



THE TRANSFER OF COMPETENCES AND TRAININGS FOR GOODS AND PRODUCT MANIPULATOR

with a review of vocational and
professional education in trade sector



**THE TRANSFER OF COMPETENCES AND TRAININGS
FOR GOODS AND PRODUCT MANIPULATOR**
WITH A REVIEW OF VOCATIONAL AND PROFESSIONAL EDUCATION IN TRADE SECTOR

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**TRGOVINSKA
ZBORNICA SLOVENIJE®**
Slovenian Chamber of Commerce



Lifelong
Learning
Programme

MANUAL

**THE TRANSFER
OF COMPETENCES AND
TRAININGS FOR GOODS AND
PRODUCT MANIPULATOR**

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INTRODUCTION

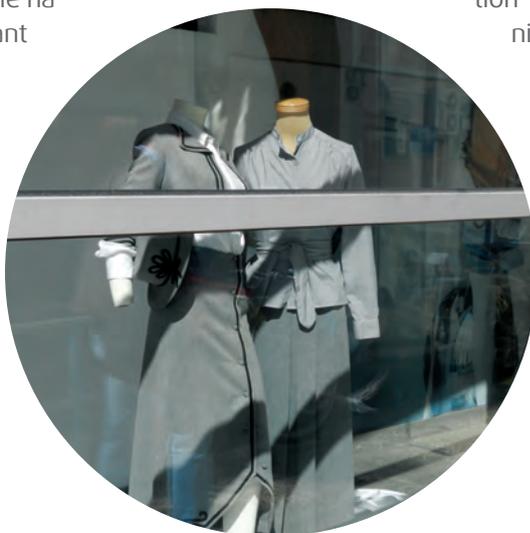
The Slovenian Chamber of Commerce (SCC) strongly believes in the importance of knowledge and skills, free flow of information and a transfer of good practices within the European Union and beyond. The SCC works in the field of education and training. With that, it helps to identify the most useful and high-quality content in education and training that will give participants the knowledge and skills that are in demand from employers.

On the level of the European Union, there is an enormous number of contacts between manufacturers and the 500 million consumers through commercial activities. Commerce is a very dynamic and labour-intensive activity that generates 11 percent of European gross domestic product. Every third company in the EU is a commercial company; there are more than 6 million commercial companies on the market that offer work to 33 million Europeans. The data for Slovenia show that commercial activities have a significant position and role in the national economy. On the level of the Republic of Slovenia, commerce generates more than 30 percent of all commercial company income and employs more than 100,000 people.

Education and training on the national level is very important for commerce, therefore the

SCC pays a lot of attention to this area. The SCC and its members that are working through the SCC are actively involved in professional debates in the stages of professional standards preparation. Here, we can highlight Salesman and Shop manager standards as the core professional standards. The above professional standards are the basis for the Salesman (Merchant) Educational Program (three-year lower secondary vocational education), implemented for young people in 17 secondary schools in various Slovenian regions, and for the Shop Manager Examination (upper secondary vocational education), implemented by the Slovenian Chamber of Commerce with a public authorisation from the Ministry of Education, Science and Sport.

Most employees in retail trade completed at least upper secondary vocational education, which is a result of the job requirements for salesmen and shop managers in the Trade Act. However, retail trade employs also a certain percentage of people who completed primary education or less; there is a certain percentage of employees with completed lower secondary vocational education as well. People who did not finish secondary education can often find an opportunity for work in retail trade as well. The SCC detected



needs and employer initiatives through the SCC Education Committee. For this segment of employees and job seekers, for which the need for basic and universal knowledge in the field of commercial activities was determined, we prepared a key basis for training implementation both during the project and after its completion. We prepared everything in the context of the “The Transfer of Competences and Trainings for Goods and Product Manipulator” European project, co-funded by Leonardo da Vinci, Transfer of Innovation, The Lifelong Learning Programme. Employees who have completed less than a lower secondary vocational education often do the work of a goods and product manipulator (GPM). A goods and product manipulator operates between the warehouse and the store. His/her responsibility is that the store is well and adequately stocked with various goods. He/she comes in contact with customers to some extent during his/her work. We worked well with project partners from Slovenia, Spain and Portugal, with representatives of the public in the field of education and labour market, with employers in the field of commerce and with the Employment Service of Slovenia. Together, we prepared a list of required competences and a training program for this job profile in the context of “The Transfer of Competences

and Trainings for Goods and Product Manipulator” project. We focused on knowledge of goods, good, timely and safe performance at the workplace, appropriate reactions and communications with customers and knowledge of the key values in the context of performing the work tasks of a goods and product manipulator. The goods and product manipulator training program as well as the initiative to prepare a professional standard and a professional qualification for the profession of a goods and product manipulator represent a transfer of innovation or good practice from EU countries with traditionally widespread commercial activity – in our case Spain and Portugal – through appropriate adjustments to the needs of Slovenian employers. The basis for preparing these results is an analysis, which forms part of this manual, of professional standards and qualifications and the possibilities of both formal and non-formal education in the field of commerce in Portugal, Slovenia and Spain.

This manual contains content intended for employers, employees working as goods and product manipulators, job seekers and the general public that would like to obtain information on various education systems with an emphasis on the possibilities of education and training for occupations in the field of commerce.







PART



PRESENTATION OF THE "TRANSFER OF COMPETENCES AND TRAININGS FOR GOODS AND PRODUCT MANIPULATOR" EUROPEAN PROJECT

PROJECT TITLE:

The Transfer of Competences and Trainings for Goods and Product Manipulator

TENDER:

Leonardo da Vinci, Transfer of Innovation, The Lifelong Learning Programme

PROJECT NUMBER:

LDV-TOI-04/12

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1 October 2012 - 30 September 2014

PROJECT COORDINATOR:

Slovenian Chamber of Commerce (SCC)

Dimičeva ulica 13, Ljubljana, Slovenia

Website: <http://www.tzslo.si>



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Centro de Formação Profissional para o Comércio e Afins (CECOA)



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Asociacion Gabinete Tecnico Comercial (AGTC)



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Spar Slovenija, trgovsko podjetje, d. o. o.



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Poslovni sistem Mercator, d. d.



Dunajska cesta 107, Ljubljana, Slovenija
Website: <http://www.mercator.si/>



PROJECT AIM AND OBJECTIVES

In Slovenia, a demand for people that can perform the work of a goods and product manipulator was recorded among employers in the field of commerce. No professional competences are collected for this profession and no appropriate education is intended for performing the work of goods and product manipulator. On the other hand, there are professional standards and Salesman and Shop Manager educational programs at a higher level. The main objective of the project was to fill in the gap in the vertical structure of education and training in Slovenia for professions in commerce with the profile of a goods and product manipulator. We found examples of good practice in the field of commerce in Spain and Portugal. Project objectives were: implementation of good practice in the Slovenian system, developing a training program for the profession of goods and product manipulator in the field of commerce, an initiative to form a professional standard and a national professional qualification for the profession of goods and product manipulator.

The project results are:

- analysis of the Spanish, Portuguese and Slovene educational systems, a comparative analysis of the listed educational systems and a collection of documents related to professional competences and training for goods and product manipulator in all three countries;
- seminar for future trainers in trainings for goods and product manipulators;
- presentation of competences and training for goods and product manipulator in Spain and Portugal;
- list of competences and a training program for goods and product manipulator;
- implementation of a pilot training for goods and product manipulator;
- preparation of an initiative to form a professional standard and a national professional qualification for the profession of »goods and product manipulator«;
- preparation of a manual.



PRESENTATION OF PROJECT PARTNERS

SLOVENIAN CHAMBER OF COMMERCE (SCC)

The Slovenian Chamber of Commerce is an independent, voluntary, interest, non-profit association of legal persons and individual entrepreneurs who perform independent commerce activities in the market or activities related to commerce. The Slovenian Chamber of Commerce is a representative association and has been operating on the basis of voluntary membership since 2006. In the field of education, the SCC holds the public authority to perform tasks for social partners in the field of commerce vocational education and training. In accordance with the above, the SCC carries out managerial examinations for the title of Shop Manager and completion of upper secondary vocational education, verifies learning places in the field of practical training with work, maintains a register of learning places and teaching contracts, participates in the preparation and revision of professional standards and participates in the execution of final examinations in secondary vocational education through employer representatives.

ASOCIACION GABINETE TECNICO COMERCIAL (AGTC)

AGTC is a technical advisory body of SME retailers with extensive experience in this sector. It collaborates with the Catalan Federation of Commerce regarding training, research and technical assistance aimed at SMEs. It has 14 permanent staff. The AGTC has had the ISO 9001 quality system since 2004 in the departments of training, research and consulting. The training department has developed extensive training programmes for the trade and service sectors, aimed particularly at SMEs, for employers and for training of human resources in companies. It detects training needs at the business, territo-

rial and sectoral level. The research department has worked on international projects aimed at standardization of skills in the trade sector at the European level (Community Programmes such as EuroForm, Force, Leonardo da Vinci, Ten - Telecom and others). AGTC also develops consulting and advisory services in various committees of the European Union and EuroCommerce.

CENTRO DE FORMAÇÃO PROFISSIONAL PARA O COMÉRCIO E AFINS (CECOA)

CECOA was created by a protocol signed in 1986 between the Institute of Employment and Vocational Training (public body depending on the Ministry of Solidarity, Employment and Social Security) and the Portuguese Confederation of Trade and Services (a social partner representing the trade and services sectors). The aim of CECOA is to promote vocational education and training for the trade and services sectors. CECOA is ISO 9001:2008 certified and recognised under the national system of assessment and accreditation of VET providers. It is a member of the national network of centres, dedicated to guidance, validation, assessment and certification of skills and competences of youth and adults. CECOA is also member of the National Sectoral Council for Qualifications for the commerce sector. In order





to improve employees and companies performance and to qualify those who seek a new job position, CECO A develops vocational education and training programmes targeted at the sector workforce. It tries to improve human resources qualifications in order to respond to the market needs. CECO A prepares young people and employed people with proper skills to face the challenges of the sector.

POSLOVNI SISTEM MERCATOR, D. D.

Mercator is one of the largest corporate groups in Slovenia and in the entire region of Southeast Europe. It is present in Slovenia with 19 companies; 17 subsidiary companies operate in other markets in Southeast Europe as part of the Mercator Group. The parent company of the Mercator Group is Poslovni sistem Mercator, d. d., located in Slovenia. The primary and the most important activity of the Mercator Group

is retail trade with fast-moving consumer goods. The Group offers complementary services as well. Currently, it employs approximately 10,600 staff, of which 300 at a post meeting the GPM profile. The objective of the company is to ensure consumer satisfaction through high quality service and a good price performance ratio. To reach its objective, Mercator finds the development of each employee important and therefore pays attention to internal transfer of knowledge within the framework of a coaching network, which offers efficient

training (more than 500 internal instructors). Such a system enhances lifelong learning and transfers knowledge from older to younger, from experienced to inexperienced, from employed to new colleagues and from existing to new markets. Lifelong learning is now the norm. What we learned over our years of schooling no longer fully applied to real life a long time ago and is especially not sufficient to perform quality work, which is becoming more specialized. Lifelong learning enables development, fast response to customer needs, adaptation to change, new technologies and new ways of working. Education goals are: fast »translation« of the business strategy to activities, effective and efficient process management, which represents value to customers, enabling each employee to contribute fully, creating conditions for constant changes and learning.

SPAR SLOVENIJA TRGOVSKO PODJETJE, D. O. O.

Spar Slovenija, d.o.o. is part of the worldwide chain of Spar shops, in Slovenia representing one of the largest employers in the trade sector with over 4,500 employees, a little under 100 of those at a working post equal to the GPM profile. Education of staff is an important aspect at Spar; it is given special attention due to the company's policy that besides the quality of their products only knowledge and motivation of staff enable the satisfaction of buyers. The greatest emphasis is given to raising the qualification development of competences of individual employees. With their internal training system, the company enables their staff to upgrade their knowledge. Trainings are to a large extent carried out by internal trainers, Spar employees, who share their skills with co-workers. Employees also attend seminars organised for the needs of the company. Regarding the needs of their working posts, Spar Slovenija enables their staff to study in order to gain higher level education.



VOCATIONAL AND TECHNICAL EDUCATION IN THE FIELD OF COMMERCE AND THE ROLE OF THE SLOVENIAN CHAMBER OF COMMERCE IN EDUCATION AND TRAINING

This chapter presents the currently available options for training and education in the field of commerce, with an emphasis of the role of the Slovenian Chamber of Commerce, as the Chamber actively participates in the area of education and training, both vocational and technical, as well as functional and lifelong learning, in order to promote commercial occupations.

As a working body of the Slovenian Chamber of Commerce, the Education Committee covers the area of commerce education and gives guidelines to the specialist service of the SCC on the field of education. Members of the Committee are actively involved in the formulation and revision of occupational standards, their task being to identify the skill requirements in the field of commerce, and the preparation of proposals in the drafting and adoption of legal acts governing education, are conversant with the conduct of the shop manager examination, the verification of training places and the participation of employers in the final examinations at secondary vocational schools and discuss issues in relation to education from employers' perspective.



2. I. VOCATIONAL AND TECHNICAL EDUCATION

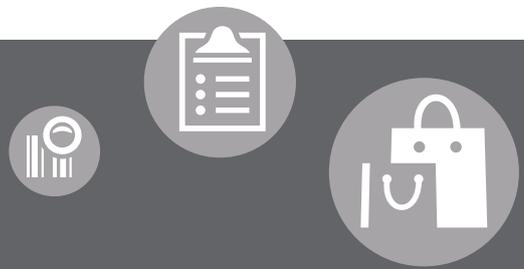
Vocational and technical education and training is education and training whose goal is to provide individuals with the knowledge, skills and competences that are required to perform a certain occupation or are useful in the labour market in a broader sense.¹ Vocational education performs three basic functions in every education system:

- it facilitates the school-to-work transition,
- it enables education for the purpose of building a professional career within a particular professional hierarchy and
- it enables individuals to always be prepared

for work development.² Integration between the education system and the economy or labour market therefore constitutes a necessary condition for ensuring that vocational education is adequately designed and properly implemented. Article 18 of the Vocational Education Act thus stipulates the participation of social partners in the performance of tasks in relation to vocational and technical education. The main tasks of social partners in this respect are:

¹ Muršak, 2012, p. 78.

² Medveš, Muršak, 1993, p. 19.



- making proposals for the preparation of new occupational standards,
- analysing, assessing and coordinating the Qualifications Framework for individual sectors,
- proposing and appointing members of examination boards for final examinations at secondary schools,
- organising practical on-the-job training as part of vocational or technical education and
- participating in the management of business education centres.

In the performance of their tasks, social partners cooperate with schools in providing career guidance, planning enrolment and the distribution of educational programmes and defining the open curriculum.

Chambers granted public authority by the Minister pursuant to Article 19 of the Vocational Education Act also perform the following tasks:

- conducting master craftsman, foreman and shop manager examinations pursuant to the law and other regulations,
- establishing the fulfilment of the requirements for providing practical on-the-job training,
- keeping registers of practical on-the-job training places for students and individual or collective educational contracts concluded,
- supervising the implementation of practical on-the-job training,
- organising interim assessments and
- conducting the practical part of final examinations and the vocational matura examination in cooperation with schools.



The Slovenian Chamber of Commerce is an important social partner in vocational and technical education as well as the holder of public authority for vocational and technical education in the field of commerce.

Another important aspect of vocational and technical education is assuring its quality. The EQAVET (European Quality Assurance in Vocational Education and Training) network, whose members are representatives of the member states and social partners at the level of the EU and European Commission as well as experts in vocational and technical education, has carried out certain activities in recent years with the aim of contributing to the proper implementation of the European Quality Assurance Reference Framework for VET (EQAVET Framework). The purpose of the EQAVET Framework is to support the VET system and providers in order to improve the quality of VET using common quality management tools. The EQAVET Framework is intended to ensure transparency, consistency and transferability between VET systems and practices across Europe with the aim of strengthening mutual trust and improving the mobility of students and staff. The Framework was developed by member states in cooperation with the European Commission and adopted by the European Parliament and the Council in 2009 (Official Journal of the European Union, C 155/1, 8 July 2009).

2. 1. 1.

CONDUCTING SHOP MANAGER EXAMINATIONS FOR SECONDARY TECHNICAL EDUCATION AND THE TITLE OF SHOP MANAGER

In accordance with the public authority granted it by the ministry in charge of education, the Slovenian Chamber of Commerce con-

ducts shop manager examinations for the title of Shop Manager. The main legal bases for this are the Vocational Education Act (OG RS No. 79/06) and the Rules on Examinations for Foreman and Plant Manager (OG RS No. 68/09), whereas the content of the examination is stipulated in the Examination Catalogue for the Shop Manager Examination adopted by the Council of Experts of the Republic of Slovenia for Vocational and Technical Education.

At the end of each calendar year, the Slovenian Chamber of Commerce publishes a call for applications for examinations for the following year. The call for applications stipulates the examination dates for individual parts of examinations, the deadline for the submission of applications, the conditions for applying and proof of eligibility required and the costs of examinations. The programme is intended for persons who have already acquired level IV education (the Slovenian system) and 3 years of work experience in a commercial activity. The number of examinations is stipulated in the Examination Catalogue for the Shop Manager Examination. In accordance with the Examination Catalogue, the shop manager examination comprises four parts:

- I. a practical part,
- II. a technical and theoretical part,
- III. a management and economics part and
- IV. a pedagogical and adult education part.

Each part comprises multiple technical fields (individual courses). The Examination Catalogue for the Shop Manager Examination stipulates the knowledge and skills required by shop managers to properly and independently



perform their professional work and organise and manage work processes in a retail establishment. After successfully passing all four parts of the shop manager examination, the candidate is issued a certificate demonstrating his or her successful completion of the examination. The candidate thereby obtains the title of Shop Manager and secondary technical education (corresponding to the 5th level of education according to the current system in Slovenia).

Pursuant to the Rules on Examinations for Foreman and Plant Manager, the SCC has established special bodies in charge of conducting shop manager examinations. In addition to conducting and organising examinations, the Slovenian Chamber of Commerce also performs other activities in relation to shop manager examinations such as issuing handbooks for candidates to prepare for the shop manager examination, promptly providing the interested public with up-to-date information, preparing annual reports, etc.

2. 1. 2.

ORGANISING PRACTICAL ON-THE-JOB TRAINING AS PART OF VOCATIONAL AND TECHNICAL EDUCATION IN THE FIELD OF COMMERCE

In accordance with its public authority to perform the tasks of a social partner in relation to vocational and technical education in the field of commerce, the Slovenian Chamber of Commerce also participates in the organisa-

3 Vloga zbornic, sol in delodajalcev pri poteku praktičnega usposabljanja z delom v programih poklicnega in strokovnega izobraževanja ter pri poteku praktičnega izobraževanja študentov višjih strokovnih sol (The Role of Chambers, Schools and Employers in Practical on-the-job Training as Part of Vocational and Technical Education Programmes and the Practical Training of Students of Post-Secondary Technical Schools), Institute of the Republic of Slovenia for Vocational Education and Training, 2012.

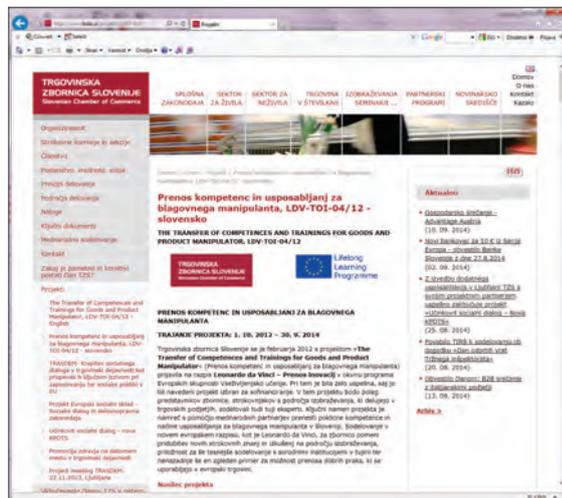
tion of practical on-the-job training as part of vocational and technical education.

The SCC's duties and responsibilities in this area are as follows:

- establishing employers' fulfilment of the conditions for providing practical on-the-job training – verification of training places,
- keeping registers of practical on-the-job training places for students and individual or collective educational contracts concluded,
- supervising the implementation of practical on-the-job training and
- organising interim assessments.

Practical on-the-job training is undoubtedly an important element of vocational and technical education. As evident from the evaluation report of the Institute of the Republic of Slovenia for Vocational Education and Training for 2012³, collaboration between the labour market and the education system in relation to vocational and technical education is an essential condition for ensuring that individuals are educated according to the needs of the labour market. The main legal bases for practical on-the-job training and the verification of training places in Slovenia are the Vocational Education Act (OG RS No. 79/06) and the Rules on Verification and Keeping the Registers of Apprenticeship (OG RS No. 26/03). The area is also closely connected to regulations on employment and social security.

Debate has been reopened in Slovenia recently on future and potential changes to vocational and technical education in relation to the apprenticeship system in the light of certain EU initiatives⁴. Slovenia has already had experience with a dual organisation of practical training in the past, though the dual apprenticeship system introduced by the vocational and technical education reform in 1996 didn't give expected results. The current form of practical on-the-job training was introduced



in Slovenia with the adoption of the Bases for the Preparation of Educational Programmes for Lower and Upper Secondary Vocational Education and Secondary Technical Education Programmes in 2001 and was implemented with the reform of educational programmes and legislation in 2006.⁵

PRACTICAL ON-THE-JOB TRAINING

Practical training as part of vocational and technical education is carried out in the form of practical courses and practical on-the-job training. Practical courses are carried out at schools and practical on-the-job training at employers. The scope of practical courses and practical on-the-job training is determined by the educational programme. The Salesman programme requires 24 weeks of practical on-the-job training at the employer, though the duration of training can be extended to a maximum of 53 weeks on the basis of individual educational contracts (the scope of practical training carried out at school is reduced, or substituted, accordingly).

4 Bruges Communiqué on enhanced European cooperation in VET for 2011–2020; establishment of the European Alliance for Apprenticeships – http://ec.europa.eu/education/policy/vocational-policy/alliance_en.htm.

5 Vloga zbornic, šol in delodajalcev pri poteku praktičnega usposabljanja z delom v programih poklicnega in strokovnega izobraževanja ter pri poteku praktičnega izobraževanja študentov višjih strokovnih šol (The Role of Chambers, Schools and Employers in Practical on-the-job Training as Part of Vocational and Technical Education Programmes and the Practical Training of Students of Post-Secondary Technical Schools), Institute of the Republic of Slovenia for Vocational Education and Training, 2012.

The rights and obligations of the school, the student and the employer in relation to practical training are stipulated in an educational contract.

There are two types of educational contract:

- individual educational contracts, which are concluded between the employer and the student and his or her parents or legal guardian, and
- collective educational contracts, which are concluded between the school and the employer.

Pursuant to its public authority and Article 19 of the Vocational Education Act, the Slovenian Chamber of Commerce keeps a register of individual and collective educational contracts concluded.

Employers can conclude an educational contract if:

- they can provide a suitable work area⁶ and equipment,
- their operations include activities corresponding to the occupation for which the student is training and
- they possess the required education or have an employee who possesses the required education to act as mentor to the student during the practical on-the-job training for the occupation for which the student is training.

The content of the educational contract is stipulated in the Vocational Education Act. Every educational contract must include:

- the name, date and place of birth and permanent residence of the student and his or her parents or legal guardian if the student is a minor,
- information on the student's prior education,
- the name, registered office and type of activity of the employer concluding the educational contract,
- the vocational title for which the student is training,

- the beginning and duration of the training,
- the professional competences acquired by the student through practical training in accordance with the educational programme,
- the schedule and a breakdown of the practical on-the-job training in the scope provided by the educational programme,
- the name of the employee possessing the required education to act as mentor to the student,
- the scope of training carried out at school,
- the conditions under which the training period is extended due to the student's unfulfilled obligations,
- the obligations of the employer,
- the amount of remuneration received by the student,
- the obligations of the employer if the employer rescinds the educational contract in violation of the law and if the student rescinds the educational contract due to the employer's failure to fulfil its obligations,
- the employer's undertaking not to assign work to the student that is not related to his or her practical training,



⁶ No special work area is required for activities that can be performed without a workshop pursuant to special regulations.

- the student's tax identification number and personal identification number (PIN) and
- other rights and responsibilities of the student pursuant to the Act and other regulations.

Amendments and the termination and rescission of educational contracts are regulated in more detail by Articles 43 and 44 of the Vocational Education Act. Educational contracts may be amended at the initiative of either of the contracting parties. The employer and the student may terminate the educational contract by mutual agreement at any time.

The student may unilaterally rescind an individual educational contract at any time by issuing a written statement, of which he or she must inform the competent social partner. Underage students may only rescind individual educational contracts with the consent of their parents or legal guardian.

Employers may rescind an individual educational contract if:

- it was concluded on the basis of false documents,
- the student is absent from his or her training place or school for more than eight days without justifiable cause,
- the student becomes mentally or physically unfit to train for the occupation,
- according to the opinion of a competent doctor, professional training would endanger the student's life and health,
- the student suffers from a chronic illness that according to the opinion of a competent doctor could endanger other employees,
- the student suffers from an illness that according to special regulations prevents him or her from performing the profession for which he or she is training,
- the student commits multiple serious violations of his or her responsibilities pursuant

to Article 38 of the act or

- the student withdraws or is expelled from school.

The employer must justify its decision in writing. An individual educational contract is rescinded if the employer no longer meets the requirements for providing practical on-the-job training or is no longer able to fulfil its contractual obligations in any other way. If an individual educational contract is rescinded due to the employer's failure to fulfil its contractual obligations, the competent chamber or ministry or other holder of public authority that keeps the register of educational contracts enables the student to conclude a new contract with another employer.

If the student fails to progress at school, his or her individual educational contract can be extended by a maximum of one year. If the student has exercised his or her right to the extension of the individual educational contract and still fails to progress at school, the individual educational contract is rescinded.

The obligations of employers that conclude educational contracts are stipulated in Article 37 of the Vocational Education Act and include in particular the obligations to:

- provide training to the student to obtain vocational education,
- enable that the student regularly attends school and other mandatory forms of education,
- provide the student with at least six working days of leave to prepare for the final examination in addition to the school holidays,
- pay the student the agreed amount of remuneration,
- ensure the student's safety and health at work,
- make the student conversant with the occupational safety regulations,
- ensure good relations between employees

and students,

- control, if the student complies with the required documentation on the practical on-the-job training and
- fulfil its other contractual obligations.

The employer may only assign the student tasks that ensure the student's acquisition of professional competences in accordance with the educational programme.

The obligations of students in practical on-the-job training are stipulated in more detail in Article 38 of the Vocational Education Act. The main obligations of the student are to:

- meet his or her school obligations in due time,
- regularly attend school and other mandatory forms of education,
- follow his or her employer and school's instructions in relation to training,
- protect the trade secrets of his or her employer and
- comply with the occupational safety regulations.

The obligations of schools under collective educational contracts are stipulated in Article 45 of the Vocational Education Act. Schools provide employers with technical assistance and advice on organising and carrying out practical on-the-job training, monitor practical on-the-job training and ensure that the required documentation is kept properly. Each year, schools prepare a report on the successfulness of practical on-the-job training at employers and propose measures to all employers with which they have concluded a collective educational contract and the competent social partner. A school may rescind a collective educational contract if the employer fails to meet the conditions and obligations stipulated by the law and other regulations and the collective educational contract.

Students who have concluded individual

educational contracts must take an interim assessment during the practical on-the-job training, normally in the second year. The interim assessment is designed to assess the student's practical competence and ability to keep the required documentation properly. The conditions in which the practical on-the-job training takes place are also assessed and the employer is advised on how to proceed with the student's practical training. The content of the interim assessment is determined by the council of experts and the procedure and method of conduct are determined by the minister. The Council of Experts of the Republic of Slovenia for Vocational and Technical Education defined the list of tasks for the interim assessment for the Salesman programme at its 116th session on 3 April 2009. The list has been in use since the 2008/09 academic year and will remain in use until a new list is defined.

The combined duration of practical and theoretical education and training may not exceed eight hours per day and the maximum weekly working time as stipulated by the law and the collective agreement less two hours. If the student receives five hours of theoretical education in a given day, no practical on-the-job training at the employer may be carried out in the same day. If the student receives four or more hours of practical on-the-job training in a given day, the student must be given a minimum break of 30 minutes. Students training for more than nine months must be given at least eight weeks of holidays per year. As regards night work, breaks and rest periods, justified absence from work, the special protection of young people, liability to disciplinary action and liability for damages, practical on-the-job training carried out at employers is regulated by the law governing employment. In addition to the Vocational Education Act,

practical training for secondary school and college students is also regulated by the Collective Agreement for Slovenia's Trade Sector (OG RS No. 24/14; KPPTS) as specifically set out in the Collective Agreement. Article 53 of the Collective Agreement for Slovenia's Trade Sector stipulates that the employer shall ensure the following to students in compulsory placement:

- payment in accordance with the educational contract,
- information about the risks, associated with work, and appropriate means of protection,
- occupational disease and occupational accident insurance,
- appropriate mentoring and introduction to work,
- meals during work.

The student is entitled to receive remuneration for the duration of the practical on-the-job training pursuant to the collective agreement for the industry or other regulations. The Collective Agreement for Slovenia's Trade Sector stipulates that the employer shall ensure to students in compulsory placement payment in accordance with the educational contract. Article 59 of the Collective Agreement for Slovenia's Trade Sector also stipulates that reimbursement of costs related to work, other personal remunerations, payments to students for compulsory on-the-job training shall be paid in the amounts as laid down by this Collective Agreement, however, under the conditions and in the amounts which are not added to the tax base or the base for social security contributions.

VERIFICATION OF TRAINING PLACES

Practical on-the-job training is carried out at verified training places. The verification

of training places is regulated by the Rules on Verification and Keeping the Registers of Apprenticeship (OG RS No. 26/03). Pursuant to these rules and its public authority to perform the tasks of a social partner in relation to vocational and technical education in the field of commerce, the Slovenian Chamber of Commerce performs the task of verifying the fulfilment of the requirements for providing practical training at the training place.

The verification procedure begins with the employer's submission of a written application on a special form along with the required addenda. The application and addenda are available on the Slovenian Chamber of Commerce's website.

The Slovenian Chamber of Commerce has appointed a verification committee, comprising a chairman and two members, to carry out the verification procedure. The Committee determines whether the employer meets the prescribed material, staffing and other requirements to provide practical training to students at the training place and the professional titles and the number of students per individual professional title the employer can provide training for. If the employer meets all the requirements, the Chamber issues the employer a decision on its fulfilment of the requirements to provide practical training for students at its training place.

The Slovenian Chamber of Commerce is obligated to **keep a register of training places** containing information on all the employers who have been issued decisions on their fulfilment of the requirements to provide practical training for students at their training places. The Rules on Verification and Keeping the Registers of Apprenticeship (OG RS No. 26/03) also stipulate the procedures for modi-

ying employer data and deleting employers from the register of training places. The register of training places is publicly available on the SCC's website and is primarily intended to assist students and schools in organising practical on-the-job training.

Pursuant to the Vocational Education Act and the Rules on Secondary School Enrolment (OG RS Nos. 12/06, 17/06 – amendment, 12/08 and 107/12), the Slovenian Chamber of Commerce requests information on the available training places from employers and prepares a notice on available training places for each academic year. The notice on available training places is published along with the call for enrolment in the first year of secondary school programmes on the website of the ministry in charge of education. The SCC's notice on available training places is also published on the Chamber's website.

INTEGRATION OF TRAINING AND WORK IN PRACTICAL ON-THE-JOB TRAINING – EMPLOYER INCENTIVES

The provision of practical on-the-job training at employers does not only involve a human resource and organisational input and the transfer of the knowledge and experience of the employer but inevitably also entails financial investments and expenses. The Slovenian Chamber of Commerce thus believes the co-financing of employer costs in relation to concluding educational contracts for vocational and technical training is of vital importance, as this measure

also enhances integration between the education system and the economy.

The **Slovene Human Resources Development and Scholarship Fund** implements the scholarship policy and allocates funds for investment in human resources to improve employability, competitiveness, knowledge transfer and the integration of the education system and the labour market. The Fund's work is essentially divided into two areas: human resource development instruments and scholarships. Grants for co-financing employer incentives for the provision of practical on-the-job training have been awarded since 2009 through calls for applications published by the Slovene Human Resources Development and Scholarship Fund. Since 2011, schools (educational institutions) have participated in the calls for applications as applicants and employers as co-applicants assuming the role of providers. The grants are intended to co-finance the remuneration for the mentor and secon-



dary school or college student. The grant programme promotes the provision of practical on-the-job training according to new educational programmes that provide for an increased amount of hours of practical on-the-job training. It is also aimed at improving and strengthening cooperation between educational institutions and employers as providers of practical on-the-job training. As stated on the website of the Slovene Human Resources Development and Scholarship Fund, employers that provide practical on-the-job training have a large impact on the further development of young people and the success of their professional career. The integration of education and practical on-the-job training is one of the key aspects of familiarising young people with the work process and facilitating their employment. The state thus supports the participation of employers in the provision of practical on-the-job training by co-financing incentives using the funds of the European Social Fund.

The exact amount of funds allocated to practical on-the-job training for the programme period of 2014–2020 will not be known until the final adoption and approval of the Partnership Agreement between the Republic of Slovenia and the European Commission and the Operational Programme for the Implementation of the EU Cohesion Policy for the Period of 2014–2020. The website of the Slovene Human Resources Development and Scholarship Fund at <http://www.sklad-kadri.si/> contains information for employers on current calls for applications and funding for the fund's areas of operation (e.g. co-financing employer incentives for the provision of practical on-the-job training, company scholarships, employee training and education, etc.) In addition to incentives under the calls for applications of the Human Resources Deve-

lopment and Scholarship Fund, funds for co-financing employers' costs in relation to the conclusion of individual educational contracts have also been granted in recent years as part of the **Ministry of Economic Development and Technology's** measures for the promotion of vocational and technical education.

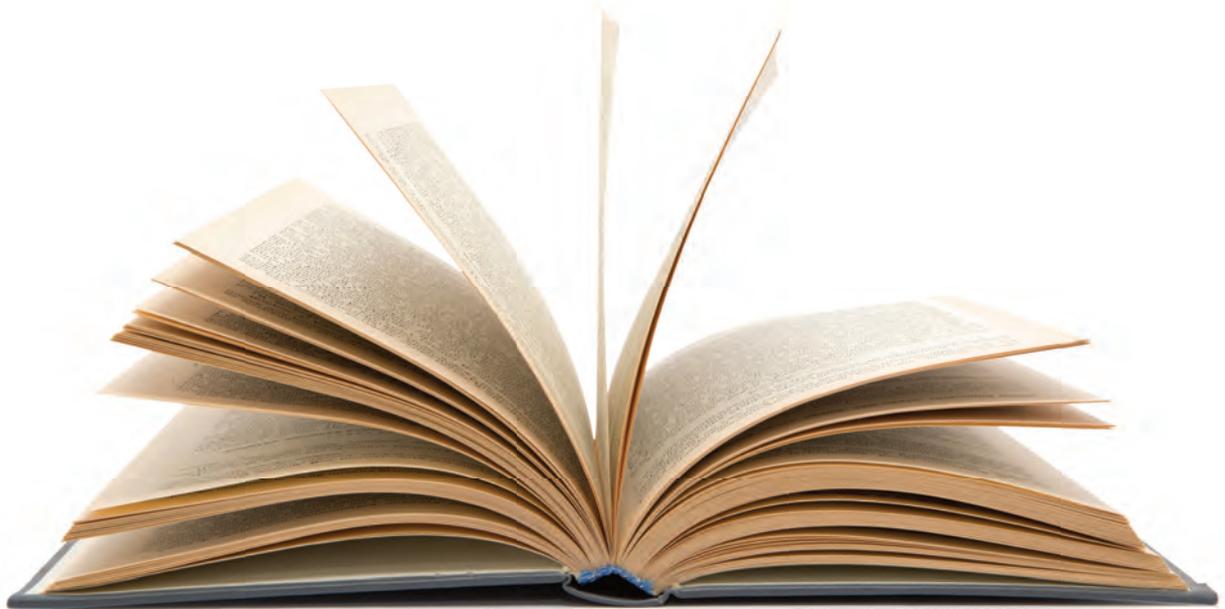
Another link between education and work is provided by company scholarships. **Company scholarships** are scholarships granted by employers to secondary school and college students for attending educational programmes according to the employers' needs. The purpose of company scholarships is to connect human resources and employers, as companies can ensure the development of the required human resources through long-term human resource planning, which in turn stimulates the companies' own development.⁷ Employers granting company scholarships can obtain co-financing as stipulated at the national level by Articles 69–85 of the Scholarship Act (OG RS Nos. 56/13 and 99/13 – ZUPJS-C) and the Rules on Co-financing of Company Scholarships (OG RS No. 35/14).

2. 1. 3.

INVOLVEMENT OF EMPLOYER REPRESENTATIVES IN EXAMINATION BOARDS FOR FINAL EXAMINATIONS IN SECONDARY SCHOOLS

Lower and upper secondary vocational education is concluded with a final examination whose purpose is to assess the student's knowledge and skills for life and work, further education and his or her personal and professional development. The Vocational Education Act enables social partners to pro-

⁷ <http://www.sklad-kadri.si/si/stipendije/kadrovske-stipendije/>.



pose or appoint members of examination boards for final examinations in secondary schools. The main legal bases in the area of final examinations are the Vocational Education Act (OG RS No. 79/06) and the Regulations on the Final Examination (OG RS Nos. 56/08, 50/10 and 23/11).

The content and structure of the final examination is determined by the educational programme. The final examination in the modular secondary vocational education programme comprises: a written and oral Slovenian language exam (Italian or Hungarian in ethnically mixed regions), a product and service and a defence⁸. The key and professional competences, the method of examination and the method of grading are stipulated in the relevant examination catalogue. The examination catalogue for the Salesman programme is available at: http://www.cpi.si/files/cpi/userfiles/Datoteke/kurikulum/Programoteka/07-08/Trgovec/IK_ZD_Trgovec_

[novKK100611.doc](#).

The final examination can be taken by candidates who have successfully completed the final year of a lower or upper secondary vocational education programme or achieved the required number of credits and fulfilled any other obligations required by the programme. Final examinations are carried out in the spring, autumn and winter terms. A National Final Examination Committee is formed for the purpose of conducting final examinations at the national level⁹. School final examination committees and one or more school examination boards are formed at the school level. Pursuant to the Regulations on the Final Examination, the Slovenian Chamber of Commerce may propose a list of members, representatives of employers to be included in the examination boards for the product or service and defence part of final examinations for lower and upper secondary vocational education. The employer representatives proposed

⁸ Zaključni izpit v izobraževalnih programih nižjega in srednjega poklicnega izobraževanja – Izdelek oziroma storitev in zagovor (Final Examination in Lower and Upper Secondary Vocational Education Programmes – Product or Service and Defence), 2012, p. 10.

⁹ Additional information is available at: http://www.ric.si/zakljucni_izpiti/splosne_informacije/.

by the SCC thus regularly participate in final examinations for the Salesman programme in collaboration with secondary schools across Slovenia, mostly in the spring term. A list of employer representatives who participate in examination boards approved by the National Final Examination Committee is published on the website of the National Examinations Centre at: http://www.ric.si/zakljucni_izpiti/socialni_partnerji/. The SCC has found that the collaboration between schools and employers in the conduct of final examinations has been well received and welcomed by both sides. More information on the participation of employer representatives proposed by the SCC in examination boards for final examinations in lower and upper secondary vocational education is also available on the Chamber's website.

2. 1. 4.

PARTICIPATING IN THE PREPARATION OF OCCUPATIONAL STANDARDS

The Slovenian Chamber of Commerce participates and gives its recommendations in the preparation of new and revision of existing occupational standards in cooperation with the Institute of the Republic of Slovenia for Vocational Education and Training as specified for social partners in the Vocational Education Act. The SCC also participates in the Sectoral Occupational Standard Committee for Business and Administration as part of this activity. The functions of sectoral occupational standard committees are stipulated in more detail by the National Professional Qualifications Act (OG RS Nos. 1/07 – official consolidated text, and 85/09).

2. 2. SCC ACADEMY

One of the ongoing tasks of the Slovenian Chamber of Commerce in relation to education and training is organising various conferences, round table discussions, consultations, seminars and functional education in the field of commerce. Functional education, mainly on various legislative topics (tax regulations, regulations on food and non-food goods, labour and pension laws, etc.), is carried out under the „SCC Academy“ brand. Up-to-date information on seminars, lectures and events is available on the SCC's website and in the SCC's bulletin, entitled T-Information.



LIST OF COMPETENCES AND THE TRAINING PROGRAMME FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR

3. 1. DEFINITIONS OF KEY TERMS

First, we would like to present and define the meaning of „competences“ and „lifelong learning“, since this is important to understand the results as well as the purpose of the project itself – the transfer of competences and training programmes for the occupation of goods and product manipulator.

COMPETENCES

“The term competences denotes the ability to apply learning outcomes in various circumstances (education, work, personal or professional development). Competences are not restricted to the cognitive dimension (the use of theory, concepts and tacit or hidden knowledge); they also comprise a practical aspect (along with technical skills), interpersonal skills (e.g. social or organisational skills) and ethical values.

Professional competences are competences required by an individual to function successfully in a certain occupation. They are divided into generic professional competences, which are shared by similar occupations, and occupation-specific competences, which are specific to a certain occupation.

Professional competences constitute the core knowledge, skills, abilities and other personal characteristics that enable individuals to competently resolve problems and perform the basic tasks of their occupation and give them the ability to tackle common or general issues in relation to modern professional work in the areas of information technology, safety, health and environment protection, entrepreneurship and communicating in both their native and foreign languages. They include the ability to cooperate with others, resolve methodological issues,

manage the quality of services and products, take the initiative, change roles, handle critical situations and perform work independently.”¹⁰

“Professional skills, on the other hand, are defined as skills specific to a certain occupation that are required to competently perform work in that occupation.”¹¹

In the context of European Qualifications Framework (EQF), competence is described in terms of responsibility and autonomy for each EQF level.

LIFELONG LEARNING

»Lifelong learning is defined as learning throughout one's life with the aim of improving knowledge, skills, abilities, competences and/or qualifications for personal, social and/or professional reasons. The organised part of lifelong learning is referred to in Slovenia as lifelong education«¹² (»vseživljenjsko izobraževanje«).

Below is a summary of the definitions given in the Memorandum on Lifelong Learning, European Commission, 30 October 2000 (SEC(2000) 1832):

“Lifelong learning sees all learning as a seamless continuum <from cradle to grave.> High quality basic education for all, from a child's earliest days onwards, is the essential foundation. Basic education, followed by initial vocational education and training, should equip all young people with the new basic skills required in a knowledge-based economy. It should also ensure that they have <learnt to learn> and that they have a positive attitude towards learning. There are three basic categories of purposeful learning activity:

- **Formal learning** takes place in education

¹⁰ Muršak, 2012, p. 52, 76.

¹¹ Muršak, 2012, p. 77.

¹² Muršak, 2012, p. 124.



and training institutions, leading to recognised diplomas and qualifications.

- **Non-formal learning** takes place alongside the mainstream systems of education and training and does not typically lead to formalised certificates. Non-formal learning may be provided in the workplace and through the activities of civil society organisations and groups (such as youth organisations, trades unions and political parties). It can also be provided through organisations or services that have been set up to complement the formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations).
- **Informal learning** is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional



learning, and so may well not be recognised as contributing to knowledge and skills, even by the individuals themselves.

The continuum of lifelong learning brings non-formal and informal learning more fully into the picture. Non-formal learning, by definition, stands outside schools, colleges, training centres and universities.

The term 'lifelong' learning draws attention to time: learning throughout life, either continuously or periodically. The newly-coined term 'lifewide' learning enriches the picture

by drawing attention to the spread of learning, which can take place across the full range of our lives at any stage. The 'lifewide' dimension brings the complementary nature of formal, non-formal and informal learning into sharper focus."

3. 2. THE TRANSFER OF INNOVATION AND GOOD PRACTICES FROM PORTUGAL AND SPAIN AND THE BASIS FOR PREPARING THE LIST OF COMPETENCES AND THE TRAINING PROGRAMME FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR

CLASSIFICATION OF THE GOODS AND PRODUCT MANIPULATOR PROFILE ACCORDING TO THE EUROPEAN QUALIFICATIONS FRAMEWORK

The list of competences and the training programme for the occupation of goods and product manipulator could be prepared on the basis of the definitions for Level 2 retail occupations according to the European Qualifications Framework (EQF) as given, for example, in the materials prepared as part

of the European TIPTOE project – the «EQF Ruler» for retail occupations. The Slovenian Qualifications Framework Act, which will establish a uniform qualifications system in the Republic of Slovenia, i.e. the Slovenian Qualifications Framework (SQF), and a system for referencing qualifications obtained within the formal education system and elsewhere to the SQF and referencing SQF qualifications to the European Qualifications Framework for Lifelong Learning, is currently being drafted¹³.

Table 2: European Qualifications Framework – Occupational Level 2: Retail¹⁴

| | | |
|--|--|--|
| Description of the occupational level | | <p>Acting, carrying out activities (of tasks) Responsibility: basic, no responsibility for others Autonomy: some/none (only for routine decisions and selfmanagement), under direct supervision Adapting behaviour to:</p> <ul style="list-style-type: none"> • structured context, applies health and safety regulations • routine problems • predictable changes |
| Task areas | Sales and customer relations | <p>Context:</p> <ul style="list-style-type: none"> • average customers • answering simple questions of customers, referring to colleagues • working under direct supervision <p>Possible tasks:</p> <ul style="list-style-type: none"> • greets the customer (according to store policy) |
| | Goods processing | <p>Context:</p> <ul style="list-style-type: none"> • clear work instructions and procedures • working in the right velocity and with good quality • working under direct supervision <p>Possible tasks:</p> <ul style="list-style-type: none"> • receives goods, unloads and unpacks goods, checks goods for quantity and quality and stores goods (under proper conditions) • helps with the stock inventory |
| | Presentation, promotion and marketing | <p>Context:</p> <ul style="list-style-type: none"> • clear work instructions and procedures • working in the right velocity and with good quality • working under direct supervision <p>Possible tasks:</p> <ul style="list-style-type: none"> • prepares products for sale, applies price tags and labels to products • restocks shelves, checks quality of products on shelves and arranges products on shelves in a neat way |
| | Money | <p>Context:</p> <ul style="list-style-type: none"> • no activities with respect to payments and cashiers • only assisting activities <p>Possible tasks:</p> <ul style="list-style-type: none"> • prepares and packs the purchases according to customers' wishes |
| | Shop management | / |

¹⁴ Source: materials prepared as part of the European TIPTOE project: „EQF Ruler“: Retail occupations», available at http://www.evta.net/tiptoe/wp2_retailruler.pdf (8 January 2014).

THE TRANSFER OF INNOVATION AND EXAMPLES OF GOOD PRACTICE – DEFINITION OF COMPETENCES RELEVANT TO THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR COMING FROM PORTUGAL



The following competences relevant to the occupation of Goods and Product Manipulator are part of the »Commercial Employee« profile, one of the occupational standards and qualifications existing in the Portuguese National Qualification Framework (NQF).

| | |
|----------------------|--|
| Basic task 1: | Stock control |
| Subtasks: | <ol style="list-style-type: none"> 1. Determining and calculating the required stock levels for various categories of products, values and days 2. Entering data on suppliers into the database 3. Determining and executing priority planning orders for suppliers 4. Calculating the minimum stock for products according to the suppliers' delivery times and the stock rotation schedule |
| Basic task 2: | Accepting and packing the suppliers' products |
| Subtasks: | <ol style="list-style-type: none"> 1. Accepting the suppliers' products according to the delivery plan and based on orders 2. Storing the products received in the appropriate place 3. Participating in inventories, counting and recounting the number of products and keeping the relevant records |
| Basic task 3: | Using product displaying techniques and replacement of products at the point of sale |
| Subtasks: | <ol style="list-style-type: none"> 1. Restocking shelves in the shop according to the restocking plan 2. Organising shelves and islands, arranging products and displaying information on prices 3. Placing different types of signs and price labels on products for normal and promotional sales 4. Performing promotional activities according to the promotion plan |
| Basic task 9: | Completing commercial documentation |
| Subtasks: | <ol style="list-style-type: none"> 1. Filling in securities (cheques, bills, etc.) 2. Filling in discount proposals 3. Filling in documents related to sales contracts (order, delivery, invoice, debit note, credit note, receipt) |

Summary – sample competency list:

The candidate:

1. controls stocks,
2. accepts and packs suppliers' products,
3. uses product display techniques and re-stocks shelves with products,
4. fills in commercial documentation.

THE TRANSFER OF INNOVATION AND EXAMPLES OF GOOD PRACTICE – DEFINITION OF COMPETENCES RELEVANT TO THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR COMING FROM SPAIN

The following competences are required for the »ancillary commerce activities« vocational qualification (together with the corresponding codes):

- **UC1327_1:** Performing the ancillary operations of replacing and restocking products available at the shop.



- **UC1326_1:** Preparing orders effectively and efficiently, following established procedures.
- **UC1328_1:** Handling products in the retail area and around the distribution area and moving them using pallets and wheelbarrows.
- **UC1329_1:** Providing services and operational information to customers in a structured and formalised manner.

It follows from the job description that the goods and product manipulator performs the following tasks:

- loading and unloading goods received at the loading dock,
- distributing goods in the storage area according to type in compliance with the relevant rules and procedures,
- controlling stocks and restocking shelves in the shop,
- advising customers and providing support in various store departments.

Summary – sample competency list:

The candidate:

1. performs the ancillary operations of replacing and restocking products available in the shop,
2. quickly and efficiently prepares orders according to the standard procedures,
3. handles products in the retail area and around the distribution area and moves them using pallets and wheelbarrows,
4. provides services and operational information to customers in a structured and formalised manner.

Training in Slovenia is based on acquiring specific vocational competences, while considering the broad definition of competences and the fact that it will be required to select training candidates who can adequately utilise the results of the training/national vocation qualification, it is necessary to take into account the policy of the Employment Service of Slovenia to define the general competences within the scope of innovation transfer, as follows:

| The Spanish model | The model of the Employment Service of Slovenia |
|--------------------------------------|--|
| • CUSTOMER ORIENTATION | Attitude towards people |
| • TEAMWORK AND COOPERATION | Cooperativeness and team orientation (2 competences) |
| • ACHIEVEMENT ORIENTATION | Target orientation |
| • FLEXIBILITY | General flexibility |
| • SELF-CONTROL | Emotional self-control |
| • THOROUGHNESS WHEN PERFORMING TASKS | Following the rules |
| • INTEGRITY | Integrity |

REVIEW OF KNOWLEDGE AND SKILLS REQUIREMENTS FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR IN SLOVENIA

It has been detected that goods and product manipulators in Slovenia have to be able to perform the following tasks¹⁵:

- restock shelves in the shop,
- accept goods,
- maintain cleanliness in the work environment and the waste compactor area,
- stack and store waste packaging,
- assist in stocktaking,
- perform other types of manual task,
- prepare product information labels and place product information labels, EAN codes and price tags on products,
- perform other work and tasks in the employee's work environment or as assigned by superiors,
- perform all types of tasks in relation to handling goods,
- prepare goods on the basis of work documentation,
- prepare the work area, goods and packaging for the performance of further activities,
- label goods with mandatory information labels and retail prices,



- keep the required records,
- maintain adequate product stocks in pick bins and on shop shelves,
- arrange, rearrange and transport goods according to instructions and stack and sort goods,
- maintain goods and the work environment in a sanitary and hygienic condition,
- protect goods from damage and malfunction,
- prevent goods from being stolen,
- maintain his or her personal appearance and keep the working environment tidy,
- precisely carry out the instructions, decisions and orders of superiors within his or her purview.

¹⁵ Various activities were carried out to detect the knowledge and skills requirements for the occupation of goods and product manipulator – the project partners engaged in active discussion to detect the employers' needs for this profile and job advertisements and job descriptions for the goods and product manipulator profile were examined. The SCC's Education Committee, a working body that includes employer representatives, was included in the preparation of proposals. We also actively collaborated with the Employment Service and conducted a survey among those seeking employment in this occupation to establish the skill needs of job seekers who wished to engage in the occupation of goods and product manipulator.

3. 3. LIST OF COMPETENCES FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR IN SLOVENIA AND THE TRAINING PROGRAMME FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR IN SLOVENIA



Based on the materials collected and the activities carried out within the EU „Transfer of Competences and Trainings for Goods and Product Manipulator“ project co-financed by the Leonardo da Vinci Lifelong Learning programme - transfer of innovation, we have prepared the following

- **list of competences for the occupation of goods and product manipulator in Slovenia and**
 - **training programme for the occupation of goods and product manipulator in Slovenia,**
- which among others constitute **the results of the project.**

LIST OF COMPETENCES FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR IN SLOVENIA

The candidate:

1. accepts and transports goods between the storage area and the shop,
2. checks and controls stocks of goods,
3. labels and prepares goods for sale,
4. performs all types of tasks in relation to handling goods,
5. ensures the quality of goods and inspects goods,
6. prepares the work environment and equipment and maintains orderliness and cleanliness,
7. communicates with superiors, co-workers and customers,
8. ensures compliance with occupational health and safety and environmental protection regulations,
9. is conversant with the characteristics and handling of the individual types of goods.



TRAINING PROGRAMME FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR IN SLOVENIA

1. ACCEPTING AND TRANSPORTING GOODS BETWEEN THE STORAGE AREA AND THE SHOP



The candidate:

- arranges, rearranges and transports goods according to instructions and stacks and sorts goods,
- retrieves goods from the storage area and transports them to the shop according to the superiors' instructions,
- inspects any documentation on the characteristics of the goods,
- carries out quantity and quality inspections of goods and informs the superiors of any inadequacies or discrepancies in terms of quantity and quality,
- informs superiors if ordered goods are not delivered,
- distributes goods in the storage area according to their type in compliance with the relevant rules and procedures (e.g. refrigeration, expiration dates),
- participates in the acceptance of goods according to the instructions of superiors.

2. CHECKING AND CONTROLLING STOCKS – in the shop and the storage area



The candidate:

- controls stocks, replaces products and re-stocks shelves in the shop and informs the competent person about the shelf stock levels,
- maintains adequate product stocks on the shop shelves,
- knows how to keep various records and use stock monitoring and control software,
- monitors stock statistics, stock use and sales statistics,
- uses technical equipment (scanner) for stock control,
- informs co-workers/superiors about product stock levels (especially when stocks run out),
- monitors stock levels in the shop, detects shortages of individual products,
- assists in stocktaking.

3. PREPARING GOODS FOR SALE

The candidate:

- prepares goods for sale,

- prepares product information labels and places the labels, EAN codes, price tags and other labels on the products,
- places anti-theft devices on products,
- is conversant with labels on products and their meaning.



4. HANDLING GOODS

The candidate:

- performs all types of tasks in relation to handling goods,
- reads the warning labels on the packaging before handling goods,
- checks the labelling,
- arranges, rearranges and transports goods according to instructions and stacks and sorts the goods in the appropriate area of the shop,
- handles products in the retail area and around the distribution area and moves them using pallets and trolleys,
- uses product display techniques and restocks shelves with products,
 - restocks shelves in the shop according to the restocking plan,
 - organises shelves and islands, arranges

products and displays information on their prices,

- displays various signs and places price tags on regular products and products on sale,
- promotes products in the shop according to the promotion plan,
- knows how to read and implement plans with the layout planned for individual products on shop shelves, stock levels planned for individual products and the shelf room planned for individual products,
- is conversant with the basic principles of handling goods,
- handles goods in accordance with the regulations (HACCP guidelines, adequate processing of goods, special requirements) and observes the expiry dates of foodstuffs,
- performs his or her work according to the norms and regulations,
 - is conversant with various types of goods and the requirements in relation to their handling and storage (e.g. refrigeration),
 - is conversant with the elements of occupational safety,
- performs the ancillary operations of replacing products available at the shop,
- monitors stock levels in the shop, detects shortages of individual products and carries



- out the appropriate procedures,
- keeps records of and sorts goods manually or using a computer,
- keeps mandatory and/or internal records,
- protects goods from damage and malfunction.

5. TAKING CARE OF THE QUALITY OF GOODS AND INSPECTING GOODS



The candidate:

- is conversant with various types of goods and the requirements in relation to their handling and storage,
- is conversant with the basic quantity and quality inspection procedure and maintains the goods in good condition,
- checks and verifies the expiry dates of goods,
- checks and verifies the lot numbers, dates of manufacture, etc., of certain goods,
- ensures the traceability of goods,
- checks that goods are clean and undamaged,
- protects goods from damage, malfunction and theft,
- reads and enters data on special goods in various records,

- regularly reads certain parameters (temperature, humidity, etc.) for certain types of goods (e.g. foodstuffs) as instructed,
- enters data in the appropriate records,
- carries out appropriate measures (informs superiors) in the event of any deviations.

6. PREPARING THE WORK ENVIRONMENT AND EQUIPMENT AND MAINTAINING ORDERLINESS AND CLEANLINESS

Work environment and equipment

The candidate:

- is conversant with the required documentation and how to use it,
- is conversant with and uses the required information and communication equipment,
- prepares him- or herself and the workplace,
 - prepares and protects him- or herself according to hygiene and protection procedures and pursuant to the Occupational Health and Safety Act,
 - prepares the work equipment,
 - is conversant with and knows how to choose the required work equipment,
- is conversant with the basic technical characteristics and the use of individual types of



- material-handling equipment,
- uses modern information and communications technology,
- maintains the equipment, machinery, utilities, sales area, warehouse, support facilities and surroundings,
- undertakes continuous professional development,
- uses energy, materials and time in a rational manner.

Maintaining orderliness and cleanliness

The candidate:

- maintains the cleanliness of the work environment,
- maintains goods and the work environment in a sanitary and hygienic condition,
- maintains his or her personal appearance and keeps the working environment tidy,
- is conversant with occupational safety and hygiene regulations,
- maintains orderliness and cleanliness,
 - maintains the cleanliness of equipment and the work area during and after work,
 - cleans the work area after finishing work and is conversant with the (internal) regulations on the procedures for cleaning individual departments,
- is conversant with the principles of waste sorting,
- separates, stacks and stores waste packaging and other waste.

7. COMMUNICATING WITH SUPERIORS, CO-WORKERS AND CUSTOMERS

Communicating with customers (shoppers)

The candidate:

- provides basic information on goods to customers,
- communicates with customers as required during work,

- provides support in different departments of the store,
- understands the principles of business communication,
- is conversant with the communication of acquired data on goods (reporting data to the competent person).



Communicating with co-workers and superiors

The candidate:

- precisely carries out the instructions, decisions and orders of superiors within his/her purview,
- communicates with co-workers and superiors,
- ensures the quality and efficiency of his or her work in the working environment pursuant to the regulations and standards pertaining to commercial activities,
- carries out and organises his or her own work according to instructions,
 - receives and understands written and oral work instructions,
 - independently interprets acquired information,
 - is conversant with the organisation of work in the company and knows how to

- work with various departments,
- assists superiors with planning and preparing his or her work,
 - reports to superiors according to their instructions,
 - ensures and maintains the flow of information within the company (using information and communications technology, orally or in writing),
 - can use modern telecommunications technologies for everyday communication and coordination,
 - can collaborate with other employees and resolve conflicts,
 - can prepare and communicate information in a comprehensible manner.

8. OCCUPATIONAL SAFETY AND HEALTH AND ENVIRONMENTAL PROTECTION



The candidate:

- ensures the protection of health and the environment,
- uses safety and protective gear and equipment during work,
- is conversant with and understands the basic principles of hygiene and occupational safety and health,
- performs work in accordance with occupational health and safety and fire safety regulations,
- handles hazardous waste in a manner that ensures the protection of the environment,
- sorts waste and waste packaging,
- follows internal work safety instructions,
- is conversant with the basics of handling hazardous waste,
- is conversant with the various types of goods and the requirements in relation to handling and storing them (such as the special requirements for dangerous goods),
- is conversant with the measures and procedures in case of dangerous events,
- separates toxic substances and substances harmful to health and the environment, sorts waste according to materials used and prepares waste for collection,
- is conversant with the dangers of the work and work environment, as well as the occupational safety and health and accident prevention measures,
- inspects the work environment and prepares the required work equipment,
 - uses suitable personal protective equipment for work,
 - is conversant with the elements of occupational safety.

9. KNOWLEDGE OF THE CHARACTERISTICS AND HANDLING REQUIREMENTS OF INDIVIDUAL TYPES OF FOOD AND NON-FOOD GOODS

A. KNOWLEDGE OF THE CHARACTERISTICS AND HANDLING REQUIREMENTS OF INDIVIDUAL TYPES OF NON-FOOD GOODS AND THE PRESENTATION OF A PRACTICAL EXAMPLE FOR NON-FOOD GOODS

The candidate:

- handles goods properly,
- participates in the acceptance of orders and the preparation of documentation,
- participates in the acceptance of goods,
- is conversant with the proper storage of goods,
- is conversant with the rules for handling reusable packaging,
- is conversant with the basics of the procedure for reporting product non-conformity to suppliers,
- helps maintain optimal stock levels,
- repackages and labels goods,
- is conversant with the specifics of ordering, labelling, repackaging and selling non-food goods such as textiles and footwear, toys, cosmetics, chemicals and hazardous substances, rubber and rubber products, wood and paper, metals, glass, ceramics and porcelain, construction and electrical materials, paint and coatings, etc.



B. KNOWLEDGE OF THE CHARACTERISTICS AND HANDLING REQUIREMENTS OF INDIVIDUAL TYPES OF FOOD GOODS AND THE PRESENTATION OF A PRACTICAL EXAMPLE FOR FRUIT AND VEGETABLES



The candidate:

- is conversant with the basics of the rules and guidelines of the HACCP system,
- is conversant with the basics of handling foodstuffs,
- handles waste goods properly,
- is conversant with the rules for making decisions on goods purchases (quantities to be purchased, purchasing goods on sale – pre-ordering),
- participates in and is conversant with the procedures for accepting and inspecting goods,
 - is conversant with the procedure for inspecting goods,
 - is conversant with the proper labelling of goods,
 - ensures traceability in the supply chain,
 - maintains the workplace in a clean and hygienic condition,
 - is conversant with the general characteristics and handling of fruit and vegetables,
 - is conversant with the proper storage of goods,
 - handles foodstuffs properly and is conversant with the rules for their storage,
 - is conversant with the temperature regime for fruit and vegetable storage,

- is conversant with the conditions for fruit and vegetable storage,
- is conversant with the rules and restrictions on fruit and vegetable storage,
- knows how to properly care for fruit and vegetables,
- knows how to prepare fruit and vegetables for sale,
- knows how to properly arrange sales areas, display goods and move goods,
- is conversant with the proper labelling of foodstuffs,
- is conversant with the basic rules for arranging goods,
- is conversant with the principles of the efficient handling of goods,
- knows how to position goods in the fruit and vegetable section,
- communicates with customers,
- provides basic information about goods to customers,
- communicates with customers as required during work,
- understands the principles of business communication.

The planned duration of the training as carried out under the Training programme for goods and product manipulator in Slovenia amounts to 24 teaching hours. Within the scope of the training, participants receive the Training programme and study material.

Within the scope of the training programme, it is also required to take into account the model¹⁶ of the Employment Service of Slovenia in the part referring to the acquisition of general competences:

- Attitude towards people
- Cooperativeness and team orientation (2 competences)
- Target orientation
- General flexibility
- Emotional self-control
- Following the rules
- Integrity

The training is designed for persons who have acquired short-term vocational education or less and already perform the work of a goods and product manipulator in commercial activity or are seeking employment.

Information on the dates and locations of the training will be published on the website of the Slovenian Chamber of Commerce or the LDV-GPM project: <http://www.tzslo.si/projekti/GPM-SLO>.



3. 4. PILOT TRAINING COURSE FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR CONDUCTED AT THE SCC IN MARCH 2014



Based on the list of competences and the training programme for the occupation of goods and product manipulator prepared within the project, a pilot training course for the occupation of goods and product manipulator was conducted in March 2014 in Ljubljana. The response to the training programme was very good among commercial companies and was attended by 43 persons altogether, 8 of which were included in the training by the Employment Service of Slovenia. The pilot training course conducted on the basis of the training programme consisted of 24 hours of training conducted in four sessions. The purpose of the pilot training course was to put into practice the training programme for the occupation of goods and product manipulator pre-



pared within the project and to identify potential improvements so that the training programme can be carried out more effectively after the completion of the project.

In order to prepare a training programme that would meet the needs of as many users as possible, the Slovenian Chamber of Commerce conducted the pilot training course for the occupation of goods and product manipulator in collaboration with project partners and other trading companies, as well as the Employment Service of the Republic of Slovenia. SCC also presented the pilot training to job seekers interested in performing this type of work in the trade sector whose level of completed education was below level 4 (Slovenian system). After the presentation, the Employment Service referred the job seekers to the pilot training course.

Based on the response of the trainees and trainers and the report of an external evaluator, we can conclude that the pilot training course for the occupation of goods and product manipulator was conducted very well, since we received good appraisal in the dimensions asked: content of the training (in terms of relevance and other aspects), the organisation, choice of location, lectures, cooperation among trainees during the training and materials provided to the trainees.

3. 5. PROPOSAL FOR A VOCATIONAL STANDARD AND NATIONAL VOCATIONAL QUALIFICATION FOR THE OCCUPATION OF GOODS AND PRODUCT MANIPULATOR

One of the goals of the Leonardo da Vinci Transfer of Competences and Training for Goods and Product Manipulator project is to submit a proposal for the preparation of an occupational standard and national vocational qualification for the occupation of goods and product manipulator. Below is a short summary of the concepts and procedures in relation to this.

OCCUPATIONAL STANDARDS

“An occupational standard is a document that determines the title of an occupation (or occupations) performed by an individual, the areas of work and tasks normally performed in the occupation, the level of complexity, the fundamental practical knowledge, related professional, theoretical and corresponding general knowledge and the key competences required for the occupation.

Occupational standards serve as foundations for preparing programmes or modules as parts of programmes leading to professional or technical education. They also serve as bases for obtaining national vocational qualifications either by demonstrating a mastery of the skills required or by completing training or specialisation programmes.”¹⁷

“Occupational standards serve as a link between the education and vocational training system and the labour market and the economy. They link the fundamental purpose of VET and the goals of the economy.”¹⁸

As further explained below, the social partner also play an important role in preparing new occupational standards and revising

existing occupational standards. Proposing the preparation of new occupational standards is stipulated as one of the tasks of social partners in relation to vocational and technical education by the Vocational Education Act (OG RS No. 79/06).

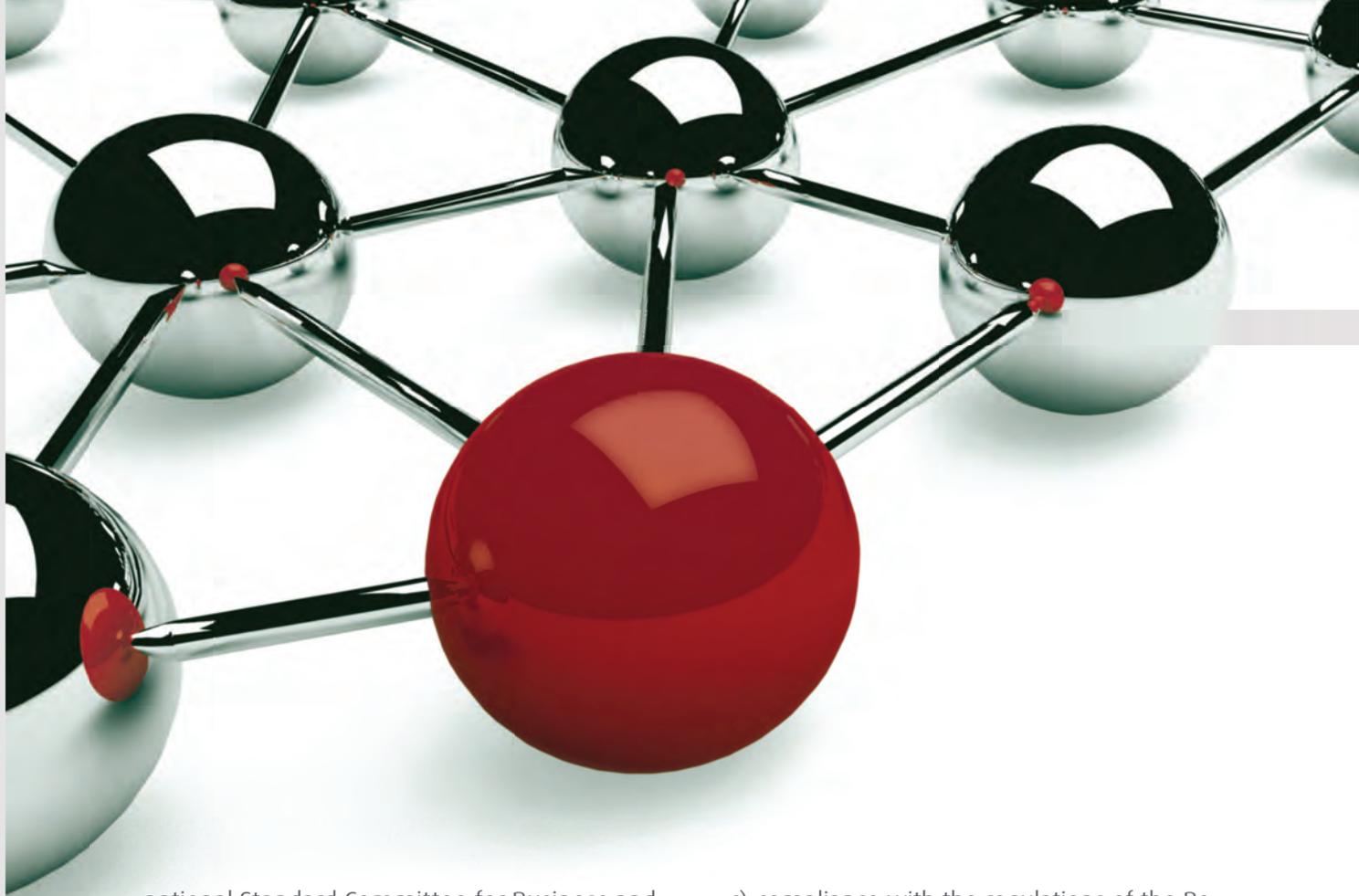
PROCEDURE FOR THE PREPARATION OF VOCATIONAL STANDARDS AND CATALOGUES FOR NVQS

The procedure for preparing occupational standards and catalogues of professional knowledge and skill standards is stipulated by the **Rules concerning the Professional Nomenclature** (OG RS No. 37/10).

The preparation and amendment of occupational standards and catalogues is proposed by the competent chambers, ministries, trade unions, educational institutions or other legal or natural persons on the basis of the labour market, occupation development and current and long-term needs. Proposals are submitted to the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) using the appropriate form. The occupational standard proposal and catalogue proposal forms are published on the CPI’s website at: <http://www.cpi.si>. The CPI records the proposal, conducts an expert assessment and sends its recommendation to the competent sectoral occupational standard committee, which assesses the merits of the proposal and decides on the preparation of a profile, occupational standard and catalogue for the occupation. Occupational standards in the trade sector mainly fall under the responsibility of the Sectoral Occu-

¹⁷ Muršak, 2012, p. 77.

¹⁸ Poklicni standardi in nacionalne poklicne kvalifikacije 2000–2012 (Occupational Standards and National Vocational Qualifications 2000–2012), 2013, p. 15.



occupational Standard Committee for Business and Administration.

The sectoral committee appoints a working group of experts in the preparation and revision of occupational standards and catalogues. The working group submits its proposal for the preparation or revision of an occupational standard and catalogue, along with the grounds on which it is based, to the sectoral committee, which assesses the proposal and issues a decision on the acceptance or rejection of the occupational standard and catalogue. If the proposal is accepted, the sectoral committee sends it to the Council of Experts of the Republic of Slovenia for Vocational and Technical Education. The Institute of the Republic of Slovenia for Vocational Education and Training provides technical and administrative support to the sectoral committees.

The Council of Experts of the Republic of Slovenia for Vocational and Technical Education appoints an Expert Committee for Occupational Standards, which:

- assesses the occupational standards and catalogues in terms of:
 - a) the established needs for the vocational qualification,
 - b) international comparability,

- c) compliance with the regulations of the Republic of Slovenia and the European Union,
- d) integration into the existing structure of qualifications for the sector,

- assesses the methodology for the preparation of occupational standards and catalogues,
- proposes alternative solutions to the Council of Experts.

The Expert Committee assesses the occupational standard and catalogue and prepares an opinion on their approval or rejection. The Expert Committee sends its opinion on the occupational standard and catalogue to the Council of Experts of the Republic of Slovenia for Vocational and Technical Education.

The Council of Experts then considers the draft occupational standard and catalogue. If the Council of Experts finds that they meet all the formal and technical requirements, it proposes its approval to the ministry in charge of labour.

THE ROLE OF SOCIAL PARTNERS IN THE PREPARATION OF VOCATIONAL STANDARDS AND CATALOGUES

The role of social partners is presented in more detail in the table below¹⁹:



| | |
|--|---|
| <p>Ministry of Labour, Family and Social Affairs</p> | <ul style="list-style-type: none"> • appoints members of the sectoral occupational standard committees, • adopts and publishes occupational standards and catalogues for NVQs, • defines the list of members for NVQ verification and validation committees, • appoints members of the permanent appeal committee. |
| <p>Sectoral occupational standard committees</p> <ul style="list-style-type: none"> • 10 sectoral committees appointed by the minister in charge of labour, • they comprise established experts recommended by chambers, employers' associations, professional associations, trade unions, non-profit organisations and competent ministries. | <ul style="list-style-type: none"> • assess the merits of proposals for occupational standards and catalogues, • propose priorities for the preparation of occupational standards and catalogues to the competent council of experts, • propose the methodology for the preparation of occupational standards and catalogues, • propose the preparation of occupational standards and catalogues, • propose lists of established experts for the preparation of occupational standards, occupational profiles and catalogues, • propose the structure of qualifications for the sector, • coordinate the content of occupational standards and catalogues, • propose the revision of occupational standards and catalogues, • refer occupational standards and catalogues to the competent council of experts. |
| <p>Council of Experts of the Republic of Slovenia for Vocational and Technical Education</p> | <ul style="list-style-type: none"> • approves the methodology for the preparation of occupational standards and catalogues for NVQs, • proposes the adoption of occupational standards and catalogues for NVQs to the ministry in charge of labour, • approves educational programmes. |
| <p>Chambers, employers' associations, professional associations, trade unions, non-governmental organisations and competent ministries</p> | <ul style="list-style-type: none"> • propose new occupational standards and catalogues for NVQs, • propose members for sectoral occupational standard committees, • propose members for the Council of Experts of the Republic of Slovenia for Vocational and Technical Education. |





PART



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

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 (1st cycle) and master (2nd 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 MSESS, 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 n° 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 certifica-

tion 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 Stud-

ies, approved in October 2007, established the new regulatory framework of university education [L3.04] [L3.05].

SLOVENIA²⁰

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)
- Act Regulating Special Rights of Members of the Italian and Hungarian Ethnic Communities in the Field of Education - 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)
- Placement of Children with Special Needs Act - Zakon o usmerjanju otrok s posebnimi potrebami (ZUOPP-1)
- Zakon o nagradah Republike Slovenije na področju šolstva (Uradni list RS, št. 56/94)
- 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 (ZOs)

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 izpitih
 - Rules on Master Craftsman Examinations - Pravilnik o mojstrskih izpitih
 - 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 program 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 programu 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 diplomam
- 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 tujce 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.

DESCRIPTION OF THE STRUCTURE OF NATIONAL EDUCATIONAL SYSTEM

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

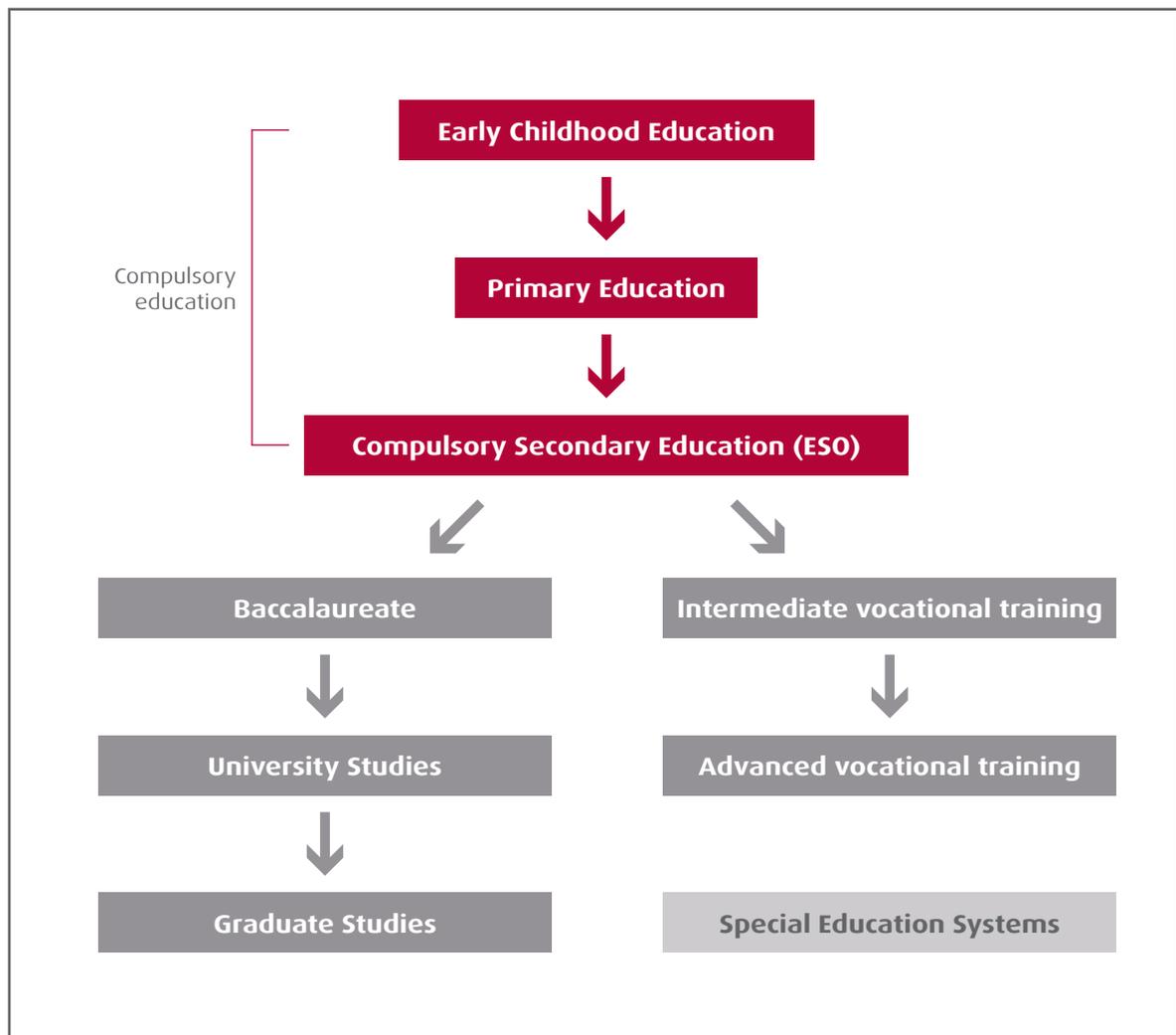
Higher education is structured according to the Bologna principles and aims to ensure solid scientific, cultural, artistic and technological preparation that enable the exercise of professional and cultural activities and the devel-

opment 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 speciality 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 education²¹:

- 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)²²
- students by types of educational programmes in upper secondary schools for youth (beginning of the school year 2012/13)²³:
- 38,8% general upper secondary (general and vocational gymnasiums), 38,8% technical upper secondary, 14,9% vocational upper

²¹ Slovene education system in numbers, 2007.

²² Education at a Glance 2013: OECD Indicators, <http://www.oecd.org/edu/eag.htm>.

²³ Statistical Yearbook of the Republic of Slovenia 2013.

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 TRAINING²⁴

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
- non-formal education and training.

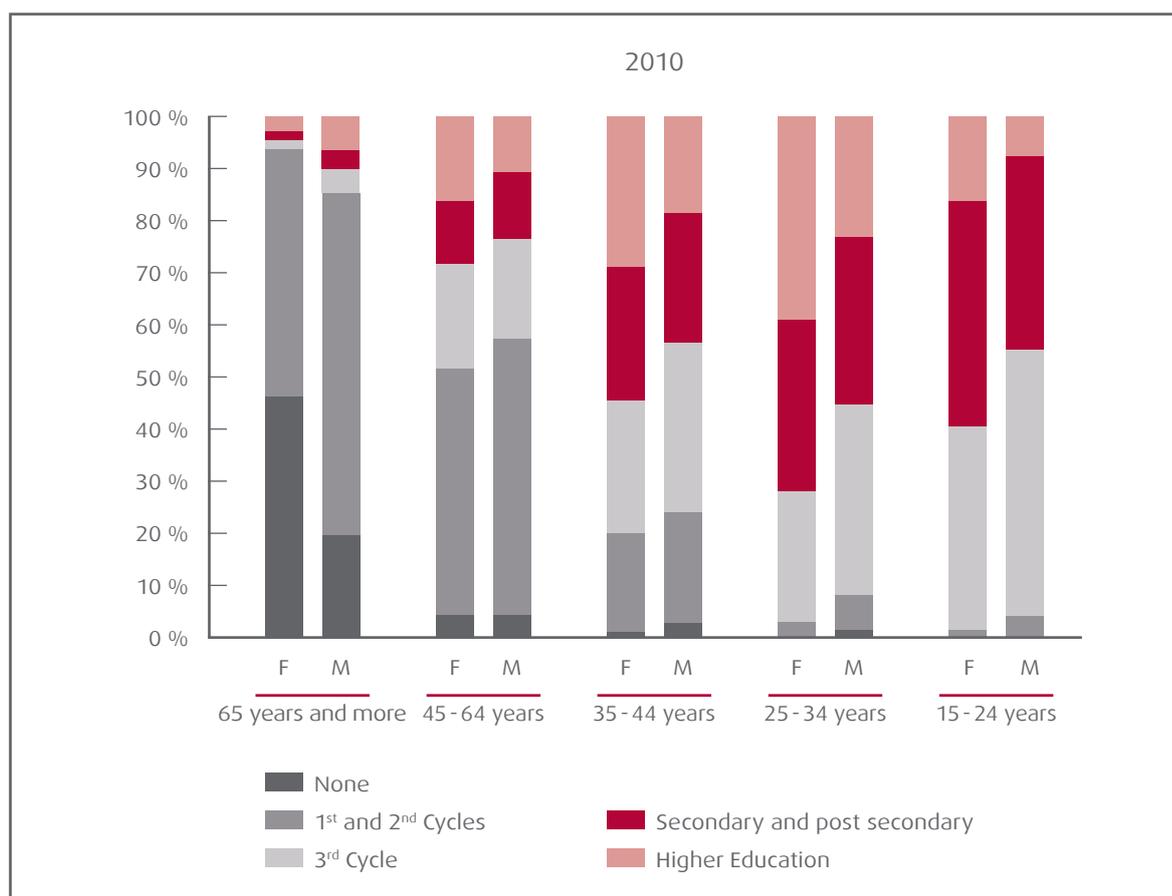
1. 1. 3.

EDUCATION IN NUMBERS

PORTUGAL



Picture 2: Educational structure of population aged 15 and over, Portugal



Source - National Institute of Statistics.

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 edu-

cation 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 |
|------------------------------|-----|-----------------|
| Portugal | | |
| | | % |
| 2009 | MF | 55.5 |
| | M | 50.0 |
| | 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 | 49.0 |
| | 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

ing 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 st stage | Secondary Education, 2 nd stage | Higher Education | No data |
|-------------------|---------------------------|--|--|------------------|--------------|
| Spain | 29.9 % | 24.9 % | 19.8 % | 25.3 % | 0.1 % |
| 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.

Table 4: 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 | | | | | |
|---|---------|--------------------------|---------|----------------------|---------|
| Total | | Non-University Education | | University Education | |
| 2004-05 | 2009-10 | 2004-05 | 2009-10 | 2004-05 | 2009-10 |
| 14.4 | 14.7 | 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 | | | | | | | | |
|---|------|------|------|------|------|-------|------|------|
| TOTAL | | | MEN | | | WOMEN | | |
| 2000 | 2005 | 2010 | 2000 | 2005 | 2010 | 2000 | 2005 | 2010 |
| 29.1 | 30.8 | 28.4 | 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

Population aged 15 or over by educational attainment

Table 7: Population aged 15 or over by educational attainment, age and sex, 1 January 2011

| | Total | Total % | 15-24 | | |
|---|---------|---------|--------|-------|--|
| | | | 15-24 | % | |
| Total | 1759336 | 100.0 | 229830 | 100.0 | |
| No education, incomplete basic | 77971 | 4.4 | 2661 | 1.2 | |
| Basic | 435108 | 24.7 | 97307 | 42.3 | |
| Short-term vocational, vocational upper secondary | 406837 | 23.1 | 21596 | 9.4 | |
| Tehchnical, general upper secondary | 531751 | 30.2 | 101757 | 44.3 | |
| Tertiary | 307669 | 17.5 | 6509 | 2.8 | |
| Total | 864861 | 100.0 | 118880 | 100.0 | |
| No education, incomplete basic | 30246 | 3.5 | 1290 | 1.1 | |
| Basic | 183159 | 21.2 | 52711 | 44.3 | |
| Short-term vocational, vocational upper secondary | 259650 | 30.0 | 15553 | 13.1 | |
| Tehchnical, general upper secondary | 259711 | 30.0 | 47183 | 39.7 | |
| Tertiary | 132095 | 15.3 | 2143 | 1.8 | |
| Total | 894475 | 100.0 | 110950 | 100.0 | |
| No education, incomplete basic | 47725 | 5.3 | 1371 | 1.2 | |
| Basic | 251949 | 28.2 | 44596 | 40.2 | |
| Short-term vocational, vocational upper secondary | 147187 | 16.5 | 6043 | 5.4 | |
| Tehchnical, general upper secondary | 272040 | 30.4 | 54574 | 49.2 | |
| Tertiary | 175574 | 19.6 | 4366 | 3.9 | |

Source: Register-based Census 2011, SURS

| Age groups (years) | | | | | | | | | | | |
|--------------------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| 25-34 | % | 35-44 | % | 45-54 | % | 55-64 | % | 65-74 | % | 75+ | |
| Total | | | | | | | | | | | |
| 303655 | 100.0 | 301558 | 100.0 | 310638 | 100.0 | 274711 | 100.0 | 181465 | 100.0 | 157479 | 100.0 |
| 1770 | 0.6 | 3494 | 1.2 | 9502 | 3.1 | 13969 | 5.1 | 17887 | 9.9 | 28688 | 18.2 |
| 30083 | 9.9 | 47218 | 15.7 | 62881 | 20.2 | 78552 | 28.6 | 60166 | 33.2 | 58901 | 37.4 |
| 61225 | 20.2 | 75458 | 25.0 | 90962 | 29.3 | 76705 | 27.9 | 48695 | 26.8 | 32196 | 20.4 |
| 121978 | 40.2 | 97609 | 32.4 | 88476 | 28.5 | 64203 | 23.4 | 32855 | 18.1 | 24873 | 15.8 |
| 88599 | 29.2 | 77779 | 25.8 | 58817 | 18.9 | 41282 | 15.0 | 21862 | 12.0 | 12821 | 8.1 |
| Men | | | | | | | | | | | |
| 159456 | 100.0 | 156204 | 100.0 | 158320 | 100.0 | 137825 | 100.0 | 82106 | 100.0 | 52070 | 100.0 |
| 1114 | 0.7 | 2278 | 1.5 | 5424 | 3.4 | 7243 | 5.3 | 6356 | 7.7 | 6541 | 12.6 |
| 20431 | 12.8 | 25401 | 16.3 | 27668 | 17.5 | 29367 | 21.3 | 16287 | 19.8 | 11294 | 21.7 |
| 41327 | 25.9 | 49236 | 31.5 | 58535 | 37.0 | 49036 | 35.6 | 29914 | 36.4 | 16049 | 30.8 |
| 64444 | 40.4 | 48413 | 31.0 | 41153 | 26.0 | 31396 | 22.8 | 16787 | 20.4 | 10335 | 19.8 |
| 32140 | 20.2 | 30876 | 19.8 | 25540 | 16.1 | 20783 | 15.1 | 12762 | 15.5 | 7851 | 15.1 |
| Women | | | | | | | | | | | |
| 144199 | 100.0 | 145354 | 100.0 | 152318 | 100.0 | 136886 | 100.0 | 99359 | 100.0 | 105409 | 100.0 |
| 656 | 0.5 | 1216 | 0.8 | 4078 | 2.7 | 6726 | 4.9 | 11531 | 11.6 | 22147 | 21.0 |
| 9652 | 6.7 | 21817 | 15.0 | 35213 | 23.1 | 49185 | 35.9 | 43879 | 44.2 | 47607 | 45.2 |
| 19898 | 13.8 | 26222 | 18.0 | 32427 | 21.3 | 27669 | 20.2 | 18781 | 18.9 | 16147 | 15.3 |
| 57534 | 39.9 | 49196 | 33.8 | 47323 | 31.3 | 32807 | 24.0 | 16068 | 16.2 | 14538 | 13.8 |
| 56459 | 39.2 | 46903 | 32.3 | 33277 | 21.8 | 20499 | 15.0 | 9100 | 9.2 | 4970 | 4.7 |

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

| | Levels of education | | | | |
|------|---------------------|---------------------|-----------------|---------------------------|--------------------|
| | total | preschool education | basic education | upper-secondary education | 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

| Country/Year | 2010 | | 2011 | | 2012 | |
|---------------------|------|-----|------|-----|------|-----|
| EU - 28 | 17.5 | | 17.6 | | 17.6 | |
| EU - 27 | 17.5 | | 17.6 | | 17.6 | |
| Euro area (EA - 18) | 17.5 | | 17.6 | | 17.7 | |
| Euro area (EA - 17) | 17.5 | | 17.6 | | 17.7 | |
| Belgium | 19.7 | | 19.6 | | 19.6 | (d) |
| Bulgaria | 16.2 | | 16.4 | | 16.4 | |
| Czech Republic | 18 | | 18.1 | | 18.1 | |
| Denmark | 19.2 | | 19.6 | | 19.8 | |
| Germany | 17.9 | (d) | 18.1 | | 18.2 | |
| Estonia | 18 | | 18.2 | | 18.1 | |
| Ireland | 17.1 | | 17.3 | | 17.5 | |
| Greece | 17.9 | | 18.1 | | 18.3 | |
| Spain | 17.4 | | 17.7 | | 17.9 | |
| France | 16.4 | | 16.5 | | 16.5 | |
| Croatia | 16.2 | | 16.2 | | 16.4 | |
| Italy | 17.3 | (d) | 17.3 | (d) | 17.1 | |

| Country/Year | 2010 | | 2011 | | 2012 | |
|---------------------------------|-------------|-----|-------------|-----|-------------|--|
| Cyprus | 15 | | 14.9 | | 14.9 | |
| Latvia | 18 | | 18.1 | | 17.9 | |
| Lithuania | 19.1 | | 19.1 | | 18.9 | |
| Luxembourg | 14.1 | (d) | 15 | | 15.1 | |
| Hungary | 17.6 | | 17.7 | | 17.7 | |
| Malta | 15.8 | | 15 | | 15.2 | |
| Netherlands | 18 | | 19 | (d) | 19.1 | |
| Austria | 17.1 | | 17.1 | | 17.2 | |
| Poland | 18.1 | | 18.1 | | 18.3 | |
| Portugal | 18.6 | | 18.4 | | 18 | |
| Romania | 17.9 | | 17.5 | | 16.9 | |
| Slovenia | 18.5 | | 18.4 | | 18.5 | |
| Slovakia | 16.6 | | 16.5 | | 16.4 | |
| Finland | 20.5 | | 20.6 | | 20.5 | |
| Finland | 19.9 | | 19.8 | | 19.9 | |
| United Kingdom | 16.7 | | 16.6 | | 16.6 | |
| Iceland | 20.4 | | 20.3 | | 20.6 | |
| Liechtenstein | 16.6 | | 17 | | 16.9 | |
| Norway | 18.4 | | 18.4 | | 18.3 | |
| Switzerland | 17.3 | | 17.2 | | 17.4 | |
| Montenegro | : | | : | | : | |
| Former YU Republic of Macedonia | 13.9 | | 13.8 | | 14 | |
| Serbia | : | | : | | : | |
| Turkey | 10.8 | | : | | 16.9 | |
| Albania | : | | : | | : | |
| USA | : | | : | | 17.6 | |
| Japan | 15.1 | | 15.1 | | 15.1 | |

: = not available; d = definition differs, see metadata; u = low reliability

Link: <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tps00052>

Source: Eurostat

Percentage of the population aged 18 – 24 with at least lower secondary education and not in further education or training²⁵

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%.

Percent of population, involved in life-long learning

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

| Life-long learning (%) | | | | |
|------------------------|-------------|-------------|-------------|-------------|
| Country/Year | 2010 | 2011 | 2012 | 2013 |
| EU - 28 | 9.1 | 8.8 | 9.0 | 10.4 |
| EU - 27 | 9.1 | 8.9 | 9.0 | 10.5 |
| Euro area (EA - 17) | 7.9 | 8.2 | 8.4 | 10.5 |
| Euro area (EA - 18) | 7.9 | 8.2 | 8.4 | 10.5 |
| Belgium | 7.2 | 7.1 | 6.6 | 6.7 |
| Bulgaria | 1.2 | 1.3 | 1.5 | 1.7 |
| Czech Republic | 7.5 | 11.4 (b) | 10.8 | 9.7 |
| Denmark | 32.5 | 32.3 | 31.6 | 31.4 |
| Germany | 7.7 | 7.8 | 7.9 | 7.8 |
| Estonia | 10.9 | 12.0 | 12.9 | 12.6 |
| Ireland | 6.8 | 6.8 | 7.1 | 7.3 |
| Greece | 3.0 | 2.4 | 2.9 | 2.9 |
| Spain | 10.8 | 10.8 | 10.7 | 10.9 |
| France | 5.0 | 5.5 | 5.7 | 17.7 (b) |
| Croatia | 2.2 | 2.3 | 2.4 | 2.4 |
| Italy | 6.2 | 5.7 | 6.6 | 6.2 |
| Cyprus | 7.7 | 7.5 | 7.4 | 6.9 |
| Latvia | 5.0 | 5.1 (b) | 6.9 | 6.5 |
| Lithuania | 3.9 | 5.7 | 5.2 | 5.7 |
| Luxembourg | 13.4 | 13.6 | 13.9 | 14.4 |
| Hungary | 2.8 | 2.7 | 2.8 | 3.0 |
| Malta | 6.2 | 6.5 | 7.0 | 7.7 |
| Netherlands | 16.6 (b) | 16.7 | 16.5 | 17.4 |
| Austria | 13.7 | 13.4 | 14.1 | 13.9 |
| Poland | 5.2 | 4.4 | 4.5 | 4.3 |
| Portugal | 5.8 | 11.6 (b) | 10.6 | 9.8 |
| Romania | 1.3 | 1.6 | 1.4 | 2.0 |
| Slovenia | 16.2 | 15.9 | 13.8 | 12.4 |

| Life-long learning (%) | | | | |
|---------------------------------|------|------|------|------|
| Slovakia | 2.8 | 3.9 | 3.1 | 2.9 |
| Finland | 23.0 | 23.8 | 24.5 | 24.9 |
| Sweden | 24.4 | 24.9 | 26.7 | 28.1 |
| United Kingdom | 19.4 | 15.8 | 15.8 | 16.1 |
| Iceland | 25.2 | 25.9 | 27.3 | 25.8 |
| Norway | 17.8 | 18.2 | 20.0 | 20.4 |
| Switzerland | 30.6 | 29.9 | 29.9 | 30.4 |
| Former YU Republic of Macedonia | 3.2 | 3.4 | 4.0 | 3.5 |
| Turkey | 2.5 | 2.9 | 3.2 | 4.0 |

b = break in time series; Source: Eurostat, 16. 6. 2014

Link: <http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tsdsc440>

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 Compe-

tences: 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 31st 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 education²⁶: 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

²⁶ 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.

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.

Non-formal education²⁷: 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 Life-long Learning.

NATIONAL VOCATIONAL QUALIFICATIONS²⁸

- 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,



²⁷ 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.

²⁸ 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.

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 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

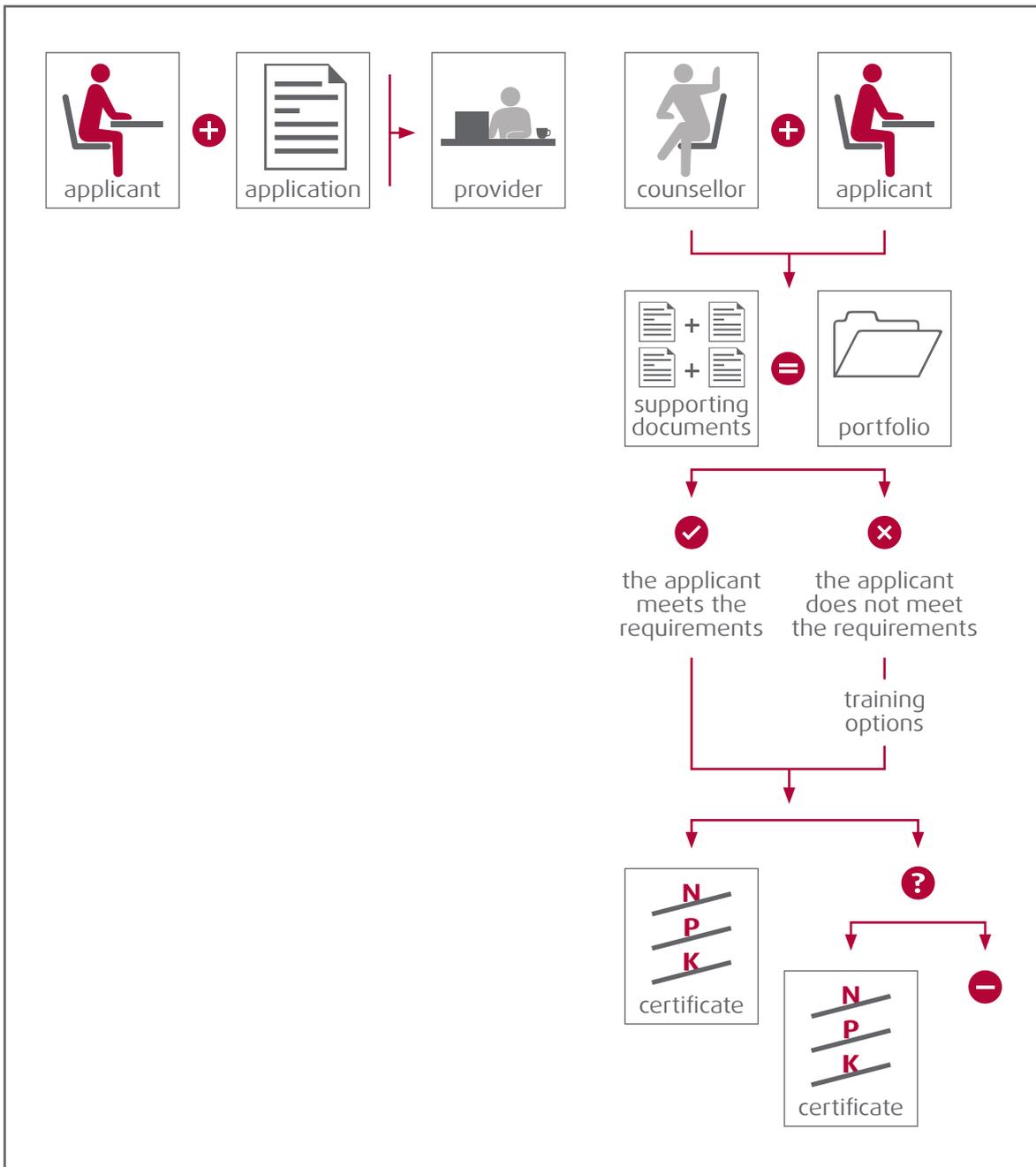
at lower levels of difficulty and complexity. Such qualifications usually respond to current labour market needs. The contents, methods and measures of the assessment of knowledge and skills are written and published in the catalogues.

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: taken from material published by the Slovenian National Institute for Vocational Education and Training at: <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)²⁹ 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.

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

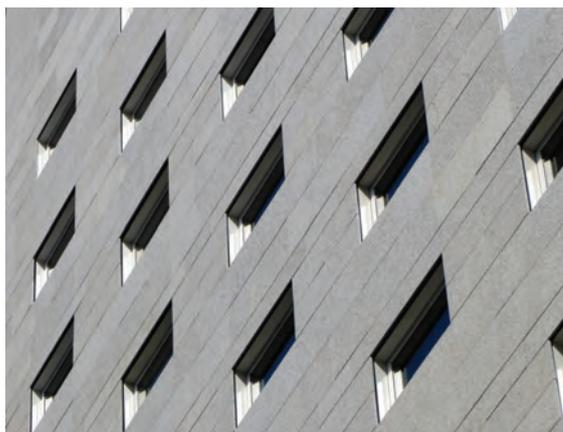
PORTUGAL

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.

1. 2. 2.

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 Occu-

ptional 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 through 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. | Salesman | | Salesman SVE |
| | Administrator | | Administrator SVE |
| V. | Project Management Assistant | YES | |
| | Shop Manager* | | |
| | Sales Promoter | YES | Window Display Technician STE |
| | Marketing Communications Assistant | | |
| | Telemarketer | YES | |
| | Commercial Clerk | | |
| | Teller | | Economic Technician STE Economic Technician VC Economic Technician VTE |
| | Bank Operations Clerk | | |
| | Insurance Assistant | | |
| | Bookkeeper | YES | |
| | Secretary | | |
| | Warehouse Logistics Specialist | YES | Logistics Technician STE Logistics Technician VTE |
| VI. | Estate Agent | YES | |
| | Estate Manager | | Economist |
| | International Trade Assistant | YES | |
| | Technical Sales Clerk | | |
| | Bank Operations Assistant | | |
| | Personal Banker | | |
| | Insurance Technical Assistant | | |
| | Accountant (in small companies, public institutions, etc.) | YES | Economist |
| | Business Organisation Specialist | | |
| | Project Manager | YES | |
| | Administrative Secretary | | Administrative Secretary |
| | Promoter | | Visual Communication and Marketing Designer |
| | Warehouse Manager** | | |

* 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.nrslo.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 for young people (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 legis-

lation. 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.

| | |
|---|---|
| PROFESSIONAL QUALIFICATION | <p>ANCILLARY COMMERCE ACTIVITIES</p> <ul style="list-style-type: none"> • BOE number 180 of July 26, 2008 Page 32498 • BOE number 312 of December 28, 2011 Page 143231 |
| LEVEL | 1 |
| UNITS OF COMPETENCE THAT MUST BE KNOWN | <ul style="list-style-type: none"> • UC1327_1: Performing ancillary operations of replacement and refurbishment of products available at the point of sale. • UC1326_1: Preparing orders effectively and efficiently following established procedures. • UC1328_1: Handling and moving products in the retail area and in the proximity area of distribution, using pallets and wheelbarrows. • UC1239_1: Providing service and operational information to the customer, in a structured and formalized manner. |

| | |
|--|---|
| TRAINING MODULES THAT MUST BE TAUGHT AND ITS DURATION | <p>Duration of the associated training: 270 hours</p> <ul style="list-style-type: none"> • MF1327_1: Ancillary 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) |
| JOBS RELATED TO EACH CERTIFICATE | <ul style="list-style-type: none"> • Hypermarket stock clerk. • Stock clerks. • Proximity deliverers on foot. • Hand packers and packagers. • Order picker. • Sales assistant. |

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 Occupa-**



tions, 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

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

2. Receives and packs the suppliers' products

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

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"> • Organization and optimization of the sales space • Product characteristics • Product replacement and promotion techniques • Replacement plan • Hygiene, health and safety at work standards |
| Organizes shelves and islands, displaying products and information about their prices | <ul style="list-style-type: none"> • Organization and optimization of the sales space • Product characteristics • Product replacement and promotion techniques • Replacement plan • Hygiene, health and safety at work standards |

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

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"> • The assistant's profile and functions • The Assistance Process: steps, behaviour and related attitudes • Customer types • Needs diagnosis • Asking questions techniques • Interpersonal communication • Specific vocabulary of the English language • Specific sentences |
| Displays the products or services and their characteristics, sales conditions and after-sales services | <ul style="list-style-type: none"> • The assistant's profile and functions • The assistance process: steps, behaviour and related attitudes • Customer types • Needs diagnosis • Asking questions techniques • Interpersonal communication • Products/services characteristics • Specific vocabulary of the English language • Specific sentences |
| Processes the sale to the customer | <ul style="list-style-type: none"> • The assistant's profile and functions • The assistance process: steps, behaviour and related attitudes • Interpersonal communication • Numerical calculation • The commercial establishment's promotional plan • Commercial documentation (checks, invoices / receipts, guarantees, bill of lading) • Specific vocabulary of the English language • Specific software for the commercial activity: payment and billing, equipment and systems applied to businesses |

| Tasks | Knowledge and Skills |
|--|--|
| Packages products according to their characteristics and to customer wishes | <ul style="list-style-type: none"> • The assistant's profile and functions • The assistance process: steps, behaviour and related attitudes • Customer types • Needs diagnosis • Asking questions techniques • Interpersonal communication • Products/services characteristics • Products' packaging and packing techniques • Specific vocabulary of the English language • Specific sentences |
| Says goodbye to the client according to the kind of farewell defined by the shop | <ul style="list-style-type: none"> • The assistant's profile and functions • The assistance process: steps, behaviour and related attitudes • Customer types • Interpersonal communication • Customers farewell criteria internally defined • Specific vocabulary of the English language • Specific sentences |
| Performs the opening and closing of the box register | <ul style="list-style-type: none"> • Equipment and systems applied to the commercial activity • Commercial documentation: cash control sheet |

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"> • The assistant's profile and functions • The phone assistance steps and rules • Customer types • Interpersonal communication • Telephonic communication • Specific vocabulary of the English language • Specific sentences |
| Applies the support to the operator's script in force according to the kind of service | <ul style="list-style-type: none"> • The assistant's profile and functions • The phone assistance steps and rules • Customer types • The support script to the operator • Interpersonal communication • Telephonic communication • Specific vocabulary of the English language • Specific sentences |

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

6. Applies customer loyalty procedures

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

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"> • Company standards for customer Service: guarantees, support and services • Consumer Law principles • Interpersonal communication • Specific vocabulary of the English language • Specific sentences |
| Performs product returns according to established criteria and conditions | <ul style="list-style-type: none"> • Company standards for customer Service: guarantees, support and services • Numerical calculation • Specific software for the commercial activity: payments and invoices |

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"> • Products characteristics • Customer service processes and standards: guarantees, support and services • Consumer law principles • Procedures for complaints management • Interpersonal communication • Conflict management concepts • Specific vocabulary of the English language • Specific sentences |

9. Fills in commercial documentation

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

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? |
|---|--|
| <ul style="list-style-type: none"> • Loading and unloading goods received in the freight yard of the establishment. | <ul style="list-style-type: none"> • Collaborating in palletizing and de-palletizing the received goods. • Verifying that the state and characteristics of the received products are in accordance with the request made and with regulations. • Performing the work of loading and unloading different products. |
| <ul style="list-style-type: none"> • Distributing goods in the warehouse according to their type, always following the rules and procedures for this. | <ul style="list-style-type: none"> • Performing the marking, counting, checking, weighing and packaging of goods received. • Performing annotations and controls necessary for the ensuing management of goods stored in the warehouse. • Classifying various goods so they are properly located in the warehouse. • Arranging products according to standards and procedures established for this purpose. |
| <ul style="list-style-type: none"> • Monitoring stocks and replenishing products in different store shelves. | <ul style="list-style-type: none"> • Monitoring and controlling the state of the shelves of the different store sections, according to the established criteria. • Writing down product requirements in every section • Assuring that the shelves always have the necessary products, so that the customer has the widest offer of goods • Moving, manually or with the specific machinery, the various products to replenish the sales floor. • Replenishing those products or goods that are run out. |
| <ul style="list-style-type: none"> • Advising customers and providing support to the different store areas. | <ul style="list-style-type: none"> • Gathering all the information needed for customer orientation on those matters that may be required. • Collaborating, when so required, in the development of other tasks necessary for the store operation. • Supporting in cleaning tasks of the establishment. |

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 cus-

tomers, 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 Qualifica-

tions, 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/Detalhe/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 IEFP’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

| Training units | Hours |
|--|-------|
| Provision, Logistics and Stock Management | 50 |
| Stock management principles | 50 |
| Storage | 50 |
| Merchandising techniques | 50 |
| Environment, Safety and Health at Work - basics | 25 |
| Interpersonal communication - assertive communication | 50 |
| Front Office profile and functions | 25 |
| Front Office | 50 |
| Telephone Front Office | 25 |
| English - Front Office | 50 |

| Training units | Hours |
|--|-------|
| 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 |
| Commercial Documentation | 50 |
| File Organization and maintenance | 25 |
| Software applied to business | 50 |
| Equipment and systems applied to business | 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 | <p>COMMERCE ACTIVITIES</p> <ul style="list-style-type: none"> • BOE number 180 of July 26, 2008 Page 32498 • BOE number 312 of December 28, 2011 Page 143231 |
| LEVEL | 1 |
| UNITS OF COMPETENCE THAT MUST BE KNOWN | <ul style="list-style-type: none"> • UC1327_1: Performing ancillary operations of the replacement and refurbishment of products available at the point of sale. • UC1326_1: Preparing orders effectively and efficiently, following established procedures. • UC1328_1: Handling and moving products in the retail area and in the proximity area of distribution, using pallets and wheelbarrows. • UC1239_1: Providing service and operational information to the customer, in a structured and formalized manner. |
| TRAINING MODULES THAT MUST BE TAUGHT AND ITS DURATION | <p>Duration of the associated training: 270 hours</p> <ul style="list-style-type: none"> • MF1327_1: Ancillary 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) |
| JOBS RELATED TO EACH CERTIFICATE | <ul style="list-style-type: none"> • Hypermarket stock clerk. • Stock clerks. • Proximity deliverers on foot. • Hand packers and packagers. • Order picker. • Sales assistant. |

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

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

APPENDIX ON STATISTICS: ECONOMIC ENVIRONMENT IN THE REPUBLIC OF SLOVENIA, EU AND SOME DATA ON POPULATION, LIVING CONDITIONS AND EDUCATION

Table 11: GDP in current prices, 2012

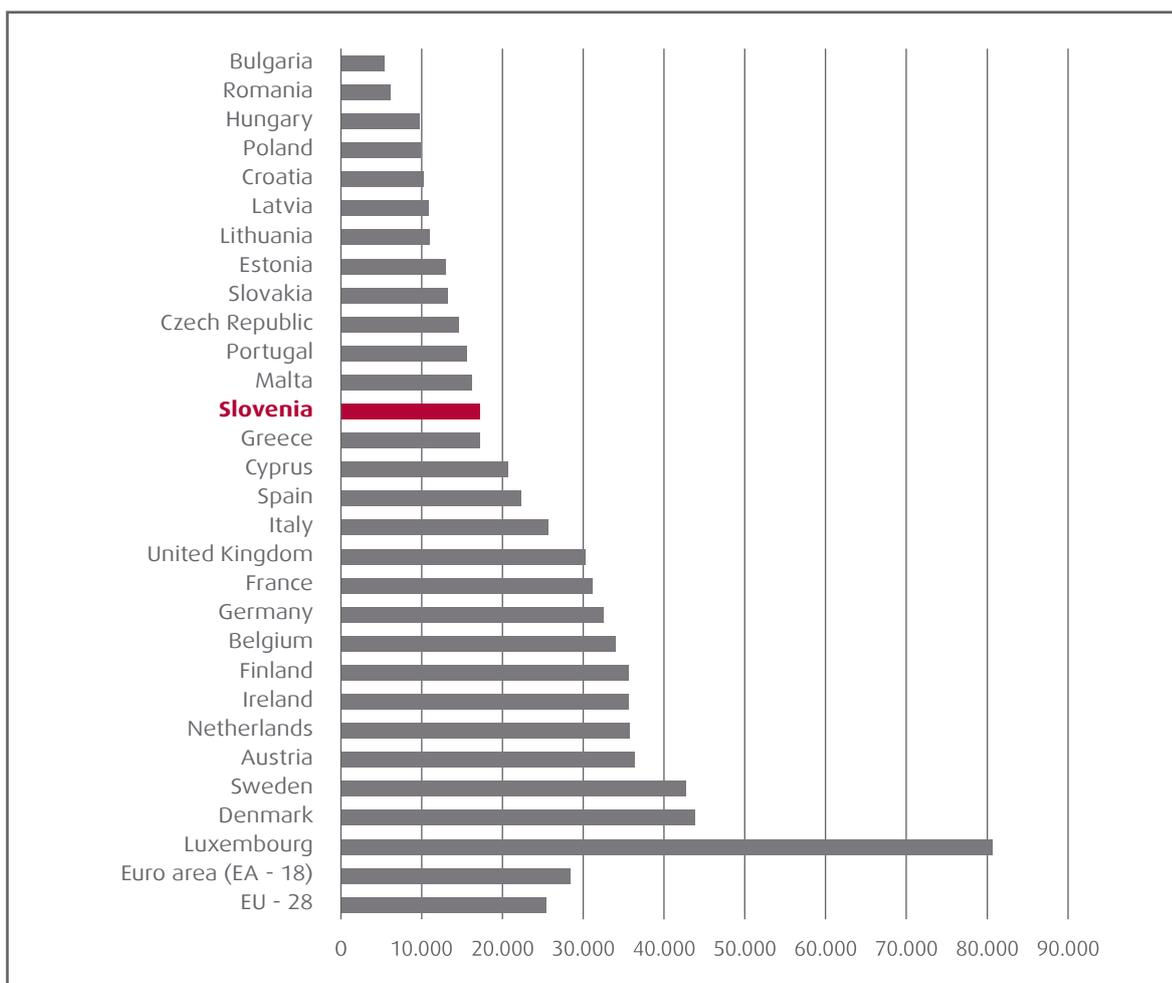
| | GDP in current prices | |
|---------------------|-----------------------|---------------------|
| | (EUR/inhabitant) | (1,000 million EUR) |
| | 2012 | |
| EU - 28 | 25,500 | 12,971 |
| Euro area (EA - 18) | 28,400 | 9,506 |
| Luxembourg | 80,700 | 43 |
| Denmark | 43,900 | 245 |
| Sweden | 42,800 | 408 |
| Austria | 36,400 | 307 |
| Netherlands | 35,800 | 599 |
| Ireland | 35,700 | 164 |
| Finland | 35,600 | 193 |
| Belgium | 34,000 | 376 |
| Germany | 32,600 | 2,666 |
| France | 31,100 | 2,031 |
| United Kingdom | 30,300 | 1,933 |
| Italy | 25,700 | 1,567 |
| Spain | 22,300 | 1,029 |
| Cyprus | 20,700 | 18 |
| Greece | 17,200 | 194 |
| Slovenia | 17,200 | 35 |
| Malta | 16,300 | 7 |
| Portugal | 15,600 | 165 |
| Czech Republic | 14,600 | 153 |
| Slovakia | 13,200 | 71 |
| Estonia | 13,000 | 17 |
| Lithuania | 11,000 | 33 |
| Latvia | 10,900 | 22 |
| Croatia | 10,300 | 44 |
| Poland | 9,900 | 381 |
| Hungary | 9,800 | 97 |
| Romania | 6,200 | 132 |
| Bulgaria | 5,400 | 40 |
| Iceland | 32,900 | 11 |



| | GDP in current prices | |
|-------------------|-----------------------|---------------------|
| | (EUR/inhabitant) | (1,000 million EUR) |
| | 2012 | |
| Norway | 77,500 | 389 |
| Switzerland | 61,900 | 491 |
| Online data code: | nama_gdp_c | |

Source: Eurostat, Basic figures on the EU, first quarter 2014.

Picture 4: GDP in current prices (EUR/inhabitant)



Source: Table 11

Table 12: Population, living conditions and education

| | Population | | | Fertility rate (children / woman) (1) | Life expectancy at birth (years) (2) | | |
|-------------------|---------------|------------------------|-------------|---------------------------------------|--------------------------------------|-------------|--|
| | Total million | Share of Age group (%) | | | Male | Female | |
| | | < 15 | 65 + | | | | |
| | 1.1.2013 | 1.1.2012 | | | | | |
| EU - 28 | 505.70 | 15.6 | 17.8 | 1.57 | 77.4 | 83.2 | |
| Euro area EA - 17 | 331.13 | 15.4 | 18.7 | 1.56 | : | : | |
| Belgium | 11.16 | 17.0 | 17.3 | 1.79 | 77.8 | 83.1 | |
| Bulgaria | 7.28 | 13.4 | 18.8 | 1.50 | 70.9 | 77.9 | |
| Czech Republic | 10.52 | 14.7 | 16.2 | 1.45 | 75.1 | 81.2 | |
| Denmark | 5.60 | 17.7 | 17.3 | 1.73 | 78.1 | 82.1 | |
| Germany | 80.52 | 13.2 | 20.6 | 1.38 | 78.6 | 83.3 | |
| Estonia | 1.32 | 15.5 | 17.2 | 1.55 | 71.5 | 81.6 | |
| Ireland | 4.59 | 21.6 | 11.9 | 2.01 | 78.7 | 83.2 | |
| Greece | 11.06 | 14.4 | 19.7 | 1.34 | 78.0 | 83.4 | |
| Spain | 46.70 | 15.2 | 17.4 | 1.32 | 79.5 | 85.4 | |
| France | 65.63 | 18.6 | 17.1 | 2.01 | 78.7 | 85.7 | |
| Croatia | 4.26 | 14.9 | 17.3 | 1.51 | 73.9 | 80.6 | |
| Italy | 59.69 | 14.0 | 20.6 | 1.43 | 80.1 | 85.3 | |
| Cyprus | 0.87 | 16.5 | 12.8 | 1.39 | 78.9 | 83.4 | |
| Latvia | 2.02 | 14.3 | 18.6 | 1.44 | 68.9 | 78.9 | |
| Lithuania | 2.97 | 14.9 | 18.1 | 1.60 | 68.4 | 79.6 | |
| Luxembourg | 0.54 | 17.1 | 14.0 | 1.57 | 79.1 | 83.8 | |
| Hungary | 9.91 | 14.5 | 16.9 | 1.34 | 71.6 | 78.7 | |
| Malta | 0.42 | 14.7 | 16.5 | 1.43 | 78.6 | 83.0 | |
| Netherlands | 16.78 | 17.3 | 16.2 | 1.72 | 79.3 | 83.0 | |
| Austria | 8.45 | 14.5 | 17.8 | 1.44 | 78.4 | 83.6 | |
| Poland | 38.53 | 15.1 | 13.8 | 1.30 | 72.7 | 81.1 | |
| Portugal | 10.49 | 14.8 | 19.4 | 1.28 | 77.3 | 83.6 | |
| Romania | 20.02 | 15.0 | 15.0 | 1.53 | 71.1 | 78.2 | |
| Slovenia | 2.06 | 14.3 | 16.8 | 1.58 | 77.1 | 83.3 | |
| Slovakia | 5.41 | 15.4 | 12.8 | 1.34 | 72.5 | 79.9 | |
| Finland | 5.43 | 16.5 | 18.1 | 1.80 | 77.7 | 83.7 | |
| Sweden | 9.56 | 16.7 | 18.8 | 1.91 | 79.9 | 83.6 | |
| United Kingdom | 63.90 | 17.5 | 16.9 | 1.91 | 79.0 | 83.0 | |
| Iceland | 0.32 | 20.7 | 12.6 | 2.04 | 81.6 | 84.3 | |
| Norway | 5.05 | 18.5 | 15.4 | 1.85 | 79.5 | 83.5 | |
| Switzerland | 8.04 | 15.0 | 17.2 | 1.52 | 80.6 | 84.9 | |
| Online data code: | tps00001 | tps00010 | | tsdde220 | tps00025 | | |

(1) Break in series for EU-28, Euro area (18 countries), Luxembourg, Hungary.

(2) Break in time for EU-28, Euro area (18 countries), Luxembourg, Hungary.

(3) Ireland: 2011.

| At-risk-of-poverty rate (%) (3) | | Educational attainment (%) (4) | | Early leavers from education and training (%) (5) | |
|---------------------------------|-------------|--------------------------------|-------------|---|------------|
| Male | Female | Male | Female | Male | Female |
| 2012 | | | | | |
| 16.3 | 17.5 | 74.8 | 73.7 | 14.4 | 10.9 |
| 16.3 | 17.7 | 70.2 | 69.9 | 15.9 | 11.7 |
| 14.2 | 15.4 | 70.7 | 72.6 | 14.4 | 9.5 |
| 19.5 | 22.8 | 81.0 | 81.0 | 12.1 | 13.0 |
| 8.7 | 10.5 | 94.8 | 90.0 | 6.1 | 4.9 |
| 13.3 | 12.9 | 77.7 | 78.1 | 10.8 | 7.4 |
| 14.9 | 17.2 | 88.5 | 84.1 | 11.3 | 9.9 |
| 16.8 | 18.1 | 87.1 | 92.3 | 14.0 | 7.1 |
| 15.4 | 14.9 | 71.8 | 77.4 | 11.2 | 8.2 |
| 22.5 | 23.6 | 64.0 | 67.5 | 13.7 | 9.1 |
| 22.2 | 22.1 | 52.7 | 56.0 | 28.8 | 20.8 |
| 13.6 | 14.6 | 73.4 | 71.7 | 13.4 | 9.8 |
| 19.4 | 21.6 | 83.8 | 75.0 | 4.6 | 3.6 |
| 18.1 | 20.7 | 55.7 | 58.8 | 20.5 | 14.5 |
| 12.9 | 16.4 | 78.5 | 76.4 | 16.5 | 7.0 |
| 19.3 | 19.1 | 85.6 | 92.2 | 14.7 | 6.3 |
| 18.1 | 19.0 | 92.0 | 94.5 | 8.1 | 4.6 |
| 14.7 | 15.6 | 80.2 | 76.3 | 10.7 | 5.5 |
| 14.2 | 13.9 | 84.7 | 79.7 | 12.2 | 10.7 |
| 14.4 | 15.5 | 41.0 | 35.2 | 27.5 | 17.6 |
| 9.5 | 10.6 | 74.6 | 72.1 | 10.2 | 7.3 |
| 13.5 | 15.3 | 88.0 | 78.4 | 7.9 | 7.3 |
| 17.1 | 17.1 | 89.7 | 89.5 | 7.8 | 3.5 |
| 17.5 | 18.2 | 34.1 | 41.0 | 27.1 | 14.3 |
| 21.9 | 23.2 | 79.5 | 72.4 | 18.0 | 16.7 |
| 12.5 | 14.6 | 86.2 | 83.7 | 5.4 | 3.2 |
| 13.2 | 13.3 | 93.5 | 90.0 | 6.0 | 4.6 |
| 12.9 | 13.6 | 82.3 | 87.4 | 9.8 | 8.1 |
| 12.7 | 15.7 | 81.9 | 82.9 | 8.5 | 6.3 |
| 16.0 | 16.5 | 79.4 | 76.4 | 14.7 | 12.4 |
| 8.4 | 7.5 | 72.7 | 69.3 | 23.6 | 16.5 |
| 9.6 | 10.5 | 82.0 | 82.2 | 17.6 | 11.9 |
| 14.4 | 17.3 | 89.0 | 83.6 | 5.7 | 5.3 |
| tessi010 | | edat_lfse_08 | | t2020_40 | |

(4) Break in series for Austria and United Kingdom.

(5) Those aged 15-64, Upper secondary, post-secondary non-tertiary, first and second stage of tertiary education (levels 3-6).

Source: Eurostat, Basic figures on the EU, first quarter 2014.

Table 13: Employment and unemployment

| | Employment | | Employment rate, aged 20-64 (% of population) | | | |
|-------------------|------------|------------|--|-------------|-------------|-------------|
| | (1,000) | | Male | | Female | |
| | Q2-2013 | Q3-2013 | Q2-2013 | Q3-2013 | Q2-2013 | Q3-2013 |
| EU - 28 | 223,154 | 224,836 | 74.3 | 74.8 | 62.6 | 62.8 |
| Euro area EA - 18 | 145,983 | 146,645 | 73.7 | 73.9 | 62.0 | 62.1 |
| Belgium | 4,517 | 4,610 | 73.2 | 72.2 | 61.7 | 63.1 |
| Bulgaria | 3,516 | 3,624 | 66.1 | 68.3 | 60.1 | 62.2 |
| Czech Republic | 5,134 | 5,153 | 81.2 | 81.5 | 63.9 | 63.9 |
| Denmark | 2,772 | 2,797 | 79.0 | 78.7 | 73.0 | 73.4 |
| Germany | 41,796 | 42,032 | 82.1 | 82.2 | 72.3 | 72.7 |
| Estonia | 622 | 619 | 77.8 | 78.0 | 70.7 | 69.6 |
| Ireland | 1,871 | 1,900 | 70.4 | 71.5 | 60.3 | 60.5 |
| Greece | 3,938 | 3,921 | 63.3 | 63.4 | 43.6 | 43.5 |
| Spain | 17,224 | 17,284 | 63.3 | 63.8 | 53.1 | 53.3 |
| France | 26,941 | 27,006 | 74.0 | 74.1 | 65.6 | 65.9 |
| Croatia | : | : | 58.5 | 59.5 | 50.9 | 50.8 |
| Italy | 24,297 | 24,331 | 69.7 | 70.1 | 50.1 | 49.5 |
| Cyprus | 358 | 356 | 72.9 | 72.7 | 62.1 | 61.7 |
| Latvia | 884 | 901 | 70.7 | 72.9 | 68.1 | 68.3 |
| Lithuania | 1,297 | 1,308 | 70.8 | 72.5 | 69.1 | 68.8 |
| Luxembourg | 386 | 386 | 76.5 | 79.1 | 64.7 | 63.7 |
| Hungary | 4,127 | 4,193 | 69.9 | 71.0 | 56.5 | 57.2 |
| Malta | 177 | 177 | 79.6 | 79.5 | 49.1 | 50.4 |
| Netherlands | 8,634 | 8,619 | 81.4 | 81.3 | 71.7 | 71.5 |
| Austria | 4,217 | 4,304 | 80.6 | 81.3 | 71.2 | 71.3 |
| Poland | 15,426 | 15,623 | 72.1 | 73.0 | 57.3 | 58.2 |
| Portugal | 4,520 | 4,573 | 68.5 | 69.4 | 62.2 | 62.7 |
| Romania | 9,288 | 9,451 | 71.6 | 73.1 | 57.4 | 57.3 |
| Slovenia | 917 | 932 | 70.9 | 72.5 | 63.2 | 63.6 |
| Slovakia | 2,187 | 2,195 | 72.5 | 72.3 | 57.5 | 58.0 |
| Finland | 2,546 | 2,528 | 75.9 | 76.0 | 72.8 | 72.2 |
| Sweden | 4,622 | 4,786 | 82.3 | 83.4 | 77.7 | 77.9 |
| United Kingdom | 29,721 | 30,068 | 80.1 | 81.0 | 69.1 | 69.3 |
| Iceland | : | : | 86.3 | : | 79.9 | : |
| Norway | 2,710 | 2,743 | 82.4 | 82.4 | 77.1 | 77.4 |
| Switzerland | : | : | 87.3 | 87.2 | 76.9 | 76.3 |
| Online data code: | lfsi_grt_q | | lfsi_emp_q | | | |

Notes to tables 11, 12 and 13³⁰

Source: Eurostat, Basic figures on the EU, first quarter 2014

30 Coverage This short guide shows information for the EU, the euro area, the EU Member States and three EFTA countries. The euro area (EA-18) is composed of: Belgium, Germany, Estonia, Ireland, Greece, Spain, France, Italy, Cyprus, Latvia, Luxembourg, Malta, the Netherlands, Austria, Portugal, Slovenia, Slovakia and Finland. The euro area (EA-17) aggregate excludes Latvia. The EU-28 includes the EA-18 countries and also: Bulgaria, the Czech Republic, Denmark, Lithuania, Hungary, Poland, Romania, Sweden and the United Kingdom. The EU-27 aggregate excludes Croatia. The three EFTA countries covered are: Iceland, Norway and Switzerland. For the EU, the information presented in this short guide is generally based on data for the EU-28 and EA-18 aggregates (when available). However, the data for inflation is based on moving aggregates that reflect the membership of the EU and euro area over time (coded EU and Euro area in the graphs). Quarterly growth rates are expressed in relation to the previous quarter. Quarterly rates are generally calculated using seasonally adjusted data, although rates for the government surplus, deficit and debt and long-term unemployment are based on non-seasonally adjusted data. Furthermore, annual rates of change for inflation are also based on non-seasonally adjusted data.

Unemployment rate, (% of the labour force)

| Total | | Youth, aged 15-24 | | Long-term | |
|------------|------------|-------------------|-------------|------------|------------|
| Q3-2013 | Q4-2013 | Q3-2013 | Q4-2013 | Q2-2013 | Q3-2013 |
| 10.9 | 10.8 | 23.5 | 23.3 | 5.1 | 5.1 |
| 12.1 | 12.0 | 24.0 | 23.9 | 5.9 | 5.9 |
| 8.5 | 8.4 | 22.9 | 22.9 | 3.7 | 3.9 |
| 12.8 | 13.0 | 28.6 | 28.9 | 7.2 | 7.1 |
| 6.9 | 6.8 | 19.0 | 18.8 | 3.0 | 3.0 |
| 7.1 | 6.8 | 13.7 | 12.8 | 1.9 | 1.7 |
| 5.3 | 5.1 | 7.8 | 7.5 | 2.4 | 2.3 |
| 8.5 | : | 16.6 | : | 3.9 | 3.4 |
| 12.8 | 12.3 | 26.0 | 24.8 | 8.2 | 7.7 |
| 27.6 | : | 58.0 | : | 17.8 | 18.5 |
| 26.5 | 26.1 | 56.4 | 55.1 | 13.0 | 13.1 |
| 10.9 | 10.8 | 25.2 | 25.4 | 4.2 | 4.4 |
| 17.8 | 18.5 | 49.8 | 49.2 | 10.8 | 10.8 |
| 12.3 | : | 40.4 | : | 6.8 | 6.5 |
| 16.6 | 17.3 | 40.2 | 40.8 | 5.6 | 6.4 |
| 12.1 | : | 25.3 | : | 5.6 | 5.2 |
| 11.7 | 11.3 | 21.8 | 21.6 | 5.0 | 4.7 |
| 6.0 | 6.1 | 19.3 | 20.1 | 1.4 | 1.9 |
| 10.1 | : | 27.0 | : | 4.8 | 5.1 |
| 6.5 | 6.6 | 13.9 | 14.6 | 2.8 | 3.0 |
| 7.0 | 7.0 | 11.5 | 11.4 | 2.4 | 2.5 |
| 4.9 | : | 9.2 | : | 1.1 | 1.3 |
| 10.3 | 10.2 | 27.2 | 27.5 | 4.4 | 4.3 |
| 16.0 | 15.5 | 36.4 | 36.4 | 9.4 | 9.3 |
| 7.3 | 7.2 | 23.3 | : | 3.2 | 3.5 |
| 9.8 | 9.9 | 20.7 | 23.3 | 5.1 | 4.9 |
| 14.3 | 14.0 | 33.3 | 33.0 | 9.9 | 9.9 |
| 8.2 | 8.4 | 19.9 | 19.5 | 1.6 | 1.7 |
| 7.9 | 7.9 | 23.1 | 22.6 | 1.5 | 1.3 |
| 7.5 | : | 20.7 | : | 2.8 | 2.7 |
| 5.4 | 5.3 | 10.8 | 10.0 | : | : |
| 3.5 | : | 9.2 | : | 0.8 | 0.7 |
| : | : | : | : | : | : |
| une_rt_q | | | | une_ltu_q | |

Symbols and abbreviations: : not available

Figures in italics are estimates, provisional or forecasts

Extraction date:

Data were extracted on 30 April 2014. The next edition (extraction planned: 31 July 2014) will be issued in August 2014.

The most recent data is available at : http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/search_database

Data codes:

The Eurostat online data code, which is given at the bottom of each column of data in the tables and as part of the source for figures, provides users with a quick and efficient way of accessing the most up-to-date statistics. When used through the 'search' facility of Eurostat's website, each data code directs users to the corresponding dataset offering the freshest data and longer time-series.

EDUCATION OF SLOVENES IN THE EUROPEAN AVERAGE

In the "From Internship to Retirement"³¹ publication from September 2012, the Statistical Office observed that "the level of education of the active population in 2010 in Slovenia was average compared to the average of the EU-27: the proportion of people with higher education was somewhat lower than the EU average (25.5%), the proportion of people with secondary education was higher (60.6%), while the proportion of people with primary education or lower (13.9%) was significantly lower than the average in EU-27. Because of the last mentioned statistic, Slovenia placed among the countries with the lowest proportion of the least educated. These countries were mostly the former socialist countries. The reason for a small proportion of the least educated is that for quite some time these countries have had compulsory education and free higher education. Another reason is that in the past they had less immigration than some of the more developed EU countries. Developed countries

have been and remain attractive for the less educated, which results in a higher proportion of the least educated.

Individual's opportunities depend on their level of education. The relationship between the working status of the population (employed – unemployed – inactive) depending on the level of education speaks in favour of the more educated. In 2011, 76% of the population with high education in Slovenia were employed, 4% were unemployed and approximately 20% were inactive. Among people with secondary education, 57% were employed, 5% were searching for work and 38% were inactive. A less favourable relationship was observed among people with primary education or lower: 26% were employed, 4% unemployed and 70% inactive.

Unemployment rates:

- for people who finished primary education at most: 13.1%
- for people who finished at least higher education: 4.9%

Employment rates:

- for people who finished primary education at most: 26.3%
- for people who finished at least higher education: 76.3%

The level of education also affects the differences in employment status of the employed. Among people who finished at least higher education, 89% were employed, slightly more than 1/10 were self-employed and only a few had the status of an unpaid family member. A similar situation was observed among those who finished secondary education: 84% were employed, 13% self-employed and slightly more than 3% had the status of an unpaid family member. Among those who only finished primary education, 66% were employed, 16% self-employed and 18% were unpaid family members."



STRUCTURE OF ACTIVE EMPLOYEES BY EDUCATIONAL ATTAINMENT, RS, 2013

Table 14: Active employees by educational attainment in trade sector (G); Slovenia 2013

| | 2013 | | | | |
|---|-------------------|-----------------|-----------|----------------|---------|
| | Sex – TOTAL | | | | |
| | Education – TOTAL | Primary or less | Secondary | Post-secondary | Unknown |
| SKD activity – TOTAL | 791,323 | 96,433 | 453,333 | 241,557 | - |
| G – WHOLESALE, RETAIL, REPAIR OF MOTOR VEHICLES | 103,753 | 5,834 | 75,660 | 22,259 | - |
| G45 Wholesale, retail, repair of motor vehicles | 13,629 | 979 | 10,893 | 1,757 | - |
| G46 Wholesale trade, except motor vehicles | 37,234 | 2,477 | 23,119 | 11,638 | - |
| G47 Retail trade, except motor vehicles | 52,890 | 2,378 | 41,648 | 8,864 | - |

Source: SURS³²

Note: Due to differences in methodology, the data differs from the employment data derived from the Labour Force Survey - Anketa o delovni sili (Statistical Office of the Republic of Slovenia).

REGISTERED UNEMPLOYED PERSONS BY LEVEL OF EDUCATION, 2014

Table 15: Registered unemployed persons by level of education, 2014

| Level of education | Jan. | Feb. | Mar. | Apr. | May |
|--|----------------|----------------|----------------|----------------|----------------|
| 1+2 - elementary school or less | 36,509 | 36,890 | 35,703 | 34,704 | 33,669 |
| 3+4 - lower vocational education | 37,664 | 37,778 | 36,642 | 35,557 | 34,191 |
| 5 - secondary vocational, technical, general education | 35,492 | 35,314 | 34,842 | 34,108 | 32,985 |
| 6+7+8 - higher education, first, second, third degree | 20,178 | 19,782 | 19,543 | 19,267 | 18,825 |
| Total | 129,843 | 129,764 | 126,730 | 123,636 | 119,670 |

Source: Employment Service of Slovenia³³.

³² http://pxweb.stat.si/pxweb/Dialog/varval.asp?ma=07647015&ti=&path=../Database/Dem_soc/07_trg_dela/06_akt_preb_reg_viri_struktur/ni/03_07647_del_aktivni_izobrazba/&lang=2; Note: Data as at 31. 12.

³³ http://www.ess.gov.si/trg_dela/trg_dela_v_stevilkah/registrarana_brezposelnost

THE IMPORTANCE OF TRADE IN EUROPE

As EuroCommerce finds³⁴, the commerce sector plays a unique role in human activity. It serves over a billion times a day as the link between manufacturers and the 500 million consumers across Europe. Commerce is a dynamic, labour-intensive and major sector of the European economy. It generates 11% of the EU's GDP. One in three European companies is in commerce. Over 99% of these six million companies in commerce are SMEs (small & medium-sized enterprises). The sector is also a major source of employment creation: 33 million Europeans work in commerce and the sector is one the few sectors steadily creating employment across Europe. Two million jobs have been created in retail/wholesale over the last ten years. The commerce sector furthermore supports millions of dependent jobs throughout the supply chain from small local suppliers to international businesses. EuroCommerce finds the European trade association to be commerce in Europe a major reservoir of employment creation: one out of five private sector jobs is in retail and wholesale and many other jobs are supported by commerce. Our sector is also a major source of employment creation. Over the last ten years,

over two million jobs have been created in retail alone. The commerce sector offers a wide range of job opportunities for skilled workers and also for those with fewer qualifications or difficulties in entering the labour market. Companies put into practice training programmes in order to keep pace with technological developments. Moreover, commerce offers flexible working time arrangements and thus helps employees achieve a better balance between work and private life. Some key messages:

- **Largest employer:** As Europe's largest private sector employer, wholesale, retail and international trade businesses have the potential to create more jobs and wealth. The sector takes on many less qualified workers and those who can find it more difficult to find work, including disabled people and the long-term unemployed.
- **Flexibility:** The dynamic and rapidly changing nature of the sector, responding to consumers' changing shopping habits.
- **Investing in people:** EU-wide recognition of qualifications and training is vital to workers' mobility, with greater transparency an important first step. The sector offers training and career opportunities across a broad range of specialisms. Many senior staff started on the shop floor.

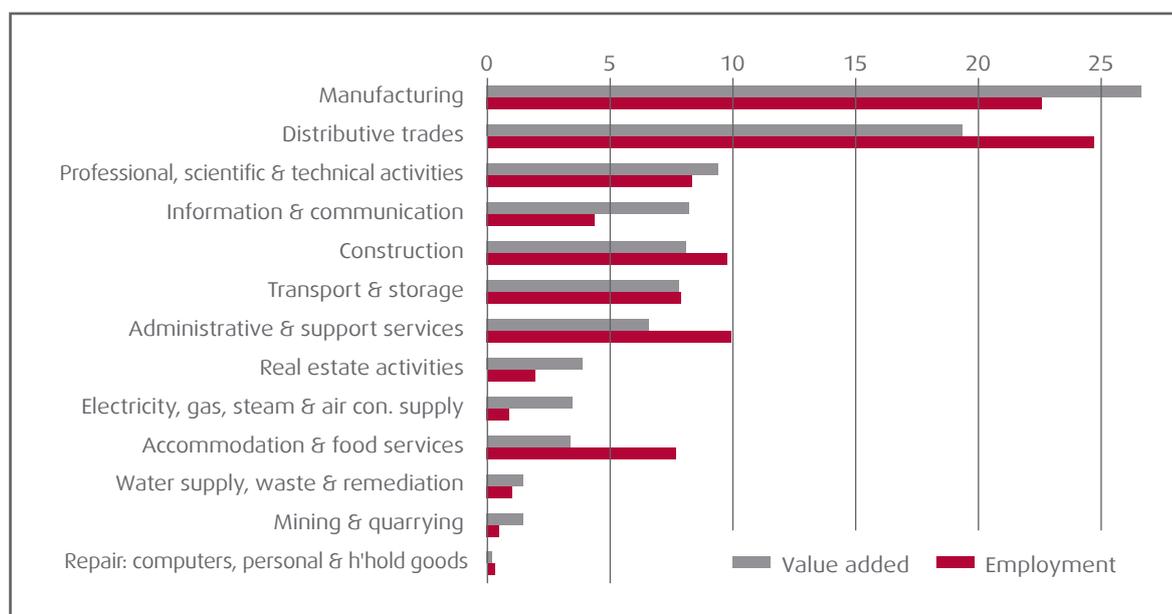


Table 16: Structure of the non-financial business economy, EU - 27, 2010

| (% share of non-financial business economy total) | Persons employed | Number of enterprises |
|---|------------------|-----------------------|
| Distributive trades | 24.7 | 28.6 |
| Manufacturing | 22.6 | 9.8 |
| Construction | 10.1 | 15.1 |
| Transportation & storage | 7.5 | 5.2 |
| Network energy supply | 0.9 | 0.2 |
| Professional, scientific & technical activities | 8.3 | 17.0 |
| Information & communication | 4.4 | 4.0 |
| Administrative & support services | 9.7 | 5.6 |
| Accommodation & food services | 7.7 | 8.2 |
| Real estate activities | 2.0 | 5.2 |
| Mining & quarrying | 0.5 | 0.1 |
| Water supply, sewerage, waste & recycling | 1.0 | 0.3 |
| Repair: computers, personal & household goods | 0.3 | 0.9 |

Source: Eurostat, Structural business statistics (SBS); note³⁵.

Picture 5: Structure of the non-financial business economy, EU-27, 2010



(¹) Estimates.

Source: Eurostat (online data codes: sbs_na_ind_r2, sbs_na_con_r2, sbs_na_dt_r2 and sbs_na_1a_se_r2)

³⁵ SBS includes data on the economy encompassing the industry, construction and services. Business statistics cover data on the economy (NACE Rev. 2, Sections B to N and Division 95) encompassing: industry, construction, commerce, services. Note that financial activities (NACE Rev. 2, Section K) are ordinarily kept separate due to their specific nature and limited availability of most types of standard business statistics in this area. The economic activities covered in Sections B to J and L to N as well as Division 95 of the classification of activities NACE Rev. 2 are therefore often referred to as "non-financial economic sectors". SBS does not cover agriculture, forestry and fishing, nor public administration and (largely) non-market services, such as education and healthcare. For information on these areas of the economy, refer to national accounts by branch or other sector-specific statistics.

Table 17: Key indicators, wholesale and retail trade; repair of motor vehicles and motorcycles (NACE Rev. 2 G), EU-27,2010

| | Value |
|--|-----------|
| Main indicators | |
| Number of enterprises (thousands) | 6,222 |
| Number of persons employed (thousands) | 32,791 |
| Turnover (EUR million) | 8,870,098 |
| Purchases of goods and services (EUR million) | 7,709,434 |
| Personnel costs (EUR million) | 704,894 |
| Value added (EUR million) | 1,147,491 |
| Gross operating surplus (EUR million) | 442,596 |
| Share in non-financial business economy total (%) | |
| Number of enterprises | 28.6 |
| Number of persons employed | 24.7 |
| Value added | 19.3 |

Source: Eurostat (on-line datacode: sbs_na_dt_r2).

Table 18: Key indicators, wholesale and retail trade and repair of motor vehicles and motorcycles (NACE Rev. 2 G), 2010

| | Number of enterprises | Number of employed | Turnover |
|----------------|-----------------------|--------------------|---------------|
| | (thousands) | | (EUR million) |
| EU - 27 | 6,222.4 | 32,791.4 | 8,870,098 |
| Belgium | 143.2 | 636.2 | 376,031.8 |
| Bulgaria | 141.1 | 528.0 | 41,223.4 |
| Czech Republic | 232.3 | 689.8 | 129,105.1 |
| Denmark | 45.0 | 415.4 | 173,221.9 |
| Germany | 566.5 | 5,954.5 | 1,670,535.9 |
| Estonia | 12.9 | 82.1 | 15,227.8 |
| Ireland | 38.3 | 329.6 | 101,579.9 |
| Greece | : | : | : |

| | Number of enterprises | Number of employed | Turnover |
|-----------------|-----------------------|--------------------|-----------------|
| Spain | 763.4 | 3,102.2 | 658,327.9 |
| France | 655.8 | 3,393.2 | 1,292,118.7 |
| Italy | 1,173.9 | 3,495.3 | 953,611.9 |
| Cyprus | 17.0 | 66.1 | 12,141.3 |
| Latvia | 25.1 | 151.5 | 17,937.6 |
| Lithuania | 49.6 | 231.3 | 21,066.1 |
| Luxembourg | 7.4 | 45.5 | 74,119.5 |
| Hungary | 141.4 | 560.9 | 75,093.0 |
| Malta | : | : | : |
| Netherlands | 193.4 | 1,452.4 | 536,793.0 |
| Austria | 74.4 | 616.5 | 216,845.2 |
| Poland | 524.8 | 2,273.8 | 300,444.5 |
| Portugal | 255.6 | 820.8 | 133,029.5 |
| Romania | 181.9 | 887.8 | 84,713.0 |
| Slovenia | 24.3 | 117.8 | 27,332.9 |
| Slovakia | 123.2 | 372.2 | 47,474.0 |
| Finland | 47.1 | 294.0 | 115,954.0 |
| Sweden | 127.2 | 627.5 | 221,033.8 |
| United Kingdom | 357.2 | 4,696.8 | 1,421,885.9 |
| Norway | 51.3 | 367.5 | 160,048.6 |
| Switzerland | 35.9 | 609.5 | 884,756.0 |
| Croatia | 45.6 | 250.6 | 29,393.1 |
| Turkey (1) | 1,052.1 | 2,802.0 | 350,207.0 |

(1) 2009.

Note: The on-line data code allows access to some recent data.

Source: Eurostat; on-line data code: sbs_na_dt_r2

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