adults

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

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

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

Vocational Information and Guidance Centres (VIGCs)

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

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

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

3 RECENT DEVELOPMENTS IN EMPLOYMENT POLICY AND IMPLEMENTATION

3.1 State of preparation for the European employment strategy

The assessment of the performance and policies in Slovenia as an EU member-state draws on the following areas:

- key economic and employment performances;
- the main characteristics of the employment policy mix;
- the National Action Plan for employment;
- key aspects of governance in the employment policy field; and
- the responses to EU Council and Commission recommendations.

In the National Action Plan (NAP) the Government introduced a set of measures to reduce the negative effects of entering the EU, which includes 11,574 people, a set for young people (120,407 of them) and a set to sustain employment, to employ and allow the social inclusion of 24,839 people. Another set aims to narrow regional differences within Slovenia, including the most important programmes for local employment (the former public works programme) in which 6,200 people are involved. The EQUAL programme funding should be in the amount of EUR 100,533,000 to help with social inclusion and for 300 people to be directly involved. Further, additional subsidies for employment are planned to be given to the disabled, and for older people (aged 55 to 64 years). For example, if they get a job the employer will not have to pay social security contributions for a year.

Since the Lisbon Declaration of March 2000 the Republic of Slovenia has regarded its task of implementing the European Employment Strategy (EES) very seriously. The country's institutions are increasingly aware of what it means to be in the framework of full employment, leading towards better quality and enhanced labour productivity, while not neglecting that social inclusion refers to everybody.

Unemployment in Slovenia has a predominantly structural character. The national authorities have set quantitative targets for 2006 for their labour market and employment strategy. With accelerated economic growth, employment should increase in the 2000-2006 period by an average of 1% per year. Estimates of demographic trends project that the 15-19 years age group will constitute around 73% of its current level in 2010. Thus, fewer people will be entering education and the labour market. Several other of the biggest structural imbalances are the unemployment of the disabled, the low education levels of the unemployed and significant regional disparities. The promotion of work and an active working life are necessary preconditions for combating poverty and social exclusion.

Key challenges expressed in figures and included in the NAP until 2004 as a projection are shown in the following table.

TABLE 7: PROJECTION OF THE NUMBER AND STRUCTURE OF THE REGISTERED UNEMPLOYED IN THE REPUBLIC OF SLOVENIA, 2004-2006 AS AT 31 DECEMBER EACH YEAR

	Registered unemployed		Long-term unemployed		Unemployed people without a vocational qualification		Young unemployed people (up to 26 years)		Older unemployed people (over 50 years)		Unemployed women	
	number	%	number	%	number	%	number	%	number	%	number	%
2004	89,000	10.0	36,900	41.5	29,700	33.4	18,300	20.6	19,500	21.9	44,700	50.2
2005	85,000	9.3	34,000	40.0	24,600	28.9	17,000	20.0	18,300	21.5	42,500	50.0
2006	80,000	8.7	32,000	40.0	20,000	25.0	15,500	19.4	17,000	21.2	39,000	48.8

The labour market's inflexibility could jeopardise the economy's ability to adapt to political, market and commercial risks. It must also react to different challenges and opportunities. The shift from employment in the manufacturing industry to employment in the service sector cushioned the economic and social distress of transition, as early retirements were used to keep a lid on rises in total unemployment. As to the challenges stemming from the ageing of the population, the low employment rate of workers aged over 55 years is a cause for special concern. In addition, the proportion of long-term unemployment is too high (although the overall picture of the labour market in Slovenia is positive).

The need for a more flexible labour market has emerged while the rigidity of wages must turn towards allowing greater human resources flexibility. The greatest obstacle remains structural unemployment. To change this, the existing passive measures must be transformed into active ones, while the system of social transfers should also be rationalised. Different target groups need different forms of access to promote their employability and to find new methods. Lower taxes should help employers become more interested in employing full-time workers, and to have fewer part-time workers or students assisting their work. There is a need to create new jobs and job opportunities and facilitate labour market participation, primarily involving the promotion of adaptability and entrepreneurship.

Following the National Development Programme adopted in December 2001, and within the National Programme of Labour Market Development and Employment up until 2006, adopted by the Parliament in October 2001, as its

key priorities the Ministry of Labour, Family and Social Affairs (MoLFSA) has been promoting active labour market policies, enhancing the activities of the Employment Service of Slovenia (ESS), reforming the system of regulated occupations, while also improving the VET system's responsiveness to labour market needs.

3.2 General outline of employment policy objectives and measures

The Government of the Republic of Slovenia adopted the Active Employment Policy Programme and, in December 2003, the National Action Programme (NAP). In 2004 the main aim of employment policy remains promoting employment and combating unemployment, while there is still a need for a modern and successful strategy for developing labour market policy measures.

Slovenia faces four key challenges:

- cutting inflation in a sustainable way;
- boosting employment rates, especially for older workers;
- improving conditions for sustained productivity growth; and
- promoting the development of effective competition in all segments of the economy, notably in network industries.

That is why in the Single Programming Document Slovenia pointed out investments in human resources, preventive activities and resolving the problems of the unemployed and socially excluded as one of three priorities of its development for funding using structural funds. The needs, problems and challenges connected to human resources, science and employment will be implemented through the activities of four European Social Fund (ESF) measures. The four ESF measures Slovenia started to implement in 2004 are:

1. Developing and promoting active labour market policies (with activities such as training seeking to improve the skills of the unemployed and educating them).
2. Facilitating social inclusion (through activities like the pathway to integration and employment needs, including EQUAL programme actions).
3. Lifelong learning (LLL), primarily through activities dedicated to systems, the development of curricula etc.
4. Fostering entrepreneurship and adaptability (involving activities like the ongoing training of employees in sectors undergoing restructuring, the continuous training of employees in propulsive sectors, training to support the setting-up of enterprises and the development of new sources of employment).

It must be mentioned that there is no separate European Social Fund policy measure to ensure equal opportunities for women. Yet this does not mean that such activities simply do not exist and are not being implemented. In fact, it is declared in the programme that every second participant in every activity or programme should be a woman. In the field of equal opportunities for women and men an important step was taken in Slovenia when the Act on Equal Opportunities for Women and Men was approved by the government on 20 May and passed by parliament on 18 June 2002.

We stress that most training and education activities in all sectors are in line with the ten guidelines of the EES and needs in Slovenia, such as sectors undergoing restructuring, assistance to become self-employed etc. The distribution of the ESF's financial resources between the four measures is 30%, 10%, 30% and 30% respectively, which is not bad since in Slovenia the ESF for the 2004-2006 period is SIT 24.4 billion (with SIT 18.3 billion coming from EU resources and SIT 6.1 billion provided nationally). In the first year, 2004, there is SIT 3.5 billion available to invest in knowledge, the development of human resources and employment.

The ESF funding seeks to achieve the following aims:

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

Measures of the active labour market policy programme aim at the following target groups and related activities:

- reducing unemployment, above all amongst young people;
- preventing long-term unemployment;
- facilitating the transition from school to work; and
- ensuring social inclusion with special attention to the young unemployed, non-educated and long-term unemployed.

To efficiently apply employment policies, the programmes and measures of the active employment policy programme seek to resolve the unemployment of the most difficult to employ groups, namely older job-seekers, job-seekers trying to secure employment for more than one year, younger job-seekers without experience, young people who have not finished their education or have a low level of education etc. As already indicated, the process of adapting or restructuring the school network in terms of what the labour market needs is slow. Slovenia does have a rich network of education institutions, however, the education system's programmes do not follow new demands for modern approaches in the field of workforce training and re-training quickly enough, or when gaining qualifications for vocational professional training.

3.3 Adaptation of the legal framework

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

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

The new Labour Relations Act remains important for providing opportunities and employment, with the role of the social agreement being ever more seriously discussed by the social partners. The social partners are concentrating on crucial questions not only relating to the individual – employee or employer – but also for society as a whole and for a better understanding of the inter-generational agreement.

3.4 Governance and responsible bodies

Employment programmes bring the social partners together at the local, regional and national levels (municipalities, trade unions, chambers of commerce and small business, companies, business centres, incubators, technology parks etc.). Regarding additional funding from the ESF, it is a challenge not only for the MoLFSA but for all economic and social partners at national, territorial and local levels to set up and develop an appropriate institutional framework for a competitive society, employment opportunities for all and helping people not to become socially excluded. For the latter factor, the Joint Inclusion Memoranda is of the utmost importance, a document that was signed after the pre-accession processes of 2003.

Governance and responsible bodies have become aware of the need to take care of two elements to support more rapid productivity growth. Inflationary pressure continues to be fed by a lack of competition. The main orientation of the employment strategy and policy measures is to address unemployment problems and stimulate active measures to increase employability.

First, since entrepreneurial activity has remained relatively low due to the administrative burden (not allowing enough business creation and more start-ups), activities began to reduce the tax burden. In the summer of 2003 a serious review of tax and benefit systems started. Its focus on the labour market participation of older workers is very important. It reassesses the measures that promote active ageing, including via lifelong learning activities.

There is also a successful anti-bureaucracy programme, a programme to run a one-stop shop for start-ups and activities to shorten various procedures. A problem remains in marketing and commercialising more R&D innovations, to earn a profit from own knowledge invested in R&D; while the benchmark of good management is being raised ever higher. It is noted that Slovenia is the leading new EU member-state in terms of R&D expenditures (1.6% of GDP in 2001).

Given that the tertiary level of the education system is significant for the prospects of promoting R&D and innovation in the business sector, high school institutions and the Ministry of Education, Sport and Science are serious in their task to improve the quality level of the education system. It must be added that interest in this education sector amongst academics is also growing.

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

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

- increasing the population's participation in non-formal general education and learning for improving the quality of living, cultural and civilisation levels, conservation of cultural heritage and national identity, co-habitation of different cultures and protection of the environment; and

- education, training and retraining of the employed and unemployed for the adjustment, upgrading and further development of vocational and professional qualifications, for utilisation of elite knowledge and learning general skills and the qualifications required for directing socio-economic and technological development.

The Programme states that the main direction of the employment policy is to support active forms of increasing employment in which training programmes and support of LLL so as to facilitate the greater employability of the population are central.

The relationship between the labour market's functioning and the implementation of LLL is most clearly defined in the National Programme for the Development of the Labour Market and Employment to 2006. In addition, special care measures and strategies are to be introduced in order to achieve goals such as:

- improving the quality of education;
- ensuring the international compatibility of education standards;
- increasing flexibility in obtaining education and qualifications;
- developing the assessment and certification of prior learning and work experiences;
- developing general/key qualifications in vocational training;
- increasing the responsibility of the social partners for vocational training;
- increasing the autonomy of teachers in defining and delivering curricula;
- supporting the development of postsecondary professional education opportunities in underdeveloped regions;
- introducing non-traditional LLL into higher education (credit accumulation, diploma supplement);
- developing educational counselling for adults in all regions with a special stress on the access of the educationally non-active population;
- providing selective financing for learning literacy skills, reducing the literacy gap among regions, and increasing participation in adult education through regional strategies;
- increasing the responsibility and motivation of employers to invest in education and development of employees by introducing measures such as: preparation of long- and medium-term plans of training in firms and enterprises; defining in-company training goals, providing educational counselling to employees; establishing inter-company training centres and centres for autonomous learning in firms and companies (Official Gazette of the RS, no. 92/01).

When applied in practice, the LLL concept requires a fundamental review of many of the underlying principles and institutions. The LLL concept acknowledges a deficit in technological, mathematical and computer knowledge and skills.

In August 2003 the government of Slovenia passed a programme facilitating efficient EU accession in which economic, social and environmental sustainability were stressed and, primarily, an increase in employability. The structural reforms needed in the labour market were revealed in it; particularly the basic adaptability of the labour market. Promoting a culture of lifelong learning as being attractive and relevant for working life and society, it involves, engages and builds on a diversity of actors, and ever more bodies and resources. More and more partnerships at national, local and regional levels are being built.

3.5 Employment services (at national and regional levels)

3.5.1 Structure and organisation

The main professional institution for delivering employment services and implementing employment policy in Slovenia is the Employment Service of Slovenia (the ESS), an independent public institution organised uniformly for the whole country. In addition to traditional employment service activities, it is also responsible for issuing work permits to foreigners and operating the national scholarship scheme. In 2003 the ESS completed most of the tasks set in its Business Plan and remained one of the most important players in the Slovenian labour market.

The ESS operates at three levels. The Central Office and the ESS Management develop professional guidelines for work and co-ordinate implementation of the ESS' activities. Twelve regional offices co-ordinate the activities of 59 local offices, prepare regional annual working plans and targets, co-ordinate job-placement activities, take care of the employment of certain groups of foreign workers, ensure the implementation, follow-up and monitoring of employment programmes, take decisions about client claims and applications, and prepare statistical-analytical information at the local and regional levels. To fulfil employment policy programmes they collaborate with other regional partners (employers, trade unions, local community bodies, professional institutions, providers of employment programmes etc.).

Local offices work with individuals in the fields of job placement, vocational guidance, employment programmes, implementation of unemployment insurance schemes, and national scholarships.

Pursuant to Article 6 of the Unemployment Insurance Act of 1991, the Ministry of Labour, Family and Social Affairs can grant a concession contract and thereby authorise private agencies to also carry out job placements. In 2003 there were 65 agencies with a general concession, while 85 agencies had a concession for the placement of students. They remain small commercial organisations. The amount provided through the external employment programme for the ESS in 2003 was less than in the year before.

3.5.2 Delivery of services

In 2003 the number of employees of the ESS rose to 855 people, 309 of whom worked in employment departments. The ratio of the number of unemployed per staff member in 2003 was 114, or 316 when only considering the staff in employment departments. The ratio of turnover (inflows and outflows) of unemployed per year per employee was 225, or 623 if we only consider the professional staff. About 35% of the staff have a university education (BA), 33% a college education, and just 2% have less than a secondary school education. 88% of the staff are female. The average age of staff is about 37 years. The ESS organised different training programmes for its employees, including a special training course that ended with an exam that is compulsory according to the latest amendments to the Employment and Unemployment Insurance Act.

The ESS is the main implementer of tasks set by the Ministry of Labour, Family and Social Affairs, which is responsible for employment strategy and legislation. Therefore, good co-operation between the two institutions is required, as well as the ESS' co-operation with employers, local communities, private job agencies, social partners and other institutions at national, regional and local levels. In 2003 intensive preparation activities for the future role in the Eures network and for ESF-co-financed employment programmes took place.

In 2003 employers announced 145,214 job vacancies to the ESS (4.3% more than in 2002) and 115,510 new jobs (5.3% more than in 2002)¹⁴. The total inflow into unemployment (registered by the ESS) in 2003 involved 94,249 people (7.9% more than in 2002), 68,810 of whom were people who had lost their jobs (4.3% more than in 2002)¹⁵, while 25,439 (18.7% more than in 2002) were first-time job-seekers. The outflow from registered unemployment in 2003 involved 97,863 people (6.3% more than in 2002), 50,520 of whom were employed (3.2% less than in 2002)¹⁶. On average, 24,265 unemployed people (0.4% less than in 2002 and nearly a quarter of the average monthly number of registered unemployed in 2003) were given unemployment allowances (18,127 receiving unemployment benefits and 6,138 unemployment assistance), while 70,695 were the beneficiaries of active employment policy measures. In 2003 the ESS also issued 34,143 new work permits for foreigners. There were 53,748 national scholarship holders.

Active employment policy programmes are defined in the National Labour Market Development Strategy and in the yearly National Employment Action Plans. They are target-oriented, with an emphasis on the inclusion of disabled and difficult-to-employ unemployed people, the removal of regional imbalances and the prevention of the transition to open unemployment. Like in previous years, in 2003 the ESS carried out education and training programmes, public works, subsidies to employers for different target groups of the unemployed, self-employment facilitation programmes, training for the disabled, and the promotion of regional and local employment projects. Mainly due to the larger number of people involved in education programmes, the number of unemployed participating in active employment policy measures in 2003 was 39.8% higher than in 2002, representing 71.4% of the average monthly number of registered unemployed.

Education and training programmes were given to 27,025 people, wherein the largest group was involved in the vocational guidance programme (10,012 people). In autumn 2003 the programme previously called 'Programme 5000' was renamed 'Programme 10,000' because the objective is now to enrol 10,000 unemployed people each year to complete their formal education. 7,310 people were involved in this programme in 2003. Other education and training programmes (different workshops and functional training programmes) include 9,703 unemployed people. In addition, 24,583 unemployed people underwent intensive treatment in the Vocational Information and Guidance Centres.

Public works programmes included 6,749 unemployed people in 2003. They have two key objectives: the opening-up of new jobs, and the preservation and development of the work skills of unemployed people. Efforts were made to expand them to those regions with the highest unemployment rates.

¹⁴ About 76% of new employment was for a fixed term, about 17% involved first jobs, 57.3% of new employment was in services, 41.0% in industries and 1.6% in agriculture. Nearly 40% of the newly employed were women.

¹⁵ 32,213 people lost their fixed-term jobs, 9,974 were redundancies, 4,469 people lost their jobs due to bankruptcies, and 22,154 for other reasons.

¹⁶ The remaining 47,343 people were deleted from the unemployment register for other, non-employment reasons, of whom 7,723 were transferred to a special non-unemployment-related register, according to an amendment to the Employment and Unemployment Insurance Act of July 2002.

A set of new programmes of subventions for new employment of different target groups of the unemployed started in the last few years and in 2003 involved about 2,500 people. There were on average nearly 12,000 people working in subsidised work places under these programmes. Another 1,100 were self-employed with the help of a corresponding programme on the promotion of self-employment. Local employment programmes involved 236 people and the labour funds programme 1,981. Within the framework of the active employment policy, the aim of labour funds is to prevent the transition of redundant and potentially redundant workers to open unemployment. Due their regional character, they represent an important factor linking developmental forces at local and regional levels, which also involves the putting together of resources for fighting the problem of unemployment. In 2003, 1,119 people took part in labour funds.

Within programmes to equalise employment opportunities for disabled people and for their (re-)inclusion in the labour market, 4,483 people were included in programmes for medical counselling and 1,946 in vocational rehabilitation for people with disabilities. 1,014 people were involved in special training programmes for the disabled. Further, there were on average 6,084 people working in 144 special companies for the disabled. They receive an allowance, depending on their level of disability.

3.5.3 Monitoring and evaluating activities

The ESS monitors and controls the implementation of all programmes, including descriptive evaluations with all basic statistical and analytical data. For this purpose, project Quality got underway within which the ESS began to apply quality standards of its services for unemployed and employers. Special attention is given to the cost-effective use of available financial and personnel resources, as well as to the monitoring of the ESS' activities, with the target being to simplify and shorten individual procedures and to adapt activities to the specific features of regional labour markets. However, the ESS does not have sufficient resources for any more detailed evaluations that would measure the gross, net and dead-weight effects of individual programmes, so these have not been made in the last few years.

3.6 The ESS' preparedness to contribute to implementing the European Employment Strategy

In 2003, the ESS flexibly adapted its activities to labour market changes. It focused on those activities which should help the ESS to remain one of the key actors in the labour market. In order to adequately consider specific regional features, the ESS strengthened the role of its local and regional offices. Organisational changes related to work with the unemployed, employers and other users were introduced (better connections between local employment offices, introduction of special counselling to employers, widening of the VICG network etc.). All these changes were also contributed to by project Quality, which supports the improvement of business processes and their adaptation to the expectations and needs of users. The ESS actively co-operates with the Ministry of Labour, Family and Social Affairs and other partners at national and local levels regarding the preparation of active employment policy programmes. In addition, the ESS takes part in various international projects that contribute to its recognition and visibility amongst similar institutions in Europe and has thus been preparing for new labour market conditions after Slovenia joins the EU.

The Slovenian Government has endeavoured to remove structural discrepancies in the labour market, increase employment growth and reduce unemployment levels. The national active employment plan for 2004, which is in line with the European Employment Strategy, emphasises the need for harmonised activities of individual branch policies that influence economic growth, social development and the creation of new jobs. In accordance with the programme, developmental resources should primarily be directed to less developed regions. They should aim to narrow economic development differences between regions, which are besides the demographic situation one of the key reasons for structural unemployment and the differences seen between regional levels of unemployment. Active employment policy programmes (whose main implementer is the ESS) will continue to be directed to target groups of the unemployed and will enable their work re-activation, training or education. From the contents point of view, these programmes should be adapted to both the unemployed and employers. This would consequently lead to a further fall in the proportions of long-term unemployed people and those without qualifications, and thereby to a drop in the proportions of youth and unemployed aged over 50. Particular attention will also be given to women, which will enable preservation of a balanced gender unemployment structure. Further implementation of already established changes and novelties in the fields of vocational education (certificate system to obtain occupational qualifications, modernisation of regular vocational education and training programmes) are also extremely important factors for improving the labour market situation.

4 CONCLUSIONS

This review of VET and employment policies shows that a series of structural issues continues to characterise developments in Slovenia: changing employment structures, regional disparities, and imbalances between supply and demand in the labour market leading to long-term unemployment for those older and younger generations with low or no vocational qualifications. The importance of these issues is increasing in the light of reduced economic growth and slow creation of new employment. Increasingly, well-educated young labour market entrants are also facing difficulties in finding employment. On the other hand, demographic developments are leading to falling student numbers in the school system and to a gradually ageing workforce and population. It has therefore become ever more important to ensure that those who enter the workforce or are already part of it are well-qualified. EU member-states have recognised the importance of vocational education and training for economic and social development and Slovenia fully shares this view.

However, it seems Slovenia paid more attention in 2003 to employment policies than to vocational education and training policies dealing with human resource development. Government policies mainly seek to use active labour market policies to counter regional disparities and structural unemployment. Access to European Structural Funds and other EC programmes provide additional resources for doing this while the capacity to develop and implement actions seems to continue being underdeveloped, especially at the regional and local levels. High priority has been given to helping drop-outs acquire a recognised vocational qualification, while the existing Programme 5000 has been expanded to become Programme 10,000 allowing even more school leavers with low or no formal qualifications to be reached. Further, the professional capacities of the Employment Service have been improved, including more attention being given to vocational guidance and counselling for the unemployed.

It seems though that the reform and modernisation of the vocational education and training system has slowed down and been restricted to the small-scale piloting of a number of issues from the outstanding reform agenda, such as granting schools greater autonomy and developing a decentralised financial administration system. Individual schools, school centres and other training providers continue to experiment with innovations aimed at increasing the relevance and quality of their training delivery. Other and more general issues such as re-balancing general and vocational subjects in the curricula, improving capacities for practical training, reform of pre- and in-service teacher training, addressing school drop-outs, the restructuring of the school network (both also in view of demographic trends), and developing initial and adult vocational education and training within a coherent lifelong learning framework have not really been seriously taken up as yet. Clearly, these are all very sensitive issues in Slovenia and some of these issues currently lack a sufficient consensus among the principal stakeholders (teachers, social partners and different political parties) and will perhaps, therefore, only be properly addressed after the election of a new government in autumn 2004.

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6 ANNEX

TABLE 1: SOME ECONOMIC INDICATORS

	1995	1996	1997	1998	1999	2000	2001	2002	2003
Real growth rate of gross domestic product (GDP) in %	4.1	3.6	4.8	3.6	5.6	3.9	2.7	3.4	2.3
GDP in mio SIT	2,372,657	2,728,199	3,110,075	3,464,889	3,874,720	4,252,315	4761815	5314494	5726498
GDP in mio EUR	15,496	16,093	17,240	18,602	20,011	20,740	21925	23492	24503
GDP in EUR per capita	7,797	8,082	8,677	9,383	10,088	10,425	11007	11775	12273
Inflation (annual average)	12.6	9.7	9.1	7.9	6.1	8.9	8.4	7.5	5.6

Source: Gross domestic product 1995-2003, No. 54, 23. April 2004, SORS.
Statistical yearbook 2003, SORS.

TABLE 2: LABOUR FORCE AND EMPLOYMENT IN SLOVENIA, 1995-2003

	1995	1997	1998	1999	2000	2001	2002	2003
Working age population (15-64, 1000)	1374.0	1385.0	1384.0	1383.0	1395.0	1399.0	1401.0	1405.0
Labour force (1000)	952.0	978.0	978.0	959.0	968.0	979.0	972.0	962.0
Participation rates (15-64, in %):								
- total	68.0	68.7	68.8	67.7	67.8	68.3	67.8	66.9
- men	73.5	73.2	73.3	72.3	72.2	73.1	72.5	71.6
- women	62.4	64.0	64.1	63.0	63.2	63.5	63.0	62.1
Age structure (in %)¹								
15-24	13.4	14.4	13.9	12.9	12.3	11.3	10.8	10.0
25-49	71.7	70.4	70.7	71.9	71.5	71.0	71.3	71.7
50-64	13.1	12.5	12.8	12.8	13.8	15.3	15.8	16.3
65 and over	1.8	2.7	2.6	2.3	2.4	2.3	2.2	2.0
Levels of education (in %)²								
- lower (ISCED 0-2)	25.4	25.1	23.1	21.5	20.8	20.8	18.9	17.6
- secondary (ISCED 3)	59.8	60.7	61.5	62.3	62.7	62.7	63.5	63.6
- tertiary (ISCED 5-7)	14.8	14.2	15.4	16.2	16.4	16.6	17.6	18.8
Employment (1000)	882.0	906.0	901.0	886.0	901.0	916.0	910.0	897.0
Employment rates (15-64, in %):								
- total	62.9	63.5	63.3	62.5	62.9	63.9	63.4	62.5
- men	67.7	68.0	67.6	66.9	67.2	68.7	68.2	67.2
- women	58.0	59.0	58.9	57.8	58.5	58.9	58.6	57.6
Structure by sectors of activity (in %)¹								
- agriculture	10.4	12.7	11.5	10.2	10.0	10.4	9.2	8.4
- industries	43.2	40.2	39.4	38.3	38.1	38.5	38.7	37.1
- services	46.3	47.0	49.1	51.5	51.9	51.1	52.1	54.4
Structure by occupations (in %)¹								
- legislators, senior officials, managers	4.5	5.3	5.8	6.3	7.1	7.2	6.6	6.1
- professionals	9.3	9.7	10.3	10.7	10.9	11.2	12.5	13.3
- technical and associate professionals	16.2	12.6	13.1	14.2	14.3	14.6	15.4	16.3
- clerks	10.5	11.8	11.6	11.5	11.1	10.2	10.1	10.4
- service, shop, and market sales workers	11.4	12.0	11.9	12.1	12.0	11.4	12.0	11.6
- skilled agriculture and fishery workers	9.5	12.0	10.7	9.3	8.7	9.1	8.2	7.6
- craft and related trade workers	14.3	12.6	11.2	10.8	11.1	12.1	12.7	13.6
- plant and machine operators	18.9	19.2	20.7	20.3	19.5	18.8	17.3	16.3
- elementary occupations	5.5	4.9	4.7	4.8	5.4	5.2	5.2	4.9

TABLE 2: LABOUR FORCE AND EMPLOYMENT IN SLOVENIA, 1995-2003 (CONTINUE)

Formal employment (1000) ²	751.5	743.4	745.2	758.5	768.2	779.0	783.5	783.5
on 100 formally active inhabitants by regions³								
- Obalno-kraška (SW)				88.6	89.5	88.5	88.6	88.5
- Notranjsko-kraška (SW)				79.5	81.1	80.9	78.9	77.3
- Goriška (W)				90.1	90.6	90.5	89.7	88.7
- Gorenjska (NW)				81.1	82.3	83.4	83.9	83.4
- Central Slovenia (Ljubljana region)				97.1	98.7	100.9	103.4	105.8
- South-east Slovenia				84.3	84.9	85.2	84.3	84.5
- Zasavska (E)				75.5	75.7	72.9	70.0	66.7
- Savinjska (E)				85.6	88.3	88.1	86.3	86.0
- Spodnjeposavska (E)				79.2	80.2	78.3	77.3	75.3
- Koroška (N)				83.7	84.8	84.4	81.7	79.9
- Podravska (NE)				79.4	81.1	82.3	82.7	83.8
- Pomurska (NE)				81.0	80.8	80.7	78.9	78.8
Year changes (in %)								
Working age population	-0.1	0.1	-0.1	0.3	0.5	0.1	0.3	0.3
Labour force	1.7	3.4	0.0	-1.9	0.9	1.1	-0.8	-1.0
Employment	3.6	3.2	-0.6	-1.7	1.7	1.7	-0.7	-1.4
Formal employment	-0.1	-0.1	0.2	1.8	1.3	1.4	0.6	-0.8

Source of data: Statistic Office of the Republic of Slovenia (SORS)

Notes: ¹) 1995, and 2003: second quarter; ² employees and selfemployed; ³ the number of formally employed in the region divided by residential formally active population (formally employed inhabitants plus registered unemployed inhabitants) of the region; not available for the years 1995 to 1998

TABLE 3: UNEMPLOYMENT IN SLOVENIA, 1995-2003

	1995	1997	1998	1999	2000	2001	2002	2003
Unemployment (1000)	70.0	72.0	77.0	73.0	68.0	63.0	62.0	65.0
Unemployment rates (% of labour force)								
- total	7.4	7.4	7.9	7.6	7.0	6.4	6.4	6.7
- men	7.7	7.1	7.7	7.3	6.8	5.9	5.9	6.5
- women	7.0	7.6	8.1	7.9	7.3	7.0	6.8	7.1
Age structure (in %)¹								
15-24	34.3	34.7	32.9	30.6	29.9	32.3	29.0	23.8
25-49	58.6	59.7	59.2	59.7	58.2	56.5	59.7	65.1
50-64	7.1	5.6	7.9	9.7	11.9	11.3	11.3	11.1
Levels of education (in %)¹								
- lower (ISCED 0-2)	33.3	31.9	31.6	31.5	31.3	31.1	27.9	28.1
- secondary (ISCED 3)	62.3	62.5	63.2	63.0	62.7	63.9	65.6	60.9
- tertiary (ISCED 5-7)	4.3	5.6	5.3	5.5	6.0	4.9	6.6	10.9
Registered unemployment (1000)	121.5	125.2	126.1	119.0	106.6	101.9	102.6	97.7
Registered unemployment rates (in % of formal employment and registered unemployed)²								
- total	13.9	14.4	14.5	13.6	12.2	11.6	11.6	11.2
- Obalno-kraška (SW)		11.0	10.6	10.1	9.2	9.0	8.6	8.3
- Notranjsko-kraška (SW)		12.0	12.5	12.2	10.8	9.7	9.1	8.8
- Goriška (W)		9.6	9.2	7.7	6.2	5.8	6.3	6.4
- Gorenjska (NW)		12.0	12.6	11.9	10.1	9.0	8.5	8.3
- Central Slovenia (Ljubljana region)		10.2	10.5	10.1	9.2	8.3	7.9	7.8
- South-east Slovenia		14.0	12.0	11.7	10.8	9.9	9.9	8.6
- Zasavska (E)		17.9	19.2	17.5	15.5	14.7	15.3	16.1
- Savinjska (E)		16.1	16.7	15.3	13.6	13.5	14.0	13.5
- Spodnjeposavska (E)		16.4	15.9	14.9	13.9	14.3	14.4	14.9
- Koroška (N)		13.0	13.0	11.7	10.3	10.2	11.6	12.6
- Podravska (NE)		22.4	22.0	20.6	18.7	17.9	17.6	16.2
- Pomurska (NE)		17.8	18.7	18.2	17.2	16.7	17.6	17.5

TABLE 3: UNEMPLOYMENT IN SLOVENIA, 1995-2003 (CONTINUE)

Shares of registered unemployed (monthly average, in %)								
- women	46.7	48.8	49.9	50.6	50.7	50.8	51.2	52.8
- with lower education	46.7	47.1	46.9	47.5	47.2	47.0	47.0	44.2
- long term unemployed	62.1	57.1	61.7	63.7	62.9	58.9	54.4	48.6
- 40 and more years old	34.1	40.8	46.0	48.5	51.7	50.5	49.4	44.1
- unemployed disabled persons	5.2	7.8	9.3	11.6	15.2	17.9	18.7	10.7
- recipients of unemployment allowances	30.3	32.6	32.6	31.0	29.1	25.3	24.2	24.8
- involved in active employment measures	32.2	30.1	49.7	48.8	53.6	53.8	49.3	72.4
of what: education and training	13.7	13.2	24.3	26.0	26.5	28.0	31.7	52.8
subventions for new employment	12.3	9.8	13.8	10.6	12.5	11.8	4.8	5.9
measures for disabled	2.6	2.9	3.2	3.6	4.7	4.7	5.3	6.8
public works	3.5	4.3	8.4	8.7	9.8	9.2	7.4	6.9
Compensations for yet employed persons (1000 cases, monthly average)	4.3	6.5	7.7	9.6	16.4	24.4	27.5	16.0
- compensations to employers for disabled	3.1	4.0	4.9	5.4	5.8	6.2	6.1	6.1
- other compensations to employers	1.2	2.4	2.8	4.2	10.5	18.2	21.5	11.9
Other activities of ESS (year flow, 1000 cases)								
Counselling (youth and adults)	15.8	13.6	13.5	29.1	27.2	23.8	23.1	24.6
Inflow to registered unemployment	79.6	78.5	77.0	80.8	82.3	87.7	87.4	94.2
Employment of unemployed	60.0	56.1	55.4	62.4	60.2	52.7	52.2	50.5
Announced vacancies	155.2	133.8	142.6	148.5	154.9	143.1	139.0	145.2
New work permits for foreigners	41.2	44.5	33.7	40.7	40.6	34.8	30.3	34.1

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

Notes: ¹ 1995 and 2003: second quarter; ² for regions available since 1997

TABLE 4: POPULATION PROJECTION IN SLOVENIA BY AGE GROUPS

Age groups	2000	2005	2010	2015	2020
	1,990,269	1,985,999	1,975,804	1,974,548	1,964,024
0-14	316,935	290,215	285,497	295,010	300,941
15-19	139,207	123,790	102,362	92,781	96,052
20-24	151,849	138,919	123,156	102,874	93,335
25-34	293,845	294,590	288,155	262,664	227,950
35-44	312,608	302,338	289,040	292,308	288,607
45-54	285,592	309,090	300,780	292,799	283,317
55-59	108,769	122,454	148,375	145,616	143,767
60+	381,464	404,603	438,439	490,496	530,055

Source: 2000: SORS; Projections: T.Kraigher, Population projections 1997-2060, IMAD, 1997: 2005: lower variant; 2010-2020: medium variant

TABLE 5: PROVIDERS OF NON-FORMAL EDUCATION AND TRAINING IN 1999/2000 AND 2000/2001

Providers	1999/00		2000/2001		% of growth
	Number	%	Number	%	
People's high schools	45	18.9	34	13.1	75.5
Specialised adult education organisations	117	49.2	123	47.3	105.1
Adult education units at secondary schools	15	6.3	23	8.8	153.3
Training units in enterprises and other organisations	44	18.5	53	20.4	120.5
Other providers	17	7.1	27	10.4	158.8
Total	238	100	260	100.0	109.2

Note: driving schools are excluded: in 1999/2000 there were 142 driving schools and 133 in 2000/2001.

Sources: Statistical information, 9 Education, Further education 1999-2000, No. 310, 21. Nov. 2002, Tab.1, and No. 308, 8. Nov. 2001, Tab.1

TABLE 6: PARTICIPATION OF THE UNEMPLOYED IN FORMAL AND NON-FORMAL TRAINING PROVIDED BY THE NATIONAL EMPLOYMENT OFFICE, PERIOD 1999 -2003 BY YEARS

Types of training programmes	Number					Chain index			
	1999	2000	2001	2002	2003	2000/99	2001/00	2002/01	2003/02
Functional upgrading and advanced training	11113	14498	14538	13138	16370	130.5	100.3	90.4	124.6
Formal education and training programmes	6359	4854	4796	5190	7310	76.3	98.8	108.2	140.8
On-the-job training with employment contract	5040	2847	2919	1544	130	56.5	102.5	52.9	8.4
On-the-job training without employment contract	291	251	272	30	454	86.3	108.4	11.0	1513.3
USO training courses	215	-	-	-	-				
Assessment of practical job skills	-	966	1497	791	2582	-	155.0	52.8	326.4
Total persons included	23018	23416	24022	20693	26846	101.7	102.6	86.1	129.7

Source: National Employment Office: Annual Reports 1999, 2000, 2001, 2002, 2003. Ljubljana

TABLE 7: PARTICIPATION OF THE DISABLED IN TRAINING PROGRAMMES BY YEARS

Year	Number	Chain index
1995	1,339	100.0
1996	1,453	108.5
1997	1,088	74.9
1998	1,182	108.6
1999	957	81.0
2000	930	97.2
2001	1,077	115.8
2002	576	53.5
2003	1,014	176.0

Source: National Employment Office, Annual Reports 2001, 2002, 2003. Ljubljana

TABLE 8: PARTICIPATION OF THE EMPLOYED IN TRAINING AND PAID HOURS FOR TRAINING BY INDUSTRIES, 2000

Industrial activities	No. of participants	% of employed* in training	No. of paid hours for training per employee*
A+B Agriculture, hunting, forestry and the fishing industry	1,259	18.7	3
C Mining	1,698	33.7	6
D Processing industry	7,912	39.7	9
E Distribution of gas, electricity and water	6,162	45.2	27
F Construction	5,478	18.3	4
G Trade and repair of motor vehicles	13,147	26.6	4
H Catering	3,561	34.4	6
I Transport, storage and communications	17,430	56.8	14
J +K Financial and business services	16,428	46.5	13
L Public administration, social security, defence	10,415	31.6	12
M Education	20,718	49.1	15
N Health service	19,211	48.7	20
O Other public, common and general services	1,996	17.6	5
Total	196,623	38.8	11

Sources: Statistical Office of the RS, Survey ŠOL-ZAP 2000; *own calculations.

TABLE 9: SUPPLY OF NON-FORMAL TRAINING BY FIELDS OF TRAINING, 1999/2000 AND 2000/2001

Field of training	Total		certified training		not certified training	
	1999/2000	2000/2001	1999/2000	2000/2001	1999/2000	2000/2001
Number of courses						
Total	17213	17733	4078	5008	13135	12725
General programmes	1049	1261	4	5	1045	1256
Education	358	354	15	15	343	339
Humanities and arts	326	368	7	4	319	364
Social science, business and law	2110	2061	37	83	2073	1978
Science, mathematics, computing	2895	3346	5	1	2890	3345
Engineering, manufacturing and construction	1324	731	19	94	1305	637
Agriculture and veterinary	41	45	1	0	40	45
Health and welfare	462	408	7	34	455	374
Services	4336	4742	2403	2906	1933	1836
Languages	4312	4417	1580	1866	2732	2551
Number of hours						
Total	579663	650866	224287	262227	355376	388639
General programmes	32340	47835	3005	9408	29335	38427
Education	6157	10768	1534	4278	4623	6490
Humanities and arts	8900	9479	589	44	8311	9435
Social science, business and law	44583	67551	11434	23232	33149	44319
Science, mathematics, computing	51510	78432	130	500	51380	77932
Engineering, manufacturing and construction	40656	50748	6634	25693	34022	25055
Agriculture and veterinary	989	956	100	0	889	956
Health and welfare	5390	9454	710	1200	4680	8254
Services	115089	69294	79830	67458	35259	1836
Languages	274049	306349	120321	130414	153728	175935
Number of participants						
Total	250751	283886	49380	59360	201371	224526
General programmes	16929	20228	129	131	16800	20097
Education	6279	8227	324	517	5955	7710
Humanities and arts	4999	4330	104	53	4895	4277
Social science, business and law	43119	55683	711	1094	42408	54589
Science, mathematics, computing	35072	28476	54	1	35018	28475
Engineering, manufacturing and construction	14800	16705	363	780	14437	15925
Agriculture and veterinary	790	780	14	0	776	780
Health and welfare	16663	22983	130	1184	16533	21799
Services	79653	91853	34273	41033	45380	50820
Languages	32447	34621	13278	14567	19169	20054

Source: Statistical information, 9 Education: Continuing education, Slovenia 1999-2000, No. 310, 21 November 2002 and Continuing education Slovenia, 2000/2001, No. 202, 5 August 2003.

TABLE10: SUPPLY OF NON-FORMAL TRAINING BY FIELDS OF TRAINING, 1999/2000 AND 2000/2001 IN SHARES (%)

Field of training	Total		certified training		uncertified training	
	1999/2000	2000/2001	1999/2000	2000/2001	1999/2000	2000/2001
Number of courses						
Total	17213	17733	4078	5008	13135	12725
General programmes	6.1	7.1	0.1	0.1	8.0	9.9
Education	2.1	2.0	0.4	0.3	2.6	2.7
Humanities and arts	1.9	2.1	0.2	0.1	2.4	2.9
Social science, business and law	12.3	11.6	0.9	1.7	15.8	15.5
Science, mathematics, computing	16.8	18.9	0.1	0.0	22.0	26.3
Engineering, manufacturing and construction	7.7	4.1	0.5	1.9	9.9	5.0
Agriculture and veterinary	0.2	0.3	0.0	0.0	0.3	0.4
Health and welfare	2.7	2.3	0.2	0.7	3.5	2.9
Services	25.2	26.7	58.9	58.0	14.7	14.4
Languages	25.1	24.9	38.7	37.3	20.8	20.0
Number of hours						
Total	579663	650866	224287	262227	355376	388639
General programmes	5.6	7.3	1.3	3.6	8.3	9.9
Education	1.1	1.7	0.7	1.6	1.3	1.7
Humanities and arts	1.5	1.5	0.3	0.0	2.3	2.4
Social science, business and law	7.7	10.4	5.1	8.9	9.3	11.4
Science, mathematics, computing	8.9	12.1	0.1	0.2	14.5	20.1
Engineering, manufacturing and construction	7.0	7.8	3.0	9.8	9.6	6.4
Agriculture and veterinary	0.2	0.1	0.0	0.0	0.3	0.2
Health and welfare	0.9	1.5	0.3	0.5	1.3	2.1
Services	19.9	10.6	35.6	25.7	9.9	0.5
Languages	47.3	47.1	53.6	49.7	43.3	45.3
Number of participants						
Total	250751	283886	49380	59360	201371	224526
General programmes	6.8	7.1	0.3	0.2	8.3	9.0
Education	2.5	2.9	0.7	0.9	3.0	3.4
Humanities and arts	2.0	1.5	0.2	0.1	2.4	1.9
Social science, business and law	17.2	19.6	1.4	1.8	21.1	24.3
Science, mathematics, computing	14.0	10.0	0.1	0.0	17.4	12.7
Engineering, manufacturing and construction	5.9	5.9	0.7	1.3	7.2	7.1
Agriculture and veterinary	0.3	0.3	0.0	0.0	0.4	0.3
Health and welfare	6.6	8.1	0.3	2.0	8.2	9.7
Services	31.8	32.4	69.4	69.1	22.5	22.6
Languages	12.9	12.2	26.9	24.5	9.5	8.9

Source: Statistical information, 9 Education: Continuing education, Slovenia 1999-2000, No. 310, 21 November 2002 and Continuing education Slovenia, 2000/2001, No. 202, 5 August 2003.

TABLE 11: SCOPE OF THE DELIVERY OF TRAINING BY PROVIDERS AND MAIN CATEGORIES OF TRAINING; 2000/2001 AND 1999/2000

Main categories of training and providers	Number of courses		Number of hours		Number of participants	
	2000/2001	1999/2000	2000/2001	1999/2000	2000/2001	1999/2000
Certified training	3142	2498	131813	103966	44793	36102
Folk high schools	144	97	16448	16294	3538	1270
Specialised adult education organisations	351	40	13853	8933	7110	896
Adult education units at schools	85	53	6381	4676	1493	865
Training units in enterprises etc.	132	16	42563	29735	1282	632
Other providers	42	43	2011	1448	508	564
Driving schools	2388	2249	50557	42880	30862	31875
Not certified training	10174	10403	252869	201648	204472	182202
Folk high schools	1756	2103	41829	45598	24612	38962
Specialised adult education organisations	4544	4532	111334	87124	59055	56992
Adult education units at schools	283	254	9004	7841	5616	5802
Training units in enterprises etc.	2974	3271	74757	53111	95684	74273
Other providers	614	243	15795	7974	19476	6173
Driving schools	3	0	150	0	29	0
Language courses - certified	1866	1580	130414	120297	14567	13278
Folk high schools	603	540	45754	46438	5279	5215
Specialised adult education organisations	1123	1006	72852	71184	8486	7869
Adult education units at schools	10	0	483	0	74	0
Training units in enterprises etc.	130	29	11325	2475	728	164
Other providers	0	5	0	200	0	30
Language courses - not certified	2551	2732	175198	153728	19440	19169
Folk high schools	514	559	25743	26336	4850	5005
Specialised adult education organisations	1590	1621	96110	99684	10062	8760
Adult education units at schools	25	0	737	0	614	0
Training units in enterprises etc.	271	112	43881	7780	2301	1363
Other providers	151	440	9464	19928	2227	4041
Total	17733	17213	690294	579639	283272	250751
Folk high schools	3017	3299	129774	134666	38279	50452
Specialised adult education organisations	7401	7199	294149	266925	84713	74517
Adult education units at schools	403	307	16605	12517	7797	7404
Training units in enterprises etc.	3507	3428	172526	93101	99995	76432
Other providers	807	731	27270	29550	22211	10808
Driving schools	2391	2249	53402	42880	30891	31875

Source: Statistical information, 9 Education: Continuing education, Slovenia 1999-2000, No. 310, 21 November 2002 and Continuing education Slovenia, 2000/2001, No. 202, 5 August 2003.

TABLE 12: AVERAGE SCOPE OF THE DELIVERY OF NON-FORMAL TRAINING PER PROVIDER, 1999/2000 AND 2000/2001

Main categories of training and providers	Number of courses		Number of hours		Number of participants	
	2000/2001	1999/2000	2000/2001	1999/2000	2000/2001	1999/2000
Certified training	8	7	335	274	114	95
Folk high schools	3	2	484	362	104	28
Specialised adult education organisations	3	0	113	76	58	8
Adult education units at schools	4	4	277	312	65	58
Training units in enterprises etc.	2	0	803	676	24	14
Other providers	2	3	74	85	19	33
Driving schools	18	16	380	302	232	224
Uncertified training	26	44	643	847	520	766
Folk high schools	52	47	1230	1013	724	866
Specialised adult education organisations	37	40	905	771	480	504
Adult education units at schools	12	17	391	523	244	387
Training units in enterprises etc.	56	74	1411	1207	1805	1688
Other providers	23	14	585	469	721	363
Driving schools	0	0	1	0	0	0
Language courses - certified	7	7	502	505	56	56
Folk high schools	18	12	1346	1032	155	116
Specialised adult education organisations	9	9	592	630	69	70
Adult education units at schools	0	0	21	0	3	0
Training units in enterprises etc.	2	1	214	69	14	4
Other providers	0	0	0	12	0	2
Language courses - uncertified	10	11	674	646	75	81
Folk high schools	15	36	757	2215	143	195
Specialised adult education organisations	13	14	781	882	82	78
Adult education units at schools	1	0	32	0	27	0
Training units in enterprises etc.	5	3	828	177	43	31
Other providers	6	26	351	1172	82	238
Total	45	45	1756	1525	721	660
Folk high schools	89	73	3817	2993	1126	1121
Specialised adult education organisations	60	64	781	2362	82	659
Adult education units at schools	18	20	722	834	339	494
Training units in enterprises etc.	66	78	3255	2116	1887	1737
Other providers	30	43	1010	1738	823	636

Source: Statistical information, 9 Education: Continuing education, Slovenia 1999-2000, No. 310, 21 November 2002 and Continuing education Slovenia, 2000/2001, No. 202, 5 August 2003.

TABLE 13: ADULTS ENROLLED IN SECONDARY EDUCATION BY TYPES AND FIELDS OF EDUCATION, END OF THE SCHOOL YEARS 2000/2001 AND 2001/2002 (%)

Fields of training	Total		2-year lower vocational programmes		3-year secondary vocational programmes		4- and 5-year general and technical programmes		2-year vocational-technical programmes		Vocational course, matura course	
	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01	2001/02	2000/01
Agriculture	5.3	4.6	57.7	50.0	10.1	8.4	1.5		5.0	-	-	-
Forestry	0.2	-	-	-	0.4	0.0	0.2	-	-	-	-	-
Leather processing	0.1	0.1	-	-	0.0	-	0.4	-	-	-	-	-
Textiles	0.8	0.5	11.5	3.3	1.1	0.9	0.3	-	1.2	-	-	-
Chemistry, pharmacy, robber processing and non-metals	0.6	0.6	-	-	0.1	-	1.6	-	-	-	-	-
Wood processing	1.9	1.4	3.8	-	1.7	1.0	0.9	-	3.3	2.2	-	-
Construction	2.3	2.1	-	-	4.0	4.3	-	-	3.4	-	-	-
Catering and tourism	8.6	6.9	-	-	13.1	10.9	10.8	-	2.8	-	52.8	52.8
Economics	46.1	50.7	-	-	42.4	48.0	47.6	-	52.5	57.3	16.8	16.8
Paper and printing	0.4	0.4	-	-	0.0	0.0	1.0	-	0.2	-	-	-
Electrotechnics and computer science	6.1	5.6	-	-	4.0	3.6	5.1	-	9.9	-	-	-
Metallurgy and mechanical engineering	9.8	9.3	26.9	20.0	8.8	9.1	2.4	-	19.9	-	-	-
Transport and communications	3.4	3.2	-	-	4.6	4.2	5.9	-	-	-	-	-
Mining	0.1	0.1	-	-	-	0.1	0.4	-	-	-	-	-
Health care	4.9	4.3	-	-	7.3	6.3	6.6	-	1.5	-	-	-
Teacher training	2.9	1.9	-	-	-	-	7.9	-	-	-	30.4	30.4
Social sciences	2.0	3.1	-	-	-	-	5.9	-	0.1	-	-	-
Culture	0.5	0.4	-	-	-	-	1.4	-	-	-	-	-
Grammar school	3.2	3.6	-	-	-	-	9.2	-	-	-	0.0	-
Personal services	0.8	1.1	0.0	26.7	2.4	3.2	-	-	0.2	-	-	-
Internal affairs	-	-	-	-	-	-	-	-	-	-	-	-
Total	21438	20879	26	30	6550	6384	7175	8107	6815	6197	209	161

Source: Statistical Office of the Republic Slovenia, Rapid Reports, No 66, 9 March 2004; 9 Education. Secondary education, Slovenia, end of the school year 2000/2001 and beginning of the school year 2001/2002, end of the school year 2001/2002 and beginning of the school year 2002/2003, tables 1.5 and 3.5.

TABLE 14A: ADULTS ENROLLED IN VOCATIONAL AND PROFESSIONAL COLLEGES BY FIELDS IN SCHOOL YEARS 1999/2000 TO 2003/2004

Fields of study	Number				Index		
	2003/2004	2002/2003	2000/2001	1999/2000	2/3	3/4	4/5
1	2	3	4	5	6	7	8
Catering and tourism	402	259	326	289	155.2	79.4	112.8
Commercialist	2912	2148	425	-	135.6	505.4	-
Civil Engineering	255	352	372	260	72.4	94.6	143.1
Mechanical Engineering	791	855	597	241	92.5	143.2	247.7
Business Secretary	2283	1492	573	98	153.0	260.4	584.7
Electrical Engineering	157	76	150	167	206.6	50.7	89.8
Electronics	442	452	175	126	97.8	258.3	138.9
Postal Services	155	155	120	71	100.0	129.2	169.0
Telecommunications	223	238	159	78	93.7	149.7	203.8
Sanitation	395	232	-	-	170.3	-	-
Food Technology	84	72	88	61	116.7	81.8	144.3
Wood technology	82	83	-	-	98.8	-	-
Transportation Services	138	71	-	-	194.4	-	-
Agriculture	162	86	-	-	188.4	-	-
Mining and Geotechnology	0	65	44	31	0.0	147.7	141.9
Health Services	18	-	-	-	-	-	-
Informatics	36	-	-	-	-	-	-
Total enrolment	8528	6636	3029	1422	128.5	219.1	213.0

TABLE 14B: ADULTS ENROLLED IN VOCATIONAL AND PROFESSIONAL COLLEGES BY FIELDS
IN SCHOOL YEARS 1999/2000 TO 2003/2004 (STRUCTURAL SHARES) %

Fields of study	2003/2004	2002/2003	2000/2001	1999/2000
Catering and tourism	4.7	3.9	10.8	20.3
Commercialist	34.1	32.4	14.0	-
Construction	3.0	5.3	12.3	18.3
Mechanical Engineering	9.3	12.9	19.7	16.9
Business Secretary	26.8	22.5	18.9	6.9
Electrical Engineering	1.8	1.1	5.0	11.7
Electronics	5.2	6.8	5.8	8.9
Postal Services	1.8	2.3	4.0	5.0
Telecommunications	2.6	3.6	5.2	5.5
Sanitation	4.6	3.5	-	-
Food Technology	1.0	1.1	2.9	4.3
Wood technology	1.0	1.3	-	-
Transportation Services	1.6	1.1	-	-
Agriculture	1.9	1.3	-	-
Mining and Geotechnology	0.0	1.0	1.5	2.2
Health Services	0.2	-	-	-
Informatics	0.4	-	-	-
Total enrolment	8528	6636	3029	1422

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