

**NATIONAL REPORT: Identification of dominating qualifications in the sectors: automotive technology, metal technology, electrical technology**

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**1. Number of employees in the sector and share of skilled employees**

Data concerning a number of employees in sectors by education attainment is provided by the Statistical Office. The data below are taken from Statistical Register of Employment.

**SECTOR: Manufacture of basic metals of fabricated metal products**

***Table1:*** Persons in paid employment in sector Manufacture of basic metal and of fabricated metal products by education attainment in year 2009

Education attainment		University	Colleges	4-year Secondary School	3-year and 2-year Secondary School	Element. School
Persons in paid Employment	844655					
Employment in total						
Manufacture of metal	37840	2547	1601	10285	16449	6958
%	4.5	6.7	4.2	27.2	43.5	18.4

*Source: Statistical Office of the Republic of Slovenia-Statistical Register of Employment*

**SECTOR: Manufacture of electrical equipment**

**Table2:** Persons in paid employment in sector Manufacture of electrical equipment by education attainment in year 2009

Education attainment		University	Colleges	4-year Secondary School	3-year and 2-year Secondary School	Element. School
Persons in paid Employment						
Employment in total	844655					
Manufacture of metal	18496	1668	939	4865	5547	5477
%	2.2	9.0	5.1	26.3	29.9	29.6

*Source: Statistical Office of the Republic of Slovenia-Statistical Register of Employment*

**SECTOR: Manufacture of motor vehicles**

**Table3:** Persons in paid employment in the sector: Manufacture of motor vehicles by education attainment in year 2009

Education attainment		University	Colleges	4-year Secondary School	3-year and 2-year Secondary School	Element. School
Persons in paid Employment						
Employment in total	844655					
Manufacture of motor vehicles	12562	1140	584	2996	5118	2724
%	1.5	9.1	4.6	23.8	40.7	21.6

*Source: Statistical Office of the Republic of Slovenia-Statistical Register of Employment*

Education attainments are approximately similar in all sectors. Workers with 2- and 3- year vocational education and training and workers who finished elementary school are predominant.

**2. Specify and describe the most important (widespread and/or crucial for the sector's production) qualification profiles in the sector. And those qualification profiles that lost importance during the last decade.**

The Employment Service of Slovenia uses several administrative databases for performing its basic expert and operative activities, especially for providing clients with information on job placements. A database on the available posts provides an integral insight into the extent and structure of the actual demand for labour force in Slovenia.

**Tables 4 to 7** below present the information about the employment possibilities for particular education groups of job seekers.

**Table 4:** The most demanding qualification profiles in sector: **Manufacture of basic metal (2008-2010)**

Qualification profiles	N	Share %
49999 3-year vocational education	121	17,46
19999 Elementary education	115	16,59
19900 No qualification	72	10,39
59999 4-year technical education	49	7,07
52201 Mechanical engineering technician	36	5,19
Others	300	43,3
<b>Total</b>	<b>693</b>	<b>100</b>

*Source: Employment service of Slovenia, database PD*

**Table 5:** The most demanding qualification profiles in sector: Manufacture of fabricated metal products (2008-2010)

Qualification profiles	N	Share %
42004 Locksmith	3322	12,05
19900 No qualification	2942	10,67
42041 Welders	2778	10,08
19999 Elementary educations.	2637	9,56
49999 3-year vocational education	2348	8,52
52201 Mechanical engineering technician	1864	6,76
19901 Assistant worker	1142	4,14
42010 Tool makers	857	3,11
42011 Machine-tool setters	607	2,20
Others	9076	32,9
<b>Total</b>	<b>27573</b>	<b>100</b>

*Source: Employment service of Slovenia, database PD*

**Table 6:** The most demanding qualification profiles in sector: Manufacture of electrical equipment (2008-2010)

Qualification profile	N	Share %
19900 No qualification	1846	27,34
19999 Elementary education	1234	18,28
49999 3-year vocational education	742	10,99
52201 Mechanical engineering technician	233	3,45
52501 Electrical engineering technician	163	2,41
59999 4-year technical education	155	2,30
Others	2378	35,2
<b>Total</b>	<b>6751</b>	<b>100</b>

*Source: Employment service of Slovenia, database PD*

**Table 7:** The most demanding qualification profiles in the sector: Manufacture of motor vehicles (2008-2010)

Qualification profile	N	Share %
19999 Elementary education	1106	19,53
49999 3-year vocational education	734	12,96
19901 Assistant	570	10,06
19900 No qualification	480	8,47
22005 Tool makers	209	3,69
52201 Mechanical engineering technician	176	3,11
Others	2389	42,2
<b>Total</b>	<b>5664</b>	<b>100</b>

*Source: Employment service of Slovenia, database PD*

All data demonstrate that the most demanding qualification profiles during the last three years are workers with no specific professional background qualifications. The education criteria required by employers are workers who have obtained a certain level of education. An exception is Mechanical engineering technician which can be found in all sectors.

### **3. Are these qualifications sector-specific or are they transferable?**

Since companies mostly look for workers with no particular qualification, we cannot talk about sector-specific qualifications. The only exception is Mechanical engineering technician.

### **4. Are there indicators available, which are relevant to decide which qualification profiles are privileged in the sector? If yes, which one?**

The indicator could be the educational profile, which has been most demanded by various employers. The data acquired through the Employment Office database demonstrate that Mechanical engineering technician is the most privileged qualification profile in those sectors.

### **5. Is there a non-regulated field in the sector? Which share of works/tasks is covered by qualifications and training regulations? Is there a need for accrediting informal and non-formal learning?**

The major regulatory element is the Vocational and professional act. It stipulates the bases for preparing educational programmes, i.e. Occupational standard. Representatives from different branches, who determine what the main tasks, knowledge and competences, are included in the preparation of certain occupation standards (occupations).

Legal bases for accreditation of non-formal learning are catalogues. Catalogues for Mechanic for tyres and Motor car mechanic have already been prepared. At the moment, no candidates go through the procedure of accreditation of non-formal learning.

**6. Which kind of regulations exist for the sectors and what role do they play? Who uses the existing regulations?**

All regulations are based on the Vocational and professional act and it is a foundation for publicly valued educational programmes.

**7. Is training and are qualifications monitored by existing regulations?**

Yes, the revision of occupational standards is implemented every five years and monitored by the Ministry of Education and/or other national bodies from this field.

**8. Share of employees participating in continuous training**

**Table 8: Share of employees participating in continuous training by sectors in 2005**

Sector	No. of employees	No of companies providing continuous education	No. of participants Attending continuous education	% of participants
Manufacture of basic metal and fabricated metal products	38835	245	15951	41 %
Manufacture of electrical equipment	20250	131	16.100	79 %
Manufacture of motor vehicle	11822	40	8047	68 %

*Source: Statistical Office of the Republic of Slovenia*

The table shows a high number of participants involved in continuous training, which is due to the fact that these trainings comprise different kinds of formal and non-formal learning possibilities in the field of education and training (language courses, acquisition of technical and computer skills, communication and social competences, etc.)

**9. Relationship between continuous and initial training: does continuous training led to qualifications (or partial qualifications)? Are there training regulations for continuous training?**

The master craftsmen, foreman and managerial exams enable those who passed the exams to obtain higher level of education, but they also have to pass a test based on general educational courses.

Workers, who attend different kinds of non-formal courses, obtain a kind of certificate but this is not recognized at the national level.