

**DRAFT**

**ANALYSIS OF SPANISH, PORTUGUESE AND SLOVENIAN EDUCATIONAL AND TRAINING SYSTEM WITH THE COMPARISON OF EDUCATION AND TRAINING IN TRADE SECTOR AND FOR GOODS AND PRODUCT MANIPULATOR**

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## **1. 1. NATIONAL EDUCATIONAL AND TRAINING SYSTEM**

### **1. 1. 1. LEGISLATION, CONCERNING AND DEFINING NATIONAL EDUCATIONAL AND TRAINING SYSTEM**

#### **PORTUGAL**

The Portuguese Education and Vocational Training System changed significantly throughout the 1980s. Among such changes were:

- the introduction of technical-vocational courses and vocational courses (Order No. 194-A/1983, October 21);
- the restructuring of specialized artistic learning (Decree Law No. 310/1983, September 1);
- the launch of the apprenticeship system (Decree-Law No. 102/1984, March 29);
- and the creation of vocational training schools (Decree-Law No. 26/1989, January 21).

The general framework of the entire Education and Vocational Training System was also established in the mid-1980s with the publication of the Basic Law of the Education System (*Lei de Bases do Sistema Educativo* – LBSE - Law No. 46/1986, October 14).

During the 1990s, mention should be made to:

- the regulation of the LBSE (Decree-Law No. 74/1991 of 9 February);
- the legislative framework for vocational education and training (Decree Law No. 401/1991 and Decree-Law No. 405/1991, both of 16 October);
- the launch of the Technological Specialisation Courses (Decree No. 1227/1995 of 10 October and Decree No. 989/1999 of 3 November);
- and the creation of the National Agency for Adult Education and Training (Decree-Law No. 387/1999 of 28 September), which for the first time went under the double supervision of the Ministries of Labour and Solidarity and of Education.

Despite the importance of these earlier developments within the Education and Vocational Training System, the most structural changes have, however, taken place more recently:

- Firstly, through the launch of reforms in basic education (Decree-Law No. 6/2001 of January 18) and secondary education (Decree-Law No. 74/2004 of 26 March). In the case of basic education, understood as the beginning of the process of education and training throughout life, mention should be made to the establishment of the principles guiding curriculum organisation and management as well as the assessment of learning and curriculum development. In secondary education, the principles guiding secondary level education courses were also defined.

- Secondly, through the revision of the structure organising the vocational education and training system, which has regulated vocational provision, and in particular through the creation of the National Qualifications System (Decree-Law No 396/2007 of 31 December) and the bodies and tools it comprises.

## **INITIAL VET**

### **LEGISLATIVE FRAMEWORK**

In general, the Portuguese Legislative Framework regulating Education is based on the LBSE, which established the general framework governing the entire system in 1986.

In 2001, basic education legislation was reviewed (Decree-Law no. 6/2001 of January 18). This revision reflected the Government's strategic goal to provide to all citizens a basic education level, regarded as the beginning of a lifelong education and training process. One of the measures was the re-organisation of curricula, thus strengthening the link between the three cycles of basic education.

In 2004, in order to fight school dropout and school failure, new guiding principles were established under the reform of upper secondary education. This reform intended to implement the re-organisation and management of curricula and learning assessment (Decree-Law no.74/2004 of March 26, together with respective changes and amendments: Amendment no. 44/2004 of May 25; Decree-Law no. 24/2006 of February 6; Amendment no. 23/2006 of April 7; Decree-Law no. 272/2007 of July 26).

Another important legislation is Ordinance no. 29/2008 of June 5, which introduced changes to Ordinance no. 36/2007 of October 8 in order to regulate the reorientation of training pathways for students in upper secondary education. The aim was to facilitate the exchange between upper secondary level courses, created by Decree-Law no. 74/2004 of March 26, through schemes of permeability and equivalence between subjects. The changes introduced were meant to improve the existing reorientation mechanisms, mainly through the adoption of more flexible solutions and the reinforcement of current training offers in upper secondary education, which intended to:

- improve the calculation method for each subject's final grades within the permeability and equivalence schemes;
- enable the attendance of an upper secondary education course after the conclusion of other courses through equivalence between subjects under the reorientation process;
- allow the certification of modules successfully concluded during an initial course in the transition to another chosen pathway.

In line with the Government's goal of broadening access to education and thus ensuring a higher educational attainment level, several legislative measures were taken, namely Decree-Law no. 357/2007 of October 29, which regulates the conclusion and certification process of upper secondary level courses whose study plans are already extinct, aimed at adults with incomplete educational paths.

With respect to tertiary education, the LBSE has undergone two alterations: one concerns access to tertiary education, academic degrees and instruction, while the second adopts the European Credit Transfer System (ECTS) - Law no. 115/97 of September 19 and Law no. 49/2005 of August 30.

Bearing in mind the promotion of equal opportunities in accessing higher education and the will to attract new publics in a lifelong learning perspective, new legislation was approved in 2006 - this legislation aims to facilitate and simplify access to higher education by adults aged over 23 (Decree-Law no. 64/2006 of March 21).

In 2007, Law no. 62/2007 of September 10 established the legislative framework governing tertiary educational establishments, which regulated their constitution, responsibilities and organisation, operation and bodies' competences as well as their supervision and public control by the State within an autonomous framework.

## **VOCATIONAL EDUCATION AND TRAINING**

The before mentioned Agreement for Vocational Training Reform implied a new regulatory framework in VET:

### **Lower Secondary Education Legislation**

- Education and training courses (*Cursos de educação e formação*) - Education and training courses were created by Joint Order no. 453/2004 of July 27. Access conditions, external evaluation and certification are regulated by Joint Order no. 287/2005 of April 4. Another important legislation is Ordinance no. 36/2007 of October 8, which regulates the reorientation process through the system of permeability and equivalence between subjects (amended by Ordinance no. 29/2008 of June 5).

### **Upper Secondary Education:**

- Vocational courses (*Cursos profissionais*) - regulated by Decree-Law no. 4/98 of January 8, which establishes the system for the creation, organisation and operation of schools and vocational courses in the scope of non-tertiary education, as well as by Ordinance no. 797/2006 of August 10 (amends Ordinance no. 550-C/2004 of 21 May), which establishes the system for creation, organisation and curriculum management and for the evaluation and learning assessment of vocational courses within upper secondary education.

- Education and training courses (*Cursos de educação e formação*) - as described above.

- Specialised art courses (*Cursos artísticos especializados*) - regulated by Decree-Law no. 74/2004 of March 26 (above mentioned). Music and dance are not considered vocational education courses and are currently being restructured. Ordinance no. 550-E/2004 of May 21 created all recurrent education courses with learning modules at the upper secondary level, thus approving study plans and the administrative and pedagogical framework, as well as the evaluation criteria, namely for specialised art courses. Subsequently, it was amended by Ordinance no. 781/2006 of August 9 and Decree-Law no. 4/2008 of January 7.

- Technological courses (*Cursos tecnológicos*) - regulated by the above mentioned Decree-Law no. 74/2004 of March 26. In the scope of this Decree, which reforms secondary level education, Ordinance no. 260/2006 of March 14 (amends Ordinance no. 550-A/2004 of 21 May) approves the framework for the organisation, operation and evaluation of technological courses in the secondary level of education. These courses are gradually being replaced by Vocational Courses.

- Specialised art and technological courses for Adult training (*Cursos tecnológicos e artísticos especializados do ensino de adultos*) - Regulated by Ordinance no. 550-E/2004 of May 21, subsequently amended by Ordinance no. 781/2006 of August 9. These courses are currently being gradually replaced by EFA (Education and Training for Adults) Courses.

- Apprenticeship courses (*Cursos de aprendizagem*) - ordinance no. 1497/2008 of December 19 updates the study plans of apprenticeship courses. This legislation also regulates access requirements, organisation, management and operation of apprenticeship courses as well as the assessment and certification of learning outcomes.

### **Post-Secondary non-Tertiary Education:**

- Technological specialisation courses (CET) - Ordinance no. 989/99 of November 3 regulates the CET and revokes Ordinance no. 1227/95 of October 10. Amended by Ordinance no. 698/2001 of July 11 and Ordinance no. 392/2002 of April 12.

Decree Law no. 393-B/99 of October 2 regulates special access and applications for admission in higher education. Ordinance no. 854-A/99 of October 4 approves the regulation of the Special Application for Admission to Higher Education. Amended by Ordinance no. 1081/2001 of September 5 and Ordinance no. 393/2002 of April 12, which regulates special access and admission in higher education for the holders of a Technological Specialisation Diploma as well as the terms for the curricular integration of candidates.

Decree Law no. 88/2006 of May 23 regulates the legal framework of the technological specialisation courses (CET), defined as post-secondary non-tertiary training that confers a level 4 qualification. Increases the supply of technological and vocational training and extends access to new audiences.

### **Tertiary Education**

The training supply created after the publication of Decree-Law no. 74/2006 of 24 March, which approved the legal framework of tertiary education degrees and diplomas in accordance with the Bologna Process, brought greater flexibility through the adoption of curricula with alternative training routes.

The higher education system is constituted by polytechnics and universities. Graduate (1<sup>st</sup> cycle) and master (2<sup>nd</sup> cycle) degrees can be granted either by universities or polytechnic education establishments. Ph.D. degrees are exclusively granted by universities.

With respect to curriculum, tertiary education establishments enjoy considerable autonomy over teaching methods and content since they are responsible for drawing up curricula for the courses they offer.

The legislation approved in 2006 aimed also towards the promotion of equal opportunities in higher education by facilitating and enabling flexibility in access to higher education by adults aged 23 or above from a lifelong learning perspective (Decree-Law no. 64/2006 of March 21).

### **INSTITUTIONAL FRAMEWORK - ROLE OF INSTITUTIONS**

Initial education and training is centrally administered regarding the definition of major policy lines and curricular, teaching and financial guidelines. Likewise, the Autonomous Regions of Azores and Madeira have their own assignments, although they are subordinated to the main national guidelines.

### **European Union**

Portugal takes part in several European processes that intend to contribute towards the improvement of education and vocational training systems and develops its policies in response to the challenges posed to the Member-States as regards initial education and vocational training since the Lisbon Strategy.

### **Central Government**

The Education and Vocational Training System is centrally administered in regard to the definition of major policy lines and curricular, teaching and financial guidelines.

### **Ministry of Solidarity, Employment and Social Security (MSESS)**

The Ministry of Solidarity, Employment and Social Security is responsible for what concerns IVET and CVET and for the definition, promotion and evaluation of vocational education and training programs and measures, in articulation with the Ministry of Education and Science (MES).

The National Vocational Training Council (CNFP) is an advisory body under the supervision of the MES and the MEE that aims to support the definition and follow the execution of vocational education and training policies inserted either in the education system or in the labour market.

The Directorate-General for Employment and Industrial Relations (DGERT) is responsible for the preparation of political, legislative and regulatory measures as regards employment and initial and continuing vocational education and training, for the definition of strategies for developing workers' employment and training in national and European contexts and also for the definition of criteria, quality evaluation and accreditation of VET providers.

The Institute for Employment and Vocational Training (IEFP) is the national public employment body responsible for implementing active employment policies, particularly those related to vocational training, such as initial and continuing vocational and education training courses and initial and continuing training of trainers.

IEFP performs its tasks through five regional delegations and various local executive bodies.

The participation of the IEFP in Joint-Management Vocational Training Centres and in Joint-Management Vocational Rehabilitation Centres was set up by agreements signed with employers' associations or trade union organisations in order to provide initial and continuing vocational and education training activities at the sectoral level.

### **Ministry of Education and Science (MES)**

The Ministry of Education and Science is responsible for the definition, coordination, implementation and assessment of the national policy as regards the Education system, specifically in terms of pre-primary education, basic education, upper secondary

education and adult education. With regard to national policies for the promotion of qualification levels, the Ministry of Education and Science is responsible for the coordination and integration of national education and national vocational training policies. The MES's tasks are performed by central, regional and local services, with the support of advisory bodies.

Under the MES, Regional Directorates for Education (DRE) are responsible for coordinating and supporting the organisation and working methods of schools; managing human and material resources; participating in the planning of the school network; and cooperating with other services and bodies in joint activities concerning vocational education and training.

At the local level, the MES's network comprises all public establishments providing pre-primary, basic and upper secondary education.

The National Education Council (*Conselho Nacional de Educação*) as an advisory body and in what concerns the education system aims to comment and advise on draft legislation submitted to it by parliament and the government.

The Schools' Council (*Conselho das Escolas*) is another advisory body that represents schools at the MES, participates in the definition of policy and is consulted on legislation regarding compulsory education and upper secondary education and can make proposals in relation to legislation and regulations.

The Directorate-General for Innovation and Curriculum Development (DGIDC) supports the definition of policies concerning teaching methods and components and ensures the implementation of those policies by defining study plans, objectives and essential curricular content.

The National Agency for Qualification and Vocational Education and Training (ANQEP) - The Agency is under the scope of the MEE and the MESS, which are represented in the Management Board (*Conselho de Gestão*) and have an essential role in what concerns VET policies executed by the Agency.

Within the scope of the ANQEP, the Sectoral Councils for Qualifications are technical-consulting group works whose mission is to collaborate with the ANQEP in the revision and development of the CNQ.

### **Others**

In 2010, the Commission for the Follow-up of the New Opportunities Initiative and of the National Qualifications System (*Comissão de Acompanhamento da Iniciativa Novas Oportunidades e do Sistema Nacional de Qualificações - CAINO*) was created to ensure a link between the services that are responsible for the coordination, implementation and management of measures and resources involved in the New Opportunities Initiative at the national level and to guarantee their connection with the operators of the National Qualifications System.

CAINO was also responsible for:

- identifying double certification training needs for officially registered unemployed persons;
- manage the Information and Management System for Education and Training Provision (SIGO);

- monitor and assess the operation of vocational education and training courses;
- regulate the access of people with disabilities or incapacity to the process of recognition, validation and certification of skills and other education and training provision for adults;
- monitor and evaluate the implementation of apprenticeship courses and promote the dissemination of the results and best practices of training actions undertaken.

CAINO was composed of one representative from each of the entities referred to below:

- National Agency for Qualification and Vocational Education and Training (ANQEP), the coordinating body;
- Institute for Employment and Vocational Training (IEFP);
- Strategy and Planning Office (GEP), Ministry of Labour and Social Solidarity;
- Directorate-General for Employment and Industrial Relations (DGERT);
- Human Potential Operational Programme (POPH);
- Office for Education Statistics and Planning (GEPE);
- Directorate-General for Innovation and Curricular Development (DGIDC), Ministry of Education;
- Regional Directorate of Education – North;
- Regional Directorate of Education – Centre;
- Regional Directorate of Education – Lisboa and Vale do Tejo;
- Regional Directorate of Education – Alentejo;
- Regional Directorate of Education – Algarve.

CAINO was also composed of two representatives from each of the two trade union associations and a representative from each employers' confederation with a seat in the Permanent Commission for Social Dialogue.

At the request of the coordinating body, participation in the works of the Commission is also extended to a representative of the directorate-generals for education in the Autonomous Regions and the associations representing the operators of the National Qualifications System and student-trainees.

In March 2013 a new legislation came up (Order nº 135-A/2013, March 28) extinguishing the New Opportunities Initiative and its institutional framework and creating the "Centros para a Qualificação e o Ensino Profissional" (Centres for Qualification and Vocational Training).

### **Social Partners**

Social partners have active participation in vocational education and training policies, namely a major recent contribution in the development of the National Qualifications System.

They participate in advisory and social coordination bodies (tripartite composition) such as:

- the Economic and Social Council (*Conselho Económico e Social* – CES), the body responsible for consultation on and coordination of economic and social policies;
- the National Vocational Training Council (*Conselho Nacional da Formação Profissional*) dealing with vocational policies;
- the National Education Council (*Conselho Nacional de Educação*) dealing with educational policies.



Social partners also have a seat on administrations, general councils and monitoring committees of the official bodies responsible for implementing, monitoring and funding vocational training policies, such as:

- IEFP's Administrative Board, Audit Commissions, Regional advisory boards and Vocational training centres' advisory boards;
- General Council of the former Institute for the European Social Fund Management (IGFSE) – new designation Agency for the Development and Cohesion;
- General Council of the ANQEP;
- Sectoral Qualifications Councils, which work alongside the ANQEP; and
- Commission for the Follow-up of New Opportunities Initiative and National Qualifications System.

Although the social partners play an essentially consultative and advisory role in the bodies on which they are represented, they are however responsible for providing various training activities that serve national policies, such as the training provided by the joint-management centres (vocational training centres and vocational rehabilitation centres), which they run in partnership with IEFP, or the training provided under the Integrated Training Plans (*Planos Integrados de Formação* – PIF) - Article no. 13 of Implementing Decree no. 12-A/2000 of September 15, governing the support provided to actions financed by the European Social Fund, namely within the scope of vocational training, insertion in the labour market and support for employment.

These plans are a structured set of actions, promoted and coordinated by the social partners with seats on the Standing Committee for Social Dialogue (*Comissão Permanente de Concertação Social* – CPCS) (see also 2.1.2), provided or performed by them and/or their associated regional and sectoral organisations using the facilities of accredited training entities. Vocational training policies and goals are defined in agreements reached in the sphere of the CPCS.

## **CONTINUOUS VET**

### **LEGISLATIVE FRAMEWORK**

In Portugal, the legislative framework governing Education and Vocational Training is based on the National Qualifications System (SNQ). In addition to the Basic Law of the Education System (LBSE), there are important pieces of legislation regulating CVET.

With the aim of broadening access to education and to ensure a higher level of educational attainment, legislative measures were taken, such as Decree-Law no. 357/2007 of 29 October.

This decree is aimed at adults with an incomplete secondary level of education developed according to study plans that have been extinct, who are thereby allowed access to special conditions for the conclusion and certification of the secondary level of education.

The Legal status of higher education institutions (Law no. 62/2007, Sep. 10) establishes as one of the higher education institutions' assignments the development of vocational training and knowledge updating courses. In order to be able to offer this training, the institutions must include this activity in their legal statutes that must be approved by the Ministry.

The Labour Code has also reinforced the right of workers to 35 hours of certified training per year and also promotes the development of RVCC (Recognition, Validation and Certification of Competences) processes.

It also develops a new framework whereby the right of workers to vocational training is made effective, namely through:

- the clarification of the student-worker status;
- the adaptation of the "training clause" by establishing that the recruitment of young people aged up to 18 who did not complete compulsory education (9th grade) is subject to their mandatory enrolment in the Education and Vocational Training System and by directly applying the provisions of the student-worker status to their situation, thus strengthening work exemption as a condition for training attendance;
- the reinforcement of the right to continuing vocational training and the adjustment of the mechanisms for its effective implementation, for instance by: regulating the demands as regards vocational training between fixed-term and permanent work contracts; equalling the attendance of RVCC processes to continuing training; allowing that provisions regarding vocational training be adapted by collective hiring, in the case of micro and small enterprises; imposing the mandatory issue of a training certificate recognized in the National Qualifications System and its registration in the Individual Booklet of Competences.

## **FORMAL CVET**

- Education and training courses - as described above.
- Adult Education and Training Courses - Ordinance no. 230/2008 of March 7 defines the legal framework of adult education and training courses.
- Basic Skills Training Programme - Ordinance no. 1100/2010 of October 22 – approves the basic skills training programme, which is directed at adults who wish to attain basic skills in reading, writing, calculation and use of information and communication technologies and who are subsequently integrated, as trainees, in level B1 or B1 + B2 adult education and training courses (EFA courses).
- Modular Training - Ordinance no. 230/2008 of March 7 defines the legal framework of adult modular training.
- Special vocational training - Ordinance no. 140/1993 of July 6: regulates special vocational training specifically aimed at the qualification and socio-vocational integration of people in particularly difficult situations or included in socially disadvantaged, vulnerable or discriminated groups.
- Programme "Portuguese for All" (Programa Português para todos).
- Personal and Vocational development for persons with disabilities.
- Other training offers.

There are also other available training offers aimed at active employed and unemployed persons, undertaken either by public entities or by private entities, including: Courses of qualification and re-training, courses of professional specialization, updating and upgrading courses and courses in organizational development and management.

These training offers are characterized by being constituted by certifiable units or modules. They are usually developed according to the needs and specific contexts of organizations and workers.

## **INSTITUTIONAL FRAMEWORK - ROLE OF INSTITUTIONS**

Continuing education and vocational training is also centrally administered regarding the definition of major policy lines and curricular, teaching and financial guidelines.

### **Central Government**

The same bodies mentioned for Initial VET.

### **Social Partners**

The same bodies mentioned for Initial VET.

The revised system of certification of VET providers (Ordinance n.º 851/2010, of Sep. 6) establishes a monitoring commission for the certification process, with a tripartite composition, in order to contribute to the improvement of the system and include social partner representatives.

## **SPAIN**

The legislative framework currently governing and guiding the Spanish education system consists of the Spanish Constitution of 1978 [L3.01] and a series of organic laws that develop the principles set out therein:

- Organic Law Regulating the Right to Education (LODE), 1985 [L3.02].
- Organic Law on Qualifications and Vocational Training (LOCFP), 2002 [L3.06].
- Organic Law on Education (LOE), 2006 [L3.07].
- Organic Law on Universities (LOU), 2001 [L3.03]. Various aspects of this law have been amended by the Organic Law modifying the LOU, adopted in April 2007, which together with the Royal Decree 1393/2007 on the Organization of Official University Studies, approved in October 2007, established the new regulatory framework of university education [L3.04] [L3.05].

## **SLOVENIA<sup>1</sup>**

### **GENERAL FRAMEWORK**

Constitution of the Republic of Slovenia

#### **Common Acts:**

- Organization and Financing of Education Act - [Zakon o organizaciji in financiranju vzgoje in izobraževanja \(ZOFVI\)](#)
- [Zakon o posebnih pravicah italijanske in madžarske narodne skupnosti na področju vzgoje in izobraževanja \(ZPIMVI\)](#)
- School Inspection Act - [Zakon o šolski inšpekciji \(ZSoll\)](#)
- School Meals Act - [Zakon o šolski prehrani \(ZŠolPre\)](#)

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<sup>1</sup> Source: web-page of Ministry for education, science and sport, Republic of Slovenia, <http://www.mizs.gov.si/>.

- Placement of Children with Special Needs Act - [Zakon o usmerjanju otrok s posebnimi potrebami \(ZUOPP-1\)](#)
- [Zakon o nagradah Republike Slovenije na področju šolstva \(ZNPS\)](#)
- Act of Intervention Step because of Economic Crises - [Zakon o interventnih ukrepih \(ZIU\)](#)

**Secondary regulation, adopted on the basis of Organization and financing of education Act:**

- Decree on Criteria for Setting up a Public Network of Elementary Schools, a Public Network of Elementary Schools and Educational Institutions for Children and Youth with Special Needs and a Public Network of Music Schools - [Uredba o merilih za oblikovanje javne mreže osnovnih šol, javne mreže osnovnih šol in zavodov za vzgojo in izobraževanje otrok in mladostnikov s posebnimi potrebami ter javne mreže glasbenih šol](#)
- Regulations on Hosting the Flag of the Republic of Slovenia in Educational Institutions - [Uredba o izobešanju zastave Republike Slovenije v vzgojno-izobraževalnih zavodih](#)
- Rules on Conditions for Establishing Public Elementary Schools, Public Elementary Schools and Institutions for Education of Children and Youth with Special Needs and Public Music Schools - [Pravilnik o pogojih za ustanavljanje javnih osnovnih šol, javnih osnovnih šol in zavodov za vzgojo in izobraževanje otrok in mladostnikov s posebnimi potrebami ter javnih glasbenih šol](#)
- Rules on Norms and Standards for the Implementation of the Elementary School Programme - [Pravilnik o normativih in standardih za izvajanje programa osnovne šole](#)
- Rules on Norms and Standards for the Implementation of the Elementary School Programme in Bilingual Elementary Schools and Elementary Schools with Italian as the Teaching Language - [Pravilnik o normativih in standardih za izvajanje programa osnovne šole v dvojezičnih osnovnih šolah in osnovnih šolah z italijanskim učnim jezikom](#)
- Rules on the Norms and Standards for Performing the Programme of Music Schools - [Pravilnik o normativih in standardih za izvajanje programa glasbene šole](#)
- Regulations on Norms and Standards for Performing Educational Programmes for Children with Special Needs in Elementary Schools with Adapted Programme and Institutions for Education of Children with Special Needs - [Pravilnik o normativih in standardih za izvajanje vzgojno-izobraževalnih programov za otroke s posebnimi potrebami v osnovnih šolah s prilagojenim programom in zavodih za vzgojo in izobraževanje otrok s posebnimi potrebami](#)
- Rules on Funding Out-of-School Classes - [Pravilnik o financiranju šole v naravi](#)

- Rules on Methods and Conditions of Access to Central Database of Subsidised School Diet Claimants - [Pravilnik o načinu in pogojih dostopa do podatkov iz centralne evidence upravičencev do subvencionirane šolske prehrane](#)
- Rules on Co-financing of School Competitions - [Pravilnik o sofinanciranju šolskih tekmovanj](#)
- Rules on Management of Textbook Funds - [Pravilnik o upravljanju učbeniških skladov](#)
- Rules on the Education of Teachers and Other Professional Workers in the Elementary School Education Programme - [Pravilnik o izobrazbi učiteljev in drugih strokovnih delavcev v izobraževalnem programu osnovne šole](#)
- Rules Defining the Field of Education of Teachers in Nine-Year Bilingual Elementary Schools and Nine-Year Elementary Schools with Italian as the Teaching Language - [Pravilnik o smeri izobrazbe učiteljev v devetletni dvojezični osnovni šoli in devetletni osnovni šoli z italijanskim učnim jezikom](#)
- Ordinance on the Type of Degrees Required for Music School Teachers, Music Tutors and Librarians - [Pravilnik o smeri strokovne izobrazbe, ki jo morajo imeti učitelji, korepetitorji in knjižničarji v glasbenih šolah](#)
- Rules Defining the Field of Education of Teachers and Other Professional Staff in the Adapted Education Programme for Nine-Year Elementary Schools with a Lower Education Standard - [Pravilnik o smeri izobrazbe učiteljev in drugih strokovnih delavcev v prilagojenem izobraževalnem programu devetletne osnovne šole z nižjim izobrazbenim standardom](#)
- Rules Defining the Type and Level of Degrees Required for Education Professionals Delivering Special Education Programmes for Children and Youth with Special Needs (Post)Rehabilitation Practicum - [Pravilnik o smeri in stopnje izobrazbe strokovnih delavcev v posebnem programu vzgoje in izobraževanja za otroke in mladostnike s posebnimi potrebami \(post\)rehabilitacijski praktikum](#)
- Rules on Updating the Education Process - [Pravilnik o posodabljanju vzgojno-izobraževalnega dela](#)
- Rules on the Management of the List of Operators of the State-Recognized Educational Programmes - [Pravilnik o vodenju razvida izvajalcev javno veljavnih programov vzgoje in izobraževanja](#)
- Rules on Approving Textbooks - [Pravilnik o potrjevanju učbenikov](#)
- Rules on Criteria for Valuation of Material Expenses of Secondary School Student Dormitories - [Pravilnik o merilih za vrednotenje materialnih stroškov dijaškim domovom](#)
- Rules on the Means and Conditions of Public Access to Centralized Inventory Data on the Education Participants - [Pravilnik o načinu in pogojih dostopa do podatkov iz centralne evidence udeležencev vzgoje in izobraževanja](#)

- Instructions on Conducting the Procedures for Preparation, Transmission for Adoption and Publication of Public Educational Programmes - [Navodilo o vodenju postopkov priprave, posredovanja v sprejem in objave javno veljavnih izobraževalnih in vzgojnih programov](#)
- Rules on Licensing Examinations and Proficiency Examinations for School and Sports Inspectors - [Pravilnik o strokovnem izpitu in o preizkusu strokovne usposobljenosti inšpektorjev za šolstvo in inšpektorjev za šport](#)
- Rules on the Treatment of Domestic Violence for Educational Institutions - [Pravilnik o obravnavanju nasilja v družini za vzgojno-izobraževalne zavode](#)

**Secondary regulation, adopted on the basis of Placement of children with special needs Act:**

- Rules on the Organisation and Methods of Work of Commissions for the Placement of Children with Special Needs and on Criteria for Determining the Type and Degree of Disadvantages, Impairments and Disabilities of Children with Special Needs - [Pravilnik o organizaciji in načinu dela komisij za usmerjanje otrok s posebnimi potrebami ter o kriterijih za opredelitev vrste in stopnje primanjkljajev, ovir oziroma motenj otrok s posebnimi potrebami](#)
- Rules on Elementary Home Education of Children with Special Needs - [Pravilnik o osnovnošolskem izobraževanju učencev s posebnimi potrebami na domu](#)
- Rules on Additional Expert and Physical Assistance to Children and Youth with Special Needs - [Pravilnik o dodatni strokovni in fizični pomoči za otroke in mladostnike s posebnimi potrebami](#)

**PRE-SCHOOL EDUCATION**

- Kindergarten Act - [Zakon o vrtcih](#)

**Secondary regulation in the field of pre-school education:**

- Rules on Pre-School Institution Presentation Brochures - [Pravilnik o publikaciji vrtca](#)
- Rules on Childminders' Families - [Pravilnik o vzgojno varstvenih družinah](#)
- Rules on Occasional Child Home Care - [Pravilnik o pogojih za občasno varovanje otrok na domu](#)
- Rules on Documentation in Kindergarten - [Pravilnik o dokumentaciji v vrtcih](#)
- Rules on Norms and Minimal Technical Conditions for Premises and Equipment of Pre-School Institutions - [Pravilnik o normativih in minimalnih tehničnih pogojih za prostor in opremo vrtca](#)
- Rules on the Methodology for the Formation of Prices for Pre-School Institutions Providing Public Service - [Pravilnik o metodologiji za oblikovanje cen programov v vrtcih, ki izvajajo javno službo](#)

- Rules on the Collection and Protection of Personal Data in Pre-School Education - [Pravilnik o zbiranju in varstvu osebnih podatkov na področju predšolske vzgoje](#)
- Rules on Norms and Personnel Requirements for the Performance of Pre-School Education Activity - [Pravilnik o normativih in kadrovskih pogojih za opravljanje dejavnosti predšolske vzgoje](#)
- Regulations on the Payments by Parents for Kindergarten Programmes - [Pravilnik o plačilih staršev za programe v vrtcih](#)
- Rules on the Arrangements for Ensuring State Budget Funds to Kindergartens for Co-Financing Parents' Financial Contributions - [Pravilnik o zagotavljanju sredstev iz državnega proračuna vrtcem za namen sofinanciranja plačil staršev](#)
- Rules on the Transmission of Data on Kindergartens' Capacity State to the Web Page of the Ministry of Education and Sport - [Pravilnik o posredovanju podatkov o stanju kapacitet v vrtcih na spletno stran Ministrstva za šolstvo in šport](#)
- Order on Conditions for Establishment of Public Pre-school Institutions - [Odredba o pogojih za ustanavljanje javnih vrtcev](#)
- Decree on Criteria for Setting up a Public Network of Pre-School Institutions - [Uredba o merilih za oblikovanje javne mreže vrtcev](#)

## **ELEMENTARY EDUCATION**

### **Elementary education**

- Elementary School Act - [Zakon o osnovni šoli \(ZOsn\)](#)

### **Specialized art education**

- Music Schools Act - [Zakon o glasbenih šolah \(ZGla\)](#)

### **Secondary regulation, adopted on the basis of Elementary School Act:**

- Rules on the Assessment of Knowledge and Promotion of Pupils in the Elementary School - [Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v osnovni šoli](#)
- Rules on National Examinations in Elementary Schools - [Pravilnik o nacionalnem preverjanju znanja v osnovni šoli](#)
- Rules on Documents in Elementary Schools - [Pravilnik o dokumentaciji v osnovni šoli](#)
- Rules on Public Document Forms in Primary Schools - [Pravilnik o obrazcih javnih listin v osnovni šoli](#)
- Rules on the Collection and Protection of Personal Data in Elementary Education - [Pravilnik o zbiranju in varstvu osebnih podatkov na področju osnovnošolskega izobraževanja](#)
- Rules on the School Calendar for Elementary Schools - [Pravilnik o šolskem koledarju za osnovne šole](#)

- Rules on the Gradual Introduction of a Second Foreign Language in the Elementary School - [Pravilnik o postopnem uvajanju drugega tujega jezika v osnovni šoli](#) - the Rules are no longer valid, but the provisions of Articles 12, 13 and 14 will remain in effect until 31 August 2015

#### **Secondary regulation, adopted on the basis of Music Schools Act:**

- Rules on Knowledge Assessment and Grading and Students' Progress to a Higher Class Standing in Music Schools - [Pravilnik o preverjanju in ocenjevanju znanja ter napredovanju učencev v glasbenih šolah](#)
- Rules on Delivering Instruction in Music Schools - [Pravilnik o izvajanju pouka v glasbenih šolah](#)
- Rules on the Code of Conduct in Music Schools - [Pravilnik o šolskem redu za glasbene šole](#)
- Rules on the Collection and Protection of Personal Data in Music Schools - [Pravilnik o zbiranju in varstvu osebnih podatkov v glasbenih šolah](#)
- Rules on School Documentation in Music Schools - [Pravilnik o dokumentaciji v glasbenih šolah](#)
- Rules on Music School Presentation Brochures - [Pravilnik o publikaciji o glasbeni šoli](#)
- Rules on Public Documents in Music School - [Pravilnik o obrazcih javnih listin v glasbeni šoli](#)
- Rules on the School Calendar for Music Schools - [Pravilnik o šolskem koledarju za glasbene šole](#)

#### **SECONDARY EDUCATION**

##### **List of Acts in the field of Secondary Education (vocational and general):**

- Gimnazije Act - [Zakon o gimnazijah](#)
- Vocational Education Act - [Zakon o poklicnem in strokovnem izobraževanju](#)
- Matura Examination Act - [Zakon o maturi](#)

##### **Secondary regulation in the field of Vocational Education:**

- Regulations on the Final Examination - [Pravilnik o zaključnem izpitu](#)
- Rules of School Records in Secondary Education - [Pravilnik o šolski dokumentaciji v srednješolskem izobraževanju](#)
- Rules on the School Calendar for Secondary School - [Pravilnik o šolskem koledarju v srednjih šolah](#)
- Rules on Secondary School Enrolment - [Pravilnik o vpisu v srednje šole](#)



- Rules on the Code of Conduct in Secondary Schools - [Pravilnik o šolskem redu v srednjih šolah](#)
- Rules on the Assessment of Knowledge in Secondary Schools - [Pravilnik o ocenjevanju znanja v srednjih šolah](#)
- Rules on the Management of the Information of School Quality - [Pravilnik o upravljanju s podatki o kakovosti šol](#)
- Rules on the Education of Teachers and Other Expert Workers in Vocational and Professional Education - [Pravilnik o izobrazbi učiteljev in drugih strokovnih delavcev v poklicnem in strokovnem izobraževanju](#)
- Rules on Norms and Standards for Implementation of Educational Programs and a Schooling Programme in Secondary Education - [Pravilnik o normativih in standardih za izvajanje izobraževalnih programov in vzgojnega programa na področju srednjega šolstva](#)
- Rules on Criteria and Standards for Bi-Lingual Secondary Schools - [Pravilnik o normativih in standardih v dvojezični srednji šoli](#)
- Rules on Criteria and Standards for Secondary Schools Delivering Instruction in Italian - [Pravilnik o normativih in standardih v srednjih šolah z italijanskim učnim jezikom](#)
- Rules on the Introduction of a New Method for Financing and Organizing Educational Work in Secondary Technical Schools, Vocational Colleges and Halls of Residence for Secondary School Students - [Pravilnik o uvajanju novega načina financiranja in organizacije vzgojno - izobraževalnega dela v srednjih in višjih strokovnih šolah ter dijaških domovih](#)
- Order on Requirements for the Establishment of Public Vocational Schools, Professional Schools, Technical Schools and Post-Secondary Vocational Schools - [Odredba o pogojih za ustanovitev javne poklicne šole, strokovne šole, tehniške šole in višje strokovne šole](#)
- Rules on Criteria for Valuation of Material Expenses of Secondary Schools Providing Gimnazija Programmes and Programmes Leading to Vocational and Secondary Technical Educational Qualifications - [Pravilnik o merilih za vrednotenje materialnih stroškov srednjim šolam, ki izvajajo gimnazijske programe ter programe za pridobitev poklicne in srednje strokovne izobrazbe](#)
- Rules on Criteria for Valuation of Material Expenses of Bi-Lingual Secondary Schools - [Pravilnik o merilih za vrednotenje materialnih stroškov v dvojezični srednji šoli](#)
- Rules on Criteria for Valuation of Material Expenses of Secondary Schools Delivering Instruction in Italian - [Pravilnik o merilih za vrednotenje materialnih stroškov v srednjih šolah z italijanskim učnim jezikom](#)
- Rules on the Adaptation of School Duties to the Secondary School Students - [Pravilnik o prilagoditvi šolskih obveznosti dijaku v srednji šoli](#)

- Rules on Residence in Halls of Residence for Secondary School Students - [Pravilnik o bivanju v dijaških domovih](#)
- Decision on the Educational Programme for Halls of Residence - [Sklep o vzgojnem programu za dijaške domove](#)
- Rules Defining the Type and Level of Degrees Required for Educators and Other Professionals in Dormitories for Elementary and Secondary School Students - [Pravilnik o smeri in stopnji izobrazbe vzgojiteljev in drugih strokovnih delavcev v domovih za učence in dijaških domovih](#)
- Rules on Criteria for Valuation of Material Expenses of Secondary School Student Dormitories - [Pravilnik o merilih za vrednotenje materialnih stroškov dijaškim domovom](#)
- Rules on the Vocational Maturity Examination - [Pravilnik o poklicni maturi](#)
- Instructions on the Rules of the Vocational Maturity Examination - [Navodila o izpitnem redu pri poklicni maturi](#)
- Rules on Forms of Public Documents in Secondary Education - [Pravilnik o obrazcih javnih listin v srednješolskem izobraževanju](#)
- Rules concerning Professional Nomenclature - [Pravilnik o nomenklaturi poklicev](#)
- Order on Vocational and Advanced Training Programmes - [Odredba o izobraževalnih programih poklicnega usposabljanja in izpopolnjevanja](#)
- Rules on Verification and Keeping the Register of Apprentice Posts and on Striking off the Register - [Pravilnik o verifikaciji in vodenju registra učnih mest ter o izbrisu iz registra](#)
- Regulations on the Form of Master Craftsman's Certificate - [Pravilnik o obrazcu spričevala o mojstrskem izpitu](#)
- Rules on Examinations for Foreman and Plant Manager - [Pravilnik o delovodskih in poslovodskih izpiti](#)
- Rules on Master Craftsman Examinations - [Pravilnik o mojstrskih izpiti](#)
- Instructions on the Adjustment of Part-Time Education - [Navodila o prilagajanju izrednega poklicnega in strokovnega izobraževanja](#)
- Rules and Orders on Education Programmes for Lower Secondary Vocational Education - Pravilniki in odredbe o izobraževalnih programih za pridobitev nižje poklicne izobrazbe
- Rules and Orders on Education Programmes for Secondary Vocational Education in the Dual System - Pravilniki in odredbe o izobraževalnih programih za pridobitev srednje poklicne izobrazbe v dualnem sistemu
- Rules and Orders on Education Programmes for Secondary Vocational Education - Pravilniki in odredbe o izobraževalnih programih za pridobitev srednje poklicne izobrazbe

- Rules and Orders on Education Programmes for Secondary Professional Education - Pravilniki in odredbe o izobraževalnih programih za pridobitev srednje strokovne izobrazbe
- Rules and Orders Defining the Type and Level of Degrees Required for Teachers and Other Professionals Delivering Vocational and Professional Programmes - Pravilniki in odredbe o smeri in stopnji strokovne izobrazbe učiteljev in drugih strokovnih delavcev v poklicnem in strokovnem izobraževanju
- Rules and Orders Defining the Type and Level of Degrees Required for Teachers and Other Professionals Delivering Secondary Vocational Programmes - Pravilniki o smeri in stopnji izobrazbe učiteljev in drugih strokovnih delavcev v izobraževalnih programih srednjega poklicnega izobraževanja
- Rules and Orders Defining the Type and Level of Degrees Required for Teachers and Other Professionals Delivering Secondary Professional Programmes - Pravilniki o smeri in stopnji izobrazbe učiteljev in drugih strokovnih delavcev v izobraževalnih programih srednjega strokovnega izobraževanja
- Rules and Orders on the Extension of the Validity of Education Programmes - Pravilniki in odredbe o podaljšanju veljavnosti izobraževalnih programov
- Rules on the Adoption of Educational Programmes of Vocational and Secondary Professional Education - Pravilnik o sprejemu izobraževalnih programov s področja poklicnega in srednjega strokovnega izobraževanja
- Rules Defining the Type and Level of Degrees Required for Teachers and Other Professionals Delivering Adapted Lower Secondary Vocational Programmes - Pravilniki o smeri in stopnji izobrazbe učiteljev in drugih strokovnih delavcev v prilagojenem izobraževalnem programu nižjega poklicnega izobraževanja
- Rules Defining the Type and Level of Degrees Required for Teachers and Other Professionals Delivering Adapted Secondary Vocational Programmes - Pravilniki o smeri in stopnji izobrazbe učiteljev in drugih strokovnih delavcev v prilagojenem izobraževalnem programu srednjega poklicnega izobraževanja

### **Secondary regulation in the field of general secondary education:**

- Rules on Norms and Standards for Implementation of Educational Programs and a Schooling Program in Secondary Education - [Pravilnik o normativih in standardih za izvajanje izobraževalnih programov in vzgojnega programa na področju srednjega šolstva](#)
- Order on Educational Programmes for Gymnasiums - [Odredba o izobraževalnih programih za gimnazije](#)
- Rules on Education of Teachers and Other Professional Workers in the Education Programme of Gimnazija - [Pravilnik o izobrazbi učiteljev in drugih strokovnih delavcev v izobraževalnih programih gimnazije](#)
- Instructions for Archiving Matura Examination Documents - [Navodilo o hranjenju maturitetne izpitne dokumentacije](#)

- Rules on the General Maturity Examination - [Pravilnik o splošni maturi](#)
- Rules on the Protection of the Secrecy of Exams for the Maturity Examination - [Pravilnik o varovanju izpitne tajnosti pri maturi](#)
- Rules on the Delivery of the International Baccalaureate Education Programme - [Pravilnik o izvajanju izobraževalnega programa mednarodne mature](#)
- Rules on the Method for Conducting Examinations for Candidates with Special Needs - [Pravilnik o načinu izvajanja mature za kandidate s posebnimi potrebami](#)
- Rules on Forms of Public Documents in Secondary Education - [Pravilnik o obrazcih javnih listin v srednješolskem izobraževanju](#)
- Rules on the Educational Programme Maturitetni Tečaj - [Pravilnik o izobraževalnem programu Maturitetni tečaj](#)
- Rules on Secondary School Enrolment - [Pravilnik o vpisu v srednje šole](#)
- Rules on the School Calendar for Secondary School - [Pravilnik o šolskem koledarju v srednjih šolah](#)
- Rules on the School Order in the Secondary Schools - [Pravilnik o šolskem redu v srednjih šolah](#)
- Rules of School Records in Secondary Education - [Pravilnik o šolski dokumentaciji v srednješolskem izobraževanju](#)
- Rules on the Assessment of Knowledge in Secondary Schools - [Pravilnik o ocenjevanju znanja v srednjih šolah](#)
- Rules on the Adaptation of School Duties to the Secondary School Students - [Pravilnik o prilagoditvi šolskih obveznosti dijaku v srednji šoli](#)
- Rules on Residence in Halls of Residence for Secondary School Students - [Pravilnik o bivanju v dijaških domovih](#)

## **UPPER-SECONDARY EDUCATION**

- Post-secondary Vocational Education Act - [Zakon o višjem strokovnem izobraževanju \(ZVSI\)](#)

### **Secondary regulation in the field of upper-secondary education**

- Rules on the Education of Lecturers in Vocational Colleges and other Expert Workers in the Vocational College Education - [Pravilnik o izobrazbi učiteljev in drugih strokovnih delavcev v poklicnem in strokovnem izobraževanju](#)
- Rules on the Adoption of Short Cycle Higher Education Study Programme "Kozmetika" (Cosmetics) and Amending of Short Cycle Higher Education Study Programmes "Fotografija" (Photography), "Oblikovanje materialov" (Material Designing), "Medijska produkcija" (Media Production), "Gostinstvo in turizem" (Tourism) and "Gozdarstvo in lovstvo" (Forestry and Hunting) - [Pravilnik o sprejemu višješolskih študijskih programov KOZMETIKA, VELNES in spremembah](#)

[višješolskih študijskih programov FOTOGRAFIJA, OBLIKOVANJE MATERIALOV, MEDIJSKA PRODUKCIJA, GOSTINSTVO IN TURIZEM, GOZDARSTVO IN LOVSTVO](#)

- Rules on the Recognition of the Previous Education in Higher Vocational Education - [Pravilnik o priznavanju predhodno pridobljenega znanja v višjem strokovnem izobraževanju](#)
- Rules on the Adoption of Higher Education Study Program Nature Protection - [Pravilnik o sprejemu višješolskega študijskega programa Naravovarstvo](#)
- Regulations on Assessment of Knowledge in Post-Secondary Vocational Schools - [Pravilnik o ocenjevanju znanja v višjih strokovnih šolah](#)
- Rules on Higher Vocational Study Programme Forestry and Hunting - [Pravilnik o višješolskem študijskem programu Gozdarstvo in lovstvo](#)
- Rules on Norms for Financing Higher Vocational Schools - [Pravilnik o normativih za financiranje višjih strokovnih šol](#)
- Rules on Public Documents in Higher Vocational Education - [Pravilnik o javnih listinah v višjem strokovnem izobraževanju](#)
- Rules on the Content and Procedure of Keeping the Register of Employers Providing Practical Education and Training for Students in Post-Secondary Vocational Education - [Pravilnik o vsebini in vodenju registra delodajalcev, ki izvajajo praktično izobraževanje študentov v višjem strokovnem izobraževanju](#)
- Rules on the Adoption of New and Renewed Higher Vocational Study Programmes - [Pravilnik o sprejemu novih in prenovljenih višješolskih študijskih programov](#)
- Rules on the Establishment of Public Vocational Colleges - [Pravilnik o ustanavljanju javnih višjih strokovnih šol](#)
- Rules on the Higher Vocational School Programme Food Technology and Nutrition - [Pravilnik o višješolskem študijskem programu Živilstvo in prehrana](#)
- Rules on the Higher Vocational School Programme Horticulture - [Pravilnik o višješolskem študijskem programu Hortikultura](#)
- Rules on the Higher Vocational School Programme Management of the Countryside and Landscape - [Pravilnik o višješolskem študijskem programu Upravljanje podeželja in krajine](#)
- Rules on the Care for Development and Learning of the Slovene Language in Vocational Colleges - [Pravilnik o skrbi za razvoj in učenje slovenščine v višjih strokovnih šolah](#)
- Rules on Residence in Halls of Residence for Secondary School Students - [Pravilnik o bivanju v dijaških domovih](#)
- Rules on Keeping a Record of Providers of Publicly Valid University College Programmes - [Pravilnik o vodenju razvida izvajalcev javno veljavnih višješolskih študijskih programov](#)

- Rules on Procedure for the Appointment to the Title University College Lecturer - [Pravilnik o postopku za imenovanje v naziv predavatelja višje šole](#)
- Rules on the University College Study Programme: Ballet (Ballet) - [Pravilnik o višješolskem študijskem programu Balet](#)
- Rules on Enrolment for Post-Secondary Vocational Education - [Pravilnik o vpisu v višje strokovno izobraževanje](#)
- Rules on the Vocational College Study Programme in Mechatronics - [Pravilnik o višješolskem študijskem program Mehatronika](#)
- Criteria Defining Significant Expert Achievements Required for Obtaining the Title of a University College Lecturer - [Merila za določitev vidnih dosežkov na strokovnem področju za pridobitev naziva predavatelj višje šole](#)
- Decision on Criteria for Distribution of Network of Public Higher Vocational Colleges - [Sklep o merilih za postavitev javne mreže višjih strokovnih šol](#)
- Rules on Academic Calendar for Vocational Colleges - [Pravilnik o študijskem koledarju v višjih strokovnih šolah](#)
- Rules on Tuition Fees and Contributions in Higher Vocational Education - [Pravilnik o šolninah in prispevkih v višjem šolstvu](#)
- Instructions on the Adjustment of Part-Time Post-Secondary Vocational Education - [Navodilo za prilagajanje izrednega študija v višjem strokovnem izobraževanju](#)

## HIGHER EDUCATION

### Acts:

- Higher Education Act - [Zakon o visokem šolstvu](#)
- Professional and Academic Titles Act - Zakon o strokovnih in znanstvenih naslovih
- Students Association Act - [Zakon o skupnosti študentov](#)
- Act Regulating Additional Concessionary Duty on Students' and Pupils' Earnings from Occasional and Temporary Jobs - [Zakon o dodatni koncesijski dajatvi od prejemkov, izplačanih za občasna in začasna dela študentov in dijakov](#)
- General Administrative Procedure Act - [Zakon o splošnem upravnem postopku](#)
- Exercise of Rights to Public Funds Act - [Zakon o uveljavljanju pravic iz javnih sredstev](#)

### Secondary regulation:

- Decree on Budgetary Financing of Higher Education Institutions and Other Institutions - [Uredba o javnem financiranju visokošolskih zavodov in drugih zavodov](#)
- Decree on Financing of Doctoral Studies - [Uredba o sofinanciranju doktorskega študija](#)

- Decree on the Introduction and Use of Classification System of Education and Training - [Uredba o uvedbi in uporabi klasifikacijskega sistema izobraževanja in usposabljanja](#)
  - and in relation to this Decree: Methodological Explanations of Classification System of Education and Training - [Metodološka pojasnila klasifikacijskega sistema izobraževanja in usposabljanja](#)
- Rules on Determining the Volume of Funds Earmarked for Work Performance Bonus Payment within Public Institutions under the Authority of the Ministry of Higher Education, Science and Technology in Selling Goods and Services on the Market - [Pravilnik o določitvi obsega sredstev za delovno uspešnost iz naslova prodaje blaga in storitev na trgu v javnih zavodih iz pristojnosti Ministrstva za visoko šolstvo, znanost in tehnologijo](#)
- Rules Governing the Criteria Specifications for Associations in Demonstrating Major Achievements in Order to Be Granted the Status of an Association Operating in the Public Interest in the Field of Education, Science and Research, Culture and Sport - [Pravilnik o določitvi kriterijev za izkazovanje pomembnejših dosežkov delovanja društva za podelitev statusa društva v javnem interesu na področju vzgoje in izobraževanja, raziskovalne dejavnosti, kulture in športa](#)
- Rules on Criteria for Assessment of Work Performance of Directors in Higher Education, Science and Technology - [Pravilnik o merilih za ugotavljanje delovne uspešnosti direktorjev s področja visokega šolstva, znanosti in tehnologije](#)
- Rules on Conditions for Providing Library Services as a Public Service - Pravilnik o pogojih za izvajanje knjižnične dejavnosti kot javne službe
- Rules on the Procedure for Entry in and Removal from the Register of Private Higher Education Teachers - [Pravilnik o postopku za vpis in izbris iz razvida zasebnih visokošolskih učiteljev](#)
- Rules on Diploma Supplement - [Pravilnik o prilogi k diplomii](#)
- Rules on Pre-Enrolment Announcement and Enrolment in Higher Education - [Pravilnik o razpisu za vpis in izvedbi vpisa v visokem šolstvu](#)
- Rules on the Register of Higher Education Institutions - [Pravilnik o razvidu visokošolskih zavodov](#)
  - basic forms: [for entry](#), [for data changes](#)
  - appendices: [personnel](#), [programmes](#)
  - instructions: [for personnel](#), [for programmes](#)
- Rules on the Allocation of Funding for Higher Education Development Tasks - [Pravilnik o razvojnih nalogah v visokem šolstvu](#)
- Rules on Subsidising the Accommodation of Students - [Pravilnik o subvencioniranju bivanja študentov](#)

- Regulations on Tuition Fees and Accommodation in Students' Dormitories for Slovene Nationals without Slovene Citizenship and Foreigners in the Republic of Slovenia - [Pravilnik o šolninah in bivanju v študentskih domovih za Slovence brez slovenskega državljanstva in tužce v Republiki Sloveniji](#)
- Rules on Tuition and Other Fees in Higher Education - [Pravilnik o šolninah in drugih prispevkih v visokem šolstvu](#)
- Rules for Classification of Posts of Directors in Higher Education, Science and Technology into Wage Groups within Wage Group Ranges - [Pravilnik o uvrstitvi delovnih mest direktorjev s področja visokega šolstva, znanosti in tehnologije v plačne razrede znotraj razponov plačnih razredov](#)
- List of Professional and Academic Titles and their Abbreviations - Seznam strokovnih in znanstvenih naslovov in njihovih okrajšav
- Decision on the Establishment and Tasks of the Council of the Government of the Republic of Slovenia for Student Issues - [Sklep o ustanovitvi in nalogah Sveta Vlade Republike Slovenije za študentska vprašanja](#)

## **ADULT EDUCATION AND TRAINING**

### **Act:**

- Adult Education Act - [Zakon o izobraževanju odraslih \(ZIO\)](#)

### **Secondary regulation in the field of adult education:**

- Decree on Standards and Norms in Adult Education - [Odredba o standardih in normativih v izobraževanju odraslih](#)
- Decree on Professional Education and Minimum Standards of Spaces and Equipment in Adult Education - [Odredba o strokovni izobrazbi strokovnih delavcev in o minimalnih standardih prostorov in opreme v izobraževanju odraslih](#)
- Rules on Pre-Enrolment Announcements and Enrolment in Adult Education - [Pravilnik o razpisu za vpis in izvedbi vpisa v izobraževanju odraslih](#)
- Rules on Recordkeeping in Adult Education Institutions - [Pravilnik o evidencah in dokumentaciji v izobraževanju odraslih](#)
- Decree on the Certificate Form for a Foreign Language Examination for Adults - [Odredba o obrazcu potrdila o izpitu iz znanja tujega jezika za odrasle](#)
- Rules on the Assessment of Knowledge in Secondary Schools - [Pravilnik o ocenjevanju znanja v srednjih šolah](#)
- Rules on Forms of Public Documents in Secondary Education - [Pravilnik o obrazcih javnih listin v srednješolskem izobraževanju](#)
- Regulations on the Final Examination - [Pravilnik o zaključnem izpitu](#)
- Instructions on the Adjustment of Part-Time Education - [Navodila o prilagajanju izrednega poklicnega in strokovnega izobraževanja](#)



- Instructions on the Adjustment of Part-Time Post-Secondary Vocational Education - [Navodila za prilagajanje izrednega študija v višjem strokovnem izobraževanju](#)

## **1. 1. 2. THE STRUCTURE OF NATIONAL EDUCATIONAL SYSTEM AND ITS EXPLANATION**

### **PORTUGAL**

The Portuguese VET System is composed of the following different levels:

**Preschool Education** – aimed at children aged between 3 years old and their age of entering compulsory education. Its attendance is voluntary and can take place either in public or private organizations. The public organizations are free.

#### **Compulsory Education – Elementary/Basic Education**

Basic education corresponds to compulsory education, lasts for nine years, from 6 to 15 years old, and is organized in three consecutive cycles.

The first cycle aims at developing basic skills in the English Language, Mathematics, Environmental Studies and Expressions. With the implementation of full-time school period (minimum of eight hours a day), schools promote curricular enrichment activities, including the English Language (compulsory), study support for all students, sports, music and other artistic expressions and other foreign languages.

In the 2nd Cycle, Education is organized by disciplines and multidisciplinary areas of study.

In the 3rd Cycle, Education is organized by disciplines. The main objectives of this cycle are the development of knowledge and skills necessary to access into employment or further education.

Within Compulsory Education - Elementary Education, it is compulsory to learn two foreign languages, including English, French, German and Spanish.

Students who successfully complete the 3rd Cycle are awarded the diploma of Elementary Education.

#### **Secondary Education**

To accede to any secondary school VET course, students must have completed compulsory education or possess an equivalent qualification.

Secondary education is organized in different ways, either targeted for further studies or for the Labour Market.

Secondary Education courses are composed of three-academic-year programs and include four kinds of courses:

- Scientific-humanistic courses, aimed at the pursuing of further studies;
- Technological courses, aimed at students who wish to enter the labour market, but also enabling students to pursue studies in Specialized Technological Courses or higher education;

- Specialized Art Courses, to ensure artistic training in specialized areas of visual arts, audio-visual, dance and music, allowing entry into the world of work or into further education courses in post - secondary not superior or even in higher education;
- Vocational Training courses, designed to provide entry into the labour market, also enabling continuing further study pathways in post - secondary courses.

### **Post-secondary Education**

The Technological Specialization Courses (CET) provide specialized training courses in different technological areas, allowing insertion into the labour market or further study at a university level. The training held within the CETs is credited within the University in which the student is admitted.

The successful completion of a CET confers a Technological Specialization Degree (DET) and a level 4 professional qualification and may also give access to a professional aptitude certificate (CAP).

### **Education and Training for Young people and Adults**

Education and training of young people and adults offers a second chance to:

- individuals who dropped out of school (or are at risk of dropping out),
- individuals who didn't have had the opportunity to attend school;
- individuals looking for further studies in matters of professional or personal development, from a lifelong learning perspective.

Education and Training Courses include the following modalities:

- System of Recognition, Validation and Certification of Competences (RVCC) acquired throughout life through formal, informal and non-formal learning, enabling students to obtain an academic and professional certification (please see d. below);
- Education and Training Courses (CEF) for students from the age of 15;
- Education and Training of Adults (EFA) and Modular for students over 18;
- "Short term actions S@ber"" for students over 18;
- Primary and secondary education for students aged from 15 to 18 years;
- National Apprenticeship System, for students aged from 15 years.

### **Higher Education**

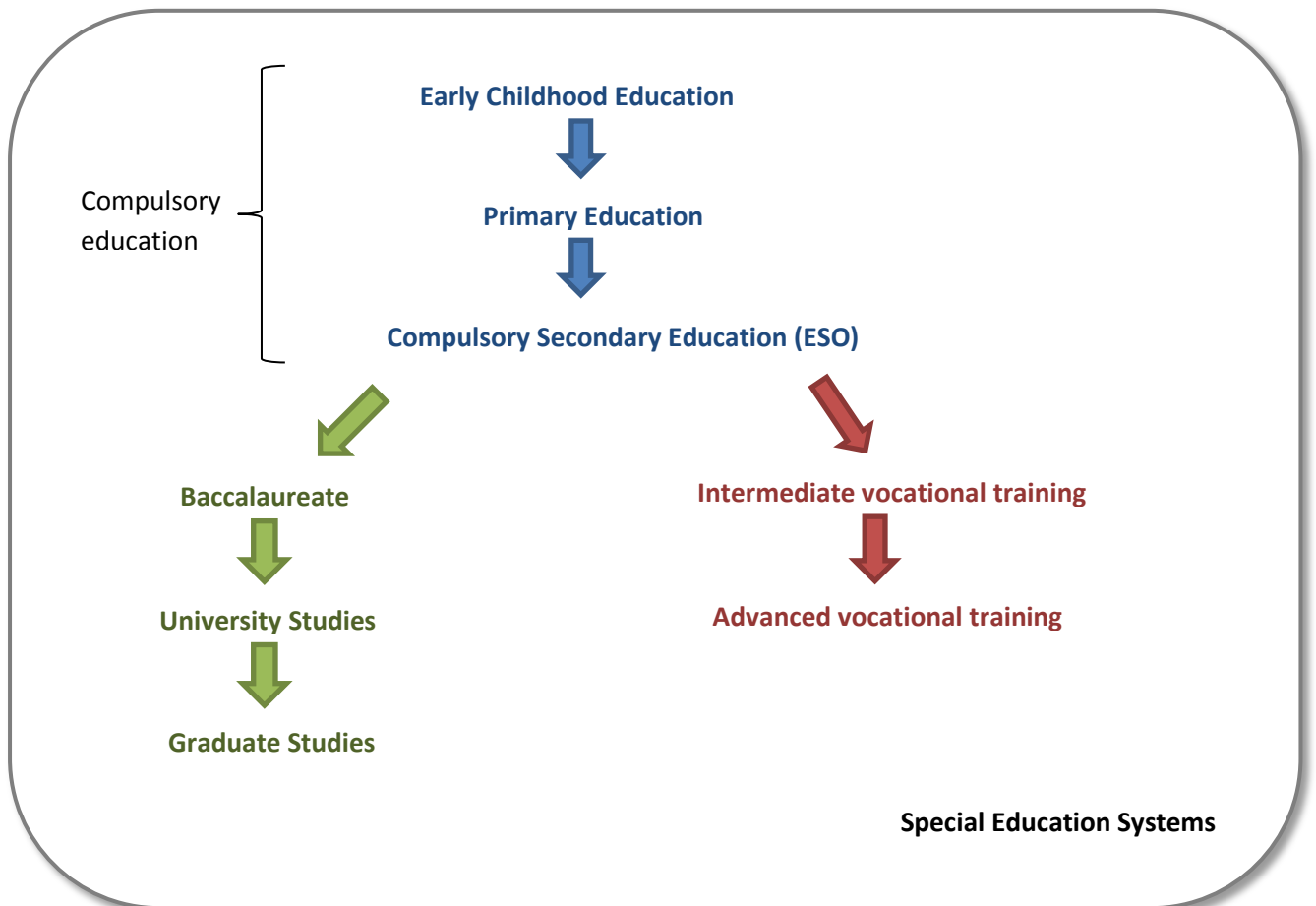
Higher education is structured according to the Bologna principles and aims to ensure solid scientific, cultural, artistic and technological preparation that enable the exercise of professional and cultural activities and the development of the skills of design, innovation and critical analysis.

## **SPAIN**

SPANISH EDUCATION SYSTEM (LOE). Organic Law on Education (LOE), May 3, 2006

It is run by The Ministry of Education.

**Picture 1:** Spanish education system.



The General Education System includes:

- Early Childhood Education
- Primary Education
- Secondary Education
- High School
- Vocational Training
- Adult Education
- University Education

### **Early Childhood Education**

Early Childhood Education is the first stage of the education system, and it is not compulsory.

It is organized into two stages: the first ranges from zero to three years old, and the second from 3 to 6 years old.

The first cycle is not free, but the government should promote an increase in the number of public centres, while the second cycle is.

The LOE reinforces the educational nature of Early Childhood Education, placing the physical, emotional, social and intellectual development of children as its more important purpose.

Early Childhood Education is taught by teachers with a specialized degree in Early Childhood Education or equivalent. Notwithstanding the provisions of the LOE, in the first cycle there might be teachers with qualifications other than those required for the care of this age, and, in the second cycle, there might be teachers with other specializations when required by the subjects taught.

### **Primary Education**

Primary education includes three cycles of two academic years each and is attended between 6 and 12 years old.

This stage is taught by Primary Education teachers or by teachers with an equivalent degree, with competence in all areas of the level, although the teaching of music, physical education, foreign languages and those subjects to be designated by the competent authorities must be taught by teachers with the relevant specialty.

### **Secondary Education**

Secondary education comprises the following stages:

- Compulsory Secondary Education (ESO),
- And upper secondary education, which in turn is formed by the baccalaureate, intermediate vocational training, intermediate vocational education in Art and Design and intermediate Sports education.

#### Lower (Compulsory) Secondary Education (ESO)

Lower (Compulsory) Secondary Education (ESO) comprises four academic courses, which are taught to students between 12 and 16 years old. The areas of knowledge imparted include core subjects for all students and other elective classes whose weight is greater, especially in the fourth year. The students who, at the end of the ESO, have acquired the basic skills and goals of this stage receive the ESO degree, which provides access to high school, to intermediate vocational training, to the intermediate training cycles in Arts and Design, to intermediate Sports education and to the workplace.

For the student who needs content organization, activities and curricular practices that are different from those stated in general, as well as a specific methodology to achieve the ESO degree, the legislation establishes Curricular Diversification Programs. These programs are accessible to students from the third year of ESO or to students who have followed the second but have not been able to progress to the third and already repeated once in ESO. These programs are organized in at least two specific areas: one encompassing linguistic and social matters and other including training elements of a scientific and technological nature. In addition, it a third area of a practical nature may be included. Furthermore, students must complete at least three subjects of those set for the stage that were not included in the above areas. The students acquiring basic skills and objectives required for ESO obtain the ESO degree.

In order to promote the social, educational and employment integration of young people over 16 years old who have not achieved the ESO degree, the education authorities also organize and authorize the Initial Professional Qualification Programs (PCPI). These programs are also available for 15 year-old students who, having completed the second year of ESO, cannot promote to the third and have already repeated once at this stage. These programs should include specific modules that develop the skills of the

professional profile and specific training modules that enable the development of basic skills and foster the transition from school to employment. Moreover, they include modules leading to qualification for the ESO degree, on a voluntary basis. These elective modules are organized in three areas: communication, social and scientific and technological [L3.06].

### Upper secondary education

#### **Baccalaureate**

The baccalaureate lasts two academic years that are attended between 16 and 18 years old. There are three types of Baccalaureate: arts, science and technology, humanities and social sciences, and baccalaureate education is organized into core subjects, modality subjects and electives. The students who achieved a positive evaluation in all subjects of the two courses obtained a High School degree, allowing access to higher education and the labour market. To enter university, students must also pass an entrance examination.

#### **Vocational Training**

Vocational Training offers a range of training activities that enable the qualified performance of the various professions and promote access to employment and active participation in social, cultural and economic life.

Training includes instruction in the initial vocational training, activities to promote employment and reintegration of workers in the labour market as well as on-going training activities in companies that are included as informal training.

#### **Initial Vocational Training**

It comprises a set of training cycles with a modular organization that combines theoretical and practical content.

There are training courses at an intermediate and advanced level.

Intermediate Vocational Training is a stage available for ESO graduates and people over 17 years old who have passed an entrance examination, even if they do not meet the academic requirements. After successfully completing the objectives of these training courses, the student obtains the title of Technician of the corresponding profession, allowing his/her integration into the labour market and giving access to high school as well.

Advanced Vocational Training is attended after High School graduation, although, as it happens with the intermediate vocational training degree, it is also available to those who pass the appropriate access tests and are over 19 years old, despite not having a High School degree.

The third way to access these instructions is to be in possession of a Technician's degree related to the technical specialty to which access is desired.

Having passed the objectives of this stage, the student gets an Advanced Technician diploma, a degree that allows direct access to university education relevant to the vocational studies followed.

To teach for secondary education, it is necessary to hold a Bachelor's degree in Arts, Engineering or Architecture, or an equivalent degree, in addition to the specific teaching

training at a graduate level. Exceptionally, for certain modules, lessons can be taught by specialist teachers who do not necessarily hold a degree but carry out these specialized activities in the workplace.

### **Adult Education**

Adult Education, framed on the principle of learning throughout life or lifelong learning, has gained importance in recent years. This type of education is intended to provide all citizens aged 18 and over the opportunity to acquire, update, supplement or extend their knowledge and skills for personal and professional development.

Exceptionally, these teachings can take those over 16 who request it and have an employment contract that does not allow them to go to schools under the ordinary regime, or are high performance athletes.

The educational offer that targets this group integrates various training activities, both formal and non-formal, and lessons aimed at specific or extraordinary tests that enable obtaining academic and professional qualifications and access to other studies. Teachers of adults should have the qualifications generally required for the specific subject of instruction, although it is a function of the education authorities to provide adequate training to enable them to adapt to the characteristics of this population.

### **University Education**

University studies are within post-secondary or higher education and are regulated by the LOU. Two different structures currently coexist in this area. On one hand, the management of these teachings established by the LOU (2001) and, on the other hand, the new structure driven by the Act modifying the LOU (2007) in order to adapt Spanish universities to the European Higher Education Area [L3. 03] [L3.04].

## **SLOVENIA**

### **INITIAL EDUCATION AND TRAINING**

#### **Pre-school education:**

- children from the age of 1 and until they go to school
- not obligatory
- provided by autonomous public pre-school institutions, organisational units of pre-school units at basic schools or private pre-school institutions
- Kindergarten Act (UL RS, št. 12/1996)

#### **Elementary education:**

- children enrol in elementary school when they reach the age of 6
- duration: 9 years (divided into 3-year cycles)
- compulsory
- provided by basic schools
- basic knowledge, general courses
- Elementary School Act (UL RS, št. 12/1996)

#### **Secondary education<sup>2</sup>:**

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<sup>2</sup> Slovenski šolski sistem v številkah - Slovene education system in numbers, Ministrstvo za šolstvo in šport, 2007.

- divided into *technical and vocational education* (secondary technical and professional (V. level of education), secondary vocational (IV. level), vocational technical (V. level) and short-term vocational (III. level)) and *general secondary education* (general and technical "gimnazija"-s – V. level of education)
- provided by secondary vocational schools, secondary technical schools and gimnazije
- 91% of the population between ages 15 and 19 participate in education (full-time and part-time students in public and private institutions)<sup>3</sup>
- students by types of educational programmes in upper secondary schools for youth (beginning of the school year 2012/13)<sup>4</sup>:
  - 38,8% general upper secondary (general and vocational gymnasiums), 38,8% technical upper secondary, 14,9% vocational upper secondary, 5,1% vocational-technical upper secondary, 1,4% vocational courses and matura course, 1,0% short-term vocational upper secondary
- Vocational Education Act (UL RS, št. 79/2006), Gimnazije Act (UL RS, št. 1/2007)

### **Upper-secondary education:**

- short tertiary (higher vocational) education
- a kind of short-term higher education
- based on gaining practical skills and knowledge
- provided by higher vocational colleges
- Post-secondary Vocational Education Act (UL RS, št. 86/2004)

### **Higher education:**

- 3 levels (post-Bologna programmes):
  - vocational higher education study programmes and university study programmes – first-cycle
  - Master's study programmes – second-cycle
  - Doctoral study programmes – third-cycle
- Provided by public and private universities, faculties, art academies and professional colleges
- Higher Education Act (UL RS, št. 67/1993)

### **Sub-systems:**

- Special needs education
- Music and dance education

## **CONTINUING EDUCATION AND TRAINING<sup>5</sup>**

Continuing education in Slovenia is a wide ranging and diverse form of education and training that includes formal specialized education and non-formal education and training. It includes:

- "second chance" education, such as matura courses, vocational courses and master craftsmen examinations,
- the certification system for the assessment and award of national vocational qualifications and

<sup>3</sup> Education at a Glance 2013: OECD Indicators, <http://www.oecd.org/edu/eag.htm>.

<sup>4</sup> Statistical Yearbook of the Republic of Slovenia 2013.

<sup>5</sup> Structures of education and training systems in Europe – Slovenia 2009/10, prepared by Eurydice Unit Slovenia.

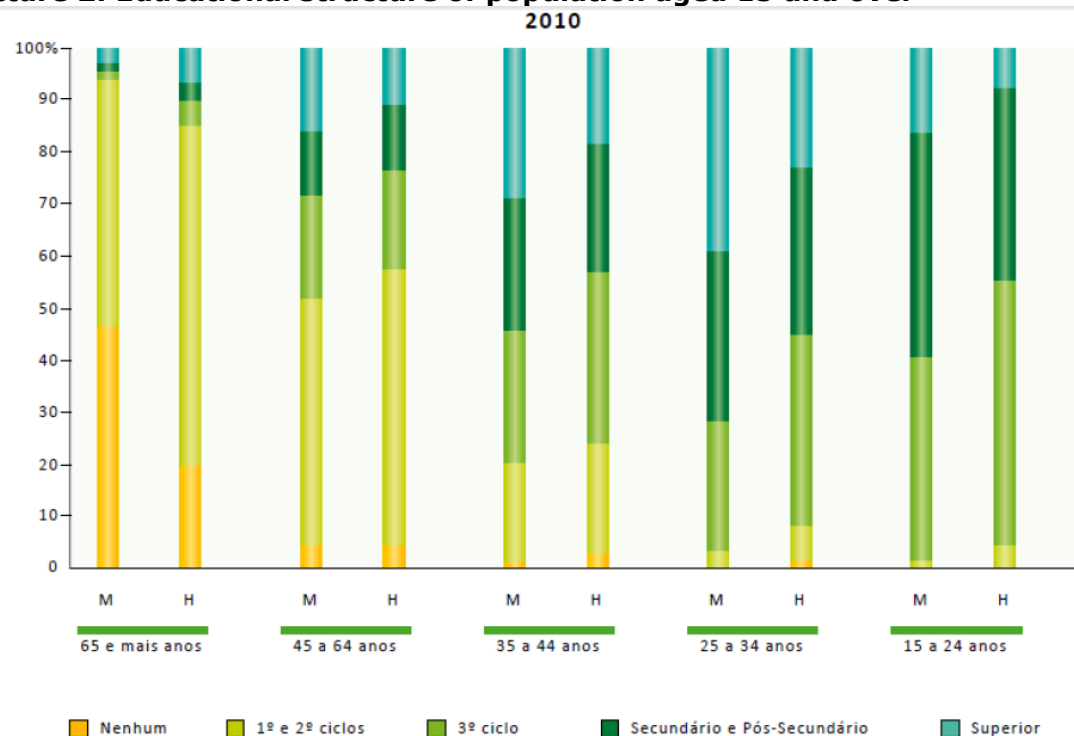


- non-formal education and training.

### 1. 1. 3. EDUCATION IN NUMBERS

#### PORTUGAL

**Picture 2: Educational structure of population aged 15 and over**



Source - National Institute of Statistics; Translation: Nenhum - None; 1º e 2º Ciclos - 1st and 2nd Cycles; 3º Ciclo - 3rd Cycle; Secundário e pós secundário - Secondary and post secondary; Superior - Higher Education.

**Table 1: Total public expenditure on education as a percentage of GDP - Portugal**

1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
5.43	5.42	5.39	5.33	5.38	5.10	5.21	5.07	5.10	4.89	5.79

Source - Eurostat - <http://appsso.eurostat.ec.europa.eu/nui/show.do>

#### The expected number of years of formal education received that a person can expect in their lifetime, on average

The expected number of years of formal education that a person can expect in their lifetime in Portugal is at least 9 years (minimum). The whole pathway for formal education (including higher education) is 15 years.

**Table 2: Percentage of the population aged 20 - 24 with at least lower secondary education and not in further education or training**

Reference Period of the data	Sex	By sex/Annual data
------------------------------	-----	--------------------

Portugal		
PT		
%		
2009	MF	55.5
M		50
F		61.3
2008	MF	54.3
M		47.1
F		61.9
2007	MF	53.4
M		46.3
F		60.8
2006	MF	49.6
M		40.8
F		58.6
2005	MF	49
M		40.8
F		57.5

Source - National Institute of Statistics; July 2010

### Percent of population involved in life-long learning

Involvement of population in Lifelong Learning per Sex/Annual data – Portugal 2011

MF: 11.6 %

M: 11.1 %

F: 12.1 %

### SPAIN

**Table 3: Educational structure of population aged 15 and over**

#### Percentage distribution of adults by level of education (2010)

	Primary Education or less	Secondary Education, 1 <sup>st</sup> stage	Secondary Education, 2 <sup>nd</sup> stage	Higher Education	No data
<b>Spain</b>	<b>29.9%</b>	<b>24.9%</b>	<b>19.8%</b>	<b>25.3%</b>	<b>0.1%</b>
Rest of Europe	11.7%	19.5%	39.4%	29.1%	0.3%
Rest of the World	31.1%	20.5%	30.5%	17.6%	0.3%

Source: Figures for education in Spain. 2009-2010 (2012 Edition). Ministry of Education, Culture and Sport.

**Tabela 4: Total public expenditure on education as a percentage of GDP**

#### Total public expenditure on education relative to GDP

	2003	2008
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<b>UE (27 countries)</b>	<b>5.14</b>	<b>(1)</b>	<b>5.07</b>	<b>(1)</b>
Germany	4.70		4.55	
Austria	5.57		5.46	
Belgium	6.03		6.46	
Bulgaria	4.23		4.61	
Cyprus	7.29		7.41	
Denmark	8.33		7.75	
Slovakia	4.30		3.59	
Slovenia	5.82		5.22	
<b>Spain</b>	<b>4.28</b>		<b>4.62</b>	
Estonia	5.29		5.67	
Finland	6.44		6.13	
France	5.90		5.58	
Greece	3.56		..	
Hungary	5.89		5.10	
Ireland	4.38		5.62	
Italy	4.74		4.58	
Latvia	5.32		5.71	
Lithuania	5.16		4.91	
Luxembourg	3.77		..	
Malta	4.70		6.01	
Netherlands	5.42		5.46	
Poland	5.35		5.09	
Portugal	5.57		4.89	
United Kingdom	5.24		5.36	
Czech Republic	4.51		4.08	
Romania	3.45		..	
Sweden	7.30		6.74	
<b>Other European Countries</b>				
Iceland	7.71		7.57	
Norway	7.54		6.51	
Turkey	2.96		..	
<b>Other Countries</b>				
USA	5.58		5.29	
Japan	3.65		3.45	

(1) Eurostat estimate.

Source: Eurostat (UOE Questionnaire).

### Evolution of total public expenditure on education in Spain (2000-2009)

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Thousands of Euros	27,406,989	29,237,178	31,632,986	34,349,572	37,268,498	39,122,860	42,512,586	46,459,265	50,880,439	53,092,220
% GDP	4.35	4.30	4.34	4.39	4.43	4.30	4.31	4.41	4.68	5.07

Source: Figures for education in Spain. 2009-2010 (2012 Edition). Ministry of Education, Culture and Sport.

**Table 5: The expected number of years of formal education received that a person can expect in their lifetime, on average**

**School life expectancy in the educational system at age 6**

<b>Total</b>			Non-University Education		University Education	
	<b>2004-05</b>	<b>2009-10</b>	2004-05	2009-10	2004-05	2009-10
<b>14.4</b>	<b>14.7</b>		12.7	12.9	1.7	1.8

Source: Figures for education in Spain. 2009-2010 (2012 Edition). Ministry of Education, Culture and Sport

**Table 6: Percentage of the population aged 18 – 24 with at least lower secondary education and not in further education or training**

**Early school leaving (1): Percent population aged 18 to 24 who have not completed the Upper Secondary Education stage and do not follow any education or training**

<b>TOTAL</b>			<b>MEN</b>			<b>WOMEN</b>		
<b>2000</b>	<b>2005</b>	<b>2010</b>	2000	2005	2010	2000	2005	2010
<b>29.1</b>	<b>30.8</b>	<b>28.4</b>	35.0	36.6	33.5	23.2	24.9	23.1

NOTE: Calculated using the methodology established by Eurostat based on annual averages of quarterly data.

(1) Data should be interpreted with caution since small sample sizes are affected by sampling errors.

Source: Figures for education in Spain. 2009-2010 (2012 Edition). Ministry of Education, Culture and Sport.

**Percent of population, involved in life-long learning**

Participation of adults in lifelong learning is 10.8% vs. 8.9% in the EU in 2011.

**SLOVENIA**

**Table 7: Educational structure of population aged 15 and over**

6.1 Prebivalstvo, staro 15 let ali več, po doseženi izobrazbi po starostnih razredih in spolu, 1. januar 2011  
Population aged 15 or over by educational attainment, age and sex, 1 January 2011

	Skupaj Total	Skupaj % Total %	Starostne skupine (leta) / Age groups (years)														
			15-24	%	25-34	%	35-44	%	45-54	%	55-64	%	65-74	%		75+	
<b>Skupaj/Total</b>																	
Skupaj	1759336	100,0	229830	100,0	303655	100,0	301558	100,0	310638	100,0	274711	100,0	181465	100,0	157479	100,0	<b>Total</b>
Brez izobrazbe, nepopolna osnovnošolska	77971	4,4	2661	1,2	1770	0,6	3494	1,2	9502	3,1	13969	5,1	17887	9,9	28688	18,2	No education, incomplete basic
Osnovnošolska	435108	24,7	97307	42,3	30083	9,9	47218	15,7	62881	20,2	78552	28,6	60166	33,2	58901	37,4	Basic
Nžja polticna, srednja poklicna	408837	23,1	21596	9,4	61225	20,2	75458	25,0	90962	29,3	76705	27,9	48895	26,8	32196	20,4	Short-term vocational, vocational upper secondary
Srednja strokovna, srednja splošna	531751	30,2	101757	44,3	121978	40,2	97609	32,4	88476	28,5	64203	23,4	32855	18,1	24873	15,8	Technical, general upper secondary
Višješolska, visokošolska	307699	17,5	6509	2,8	88599	29,2	77779	25,8	58817	18,9	41282	15,0	21862	12,0	12821	8,1	Tertiary
<b>Moški/Men</b>																	
Skupaj	864861	100,0	118880	100,0	159456	100,0	156204	100,0	158320	100,0	137825	100,0	82106	100,0	52070	100,0	<b>Total</b>
Brez izobrazbe, nepopolna osnovnošolska	30246	3,5	1290	1,1	1114	0,7	2278	1,5	5424	3,4	7243	5,3	6356	7,7	6541	12,6	No education, incomplete basic
Osnovnošolska	183159	21,2	52711	44,3	20431	12,8	25401	16,3	27668	17,5	29367	21,3	16287	19,8	11294	21,7	Basic
Nžja polticna, srednja poklicna	259650	30,0	15553	13,1	41327	25,9	49236	31,5	58535	37,0	49036	35,6	29914	36,4	16049	30,8	Short-term vocational, vocational upper secondary
Srednja strokovna, srednja splošna	259711	30,0	47183	39,7	64444	40,4	48413	31,0	41153	26,0	31396	22,8	16787	20,4	10335	19,8	Technical, general upper secondary
Višješolska, visokošolska	132095	15,3	2143	1,8	32140	20,2	30876	19,8	25540	16,1	20783	15,1	12762	15,5	7851	15,1	Tertiary
<b>Ženske/Women</b>																	
Skupaj	894475	100,0	110950	100,0	144199	100,0	145354	100,0	152318	100,0	136886	100,0	99359	100,0	105409	100,0	<b>Total</b>
Brez izobrazbe, nepopolna osnovnošolska	47725	5,3	1371	1,2	656	0,5	1216	0,8	4078	2,7	6726	4,9	11531	11,6	22147	21,0	No education, incomplete basic
Osnovnošolska	251949	28,2	44596	40,2	9652	6,7	21817	15,0	35213	23,1	49185	35,9	43879	44,2	47607	45,2	Basic
Nžja polticna, srednja poklicna	147187	16,5	6043	5,4	19898	13,8	26222	18,0	32427	21,3	27669	20,2	18781	18,9	16147	15,3	Short-term vocational, vocational upper secondary
Srednja strokovna, srednja splošna	272040	30,4	54574	49,2	57534	39,9	49196	33,8	47323	31,1	32807	24,0	16068	16,2	14538	13,8	Technical, general upper secondary
Višješolska, visokošolska	175574	19,6	4366	3,9	56459	39,2	46903	32,3	33277	21,8	20499	15,0	9100	9,2	4970	4,7	Tertiary

Vir: Registar sli popis 2011, SURS  
Source: Register-based Census 2011, SURS

## Total public expenditure on education as a percentage of GDP

Table 8: Share of total public expenditure for formal education in GDP.

6.28 Delež javnih izdatkov za formalno izobraževanje v BDP, po ravneh izobraževanja  
Share of total public expenditure for formal education in GDP by level of education

	Ravni izobraževanja Levels of education					%
	skupaj total	predšolsko izobraževanje preschool education	osnovnošolsko izobraževanje basic education	srednješolsko izobraževanje upper-secondary education	terciarno izobraževanje tertiary education	
2006	5,67	0,62	2,39	1,42	1,23	
2007	5,15	0,46	2,33	1,16	1,21	
2008	5,20	0,49	2,35	1,15	1,21	
2009	5,66	0,56	2,48	1,25	1,37	
2010	5,66	0,58	2,48	1,24	1,36	

Source: Statistical Office of the Republic of Slovenia (SURS)

Table 9: The expected number of years of formal education received that a person can expect in their lifetime, on average

School expectancy geo/time 2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Slovenia	16,7 (i)	16,9 (i)	17,2 (i)	17,4 (i)	17,5 (i)	17,8	17,9	18	18,5	18,4	18,4

Source: Eurostat

## Percentage of the population aged 18 – 24 with at least lower secondary education and not in further education or training

In 2006, the percentage of the population aged 25 – 64 having completed at least upper secondary education and not in further education or training was 5.2. The EU-25 average was 15.1%.

Table 10: Percent of population, involved in life-long learning

Life-long learning %	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Total													
geo\time													
EU (27 countries)	7,1 (e)	7,1 (e)	7,2	8,5 (b)	9,2	9,6	9,5	9,3	9,4	9,3	9,1	8,9	9
Slovenia		7,3	8,4	13,3 (b)	16,2	15,3	15	14,8	13,9	14,6	16,2	15,9	13,8

o=not available e=estimated b=break in time series d=definition differs, see metadata p=provisional u=low reliability

Source: Eurostat

## 1. 1. 4. FORMS OF FORMAL EDUCATION, INFORMAL EDUCATION AND LIFE-LONG LEARNING

### PORTUGAL

In Portugal, all formal VET profiles and programs are inscribed in the **National Catalogue of Qualifications** (<http://www.en.ANQEP.gov.pt/>).

The National Catalogue of Qualifications is managed by the **National Agency for Qualification and Vocational Education and Training**, which is a public body under the joint supervision of the Ministry of Solidarity, Employment and Social Security and the Ministry for Education and Science. As a central service involved in indirect State administration, the ANQEP has administrative and financial autonomy and pedagogical independence to pursue its official activity.

The National Catalogue of Qualifications is established in compliance with the implementation of the European Qualifications Framework - EQF Recommendation of the European Parliament and of the Council of April 23, 2008 on the establishment of the EQF for Lifelong Learning (2008/C 111/01)] and with the National Qualifications Framework.

The National Catalogue of Qualifications is an instrument for the strategic management of lower level qualifications. It is an integral part of the National Qualifications System (Decree-Law 396/2007 of December 31), and at this stage it covers 256 vocational qualifications from 39 educational and training areas, being an open tool that is permanently updated.

The National Catalogue of Qualifications is organised according to Education and Training areas, in accordance with the National Classification of Education and Training Areas (Ministerial Order 256/2005 of March 16).

The following references are defined for each qualification:

- Professional profile;
- Training reference;
- Recognition, Validation and Certification of Competences Reference Framework (basic and technological components).

The Catalogue aims to promote and facilitate access to double qualification certification for young people and adults through:

- i) modularizing the training offer – defining courses organized in units of short-term training (25 and/or 50 hours) – Formal learning context and
- ii) providing reference frameworks for the **Recognition, Validation and Certification of Competences (RVCC) processes – informal and non formal learning contexts.**

The **National System for the Recognition, Validation and Certification of Competences** allows individuals to recognize, validate and certify know-how and competences resulting from experiences in different life contexts. The certification achieved through this system does not only enable a personal, social and professional valorisation but also allows the pursue of studies/training. It can assume the form of:

- an Academic process
- a Vocational Process.

### **The National System for the Recognition, Validation and Certification of Competences: Academic process**

The National System for the Recognition, Validation and Certification of Competences - Academic process aims to improve the school certification levels of adults aged over 18 that don't have basic or secondary school certificates, from a lifelong learning perspective. This process run, until the 31<sup>st</sup> March 2013, at the New Opportunities Centres, with the support of specialized and duly prepared professionals. These processes are respectively based, for the basic and secondary level:

- Key Competences in Adult Education and Training Reference Framework (basic level);
- Key Competences in Adult Education and Training Reference Framework (secondary level).

This Academic process gives a basic level certification (a certificate of qualifications corresponding to the 1st, 2nd or 3rd cycle of basic education and a basic education diploma) or a secondary level certification (a certificate of qualifications corresponding to the secondary education level and a diploma of the secondary education level).

The certification issued by a New Opportunities Centre will allow, like other certifications, the pursuing of studies at a subsequent education level, namely higher education, for which the adult must fulfil the demanded access requirements by the law in force.

### **The National System for the Recognition, Validation and Certification of Competences: Vocational process**

The National System for the Recognition, Validation and Certification of Competences - Vocational process (Vocational RVCC) aims towards the improvement of the vocational certification levels in adults over 18 who do not possess qualification in their professional areas, from a continuous learning perspective. Vocational RVCC is an option for individuals who have acquired knowledge and professional competences through experience or other contexts and who wish to obtain a vocational certification in a specific area and/or (re)start a training scheme fitting specific training needs.

Vocational RVCC processes – as well as the Academic - are also developed at New Opportunities Centres and are based on the Vocational RVCC reference frameworks included in the National Catalogue of Qualifications following 3 stages: - identification and recognition of your professional competences; -identification of lacking professional competences, with an indication of the additional training scheme to attend; - certification of the professional competences for the granting of a Certificate of Qualifications and, if possible, a Diploma.

By the end of Vocational RVCC processes, individuals obtain the certification for their competences by the means of:

- a Certificate of Qualifications, document that confirms and details their Vocational Competences;

- a Diploma that proves your level of qualification, if you obtain the correspondent vocational and academic qualification.

Since March 2013, the **National System for the Recognition, Validation and Certification of Competences** has a new legislative framework (Order nº 135-A/2013, March 28) and a new institutional framework, with the creation of the "Centros para a Qualificação e o Ensino Profissional" (Centres for Qualification and Vocational Training). This reform intends to bring to this process a more demanding and vigorous action, better coordination with the territory and with the other existing offers within the NQS, answering to the qualification needs of both Young and Adult population but also bringing new services (information, guidance and counselling services for Adults but also for Young People; provision of services for disabled people seeking for qualification and professional integration).

## **SPAIN**

Regarding formal education, the general system of education has already been described above. The following paragraphs are then going to focus on informal education and life-long learning.

### **Unofficial training**

It is run by the Ministry of Employment and Social Security.

### **Subsystem of Vocational Training for Employment**

The provision of vocational training for employment linked to the National Catalogue of Professional Qualifications consists of training for obtaining certificates of professionalism.

Certificates of professionalism officially recognize vocational skills that enable the development of professional activities relevant for employment.

Each certificate of professionalism endorses a professional qualification from the National Catalogue of Professional Qualifications.

The Subsystem of Vocational Training for Employment includes:

- Training by the demand side:
  - Training activities within companies
  - Individual training leaves
- Training by the supply side

### **Training by the demand side:**

Training by the demand side meets the specific training needs of businesses and workers and consists of training activities within companies and individual training leaves.

Training activities within companies: training provided through training activities within companies.

Individual training leaves: the company authorizes a worker to carry out a training that is recognized by an official accreditation.

### **Training by the supply side:**



Training by the supply side provides workers, both employed and unemployed, training tailored to the needs of the labour market and to meet the requirements of productivity and competitiveness of companies, as well as aspirations for career and personal development of employees, so they are enabled to qualifiedly perform various professions and access employment.

It emphasizes modular training that favours partial cumulative accreditation of the training, reduces dropout risks and enables the worker to progress through the training schedule whatever his/her labour situation is.

### **Programming and managing the training offer**

It includes at the state level:

Training programs primarily aimed at employed workers, financed by public grants, convened by the Public Employment Service.

(And others with less application in the sector)

Besides the supply of training developed by the Government itself, at the regional level also includes the provision of vocational training for employment, and consists of:

- Training programs primarily aimed at employed workers, funded by public grants, convened by the competent body of the respective Autonomous Region.
- Training activities aimed mainly at unemployed workers.

## **SLOVENIA**

If we divide education into formal and informal education, we can find some characteristics of each system. During **formal education**, one can acquire a legally valid education/certification, professional qualification or publicly recognised document.

**Informal education** is mostly about gaining new knowledge as well as updating and deepening it. Knowledge is not proven by a valid public document.

**Formal education**<sup>6</sup>: Formal education and training takes place at institutions of education and training, which are also a subject of legislation in the field of education – different legal acts give them this option and they have to comply with the conditions laid down by the law. Formal education and training leads to publicly recognized diplomas and qualifications/certificates. Formal education in Slovenia consists of initial education and training (which is held at different schools and institutions that have permission from a public body (ministry, government) for performance of such activities) and continuing education and training (“second chance” education, such as matura courses, vocational courses, master craftsmen examinations and the certification system for the assessment and award of national vocational qualifications). All mentioned kinds of formal education have in common the (professionally and technically) responsibility of the Ministry of Education, Science, Culture and Sport for this field.

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<sup>6</sup> Definition of formal education is also provided by Dr Janko Muršak in his work Temeljni pojmi poklicnega in strokovnega izobraževanja, Institute of the Republic of Slovenia for Vocational Education and Training, 2012:

**Formal education** denotes the learning processes that culminate in obtaining a formal, state-approved education, resulting in a change in one’s education or qualification status, for which a state-approved degree, diploma or certificate is conferred. It mostly takes place in an organised and structured environment, i.e. in a school or education centre or at one’s workplace, and is expressly regarded as education (in terms of objectives, duration or resources). From the student’s perspective, formal education is intentional and leads to a formal assessment and validation of the learning outcomes demonstrated. The boundary between formal and non-formal education is extremely flexible; for instance, self-education could be considered formal education if the student follows the prescribed education programme and passes the appropriate examinations to demonstrate that he or she has mastered the required knowledge and skills and obtained a formal education. Distance education could also be considered formal education if carried out in accordance with approved education programmes.

**Non-formal education**<sup>7</sup>: Non-formal education and training includes various forms, but they don't lead to a higher level of education. The programmes can be organised within the government's decision and supervision or drawn up by different institutions themselves. With such activities, an individual can obtain informal knowledge, which is very important for higher employability, work flexibility, interpersonal skills and self-improvement. A very important area in the field of non-formal education is also lifelong learning – Slovenia has already adopted the National Strategy of Lifelong Learning.

### **NATIONAL VOCATIONAL QUALIFICATIONS**<sup>8</sup>

- National Professional Qualifications Act (UL RS, št. 81/2000)
- National Vocational Qualifications give you an opportunity to assess and validate knowledge and skills obtained through non-formal learning.

National Vocational Qualifications are formally recognised vocational, professional or technical qualifications required to practice a profession or perform individual duties within a profession at a certain level of complexity and are prescribed at the national level.

The NVQ system is seen as an additional option alongside the traditional VET. The bases for the certification of vocational competences are occupational standards, launched by employers' organisations or schools, Chambers, ministries and trade unions and are discussed by the Council of Experts for Vocational Education and approved by the Minister of Labour, Family and Social Affairs.

The procedures for certifying vocational qualifications are performed by registered contractors, such as business educational centres, schools, adult education organisations and chambers.

The national vocational qualification is a publicly recognised qualification that is necessary to pursue a specific part of an occupation and therefore is based on the appropriate vocational standard. Vocational standards also serve as the basis for the preparation of formal vocational education programmes that are implemented by vocational schools. A formal vocational education programme consists of several modules; each module is derived from a particular vocational standard. Various vocational standards comprise one formal vocational programme. Students who do not entirely complete the formal programme can provide evidence that they have acquired

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<sup>7</sup> Definition of and non-formal education is also provided by Dr Janko Muršak in his work Temeljni pojmi poklicnega in strokovnega izobraževanja, Institute of the Republic of Slovenia for Vocational Education and Training, 2012:

**Non-formal education** is intentional from the perspective of the student. The outcomes of non-formal education can be assessed and may lead to certification. Non-formal education is sometimes referred to as semi-structured education. Unlike formal education, it does not result in obtaining a state-approved (formal) education. In non-formal education, the roles of teacher and student may not be clearly delineated or the student may learn on his or her own. Non-formal education is not necessarily institutionalised and, unlike formal education, does not culminate in a degree, diploma or certificate.

<sup>8</sup> Sources: Structures of Education and Training Systems in Europe – Slovenia, 2009/10 Edition, Eurydice Unit Slovenia; <http://www.npk.si>; <http://www.cpi.si>; dr. Janko Muršak, Temeljni pojmi poklicnega in strokovnega izobraževanja, CPI 2012.

the competences corresponding to a specific programme module outside the regular school system. They need to prove that they are able to perform in a particular job. Learning outcomes based on vocational standards are defined for each qualification regardless of how it is acquired: by completing the whole vocational programme or by completing a part of the programme (one module) or by accumulating work experience. In the latter case, the Certification System is used. Candidates can prove their competences before the relevant commission. Content elements are the same as in formal vocational education programmes.

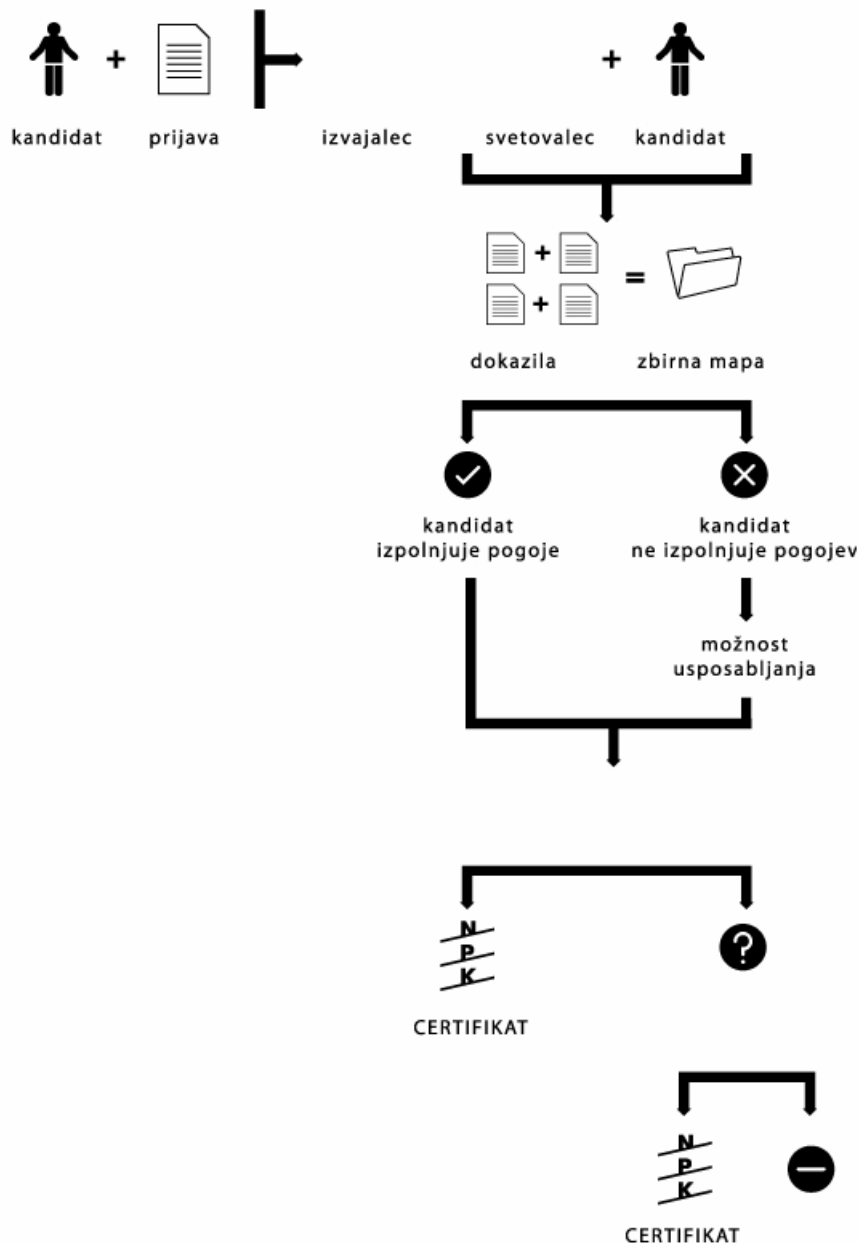
In some cases, new qualifications are developed that are not derived from the existing vocational education programmes, especially at lower levels of difficulty and complexity. Such qualifications usually respond to current labour market needs. The contents, methods and measures of the assessment of knowledge and skills are written and published in the catalogues.

A network of institutions and bodies, registered by the National Examination Centre, enable individuals to obtain a formal recognition or certification for the knowledge and skills they have acquired. Applications from candidates are dealt with by the relevant commission that examines submitted documents and other evidence or the candidate's portfolio and determines whether the candidate meets all the requirements defined by the catalogue of specified occupational competences. If he/she meets the prescribed requirements, the commission certifies their vocational qualification and awards them a certificate. If the candidates do not meet the requirements defined by the catalogue, they undergo an assessment of their knowledge, skills and competences. In this procedure, the candidates prove knowledge that is not evident from their documents. After successfully accomplishing the assessment, the candidates are awarded a certificate.

**National Vocational Qualifications can be obtained by adults who:**

- acquired different vocational competences throughout their lifetime, but did not have them assessed or awarded;
- reached the age of majority (18) or are exceptionally younger and who no longer enjoy the status of an apprentice or secondary school student and have gained relevant work experience;
- wish to be promoted in their professional career without obtaining a higher level of professional education or completing a formal education programme.

**PICTURE 3: Description of the process - how to get NVQs**



Source: Institute of the Republic of Slovenia for Vocational Education and Training, web page: <http://www.npk.si/index.php?subpageid=36>.

**Institute of the Republic of Slovenia for Vocational Education and Training (Center RS za poklicno izobraževanje - CPI)**<sup>9</sup> is the central institution in the system of NVQs that is responsible for preparation of professional basis on the national level (through cooperation with social partners) and for managing relevant processes in the preparation of catalogues of standards for professional knowledge and skills for national vocational qualifications, which are the basis for the verification and certification of informal knowledge, skills and competences.

<sup>9</sup> Web-page: <http://www.cpi.si/en/>

## **1. 1. 5. PROVIDERS OF FORMAL, INFORMAL EDUCATION AND LIFE-LONG LEARNING PROGRAMMES**

### **PORTUGAL**

#### **IVET PROVIDERS:**

- Educational establishments in the public, private and cooperative network;
- Educational establishments for arts teaching;
- Public and private vocational schools;
- Technological schools;
- Vocational training and rehabilitation centres;
- Accredited training providers;
- Public, private or cooperative higher education establishments.

#### **CVET PROVIDERS**

Regarding adult education and training providers, the following training organisations are to be considered:

- Vocational schools and other organisations providing training for trainees and scholarship holders;
- Business, professional or labour organisations;
- Non-profit organisations, if training activities are included in their social mission;
- Enterprises or business organisations, provided they develop training actions for the labour market and the respective training centres are accredited;
- Public and private organisations that promote the creation of New Opportunity Centres at the inter-municipal level;
- Public and private organisations promoting EFA courses, if accredited by competent authorities;
- Joint-management vocational training and vocational rehabilitation centres;
- Accredited VET providers.

### **SPAIN**

Educational institutions of public ownership and private centres coexist in Spain. Public educational centres are those whose owner is a public authority and are publicly funded. In general, this shall belong to one Autonomous Region but, in some cases, the state or local government own them. Private schools are those whose owner is a natural or legal person of private category. Third, there are the private centres benefiting from public subsidy arrangements. The public service of education is carried out through public centres and subsidized private ones, and parents are entitled to choose from the two types the one that best suits their values or interests.

In Spain, the public network of educational institutions, i.e. public centres and private schools benefiting from public grants, is larger than the private. Thus, 70.97% of the schools are public, subsidized private represent 17.69% and 11.34% are private.

Educational institutions are also classified according to the type of instruction they give. Thus, there are, within non-university General Education:

- Nursery schools, which are attended by kindergarten students, whether during the full cycle or only during its first stage.
- Primary schools, which cater to students of Primary School.

- Nursery and Primary Education Centres, which care for children in education (second cycle) and Primary education.
- Secondary Education Institutes, which conform to students currently enrolled in secondary education. These centres can offer the ESO and / or high school and / or vocational training.

The schooling of pupils with special educational needs generally develops in mainstream schools that have the resources necessary for the proper inclusion of these students. Only in cases of educational needs that cannot be met through the diversity of mainstream schools is their schooling developed in Special Education Centres.

Adult Education can be taught at Specific Schools for Adult Education or at Adult Education Classrooms integrated into regular schools.

Artistic education is taught at centres specifically intended for these studies (conservatories of music and dance, art schools and colleges, colleges for restoration and conservation of cultural heritage, design colleges).

Official Language Schools are centres providing intermediate and advanced levels of foreign language education and exist in all autonomous regions.

Sports education is offered at public or private institutions authorized by the relevant education authority, either integrated into vocational training centres or centres approved by the various sports federations.

Finally, university education, immersed in a time of reorganization as a result of the Bologna Process, is taught at universities, comprising schools, faculties, departments and university research institutes.

## **SLOVENIA**

Providers of formal education: public pre-school institutions, organisational units of pre-school units at basic schools, private pre-school institutions, basic schools, secondary vocational schools, secondary technical schools, gimnazije, higher vocational colleges, public and private universities, faculties, art academies and professional colleges.

NVQ's providers: a network of institutions and bodies, registered by the National Examination Centre, Institute of the Republic of Slovenia for Vocational Education and Training (Center RS za poklicno izobraževanje - CPI).

Providers of non-formal education:

- adult education institutions (for example, peoples' universities, in-company trading centres...);
- schools and higher education institutions that provide supplementary education programmes, refresher courses, etc.;
- private schools specialised in a certain field of training that operate on a commercial basis (foreign language schools, etc.);
- other institutions and organisations whose main activity is not education and training.

## **1. 2. EDUCATIONAL AND TRAINING SYSTEM IN TRADE SECTOR**

## **1. 2. 1. INFORMATION AND ANALYSIS OF NATIONAL EDUCATIONAL AND TRAINING SYSTEM IN TRADE SECTOR**

### **LEGISLATION CONCERNING AND DEFINING EDUCATIONAL AND TRAINING SYSTEM IN TRADE SECTOR**

#### **PORTUGAL**

Same as described in the chapter about general national educational and training system.

#### **SPAIN**

Same as described in the chapter about general national educational and training system.

#### **SLOVENIA**

Same as described in the chapter about general national educational and training system and also some acts regulating trade sector – the most important of them being:

- **Vocational Education Act (UL RS, št. 79/2006)**
- **Chambers of Commerce and Industry Act (UL RS, št. 60/2006 and changes)**

#### **Vocational Education Act:**

- This Act regulates education at a lower and secondary vocational and technical secondary level of education.
- Here are the aims of vocational education as defined in Article 2:
  - to impart, at an internationally comparable level, the knowledge, skills and professional competences required to practice a certain profession and for further education,
  - to promote lifelong learning,
  - to educate for sustainable development,
  - to foster independent critical thinking and responsible behaviour,
  - to foster the ability to understand and communicate in the Slovene language and, in the areas defined as ethnically mixed, also in the Italian and Hungarian languages;
  - to promote personal integrity,
  - to promote national consciousness and identity and impart knowledge of the history of Slovenia and its culture,
  - to educate for the responsible protection of freedom, tolerant and peaceful coexistence and respect for others,
  - to promote and preserve Slovene cultural traditions and educate about the cultures and civilisations of other nations,
  - to facilitate participation in the European division of labour,
  - to foster a willingness to establish a free democratic and socially equitable nation,
  - to promote the importance of caring for the natural environment and one's own health,
  - to develop awareness of the rights and responsibilities of man and the citizen, to develop talents and teach art appreciation and artistic expression.
- Role of the social partners.

#### **Chambers of Commerce and Industry Act:**

- This Act regulates the status of Chambers of Commerce and Industry and the process of establishment, operation, modification and termination of Chambers of Commerce.
- Chamber of Commerce (and Industry) is an independent, voluntary, interest-based and non-profit association of legal persons and sole-proprietors who perform independent commercial and related activities on the market.
- Aims and tasks of the Chamber (Article 6) – among other things: the Chamber plans vocational and technical education and participates in practical training and examinations carried out in accordance with the law.
- On the basis of the law, the Chamber of Commerce can be granted a public authorization.
- A legal basis for the establishment of the Slovenian Chamber of Commerce – Trgovinska zbornica Slovenije.

## **POSTS AND OCCUPATIONAL STANDARDS IN TRADE SECTOR**

### **PORTUGAL**

The posts and occupational standards in trade sector in Portugal are described in 2 different tools:

- The Portuguese National Classification of Occupations;
- The National Catalogue of Qualifications.

#### **The Portuguese National Classification of Occupations (NCO)**

The Portuguese National Classification of Occupations is based on an international occupation classification, the CIP (Classification Internationale Type des Professions - Bureau International du Travail) adopted by the International Labour Organisation.

The NCO includes around 1,700 occupations and has been produced with two main objectives:

- firstly, to facilitate international communication by providing to statisticians from different countries the chance to put their national figures in an international context and to present international comparative data on occupations as an aid to research, to political decision making and to the design of concrete measures to deal with issues such as international migration and employment placements;
- at the national level, the NCO is an important tool for manpower statistics and population census and is increasingly useful for professionals and organisations in the field of training, career guidance and information, recruitment and labour regulation.

Two core concepts were used to aggregate and define occupations within the NCO:

- the concept of the nature of the work;
- the concept of skills.

The first concept is directly related to the tasks normally executed by the worker and their respective requirements: occupations are defined broadly to cover a number of jobs and work stations with similar tasks and requirements.

The second concept, skills, is defined as the capacity to perform the tasks required by a given job. For the purposes of NCO, two parameters are used for this definition:

- a) Level of Skill - determined by the complexity and diversity of the tasks required.
- b) Type of Skill - related to the breadth of knowledge required, to the tools and machinery used, to the materials worked on and with and to the nature of the goods produced and of the services rendered.

The core concepts adopted for the NCO resulted in a pyramidal and hierarchical structure of 9 Major Groups (which is subdivided into Major Sub-Groups, Sub-Groups and Base Groups):



- 1 - Executive civil servants, industrial directors and executives
- 2 - Professionals and scientists
- 3 - Middle management and technicians
- 4 - Administrative and related workers
- 5 - Service and sales workers
- 6 - Farmers and skilled agricultural and fisheries workers
- 7 - Skilled workers, craftsmen and similar
- 8 - Machine operators and assembly workers
- 9 - Unskilled workers

Posts and occupational standards in the trade sector in Portugal within this tool are described in the 2nd, 4th and 5th major groups of occupations. Commercial employee is included in the 5th major group - Service and sales workers.

The **National Catalogue of Qualifications** - <http://www.catalogo.anqep.gov.pt>.

The **National Catalogue of Qualifications** comprises 8 different Occupational Standards for the Trade sector in Portugal:

- Commercial Employee;
- Logistic Assistant;
- Commercial Technician;
- Logistic Technician;
- Marketing Technician;
- Sales Technician;
- Window Dresser Technician;
  
- International Trade Specialised Technician.

The National Catalogue of Qualifications was defined under the framework of the **National Qualifications System** (Resolution of the Council of Ministers no. 173/2007 and Decree Law no. 396/2007) – the aim of which is to restructure the vocational training integrated into the education system and the labour market, integrating them with common objectives and tools under a renewed framework.

The National Qualifications System is coordinated by the government members who are responsible for the National VET areas and is composed of 3 different bodies:

- The National Council for Vocational Training – which is a tripartite structure responsible for profiles and reference materials approval and recognition;
- The Sectorial Councils for Qualifications (SCQ) – responsible for identifying updated needs within the National Catalogue of Qualifications (integration of new qualifications and restructuration of reference materials) and for providing input regarding its restructuring;
- The National Agency for Qualification and Vocational Education and Training - responsible for elaborating the competences and training reference materials to be integrated into the National Catalogue for Qualifications.

Posts in trade sector in Portugal are regulated by three different tools:

- The National Catalogue of Qualifications
- The Portuguese National Classification of Occupations;
- Collective Labour Agreements in Force in Portugal for the Trade sector.

**SPAIN**

Standard posts and their content vary depending on the type of training. As in the general education system, training in the commerce sector can be:

- Formal, in this case under the Ministry of Education, Culture and Sport
- Informal, under the Ministry of Employment and Social Security

Below is a description of jobs and their professional qualifications for both types of training, formal and informal.

#### Formal training

### **PROFESSIONAL FAMILY: TRADE AND MARKETING PROFESSIONAL QUALIFICATION – REGULATIONS**

Here are the regulations of the various branches of professional qualifications:

#### **1.- ANCILLARY STORE ACTIVITIES (LEVEL 1)**

BOE (Official State Gazette) number 300 of December 14, 2011. Page 134992 (Royal Decree 1522/2011, of October 31)

#### **2.- ANCILLARY COMMERCE ACTIVITIES (LEVEL 1)**

BOE number 312 of December 28, 2011. Page 143231 (Royal Decree 1694/2011, of November 18)

#### **3.- SALES ACTIVITIES AND ITS SPECIALTIES (LEVEL 2)**

BOE number 223 of September 15, 2008. Page 37533 (Royal Decree 1377/2008, of August 1st)

#### **4.- SMALL SHOP MANAGEMENT ACTIVITIES (LEVEL 2)**

BOE number 165 of July 12, 2011. Page 77320 (Royal Decree 889/2011, of June 24)

#### **5.- CUSTOMER SERVICE (LEVEL 3)**

BOE number 300 of December 14, 2011. Page 135129 (Royal Decree 1522/2011, of October 31)

#### **6.- COMMERCIAL SALES MANAGEMENT (LEVEL 3)**

BOE number 312 of December 28, 2011. Page 143303 (Royal Decree 1694/2011, of November 18)

#### **7.- MARKETING AND COMMUNICATION MANAGEMENT (LEVEL 3)**

BOE number 276 of November 16, 2011. Page 118278 (Royal Decree 1550/2011, of October 31)

#### **8.- SUPPLY MANAGEMENT AND CONTROL (LEVEL 3)**

BOE number 300 of December 14, 2011. Page 135023 (Royal Decree 1522/2011, of October 31)

#### **9.- IMPLEMENTATION AND PROMOTION OF COMMERCIAL AREAS (LEVEL 3)**

BOE number 223 of September 15, 2008. Page 37556 (Royal Decree 1377/2008, of August 1st)

#### **10.- TRANSPORT AND SUPPLY ORGANIZATION (LEVEL 3)**

BOE number 136 of June 8, 2011. Page 55845 (Royal Decree 642/2011, of May 9)

#### **11. - STORE ORGANIZATION AND MANAGEMENT (LEVEL 3)**

BOE number 136 of June 8, 2011. Page 55809 (Royal Decree 642/2011, of May 9)

Professional qualifications are regulated by general legislation (RD 375/1999) by the National Qualifications Institute –INCUAL– responsible for the development and maintenance of the National Catalogue of Professional Qualifications  
The specific categories are regulated in each collective agreement.

## **SLOVENIA**

### **Posts in Trade Sector**

The now valid Collective Agreement for Slovenia's Trade Sector (Uradni list RS, št. 24/14) doesn't mention concrete posts. The works are classified in regard to complexity in tariff classes:

#### **Tariff class I (simple work):**

Ancillary and simple work which, as a rule, does not require any special knowledge.

#### **Tariff class II (less demanding work):**

Less demanding work which, as a rule, requires knowledge acquired in primary school and in short one- or several-months training programs or relevant knowledge acquired through work experience.

#### **Tariff class III (medium demanding work):**

Medium demanding work which, as a rule, requires knowledge acquired through two-year formal vocational or professional education or relevant knowledge acquired through work experience.

#### **Tariff class IV (demanding work):**

Work that workers carry out independently and which, as a rule, requires knowledge acquired through three-year formal vocational or professional education or relevant knowledge acquired through work experience.

#### **Tariff class V (more demanding work):**

Work employees carry out independently; they organise and carry out organisational unit work processes or give instructions for the work and usually this requires knowledge acquired through four- or five-year formal vocational or professional education and a degree of master, foreman or manager or relevant knowledge acquired by work experience.

#### **Tariff class VI (very demanding work):**

Work employees carry out completely independently; they organise and carry out organisational unit work processes, they are empowered for independent decision-making and, as a rule, this requires knowledge acquired through at least higher professional education / Bologna level I or relevant knowledge acquired through work experience.

#### **Tariff class VII (highly demanding work):**

Works that have a decisive influence on company operation and that, as a rule, require high professional education / Bologna level II or more or relevant knowledge acquired through work experience.

The classification of the complexity of work into tariff classes shall be applied to the classification of the positions of employment and/or type of work by posting the **classifications act adopted by the employer.**

**Trade Act** (UL RS, 24/2008) sets out the conditions for the performance of commercial activities and supervision over the implementation of the law.

The Trade Act defines the minimum technical and other requirements for performing commercial activities in relation to:

- the premises and the equipment and devices used in shops,
- the exterior of shops,
- the manner of and equipment and devices for selling goods outside shops,
- the manner of and equipment and devices for selling goods in special wholesale establishments,

- the minimum level of education for typical posts in the trade sector.

Trade Act presents the legal basis for adopting Rules on the Minimum Level of Education of Persons Performing Trade Activities by the Ministry.

**Rules on the Minimum Level of Education of Persons Performing Trade Activities (UL RS, 4/2010)** lay down a minimum level of education for typical jobs in trade. The Rules was adopted by the Ministry of the Economy in the year 2010 on the basis of the new Trade Act.

Two typical jobs at a store are those of **salesman** and **shop manager**. The Rules define a sales assistant as a person who sells goods directly to customers, advises customers on product features or accepts payment from customers. A sales assistant must have completed at least secondary vocational education (4th level – Slovenian system).

A shop manager is a person who manages shop operations by organising the business and work processes in relation to purchasing, storing, preparing and selling goods at retail establishments or parts thereof. A shop manager must have completed at least secondary technical education or general secondary education (5th level – slovenian system).

#### **Occupational standards**

According to KLASIUS-P (SURS, 2006), the professional field of business and administration comprises:

- business and administration (broad programmes),
- wholesale and retail sales,
- marketing and advertising,
- finance, banking and insurance,
- accounting and taxation,
- management and administration,
- secretarial and office work,
- working life.

The website of the Institute of the Republic of Slovenia for Vocational Education and Training contains a database and specifies the content of all the occupational standards in the professional field of business and administration according to KLASIUS-P (SURS, 2006), including the following occupational standards from the field of trade:

Level	Occupational standard	NVQ catalogue	Basis for the educational programme
III.	Auxiliary Administrator		Auxiliary Administrator LVE
IV.	<b>Shop Assistant</b>		<b>Shop Assistant SVE</b>
	Administrator		Administrator SVE
V.	Project Management Assistant	YES	
	<b>Shop Manager</b>		
	Sales Promoter	YES	
	Marketing Communications Assistant		Window Display Technician STE
	Telemarketer	YES	
	Commercial Clerk		
	Teller		
	Bank Operations Clerk		
	Insurance Assistant		Economic Technician STE
	Bookkeeper	YES	Economic Technician VC
	Secretary		Economic Technician VTE
	Warehouse Logistics Specialist	YES	Logistics Technician STE Logistics Technician VTE
	V.	Estate Agent	YES
Estate Manager			
International Trade Assistant		YES	
Technical Sales Clerk			Economist
Bank Operations Assistant			
Personal Banker			
Insurance Technical Assistant			
Accountant (in small companies, public institutions, etc.)		YES	
Business Organisation Specialist			
Project Manager		YES	Economist
Administrative Secretary			Administrative Secretary
Promoter		Visual Communication and Marketing	

\* The Shop Manager occupational standard constitutes a basis for the examination catalogue for the examination for completing the Shop Manager secondary technical education programme.

\*\* The Warehouse Manager occupational standard is not based on a vocational qualification.

Source of table data: Poklicni standardi in nacionalne poklicne kvalifikacije 2000–2012 (Occupational Standards and National Vocational Qualifications 2000–2012), Institute of the Republic of Slovenia for Vocational Education and Training, <http://www.nrpslo.org/baze-podatkov/poklicni-standardi.aspx>.

## 1. 2. 3. EDUCATION AND TRAINING PROVIDERS FOR TRADE SECTOR

### PORTUGAL

The same ones as described in the topic about general education and training.

### SPAIN

#### Formal education

Vocational schools are the training providers in the commerce sector.

#### Informal education

In both occupational and ongoing training, trade unions and business organizations are the ones who provide training through their own centres or through semi-private (publicly funded) centres, with funds provided by the Tripartite Foundation, obtained from social security contributions.

### SLOVENIA

#### Formal education

Secondary schools in Slovenia that carry out the "salesman" programme (duration of the programme: 3 years): Brežice School of Economics and Commerce, Murska Sobota

School of Economics, Novo Mesto School of Economics, Kranj School Centre, Celje School of Economics, Nova Gorica Secondary School of Economics and Commerce, Koper Secondary School of Economics and Business, Domžale Secondary School, Kočevje Secondary School, Slovenska Bistrica Secondary School, Zagorje Secondary School, Ljubljana Secondary School of Commerce, Maribor Secondary School of Commerce, Ptuj School Centre, Slovenj Gradec School Centre, Velenje School Centre, Lendava Bilingual Secondary School.

The programme "salesman", which is carried out by the secondary vocational schools, is approved by the Ministry of Education of the Republic of Slovenia:  
<http://portal.mss.edus.si/msswww/programi2012/programi/SPI/trgovec/kazalo.htm>.

The Slovenian Chamber of Commerce promotes posts in trade. One of activities is also promotion of the post "salesman" – a short promotional film for "salesman" has been made that is available at the link: <http://www.tzslo.si/predstavitev-poklica-prodajalec>.

Slovenian Chamber of Commerce carries out also a formal educational programme for shop manager (V. level of education in Slovenia).

### **Informal education**

- Companies/retailers themselves – tailor made programmes, internal trainings.
- Slovenian Chamber of Commerce – "SCC Academy", functional education (frequently in the field of legislation).

## **1. 3. OCCUPATIONAL COMPETENCES FOR WORK OF GOODS AND PRODUCT MANIPULATOR**

### **1. 3. 1. DEFINITION OF GOODS AND PRODUCT MANIPULATOR**

#### **PORTUGAL**

The GPM post is defined in:

- The National Catalogue for Qualifications;
- The National Classification of Occupations;
- Collective Labour Agreements (CLAs).

Trade occupations in Portugal are not regulated, which means that the minimum level of education for persons performing commercial activities is not regulated by the national legislation. In addition, employers define their own systematization in their general acts.

#### **SPAIN**

For the work of GPM, the occupational competences are especially relevant, defined in the occupational competences framework, which deals with the professional family: trade and marketing. This professional family includes different professional qualifications. The most relevant for the GPM are the occupational competences under "ancillary commerce activities" (1. level), which is described in the national gazette (BOE), number 180, 26. 7. 2008.

ANCILLARY COMMERCE ACTIVITIES	1	UC1327_1: Performing ancillary operations of	<b>Duration of the associated training: 270 hours</b> MF1327_1: Ancillary	Hypermarket stock clerk.
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<p>BOE number 180 of July 26, 2008 Page 32498</p> <p>BOE number 312 of December 28, 2011 Page 143231</p>	<p>replacement and refurbishment of products available at the point of sale.</p> <p>UC1326_1: Preparing orders effectively and efficiently following established procedures.</p> <p>UC1328_1: Handling and moving products in the retail area and in the proximity area of distribution, using pallets and wheelbarrows.</p> <p>UC1239_1: Providing service and operational information to the customer, in a structured and formalized manner.</p>	<p>operations at the point of sale (90 hours) MF1326_1: (Transversal) Order picking (40 hours) NF1328_1: Handling and moving products using pallets and wheelbarrows (50 hours) MF1329_1: Basic Customer Service (50 hours) MP0406: Internship module on ancillary commerce activities (40 hours)</p>	<p>Stock clerks. Proximity deliverers on foot. Hand packers and packagers. Order picker. Sales assistant.</p>
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The level of difficulty (complexity) of work of a GPM is at an intermediate level.

## **SLOVENIA**

The occupation of goods and product manipulator was defined in Annex 1 (OG RS No. 57/98) to the Collective Agreement for Slovenia's Trade Sector (OG RS No. 10/98) from 1998, which is no longer valid. The job was defined as moderately complex. In the past, there was also a two-year educational programme in Slovenia entitled Goods and Product Manipulator, which encompassed a total of 2,623 hours (80 weeks). The programme was terminated in the late 1980s. The current Collective Agreement for Slovenia's Trade Sector (OG RS No. 24/14) does not mention the jobs under consideration. The classification of jobs and/or job types according to complexity is determined by job classification plans issued by employers.

### **1. 3. 2. DESCRIPTION OF OCCUPATIONAL COMPETENCES FOR WORK OF GPM**

## **PORTUGAL**

### **Description of the Commercial Employee occupation in CLAs**

There are two job names that are used for this occupation: Cashier and Commercial employee.

Cashier/Commercial employee is described as a worker that sells merchandise in the Trade sector – retail or wholesale and has the following core activities/tasks: at point-of-sale, when in contact with the customer, he/she obtains information about the kind of products the customer is interested in; helps the customer to choose the product, performing a demonstration if possible or enhancing the products commercial qualities

and advantages; announces the product price and the credit terms; if necessary cuts or separates the merchandise/products by categories as customer wishes; measures or weighs products and takes care of the products packaging or promotes product delivery; makes an effort to accomplish sales; receives the respective price or issues the necessary document(s) for the payment of merchandise at the payment-point. He/she can also perform tasks related to product reception and checking, to its transportation to transport locations and to its cleaning and good condition maintenance; he/she controls the exit of sold products; receives orders; elaborates the respective forms and executes them; and cutting, separating, counting, weighing or measuring the merchandise. Sometimes, he/she is in charge of carrying out a periodic inventory.

CLAs from 3 different regions (Guarda, Braga and Portalegre) refer that the Cashier/Commercial employee is also responsible for products storage and the CLA from the Leiria region refers that this professional carries out entries and lists and consults data in ICT systems.

In the **National Classification of Occupations**, the Occupation of Commercial Employee is inserted in the Sellers Sub-group with the following general description: Sellers sell products in shops and supermarkets and promote the products' qualities and utilization. Sellers carry out the following tasks:

- Transfer the products from the warehouse to the points-of-sale and promote them;
- To get information about the nature and quality of products customers are interested in;
- To take part in the customer's product choice;
- To provide information about product prices, credit terms and discounts;
- To pack the products and, if necessary, to promote their expedition;
- To fill in invoices, delivery orders and receipts;
- To verify cashier receipts if necessary;
- To carry out product demonstrations in order to promote their characteristics and utilization.

The name attributed to this specific occupation by the NCO is Cashier and is described as follows: at points-of-sale, cashiers try to get acquainted with the product(s) that customers are looking for; present the product or suggest an alternative to what has been asked for; inform the customer about the product's quality, trade mark and advantages and, if necessary, carry out product demonstrations; inform about the price and credit terms; register the necessary items for the emission of invoice/receipt; elaborate order forms and promote the actions to be taken for product delivery. Sometimes, they are in charge of counting the products for inventory purposes. They might pack the products – putting them in boxes or wrapping them - in order to facilitate their transportation or their handling. They might receive the selling price amount. They can become specialized in products with special technical characteristics and be appointed according to that specialization.

As for all Qualifications, the **National Catalogue for Qualifications**, regarding the Commercial Employee Qualification, defines its respective:

- Professional profile;
- Training reference
- Recognition, Validation and Certification of Competences Reference Framework (basic and technological components).

For the **Trade sector** in Portugal, the National Catalogue of Qualifications comprises 8 different Occupational Standards :

- Commercial Employee
- Logistic Assistant
- Commercial Technician



- Logistic Technician
- Marketing Technician
- Sales Technician
- Window Dresser Technician
- International Trade Specialised Technician

Within the NQF, the Commercial Employee's Qualification is at EQF level 3.

The **Occupational Competences** of the work of the Commercial Employee are described in its **National Catalogue for Qualifications** RVCC Profile.

**The chart of core tasks, sub-tasks and knowledge and skills for Commercial Employee (in grey are identified the core tasks):**

**1. Applies Control of Stocks Techniques**

<b>Tasks</b>	<b>Knowledge and Skills</b>
Selects and calculates the coverage stocks for the various categories of products, value and days	<ul style="list-style-type: none"> <li>• Numerical calculation</li> <li>• Stock management basic concepts</li> <li>• Valorisation of Stock Fundamentals</li> <li>• Commercial activity specific software</li> <li>• Stock management</li> </ul>
Inserts the information on suppliers into a database	<ul style="list-style-type: none"> <li>• Stock management basic concepts</li> <li>• Suppliers databases</li> <li>• Commercial activity specific software</li> <li>• Stock management</li> </ul>
Chooses and executes the planning order of importance by supplier	<ul style="list-style-type: none"> <li>• Stock management basic concepts</li> <li>• Suppliers databases</li> <li>• Commercial activity specific software</li> <li>• Stock management</li> </ul>
Calculates the minimum stock per product in accordance with the suppliers' delivery deadlines and with the stock rotation	<ul style="list-style-type: none"> <li>• Stock management basic concepts</li> <li>• Numerical calculation</li> <li>• Predefined rules of minimum stocks</li> <li>• Delivery deadlines information maps</li> <li>• Stock security</li> <li>• Commercial activity specific software</li> <li>• Stock management</li> </ul>

**2. Receives and packs the suppliers' products**

<b>Tasks</b>	<b>Knowledge and Skills</b>

Receives the suppliers' products in accordance with the Shipping Plan and based on the request order	<ul style="list-style-type: none"> <li>• Products classification</li> <li>• Suppliers classification</li> <li>• Stock management basic concepts</li> <li>• Commercial documentation: invoices, receipts, purchase orders / contracts</li> <li>• Minimum lifetime of products</li> <li>• Health and Safety at Work standards: movement and handling of cargo in safety; personal protection equipment; prevention of work accidents, maintenance and packaging of products</li> <li>• Commercial activity specific software: stock management</li> </ul>
Puts the products received in the respective places	<ul style="list-style-type: none"> <li>• Location and storage facilities</li> <li>• Products characteristics</li> <li>• Organization and optimization of warehouse space in terms of products</li> <li>• Equipment storage</li> <li>• Health and safety at work standards: movement and handling of cargo in safety; personal protection equipment; prevention of work accidents, maintaining and packaging of products</li> <li>• Legislative law on health and safety sector</li> </ul>
Participates in inventories, performing the counting and recounting of products and their registration	<ul style="list-style-type: none"> <li>• Location and storage facilities</li> <li>• Product characteristics</li> <li>• Organization and optimization of warehouse space in terms of products</li> <li>• Equipment storage</li> <li>• Health and safety at work standards: movement and handling of cargo in safety; personal protection equipment; prevention of work accidents , maintaining and packaging of products</li> <li>• Legislative law on health and safety sector</li> </ul>

### 3. Applies exposition techniques and replacement of products at the point of sale

Tasks	Knowledge and Skills
Performs the replacement of products according to the replacement plan of the point of sale	<ul style="list-style-type: none"> <li>• Organization and optimization of the sales space</li> <li>• Product characteristics</li> <li>• Product replacement and promotion techniques</li> <li>• Replacement plan</li> <li>• Hygiene, health and safety at work standards</li> </ul>
Organizes shelves and islands, displaying products and information about their prices	<ul style="list-style-type: none"> <li>• Organization and optimization of the sales space</li> <li>• Product characteristics</li> <li>• Product replacement and promotion techniques</li> <li>• Replacement plan</li> <li>• Hygiene, health and safety at work standards</li> </ul>

Places the different signs types and price labels on products for normal and promotional sales	<ul style="list-style-type: none"> <li>• Organization and optimization of the sales space</li> <li>• Products characteristics</li> <li>• Products replacement and promotion techniques</li> <li>• Replacement plan</li> <li>• Price labels, posters, hanging cards</li> </ul>
Performs promotional activities of products according to the Promotional Plan of the point of sale	<ul style="list-style-type: none"> <li>• Organization and optimization of the sales space</li> <li>• Products characteristics</li> <li>• Products replacement and promotion techniques</li> <li>• Promotional activities plan</li> <li>• Discounts, vouchers and gifts</li> </ul>

#### 4. Provides service to customers and sales techniques at the point of sale

Tasks	Knowledge and Skills
Welcomes customers in the commercial space, identifying their needs	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The Assistance Process: steps, behaviour and related attitudes</li> <li>• Customer types</li> <li>• Needs diagnosis</li> <li>• Asking questions techniques</li> <li>• Interpersonal communication</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>
Displays the products or services and their characteristics, sales conditions and after-sales services	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The assistance process: steps, behaviour and related attitudes</li> <li>• Customer types</li> <li>• Needs diagnosis</li> <li>• Asking questions techniques</li> <li>• Interpersonal communication</li> <li>• Products/services characteristics</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>

Processes the sale to the customer	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The assistance process: steps, behaviour and related attitudes</li> <li>• Interpersonal communication</li> <li>• Numerical calculation</li> <li>• The commercial establishment's promotional plan</li> <li>• Commercial documentation (checks, invoices / receipts, guarantees, bill of lading)</li> <li>• Specific vocabulary of the English language</li> <li>• Specific software for the commercial activity: payment and billing, equipment and systems applied to businesses</li> </ul>
Packages products according to their characteristics and to customer wishes	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The assistance process: steps, behaviour and related attitudes</li> <li>• Customer types</li> <li>• Needs diagnosis</li> <li>• Asking questions techniques</li> <li>• Interpersonal communication</li> <li>• Products/services characteristics</li> <li>• Products' packaging and packing techniques</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>
Says goodbye to the client according to the kind of farewell defined by the shop	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The assistance process: steps, behaviour and related attitudes</li> <li>• Customer types</li> <li>• Interpersonal communication</li> <li>• Customers farewell criteria internally defined</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>
Performs the opening and closing of the box register	<ul style="list-style-type: none"> <li>• Equipment and systems applied to the commercial activity</li> <li>• Commercial documentation: cash control sheet</li> </ul>

### 5. Applies techniques of telephone assistance to the customer

Tasks	Knowledge and Skills
Applies the kind of welcome established	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The phone assistance steps and rules</li> <li>• Customer types</li> <li>• Interpersonal communication</li> <li>• Telephonic communication</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>

Applies the support to the operator's script in force according to the kind of service	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The phone assistance steps and rules</li> <li>• Customer types</li> <li>• The support script to the operator</li> <li>• Interpersonal communication</li> <li>• Telephonic communication</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>
Says goodbye to the client according to type of farewell defined by commercial enterprise	<ul style="list-style-type: none"> <li>• The assistant's profile and functions</li> <li>• The phone assistance steps and rules</li> <li>• Customer types</li> <li>• The support script to the operator</li> <li>• Interpersonal communication</li> <li>• Telephonic communication</li> <li>• Customers farewell criteria internally defined</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>

### 6. Applies customer loyalty procedures

Tasks	Knowledge and Skills
Monitors adherence to the loyalty program	<ul style="list-style-type: none"> <li>• Loyalty's concept and objectives</li> <li>• Customer retention techniques</li> <li>• Customer files and control</li> <li>• Numerical calculation</li> <li>• Tools to assess customer satisfaction</li> <li>• Specific software for customer loyalty within the commercial activity</li> </ul>

### 7. Implements procedures for after-sales service

Tasks	Knowledge and Skills
Applies the procedures of the departmental after-sales service concerning guarantees, support and services	<ul style="list-style-type: none"> <li>• Company standards for customer Service: guarantees, support and services</li> <li>• Consumer Law principles</li> <li>• Interpersonal communication</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>
Performs product returns according to established criteria and conditions	<ul style="list-style-type: none"> <li>• Company standards for customer Service: guarantees, support and services</li> <li>• Numerical calculation</li> <li>• Specific software for the commercial activity: payments and invoices</li> </ul>

### 8. Handles customer complaints in accordance with the procedures

Tasks	Knowledge and Skills

Handles complaints by applying internal procedures for complaints management	<ul style="list-style-type: none"> <li>• Products characteristics</li> <li>• Customer service processes and standards: guarantees, support and services</li> <li>• Consumer law principles</li> <li>• Procedures for complaints management</li> <li>• Interpersonal communication</li> <li>• Conflict management concepts</li> <li>• Specific vocabulary of the English language</li> <li>• Specific sentences</li> </ul>
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## 9. Fills in commercial documentation

Tasks	Knowledge and Skills
Fills in securities (checks, bills, etc.)	<ul style="list-style-type: none"> <li>• Sales documentation</li> <li>• Commercial law - contracts and debt obligations</li> <li>• Tax law concepts</li> <li>• Knowledge of Commercial calculations</li> </ul>
Fills in discount proposals	<ul style="list-style-type: none"> <li>• Sales documentation</li> <li>• Commercial law - contracts and debt obligations</li> <li>• Tax law concepts</li> <li>• Commercial calculations</li> </ul>
Fills in documents related to sales contracts (note order, delivery, invoice, debit note, credit note and receipt)	<ul style="list-style-type: none"> <li>• Sales documentation</li> <li>• Commercial law - contracts and debt obligations</li> <li>• Tax law concepts</li> <li>• Commercial calculations</li> <li>• Specific software</li> </ul>

## SPAIN

The goods and products manipulator performs tasks dealing with the replacement of goods in the showroom and warehouse, according to previously defined technical criteria, carrying out the transfer of goods on their own or using mechanical elements. He/she performs the labelling, counting, checking, weighing and packaging of goods, making annotations and controls. He/she advises clients on the location of goods and other requested matters and performs cleaning tasks derived from their function.

WHAT DOES HE/SHE DO?	HOW DOES HE/SHE DO IT?
– <b>Loading and unloading goods received in the freight yard of the establishment.</b>	<ul style="list-style-type: none"> <li>• Collaborating in palletizing and de-palletizing the received goods.</li> <li>• Verifying that the state and characteristics of the received products are in accordance with the request made and with regulations.</li> <li>• Performing the work of loading and unloading different products.</li> </ul>
– <b>Distributing goods in the warehouse according to their type, always following the rules and procedures for this.</b>	<ul style="list-style-type: none"> <li>• Performing the marking, counting, checking, weighing and packaging of goods received.</li> <li>• Performing annotations and controls necessary for the ensuing management of goods stored in the warehouse.</li> <li>• Classifying various goods so they</li> </ul>

	<p>are properly located in the warehouse.</p> <ul style="list-style-type: none"> <li>• Arranging products according to standards and procedures established for this purpose.</li> </ul>
<p>– <b>Monitoring stocks and replenishing products in different store shelves.</b></p>	<ul style="list-style-type: none"> <li>• Monitoring and controlling the state of the shelves of the different store sections, according to the established criteria.</li> <li>• Writing down product requirements in every section</li> <li>• Assuring that the shelves always have the necessary products, so that the customer has the widest offer of goods</li> <li>• Moving, manually or with the specific machinery, the various products to replenish the sales floor.</li> <li>• Replenishing those products or goods that are run out.</li> </ul>
<p>– <b>Advising customers and providing support to the different store areas.</b></p>	<ul style="list-style-type: none"> <li>• Gathering all the information needed for customer orientation on those matters that may be required.</li> <li>• Collaborating, when so required, in the development of other tasks necessary for the store operation.</li> <li>• Supporting in cleaning tasks of the establishment.</li> </ul>

**The location of the goods and products manipulator within the organization of work in a company would be:**

Leading the supermarket or hypermarket, there is a manager or store manager.

In a smaller supermarket, and hierarchically under the manager, lie the section heads of each department. The goods and products manipulators are directly dependent on the latter, as part of a team of workers with the same qualifications. The presence of a coordinator of these goods and products manipulators, who, belonging to the same skill level, can engage in coordinating the work of replacement, is also typical.

**The working tools or materials necessary for the development of their activity are:**

- Warehouse equipment: forklifts, reach trucks, conveyors, elevators, palletizers, hand carts, taping, labelling, scales, crane scales, etc.
- Tools and hardware: code readers, records of incoming and outgoing goods, inventory and invoices.

**Generic Competences**

- **CUSTOMER ORIENTATION:** Customer orientation involves a desire to help or serve customers, to meet their needs. The customer is the main asset of the commercial sector, so that all professionals must demonstrate willingness and effort to them.
- **TEAMWORK AND COOPERATION:** Teamwork and cooperation imply the intention of collaborating with others, joining a group, working together as opposed to individually or competitively. Goods and products manipulators are part of a team, so they have to interact with others to achieve the objectives set by the company.
- **ACHIEVEMENT ORIENTATION:** Achievement orientation is the concern for performing the job well or exceeding a standard. Fulfilling customer expectations regarding the treatment, efficiency and speed of execution of their work is important for this professional.

- **FLEXIBILITY:** is the ability to adapt and work effectively in different situations and with different people or different groups. The goods and products manipulator works with many different people throughout the day, being fundamental their ability to adapt to each of them in treatment and personalized attention to customers.
- **SELF-CONTROL:** is the ability to keep your emotions under control and avoid negative reactions to provocations, opposition or hostility from others, or when working in stressful conditions. These situations can occur in dealing with customers, and the professional always has to keep calm and respectful towards the customer, establishing adequate mechanisms for the treatment of the situation arising.
- **THOROUGHNESS IN TASK PERFORMANCE:** Thoroughness in presenting the products on the shelves is very important for goods and products manipulators. It is also important the intense scrutiny of goods available to the customer in order to ensure perfect condition.
- **INTEGRITY:** is acting in line with what each considers important in terms of his/her own values. Goods and products manipulators have continuous contact with goods that are not owned. In this context, personal values of these professionals must be solid so that there is no misappropriation.

### **Specific Competences**

- **MANAGING PRODUCT REPLENISHMENT IN THE SHOWROOM:** Knowing and applying specific techniques to maintain optimum stock level so as to ensure their availability to the customer in the different sections of the establishment.
- **KNOWING CUSTOMER SERVICE TECHNIQUES:** Knowing and practicing proper customer service techniques in case customers require their services.
- **ORDERING:** Knowing and applying the methodology established to resolve, based on the knowledge of the company's stock, any order from customers concerning products sold in the company.
- **COLLABORATING IN ADVERTISING AT THE POINT OF SALE:** Knowing and applying advertising techniques at the point of sale to enhance the purchase choice and keeping the information updated to properly assist customers.
- **RESOLVING CUSTOMER COMPLAINTS:** Knowing and applying specific techniques to resolve customer complaints as part of their responsibilities and according to criteria and procedures established at the company.

## **1. 4. EDUCATION AND TRAINING FOR WORK OF GOODS AND PRODUCT MANIPULATOR**

### **1. 4. 1. FORMAL AND INFORMAL EDUCATION FOR GOODS AND PRODUCT MANIPULATOR**

#### **PORTUGAL**

There are two kinds of Initial Education and Training Courses - leading to a double certification - school degree plus qualification - for the Commercial Employee Qualification:

- For young people: from 1200 to 2109 hours depending on the entrance (development) level of the trainee;
- For adults: from 1940 to 2390 hours depending on the entrance (development) level of the trainee.

The **Education and Training course for Young people** is composed of 4 different components: a social and cultural component (languages, culture, communication, citizenship and society), a scientific component, a technological component and finally a work practice period.



The **Education and Training course for Adults** is composed by the following training components:

- Learning with autonomy (transversal): assisted self-learning tools that allow the integration and development of team work habits, the definition of individual and collective agreements and the definition of work and relationship rules;
- Basic Training (citizenship, employability, communication and language, mathematics for life and ICT);
- Technological Training (organized by Short Term Training Units, capitalisable and certifiable autonomously);
- a work practice period.

These training courses – as all the training courses leading to a double certification – are designed by the National Agency for Qualifications and integrated in the National Catalogue for Qualifications.

As referred above, whenever updating needs are identified within each Qualification and respective training pathway, Sectorial Councils for Qualifications or the National System of Qualifications Network actors identify the updating needs of the Catalogue and propose the exclusion/inclusion or updating of Qualifications.

Each entity that organises and implements these training courses is responsible for its planning.

In Portugal, **providers** of formal VET for the Commercial Employee are Vocational Training Centres, Professional Schools and Secondary Schools. The providers of informal VET are the **New Opportunities Centres** (since March 2013 called “Centros para a Qualificação e o Ensino Profissional” (Centres for Qualification and Vocational Training)).

The Occupational Competences of the work of the Commercial Employee are described in its National Catalogue for Qualifications RVCC Profile.

In the Portuguese National Catalogue of Qualifications, we can find – for all Qualifications, including for Commercial Employee Qualification (<http://www.catalogo.anqep.gov.pt/Qualificacoes/Referenciais/874>) – its Professional profile, Training reference and Recognition, Validation and Certification of Competences Reference Framework (basic and technological components).

On the other hand, it is also possible to find and identify in the Portuguese National Catalogue an “Access Guide” to the Entities that allow access to this Qualification <http://www.catalogo.anqep.gov.pt/Qualificacoes/Detailhe/874> - in the case of Commercial Employee Qualification, all information about the Education and Vocational Training offers for young people (Education and Vocational Training offers for Adults can be found by consulting directly the Educational Regional Directorates and/or IIEFP’s Regional Delegations).

## **SPAIN**

Education provided at vocational schools and companies.

Companies are the providers of informal education.

Vocational schools are the providers of formal education.

Managing the Vocational Training Centres is the responsibility of the Autonomous Communities and may be at a county or municipal level.

For example, some the providers of formal VET for the Commercial Employee in the city of Barcelona are:

- The Secondary School Lluisa Cura
- The Secondary Scholl Joan Brossa
- The Secondary Scholl Poble Nou)
- Centro de Estudios Politécnicos
- Centro de Estudios Sant Francesc
- Centro de estudios Roca
- Colegio La Salle Barceloneta
- Escuela Palcam
- Centro de Formacion Aset-España

The education/training for GPM is included in the system of national occupational qualifications.

## **SLOVENIA**

In Slovenia, only informal training programs for GPM exist that are carried out by some larger employers. These informal trainings are internal and are intended for their employees (especially new ones) only. Every internal training is adjusted to the special needs and business practices of each employer. These internal trainings are mostly very practically orientated. They are not widely (or even formally) recognized.

Also, in Slovenia there are no existing occupational standard and no national occupational qualification for the post of GPM. The consequence is that there is also no general training course and even no special training modules for the GPM post, which would be more generally recognized.

### **1. 4. 2. EMPLOYERS' INTERNAL TRAININGS**

## **PORTUGAL**

Both Initial Education and Training Courses for the Commercial Employee Qualification - for young people and for adults - include a work practice period in a company.

However, there is not an official/common Manual for these on the job training requirements, only work placement programmes – based on the Commercial Employee Professional Profile - that describe the respective training objectives and activities.

## **SPAIN**

Large companies have their own training programs.

Informal education/training has a complementary value for employers.

### **1. 4. 3. CONTENT OF TRAINING PROGRAMME FOR GOODS AND PRODUCT MANIPULATOR**

## **PORTUGAL**

Education and Training Course for Adults – composed by Training Units of 25/50 hours, divided into **2 different components** - basic and technological:

- Technological Component – 775 hours
- Work Placement - 120 hours

### **Training Units related to the GPM activities – technological training**

<b>Training units</b>	<b>Hours</b>
<b>Provision, Logistics and Stock Management</b>	50
<b>Stock management principles</b>	50
<b>Storage</b>	50
Merchandising techniques	50
<b>Environment, Safety and Health at Work - basics</b>	25
Interpersonal communication - assertive communication	50
Front Office profile and functions	25
Front Office	50
Telephone Front Office	25
English – Front Office	50
Customer Loyalty	25
Warranties, support and after-sales services	25
Complaints - treatment and referral	50
English language – Front office in after-sales service	50
System commercial organization - functional principles	25
<b>Commercial Documentation</b>	50
<b>File Organization and maintenance</b>	25
<b>Software applied to business</b>	50
<b>Equipment and systems applied to business</b>	50

### **Description of Training Units related to the GPM activities – technological training**

#### **1. Provision, Logistics and Stock Management**

##### **Objectives**

1. To establish and implement methodologies for supplying management and logistics industry
2. To identify and characterize stock management techniques
3. To identify the different stages of buying/negotiation strategies with suppliers
4. To identify and analyse the different costs associated with stocks and storage
5. To use the main instruments of information and control stocks

##### **Contents**

- Provision
- Stock Management
- Stock Management Principles
- Costs associated to Stocks
- Management of demand/stock levels
- Expected benefits of Stock management

- Inventory Control

## 2. Stock Management Principles

### Objective

To enumerate and define the fundamental principles of managing a warehouse.

### Contents

- Storage facilities
- Storage equipment
- Organization of space, products and documents
- Logistical aspects of a small warehouse

## 3. Storage

### Objective

To enumerate all aspects involved in the reception, supply and packaging of different kind of products.

### Contents

- When and how to order
- Minimum security of stock
- Receiving goods and respective checking
- Control inputs and outputs

## 4. Environment, Safety and Health at Work – basics

### Objectives

1. To identify the major environmental problems
2. To promote the application of best practices for the environment
3. To explain the concepts related to safety, hygiene and health at work
4. To recognize the importance of safety, hygiene and health at work
5. To identify the employer/employee's obligations according to the legislation in force
6. To identify the workplace/occupation's key risks and to apply prevention and protection measures
7. To recognize health and safety signs
8. To explain the importance of collective/personal protection equipment

### Contents

- Environment
- Safety, hygiene and health at work:
  - Basic concepts
  - Legislative Framework
  - Work Accidents
  - Professional diseases
  - Main professional risks
  - Safety and Health Signs
  - Collective protection equipment and personal protective equipment

## 5. Commercial Documentation

### Objective

To fill in the documents according to the different stages of commercial activity, identifying the elementary standards of the company's post circuit

### Contents

- The concept of "Document"
- The different parts of a document
- Purchase orders, requisitions, bills of sale, etc.
- Shipping Guides
- Invoices
- Amending Documents
- Receipts
- Checks
- Letters
- Cashiers
- Proposal discounts
- Proposed collections
- Post circuit

## **6. File Organization and maintenance**

### **Objective**

To describe the functions and requirements of file management

### **Contents**

- File management Techniques

## **7. Software applied to business**

### **Objective**

To perform tasks using the commercial activity software-standard

### **Contents**

- Business software

## **8. Equipment and Systems applied to Business**

### **Objective**

To using telematics in the user's perspective at the point of sale as well as operate systems related to protection of goods

### **Contents**

- Equipment and most frequent applications at the point of sale
- Anti-theft systems

From a long-life learning perspective, all individuals who conclude the Commercial Employee basic level through an Education and Training course or through a RVCC Process acquire a double certification – a school degree and a professional qualification. The academic certification resulting from a Basic Level Education and Training Course allows both young people and Adults to pursue their studies in an Education and Training Secondary Level Course or enrolment in a process of recognition, validation and certification of competences aiming at the attribution of a Secondary Education Level Qualification.

Another positive element of both Education and Training courses for Commercial Employees is the diversity of components of the training curriculums that covers all Knowledge, Skills and Competences a Commercial Employee must possess at the end of the Training:

- Young people: social and cultural component (languages, culture, communication, citizenship and society), scientific component, Technological component and finally a work practice period.
- Adults: Basic Training (Citizenship and Professionalism; Society, Technology and Science; Culture, Language and Communication); Reflexive Learning Portfolio

(transversal); Technological Training and Practical Training in professional context.

## **SPAIN**

### **Recommended Formal Training**

There is no formal training program available.

**Vocational Training for Employment:** *Point of Sale Organizer in Supermarkets. Warehouse Manager.*

### **Vocational Training for Employment aimed at unemployed people.**

Entry requirements: Lower Secondary Education, Upper Secondary Education or Vocational Training II.

Academic level: General knowledge or similar.

### **Cross Training**

- **COMMERCIAL CULTURE AND GUIDANCE IN THE LABOUR MARKET:** Analysing the commerce system and placing their job within it, identifying functions and tasks in the commerce environment in order to guide their actions in the labour market according to their own skills and interests in a coherent professional itinerary.
- **OCCUPATIONAL RISK PREVENTION:** Applying the rules and necessary measures that may affect the security of people, facilities and equipment in their activity. Analysing those provisions of the Law on Occupational Risk Prevention that may affect their work.
- **QUALITY OF SERVICE AND CUSTOMER SERVICE:** Applying communication and attention skills oriented towards achieving the highest quality of customer service and satisfaction from their perspective.
- **TECHNIQUES FOR WAREHOUSE MANAGEMENT AND STORAGE:** Acquiring the expertise necessary for the effective management of the processes of storage of goods and warehouse management.
- **BASIC OFFICE SOFTWARE:** Using and exploiting the basic possibilities of most common office software for warehouse management, order fulfilment, counting of merchandise in the sales room and so forth.

### **Specific Training**

- **COMMUNICATION AND CUSTOMER BEHAVIOUR:** Acquiring the theoretical and practical knowledge necessary to effectively use communication and selling techniques oriented towards the process of sales preparation.
- **CUSTOMER SERVICE:** Learning to apply communication skills to maintain internal and external processes of customer service: information, complaints, suggestions and feedback collection.
- **CONTROL AND MONITORING OF STORAGE AND SHIPPING:** Acquiring the skills needed to organize the storage of raw materials or finished products, performing classification tasks, controlling weight, updating inventory and monitoring expiration dates as well as conditioning rooms and chambers in order to ensure the conditions for distribution.
- **PROCUREMENT OF WAREHOUSE AND SHOWROOM:** Acquiring the knowledge necessary to place orders as needed, receive, identify and verify the materials and ancillary products required to supply the showroom.
- **INTRODUCTION TO STOCK MANAGEMENT:** Acquiring the knowledge necessary to assist in the process of stock control, assessment and management.
- **INTRODUCTION TO THE ORGANIZATION OF THE POINT OF SALE:** Acquiring the knowledge necessary to contribute to the effective and appropriate use of

advertising techniques at the point of sale in order to optimize the sales floor and stimulate customers.

- BEHAVIOURS RELATED TO HEALTH AND SAFETY: Anticipating hazards in the workplace and determining measures for health prevention and/or protection, minimizing risk factors and applying first aid measures in case of accidents.
- INTRODUCTION TO COMPUTERS AND THE USE AND MANAGEMENT OF COMMERCIAL SOFTWARE: Understanding the general operation of a personal computer and the function of its various components and the generic process of entry and use of software applications.

This sector does not require substantial training or experience in most of their occupational profiles to achieve high performance as a professional. It is shown that way in job ads, because many companies often hiring this professional profile have their own sales and customer service techniques that are transmitted to the worker.

In any case, training in specific courses created and modulated for commerce is highly valued, with contents such as SME management and marketing, procurement and commerce associations, sales techniques and customer service, new technologies for commercial relations and others.

### CONCLUSIONS:

- Professional competences for GPM are not defined in Slovenia. We found good examples that we would like to transfer to Slovenia in Portugal and Spain. Although there are no statutory education requirements for occupations in the trade sector, both Spain and Portugal have adopted occupational standards for the trade sector similar to those adopted in Slovenia.
- In both countries, Portugal and Spain, educational programmes are carried out for occupations in the trade sector, but there are differences between the countries, mainly in the recognition of national vocational qualifications. In Slovenia, this system is not yet well established in the trade sector, whereas the system for the recognition of national vocational qualifications has already been implemented in the trade sector in Portugal.
- Given that education and training courses for the occupation of goods and product manipulator have been defined within educational programmes for occupations in the trade sector in both Spain and Portugal, we have concluded on the basis of a review of the programmes and occupational standards for the transfer of competences for the occupation of goods and product manipulator to Slovenia that the following components pertaining to work in the occupation should be transferred:

### The transfer of innovations and examples of good practice – definition of competences relevant to the occupation of retail and goods manipulator in Spain

PROFESSIONAL QUALIFICATION	LEVEL	UNITS OF COMPETENCE THAT MUST BE KNOWN	TRAINING MODULES THAT MUST BE TAUGHT AND ITS DURATION	JOBS RELATED TO EACH CERTIFICATE
ANCILLARY	1	UC1327_1:	Duration of the	Hypermarket

<p>COMMERCIAL ACTIVITIES</p> <p>BOE number 180 of July 26, 2008 Page 32498</p> <p>BOE number 312 of December 28, 2011 Page 143231</p>		<p>Performing ancillary operations of the replacement and refurbishment of products available at the point of sale.</p> <p>UC1326_1: Preparing orders effectively and efficiently, following established procedures .</p> <p>UC1328_1: Handling and moving products in the retail area and in the proximity area of distribution , using pallets and wheelbarrows.</p> <p>UC1239_1: Providing service and operational information to the customer, in a</p>	<p><b>associated training: 270 hours</b></p> <p>MF1327_1: Ancillary operations at the point of sale (90 hours)</p> <p>MF1326_1: (Transversal) Order picking (40 hours)</p> <p>NF1328_1: Handling and moving products using pallets and wheelbarrows (50 hours)</p> <p>MF1329_1: Basic Customer Service (50 hours)</p> <p>MP0406: Internship module on ancillary commerce activities (40 hours)</p>	<p>stock clerk.</p> <p>Stock clerks.</p> <p>Proximity deliverers on foot.</p> <p>Hand packers and packagers.</p> <p>Order picker.</p> <p>Sales assistant.</p>
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		structured and formalized manner.		
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**The transfer of innovations and examples of good practice – definition of competences relevant to the occupation of retail and goods manipulator in Portugal**

<b>Basic task 1:</b>	<b>Stock control</b>
Subtasks:	<ol style="list-style-type: none"> <li>1. Determining and calculating the required stock levels for various categories of products, values and days</li> <li>2. Entering data on suppliers into the database</li> <li>3. Determining and executing priority planning orders for suppliers</li> <li>4. Calculating the minimum stock for products according to the suppliers' delivery times and the stock rotation schedule</li> </ol>
<b>Basic task 2:</b>	<b>Accepting and packing suppliers' products</b>
Subtasks:	<ol style="list-style-type: none"> <li>1. Accepting suppliers' products according to the delivery plan and based on orders</li> <li>2. Storing the products received in the appropriate place</li> <li>3. Participating in stocktaking, counting and recounting the number of products and keeping the relevant records</li> </ol>
<b>Basic task 3:</b>	<b>Using product display techniques and restocking shelves with products</b>
Subtasks:	<ol style="list-style-type: none"> <li>1. Restocking shelves in the shop according to the restocking plan</li> <li>2. Organising shelves and islands, arranging products and displaying information on their prices</li> <li>3. Displaying various signs and placing price tags on regular products and products on sale</li> <li>4. Promoting products in the shop according to the promotion plan</li> </ol>
<b>Basic task 9:</b>	<b>Completing commercial documentation</b>
Subtasks:	<ol style="list-style-type: none"> <li>1. Completing forms (cheques, bills, etc.)</li> <li>2. Completing discount proposals</li> <li>3. Completing documents in relation to sales contracts (order, delivery, invoice, debit note, credit note, certificate of payment)</li> </ol>