

ET-STRUCT

EconomicEducational Territorial - Structure

Project ID: 2CE273P1

REGIONAL SURVEY

JUGOVZHODNA SLOVENIJA

**Razvojno izobraževalni center Novo mesto /
Development and Education Centre Novo mesto**

**Ljudska univerza Kočevje / Institute for Adult
Education Kočevje**

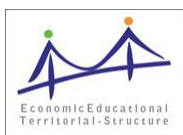


*Razvojno izobraževalni
center Novo mesto*



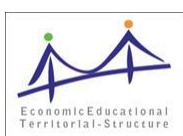
**LJUDSKA UNIVERZA
KOČEVJE**

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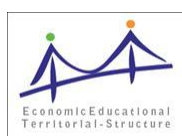
INTRODUCTION

The project "ET-struct" aims at an area that is "critical to growth and employment potential". It aims to address essential issues surrounding a general lack of coherence between "the connection of the educational system to the leading edge of technology and business practices", here there is often a lack of an effective "matching process" across the interfaces of: (1) policy-making (2) economy/labour market (3) education/training. The partnership will concentrate on this triple helical link and set up permanent territorial management organisational structures ("ET-Management"), which will organisationally link the relevant policy, economic and educational partners/stakeholders to match and optimise work force qualifications with the needs of regional economies in an innovative, ongoing, dynamic, flexible, systemic process. These permanent triple helical territorial structures will be linked at transnational level in a meta-structure ("ET-Joint-Management"). This means: the many players involved in policy-making, economic development and education will work together regionally and at the same time at a transnational level with counterparts in other CE regions. In the context of Cohesion policy this will:

- (a) promote a "stronger integration of the territory" by supporting "the balanced and sustainable development of the territory";
- (b) reduce "barrier effects through cross-border cooperation and exchange of best practices". The project idea, developed, tested and implemented during the project lifetime, will be transferable to any other CE region.

WP 3 ("ET-Inventory") is the "reference framework" for the main objectives, types of actions and core outputs of the project and provides the content-related basis for the following WorkPackages. Based on existing methodologies and studies on the relationship between labour markets and the regional economies, an extensive transnational inventory will be compiled. On the one hand, it will focus on the kinds of personal, vocational, linguistic, social skills and competences that are needed for a *successful vocational life* ("new-skills-for-new-jobs"). On the other hand, it will take into account the concrete current and predictable future economic situations of the involved partner regions. These two aspects will be matched in the "ET-Inventory". As already mentioned, it will serve as the reference framework for WP4 - the development of two trans-national tools.

In particular this **Regional Survey** has been implemented following the guidelines set on the **Catalogue of comparison criteria for the ET-Inventory** so as to represent the proper background for the definition and implementation of the final version of the **ET Trans-national Inventory** as result of Task 3.2 (*serving as reference framework for all the following project tasks*).



RATIONALE OF THE REGIONAL SURVEY

As already cleared, the “*Et-struct Catalogue of Trans-national Inventory Criteria*” has been first of all conceived as a reference knowledge tool supporting the project following Work-Packages (starting from the WP4) and as a basic opportunity for all the 10 NUTS III level regions involved in the project to better know each other not only in the strict related education / training field.¹

In this sense, this Regional Survey has no intention at all to replace or even improve all the other existing knowledge management tools at national or European level (such as for instance *EuroStat*² and *Eurydice*³). On the contrary the analysis we propose moves its steps from the data and information contained on the said tools trying to add a more specific and detailed view over the 10 NUTS III level regions.

Anyway the real “knowledge value” of the ET-struct Trans-national Inventory, in comparison to the already existing EU knowledge tools and data, is represented by the type, size and quality of its target, meaning *NUTS III level regions* coming from the central Europe area (*six countries out of the eight involved in the CE Programme*). All the mentioned information sources are on the contrary providing a detailed picture on national or NUTS II region level target, with no concrete opportunity for the definition of a “comparable picture” for the ET-struct partner regions.

¹ Chapter 2 is meant to provide an almost exhaustive picture of the socio-economic situation (and also trends) in each of the 10 regions.

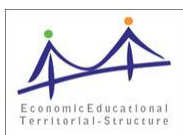
² See <http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

³ The **Eurydice Network** provides information on and analyses of European education systems and policies. It consists of 35 national units based in all 31 countries participating in the EU's Lifelong Learning programme (EU Member States, EEA countries and Turkey) and is coordinated and managed by the EU Education, Audiovisual and Culture Executive Agency in Brussels, which drafts its publications and databases.

The mission of the Eurydice Network is to provide those responsible for education systems and policies in Europe with European-level analyses and information which will assist them in their decision making.

The Eurydice network primarily focuses on the way education in Europe is structured and organised at all levels. It provides a vast source of information, including: detailed descriptions and overviews of national education systems (*Eurybase*); comparative thematic studies devoted to specific topics of Community interest (*Thematic Studies*); indicators and statistics (*Key Data Series*); a series of reference material and tools related to education, such as the European glossary, school calendars and a thesaurus on education systems (*Reference Material*).

See http://eacea.ec.europa.eu/education/eurydice/index_en.php



METHODOLOGY

The proposed analysis are based on a *weighted mix* of the following methodologies:

- research / elaboration of existing regional / local survey and analysis (where the data and information processed are updated, scientific and reliable - starting from the national / regional basic statistic indicators);
- questionnaires / direct investigation proposed to a significant local / regional sample (as precisely defined in each section of the this survey) and using specific investigation tools provided by the WP 3 leader.

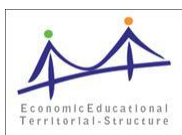
Anyway the data and information collected and processed have followed the basic indication provided within the **Catalogue of comparison criteria for the ET-Inventory** (as a direct result of the joint discussion between all the PP WP 3 experts) in order to obtain the proper “*uniformity*” necessary for the creation of a significant and reliable ET Trans-national Inventory.

In order to simplify and harmonise the analysis coming from all the 10 different regions the following education / training categories have been considered according to the basic explanation provided (taking into account the wide and different scenario in each country):

- **Secondary education** is the stage of education following primary school. Secondary education is generally the final stage of compulsory education. However, secondary education in some countries includes a period of compulsory and a period of non-compulsory education. The next stage of education is usually college or university. Secondary education is characterized by transition from the typically compulsory, comprehensive primary education for minors to the optional, selective tertiary, “post-secondary”, or “higher” education (e.g., university, vocational school) for adults;
- **Post-secondary education**⁴ refers to a level of education that is provided at academies, universities, colleges, vocational universities, community colleges, liberal arts colleges, institutes of technology and certain other collegiate-level institutions, such as vocational schools, trade schools, and career colleges, that award *academic degrees*;
- **Vocational training** (or vocational education and training - VET), also called career and technical education (CTE), prepares trainees for jobs that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation, or vocation.⁵

⁴ This category is widely known also as “*tertiary education*”, including the educational level following the completion of a school providing a secondary education, such as a high school, secondary school, university-preparatory school, or gymnasium.

⁵ The research considers only the type of Vocational training providing a specific and “recognised” qualification for those attending the courses (and not only a simple “participation certificate”).



CAP 1 LEGAL FRAMEWORK

Analytical picture of the national / regional / local legal framework in the field of secondary education, post-secondary and vocational training. Explanation of the current norms, rules and *main actors* in the learning settings and brief introduction of reforms in progress and future trends.

1.1 **National legal framework in the field of secondary education, post secondary education and vocational training (current norms and rules and brief introduction of reforms in progress and future trends)**

SECONDARY EDUCATION

The pre-university education (named upper secondary education) in Slovenia consists of general education and vocational and technical education and training.

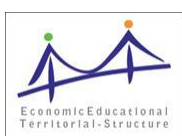
The education policies on pre-university level fall within the responsibility of the *Ministry of Education and Sport* (admission policy, financing, supervising, employment procedures etc.). Three national agencies, i.e. National Education Institute (ZRSS), the Institute of the Republic of Slovenia for Vocational Education and Training (CPI), and the Slovenian Institute for Adult Education (ACS), provide help to the Ministry through their work (development and composition of national curricula for basic, secondary and short higher vocational education). The councils of experts (the Council of Experts for General Education, the Council of Experts for Vocational and Technical Education, and the Council of Experts for Adult Education) established by the government assist the Ministry at the decision-making level (approval of certain types of programmes or development of proposals for programmes, development of syllabuses and curricula, confirmation of textbooks, and accreditation of educational programmes provided by private schools).

The types of upper secondary education (see Figure 1: Structure of the Education System in Slovenia):

→ **General education (*gimnazije*)⁶**

- Regulated by Gimnazije Act (1996, last amendment 2007), Matura Act (enacted in 2003, amendment in 2007) and Organization and Financing of Education Act (enacted in 1996, last amendments in 2007);
- Types of *gimnazije*: general, specialised in technical engineering, sports, economics and art, classical, *gimnazije* with International Baccalaureate courses; Catholic *gimnazije* and the Waldorf gimnazija.
- Completion criteria: general matura exam;
- Regulative trends:
 - Since 2007 *development pilot projects* (internal didactic reform: autonomous amendment of the educational process and implementation of new effective methods

⁶ General upper-secondary education in Slovenia. Ministry of Education and Sport. Accessible from: http://www.mss.gov.si/en/areas_of_work/upper_secondary_education_in_slovenia/general_upper_secondary_education_in_slovenia/



of teaching by the teachers; introduction of “European sections” in *gimnazije* programmes⁷) have been introduced;

- The adoption of the document “Starting points for the modernisation of *gimnazije* programmes” by the Council of Experts for General Education⁸ in 2007; the Ministry of Education and Sport announced a year later a public tender and made available an amount of some 8 000 000 EUR (co-financed by the ESF) intended to cover the modernisation for the 2009-2015 period;
- The main guidance at formation and development of the renewed *gimnazije* curricula: a high level of school/teacher’ autonomy, development of the concept “teacher-as-researcher”, credit evaluation of student’s work etc.

→ **Vocational and technical education and training⁹**

- Regulated by Vocational Education Act (2006), Organization and Financing of Education Act (1996, last revision 2007) and Matura Examination Act (2003, last revision 2007);
- Types and levels:
NPI - shorter vocational education - *nižje poklicno izobraževanje* - (120 CP¹⁰),
SPI - vocational upper secondary education - *srednje poklicno izobr.* (180-240 CP),
SSI - technical upper secondary education - *srednje tehniško in strokovno izobr.* (240-300 CP),
PTI - vocational-technical education - *poklicno tehniško izobraževanje* (120 CP);
- Completion criteria:
vocational educ.: internal final examination;
technical educ.: vocational *matura* exam;
- Characteristics:
 - The modernisation of the vocational and technical programmes: In the school year 2008/09 all of the vocational and technical programmes have been renewed and are in the process of implementation in schools. With this modernisation greater autonomy of the school through the “open curricula” system has been provided (more details under section 1.2 Secondary education). School programmes have been divided into modules (compulsory and selective) to provide a cross-curricula integration with a broad and in-depth knowledge; above all it should ensure more professional skills and facilitate the certification of additional occupational competences (National Occupational Qualification certificates); Closer to the pupils - active methods of teaching, team work - teacher as mentor; the evaluation of programmes with credit points¹¹.

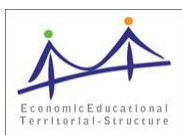
⁷ Prilagoditev programa gimnazija - Evropski oddelki [Gimnazija Programme Adoption - European Sections]. Zavod Republike Slovenije za šolstvo. Accessible from: http://www.zrss.si/pdf/SGIM_EO%20Predst%20celotna%2005-01-20.pdf

⁸ Izhodišča prenove gimnazijskega programa [Starting points of the gimnazije programme modernisation]. Ministry of Education and Sport. Accessible from: http://www.mss.gov.si/fileadmin/mss.gov.si/pageuploads/podrocje/razvoj_solstva/Izhodisca_prenova_gimnazije.pdf

⁹ Vocational and technical upper-secondary education in Slovenia. Ministry of Education and Sport. Accessible from: http://www.mss.gov.si/en/areas_of_work/upper_secondary_education_in_slovenia/vocational_and_technical_upper_secondary_education_in_slovenia/

¹⁰ The adoption of new Act on Vocational Education introduced the new evaluation system - European Credit Transfer System; 1 credit point (CP) corresponds to app. 25 hours of student work load, including lessons, individual work, seminars, projects etc.

¹¹ New and renewed education programmes (for secondary and higher vocational education). Institute of the Republic of Slovenia for Vocational Education and Training (CPI). Accessible from: (<http://www.cpi.si/izobrazevalni-programi/novi-in-prenovljeni-studijski-ter-izobrazevalni-programi.aspx>).



POST SECONDARY OR TERTIARY EDUCATION¹²

→ Higher vocational education (ISCED 5B)

- Respective ministry: *the Ministry of Education and Sport*;
- Regulated by the *Post-secondary Vocational Education Act* (2004), *Vocational Education Act* (enacted in 2006), *Organization and Financing of Education Act*;
- Characteristics: modularity of study programmes (similar to the vocational and technical educational programmes on the secondary level) to deepen professional knowledge and develop occupational skills and competences; closer connection to the local business needs since approximately 40% of the curricula are devoted to practical training in companies.

→ Higher education¹³

- Respective ministry: the *Ministry of Higher Education, Science and Technology*; supporting body: the *Quality Assurance Agency for Higher Education*¹⁴ (SQAA) responsible for the assurance of permanent, professional and independent support for quality and development in higher education; it commenced its operations on 1 March 2010. External quality assurance implies accreditations¹⁵ of higher education institutions and programmes of study, including external evaluation;
- Regulated by *Higher Education Act* (enacted in 1993, last amendment in 2010);
- Professional and academic HE: according to the Bologna reform divided into 1st, 2nd cycle (ISCED 5A) and 3rd cycle (ISCED 6) (see Figure 1: The Structure of the Education System in Slovenia 2010/2011);
- Regulative trends:
 - In September 2010, the Ministry of Higher Education, Science and Technology presented a draft proposal for the National Higher Education Programme 2011-2020¹⁶ (hereinafter NHEP); the adoption of the new NHEP 2011-2020 will be followed by a thorough revision of the Higher Education Act;
 - 2009/10: last enrolment of students into pre-Bologna study programmes on all higher education institutions;
 - In coordination with universities the ministry prepared a *new scheme for co-financing of doctoral studies* (third cycle) with resources from the European Social Fund (for researches linked with economy or broader problems facing today's society that present an original contribution to science);
 - In 2009, debate has been going on about a new act regulating universities, however there haven't been any final conclusions yet;

¹² Tertiary Education in Slovenia. Ministry of Education and Sport. Accessible from:

http://www.mss.gov.si/en/areas_of_work/tertiary_education_in_slovenia/

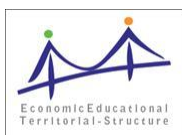
¹³ Higher education. Ministry of Higher Education, Science and Technology. Accessible from:

http://www.mvzt.gov.si/en/areas_of_work/higher_education/

¹⁴ Sklep o ustanovitvi Nacionalne agencije Republike Slovenije za kakovost v visokem šolstvu (Decision on establishment of Slovenian Quality Assurance Agency for Higher Education). Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=2009114&stevilka=5216>

¹⁵ Merila za akreditacijo visokošolskih zavodov in študijskih programov [Criteria on accreditation of higher education institutions and study programmes]. Official Gazette of the Republic of Slovenia, p. 12180. Accessible from: http://www.uradni-list.si/_pdf/2004/Ur/u2004101.pdf. (unofficial translation in EN: http://www.see-educoop.net/education_in/pdf/criteria_proced_accredit_study_prog_high_educ_instit-slo_enl_t04.pdf)

¹⁶ DRZ-NA Slovenija - Slovenia: A knowledge-based society. 20.6.2010. Ministry of Higher Education, Science and Technology. Accessible from: [http://www.mvzt.gov.si/index.php?L=1&id=233&no_cache=1&tx_ttnews\[tt_news\]=6649](http://www.mvzt.gov.si/index.php?L=1&id=233&no_cache=1&tx_ttnews[tt_news]=6649)



CONTINUING EDUCATION AND TRAINING AND ADULT EDUCATION

The adult education is regulated by the *Adult Education Act* (enacted in 1996, last amendment in 2006). Other types of adult education providing the same level as for young people (e.g. *secondary, higher vocational and higher professional or academic education*) are regulated by the respective acts (see relevant sections above).

The main decision making department for the design and implementation of policies within the field of adult education is the Adult Education Division within the Ministry of Education and Sport. There is also a special department for vocational and job-related training within the Ministry of Labour, Family and Social Affairs (MLFSA), namely the Sector for Lifelong Learning and Scholarships. The Employment Service of Slovenia (ESS) is an independent public institute, which - amongst other tasks - provides the logistics and information support for the implementation of the Active Employment Policy Programmes¹⁷. Adult education in Slovenia is a wide ranging and diverse form of education and training which includes following categories of educational activities¹⁸:

Adult education (AE) in Slovenia is a wide ranging and diverse form of education and training which includes following categories of educational activities¹⁹:

1. **Formal education:** related to the attainment of certificates, degrees or vocational qualification at a higher level of education (general, vocational, technical, professional, academic, for example, part-time studies):
 - a. Education programmes which are originally designed for youth are adapted to the needs of adults. Special adaptation instructions are determined by the Ministry of Education and Sport (implementation of the programme, organisation of education, teaching and learning methods).
 - b. Students who have successfully completed secondary vocational or technical school or the third year of gimnazija and have dropped out of the school, or who have completed elementary school and passed a test of knowledge at the third year of the gimnazija level, can enrol in the programme of a *matura course* (one year) meant as a preparation for the *general matura exam* which enables them to study at any institution that provides tertiary education.
 - c. *Vocational courses (one year)* are designed as a preparation for the *vocational matura exam* for those who completed *gimnazija* or any other technical education, and have no intention to study at university level but want to acquire a profession and enter the labour market.
 - d. Another chance of gaining a formal certificate in the framework of continuing education for adults are *master craftsmen, foreman or head clerk exams* designed for candidates with vocational education (180 ECTS) and 3 years of working experiences. Successful candidates can continue their studies at higher vocational education (an additional exam from the list of general *matura* subjects is required) or teach practical subjects in secondary vocational schools.

¹⁷ Adult Education in Slovenia. Accessible from:

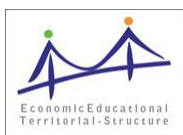
http://www.mss.gov.si/en/areas_of_work/adult_education_in_slovenia/

¹⁸ Organisation of the education system in Slovenia 2008/09. European Commission. Accessible from Eurydice:

http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SI_EN.pdf

¹⁹ Organisation of the education system in Slovenia 2008/09. European Commission. Accessible from Eurydice:

http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SI_EN.pdf



2. **Formal national certification system of vocational qualifications** is linked to the attainment of a vocational qualification at the same level of previously attained education, through which adults validate through examinations their competences that have been developed in informally or non-formally:
 - National vocational qualifications regulated by *National Professional Qualifications Act* (2000, last amendment in 2009)²⁰ are formally recognised qualifications required to pursue specific occupations or jobs based on appropriate vocational standards (vocational education programmes and programme modules). Each module is derived from a particular vocational standard. Students who do not complete the whole programme can provide evidence that they have the knowledge and skills corresponding to only one of the programme modules and are therefore qualified for a particular job or a single aspect of a more complex occupation.
 - The certificate system consists of many cooperating institutions: the Ministry of Labour, Family and Social Affairs, the Centre for Vocational Education and Training with its National Reference Point for Vocational Qualifications, the Slovenian Institute for Adult Education Centre, the National Examinations Centre, the Employment Office, other ministries, chambers and trade unions.²¹ The procedure of examinations and the verification of professional qualification can be performed by various organisations in accordance with the above mentioned Act²².
3. **Formal or non-formal continuous training:** for already qualified adults who are upgrading their knowledge and skills (for example: in-service training, on-the-job training and retraining, professional development courses, project learning for youth, and production schools)
4. **Non-formal adult education and training:** intended for those who wish to improve or acquire new knowledge and insight and to refresh, expand, modernise or deepen their skills or powers of expression. They represent the largest share (an important part of the adult education strategy and lifelong learning policy) of adult education, such as foreign languages for adults, Slovenian for foreigners courses, Project Learning for Young Adults (PLYA), programmes for success in life (Reading and Writing together, Rural Challenges, Me and My Workplace, My Step, A Bridge to Education), Third Age University, literacy programmes in Slovenian and foreign languages, programmes for employees in sectors undergoing restructuring, programmes for parents of school-age children etc. Around 15% of those programmes are *accredited* as defined by the Adult Education Act.

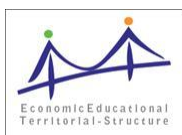
The formal education programmes can be provided **only** by the organisations for AD or private institutions fulfilling the special conditions for providing the publicly valid education programmes which are listed in

²⁰ Throughout the relevant documents, the term *nacionalne poklicne kvalifikacije* has been translated as National Vocational Qualifications and National Occupational Qualifications. Both terms are considered appropriate throughout this analysis.

²¹ Adult Education in Slovenia. Vocational/initial training establishments. Accessible from:

http://www.mss.gov.si/en/areas_of_work/adult_education_in_slovenia/

²² Evaluation of the System of National Professional Qualifications. Institute of the Republic of Slovenia for Vocational Education and Training (CPI). Accessible from: http://www.cpi.si/files/cpi/userfiles/Publikacije/Spremljava_eng.pdf, p. 45.



the national register of providers of publicly valid education programmes²³. In general, there are three types of adult education providers²⁴:

- Institutions for the education of adults: People's or Worker's universities - ljudske univerze and educational centres within companies or established by various chambers. There are 33 People's universities in Slovenia²⁵, carrying out the education of adults as their basic activity;
- Schools and higher education institutions, primarily intended for the youth, which also offer evening courses of the same content for adult learners. Some have special units for the education of adults with specialist staff who only work with adults;
- Private educational organisations specialised for the delivery of adult education;
- Other institutions whose main activity is not the provision of adult education (such as libraries, museums, theatres, archives, centres of culture; political organisations and parties; organisations for the rural and agricultural sector of the population; organisations of local communities; organisations for leisure time; professional organisations; organisations for environmental protection; social welfare organisations; organisations for the disabled; organisations for helping families, parents, consorts, organisations for tourism, holiday organisations, organisations of seniors, housewives and organisations of workers temporarily employed in foreign countries).

The leading institute in the field of AE is the Slovenian Institute for Adult Education (SIAE)²⁶ whose main mission is to ensure access to and a high quality of education and learning for all inhabitants of Slovenia which includes development of the adult education system, evaluation studies providing expert grounds for the development of the AE system, development of quality in AE, information and guidance in AE, database of publicly valid AE programmes, adult education training (devising and implementing training programmes for work in adult education and for supporting the implementation of development projects in practice, development of teaching materials and new approaches to training), adult literacy, Validation of non-formal learning (training of counsellors and evaluators), AE information support²⁷.

Funding of AE providers:

Public official invitation for tenders for the provision of educational and vocational programmes (according to the National Programme of Adult Education 2004-2010 and the Annual Adult Education Programme), which are annually announced by the Ministry of Education and Sport and the Ministry of Labour, Family and Social Affairs (invitations are open to all institutions or organisations registered for performing educational services), plus local community budget, funds for adult education, employers' contributions, subsidies, donations, gifts and school fees.

Funding of AE participants:

According to the *employment status* of the participant the education contributions can be financed:

²³ Razvid izvajalcev javno veljavnih programov vzgoje in izobraževanja (The register of the verified education programmes providers). Accessible from: http://www.mss.gov.si/si/delovna_podrocja/vpis_v_razvid/

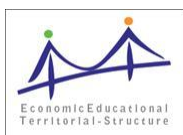
²⁴ Adult Education in Slovenia. Ministry of Education and Sport. Accessible from:

http://www.mss.gov.si/en/areas_of_work/adult_education_in_slovenia/

²⁵ ZLUS, Zveza ljudskih univerz Slovenije (Slovenian People's Universities Association of Slovenia). Accessible from: <http://www.zveza-lu.si/>

²⁶ Slovenian Institute for Adult Education. Accessible from: http://www.siae.si/about_siae

²⁷ Field of work. Slovenian Institute for Adult Education. Accessible from: http://www.siae.si/fields_of_work



- For the *unemployed* by the *Ministry of Labour, Family and Social Affairs* in the framework of the Active Employment Policy²⁸;
- For the *employed* (as scholarship refund) by the *Ministry of Education and Sport* under the Programme launched in 2007/08 aimed at reducing the education deficit²⁹.

Regulative trends:

- Preparation and adoption of new National Programme of Adult Education since the old one expires in this year.

In 2009 the Minister of Education and Sport appointed a national group of experts to prepare the new White Paper on Education with concept proposals for the reform of the education system. Following the adoption of the new document in 2011, a thorough revision of and changes to all acts regulating education in Slovenia are expected.

²⁸ Pomembni dokumenti. Ministry of Labour, Family and Social Affairs. Accessible from: http://www.mddsz.gov.si/si/zakonodaja_in_dokumenti/pomembni_dokumenti/ under “Katalog ukrepov APZ” (Catalogue of the Active Employment Policy Measures).

²⁹ Povračilo šolnin - izobraževanje odraslih 2007-2010. Slovene Human Resources Development and Scholarship Fund. Accessible from: <http://www.sklad-kadri.si/index.cgi?jezik=slo&kat=960>

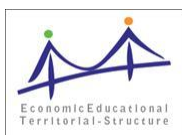
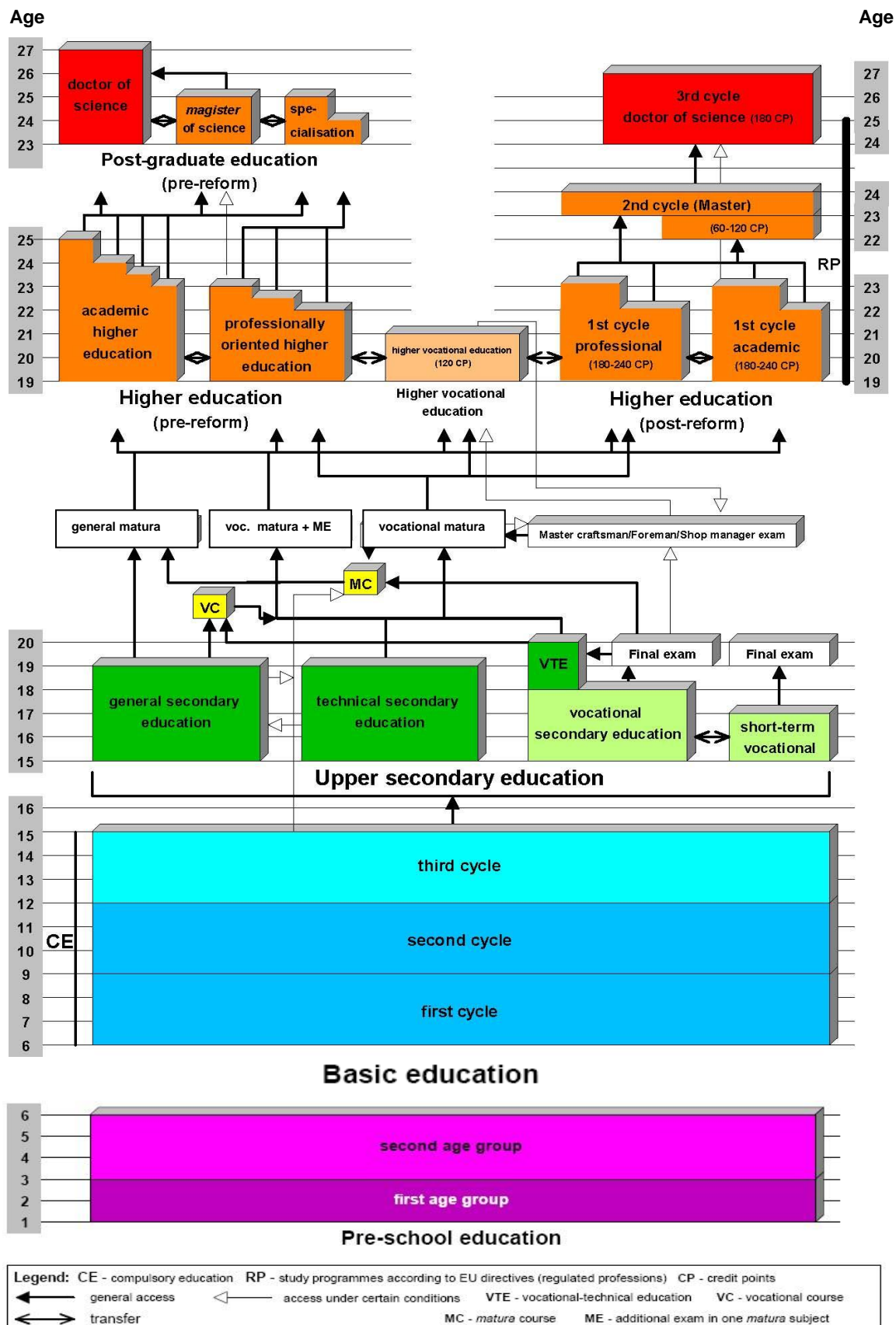


Figure 1: The Structure of the Education System in Slovenia 2010/11



Source: Ministry of Education and Sport

1.2 Regional / local application of the national legal framework (*in the related field*)

Analytical picture of regional / local competencies and norms resulting from the application of the national legal framework or resulting from regional / local “autonomy” in the field of secondary education, post-secondary education and vocational training

According to the proposal on establishment of regions initiated in 2007 the state administrative responsibilities over secondary and short tertiary education should be transferred to the regions. Since no legal document has been adopted to date, Slovenia remains divided only into municipalities (210 in total as of 30 September 2010). The level of regions is only established for the means of statistics (see CAP 2).

SECONDARY EDUCATION

The municipality’s authority determined by the *Local Self-Government Act* (enacted in 1993, last amdt. in 2010) comprises only limited decision-making over *secondary and tertiary education* (much higher level of autonomy is provided at the level of *pre-school* and *primary education*).

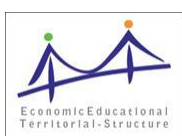
The influence of the local community is more or less limited to the electives in *general schools (gimnazije)* and to the open part of education programmes of *vocational and technical education and training*, “open curriculum”³⁰ (autonomous decision over 20-25% of the course content). The school can in cooperation with the social partners define goals and develop contents of the electives (non-compulsory contents) according to the different occupational/vocational needs in the region and to the changes resulting from developments in industry and business with main goal to obtain additional vocational qualifications, develop practical skills, deepen and broaden the key competences of students. At the level of vocational and technical upper-secondary education, the course curricula are adopted by the schools in cooperation with social partners, national education institutes, councils of experts, and the ministries³¹.

Within the general upper secondary education, the teachers can independently choose text books and other teaching materials, from the list of text books approved by Council of the Experts for General Education. Schools have the autonomy to decide how to implement the syllabi. In accordance with the teaching capacities and students’ needs and interests, the schools decide the emphasis to be placed on specific subjects. The school may choose, for example, a balanced curriculum, or a wider range of foreign languages, natural science subjects, sports, social sciences or European studies. It is up to the school to decide for which of the matura optional subjects its students should be prepared more thoroughly³².

³⁰ A part of education programme determined by school in consultation with social partners (chambers, business services, trade unions).

³¹ Vocational and technical upper-secondary education. Ministry of Education. Available from: http://www.mss.gov.si/en/areas_of_work/upper_secondary_education_in_slovenia/vocational_and_technical_upper_secondary_education_in_slovenia/

³² General upper-secondary education in Slovenia. Ministry of Education and Sport. Available from: http://www.mss.gov.si/en/areas_of_work/upper_secondary_education_in_slovenia/general_upper_secondary_education_in_slovenia/



In the future, the structure of *all secondary schools* curricula should comprise 80% of prescribed compulsory content and 20% of elective content, within which the content will be specified by the school in cooperation with regional and sector partners.

An additional autonomy is provided by the initiative (proposal) for the preparation of occupational standards and catalogues which can be submitted to the national Institute for Vocational Education and Training (CPI) by *any legal or natural person* (individuals, chambers, trade association, vocational associations, NGOs, trade unions and respective ministries). The procedure of examinations and the verification of professional qualification can be performed by various organisations in accordance to the National Professional Qualifications Act. The occupational standard represents a direct connection between the vocational education and certification system of NOQ.

POST-SECONDARY EDUCATION

In the field of tertiary education the local community has no influence or authority in the way as at the secondary education level. However, the local community can initiate a proposal for the *establishment* of institution for higher vocational or higher professional/academic education.

According to the Higher Vocational Act the higher vocational colleges (duration of education is usually 2 years; 120 ECTS) have to cooperate with employers in form of practical training of study programmes (40 % of curricula is devoted to practical training in firms and companies), since they were set up to meet the needs of the national and local economies, with due regard to occupational profiles. However, they have to meet the quality standards determined by the national accreditation bodies and other requirements stipulated by the law. The contracts concluded between the college and the employers on the implementation of the practical part of the education programme are the main condition for the school verification³³.

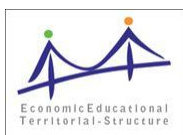
CONTINUING EDUCATION AND TRAINING AND ADULT EDUCATION (AE)

Adults can gain *publicly valid education* through verified education programmes (as for youth population) adapted to their needs (timetable, duration, evaluation and promotion criteria) or through verified education programmes designed especially for adult education. The latter can be designed and proposed by the institution for adult education (listed in the register by the Ministry of Education and Sport) and adopted by the respective minister in cooperation with the respective council of experts.

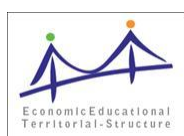
The NOQ standards and catalogues (available at the website of National Reference Point³⁴) are prepared by the National Institute for Vocational Education and Training (CPI) as well as the Council of Experts for Vocational Education and adopted by the minister in charge of labour. An initiative (proposal) for the preparation of professional standards can be submitted to the CPI by *any legal or natural person* (individuals, chambers, trade association, vocational associations, NGOs, trade unions and respective ministries). The decision on granting the new proposal lies with CPI and Committee responsible for the relevant field of vocational standard.

³³ Tertiary Education in Slovenia. Ministry of Education and Sport. Accessible from:
http://www.mss.gov.si/en/areas_of_work/tertiary_education_in_slovenia/

³⁴ Occupational standards and catalogues. National Reference Point. Accessible from:
<http://www.nrpslo.org/en/databases.aspx>



The local communities or municipalities are *founders* of adult education organisations such as the people's universities, yet as outlined in the previous chapter there are also other adult education providers (secondary schools, private educational organisations and others). The programmes for adult education are drawn up by the institutions themselves, and are either influenced by the local economy needs or by the Ministry of Education, Employment Service and other stakeholder's demands.



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1.3 Framework of regional / local Knowledge Management tools

Analytical picture of regional / local Knowledge Management tools in the field of secondary education, post-secondary education and vocational training and of the relevant economic & statistic indicators such as “Bulletin of Economic Information and Labour”, periodic statistic surveys, official Gazettes, periodic publications of the Chamber of Commerce, etc.

LEGAL BASIS:

Secondary education:

Organization and Financing of Education Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=200716&stevilka=718>

Placement of Children with Special Needs Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=20073&stevilka=101>

Special Rights of the Italian and Hungarian Ethnic Groups in Education Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=200135&stevilka=2046>

General education (gimnazije):

Gimnazije Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=20071&stevilka=2>

Matura Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=20071&stevilka=3>

Vocational and technical education and training:

Organization and Financing of Education Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=200716&stevilka=718>

Vocational Education Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=200679&stevilka=3449>

Post-secondary education:

Higher vocational education:

Post-secondary Vocational Education Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=200486&stevilka=3840>

Higher professional and academic education:

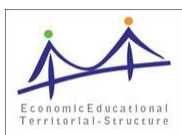
Decision on establishment of the Slovenian Quality Assurance Agency for Higher Education. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=2009114&stevilka=5216>

Higher Education Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=2004100&stevilka=4325>

Vocational training:

National Occupational Qualifications:

National Professional Qualifications Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=200985&stevilka=3792>



Adult education:

Adult Education Act. Official Gazette of the Republic of Slovenia. Accessible from: <http://www.uradni-list.si/1/objava.jsp?urlid=2006110&stevilka=4673>

Zbirka predpisov s področja vzgoje izobraževanja in športa [A collection of regulations in the field of education and sport. Available in Slovenian language from: <http://www.zizmond.info/zakoni/seznam.htm>

GENERAL INFORMATION:

Institute of the Republic of Slovenia for Vocational Education and Training. Accessible from: <http://www.siae.si/>

National Education Institute. Accessible from: http://www.zrss.si/default_ang.asp

National system overviews on education systems in Europe and ongoing reforms - Slovenia, July 2010. Eurydice. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/national_summary_sheets/047_SI_EN.pdf

Organisation of the Education System in Slovenia, 2008/2009. Eurydice. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SI_EN.pdf

Slovenian Institute for Adult Education. Accessible from: <http://www.siae.si/>

Structures of Education and Training Systems in Europe, Slovenia 2009/2010. Eurydice. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/structures/041_SI_EN.pdf

Secondary education:

General education (gimnazije):

General upper-secondary education in Slovenia. Ministry of Education and Sport. Accessible from: http://www.mss.gov.si/en/areas_of_work/upper_secondary_education_in_slovenia/general_upper_secondary_education_in_slovenia/

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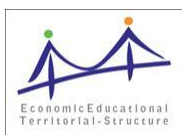
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Vocational and technical education and training:

Vocational and technical upper-secondary education in Slovenia. Ministry of Education and Sport. Accessible from: http://www.mss.gov.si/en/areas_of_work/upper_secondary_education_in_slovenia/vocational_and_technical_upper_secondary_education_in_slovenia/

Competency Catalogues (CPI) for:

Nižje poklicno izobraževanje (Short vocational education). Institute of the Republic of Slovenia for Vocational Education and Training. Accessible from: <http://www.cpi.si/nizje-poklicno-izobrazevanje.aspx>



Poklicno-tehniško izobraževanje (Vocational-technical education). Institute of the Republic of Slovenia for Vocational Education and Training. Accessible from: <http://www.cpi.si/poklicno-tehnisko-izobrazevanje.aspx>

Srednje poklicno izobraževanje (Vocational education). Institute of the Republic of Slovenia for Vocational Education and Training. Accessible from: <http://www.cpi.si/srednje-poklicno-izobrazevanje.aspx>

Srednje strokovno izobraževanje (Technical education). Institute of the Republic of Slovenia for Vocational Education and Training. Accessible from: <http://www.cpi.si/srednje-strokovno-izobrazevanje.aspx>

Post-secondary education:

DR-ZNA SLOVENIJA - Slovenia: A knowledge-based society. (Draft proposal summary for the establishment of a National Higher Education Programme 2011-2020). Ministry of Higher Education, Science and Technology. Accessible from: [http://www.mvszt.gov.si/index.php?L=1&id=233&no_cache=1&tx_ttnews\[tt_news\]=6649](http://www.mvszt.gov.si/index.php?L=1&id=233&no_cache=1&tx_ttnews[tt_news]=6649)

Merila za akreditacijo visokošolskih zavodov in študijskih programov. Official Gazette of the Republic of Slovenia. Accessible from: http://www.uradni-list.si/_pdf/2004/Ur/u2004101.pdf, p. 12180. (Criteria on accreditation of higher education institutions and study programmes, unofficial translation in EN accessible from: http://www.see-educoop.net/education_in/pdf/criteria_proced_accredit_study_prog_high_educ_instit-slo_enl_t04.pdf)

Recognition and Assessment of Education. Ministry of Higher Education, Science and Technology. Accessible from: http://www.mvzt.gov.si/en/areas_of_work/recognition_and_assessment_of_education/general/#c897

Register of Higher education institutions in the Republic of Slovenia. Ministry of Higher Education, Science and Technology. Accessible from: http://www.mvzt.gov.si/en/areas_of_work/higher_education/higher_education_system/register_of_higher_education_institutions_in_the_republic_of_slovenia/#c16877

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Tertiary Education in Slovenia. Ministry of Education and Sport. Accessible from: http://www.mss.gov.si/en/areas_of_work/tertiary_education_in_slovenia/

Vocational training:

Evaluation of the System of National Professional Qualification. Institute of the Republic of Slovenia for Vocational Education and Training. Accessible from: http://www.cpi.si/files/cpi/userfiles/Publikacije/Spremljava_eng.pdf

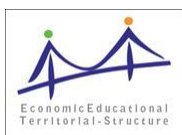
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Vpis in financiranje izobraževanja. Ministry of Education and Sport. Accessible from: http://www.mss.gov.si/si/delovna_podrocja/izobrazevanje_odraslih/vpis_in_financiranje_izobrazevanja/

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Chamber of Commerce and Industry of Slovenia. Accessible from: <http://eng.gzs.si/slo/>

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Economic statistics of the Dolenjska and Bela Krajina Region. Chamber of Commerce of Dolenjska and Bela krajina. Available from: <http://www.gzdbk.si/si/regija/gospodarstvo/>

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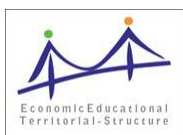
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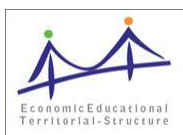
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Thematic Cartography. Statistical Office of the Republic of Slovenia. Available from: <http://www.stat.si/TematskaKartografija/Default.aspx?lang=eng>



CAP 2 STATISTICAL INDICATORS OF THE REGIONAL / LOCAL ECONOMY AND LABOUR

2.1 Current statistical indicators for the region / district

Statistical information is essential for understanding our complex and rapidly changing world. Eurostat regional yearbook 2009 offers a wealth of information on life in the European regions in the 27 Member States of the European Union, therefore this survey is focused on the same indicators³⁵ while the target (according to the ET-Struct project indications) is the NUTS III administrative level in each of the 10 partner's regions involved. A broad set of regional (*NUTS III level*) data³⁶ are presented on the following themes: population, labor market, gross domestic product, household accounts, structural business statistics, information society, science, technology and innovation, education, tourism and agriculture.

COHESION REGIONS AND STATISTICAL REGIONS OF THE REPUBLIC OF SLOVENIA

According to the Common Classification of Territorial Units for Statistics (NUTS), Slovenia is divided into three hierarchical levels as follows. The NUTS 1 level represents Slovenia as a whole country, at NUTS 2 level the country is divided into two cohesion regions: Vzhodna Slovenija (Eastern Slovenia) and Zahodna Slovenija (Western Slovenia) (see Figure 2). In terms of area the first is the larger region (12,212 km²) and has more than two thirds of all municipalities in Slovenia. At NUTS III level cohesion regions are broken down into 12 statistical regions. The Vzhodna Slovenija region is divided into 8 statistical regions: Pomurska, Podravska, Koroška, Savinjska, Zasavska, Spodnjeposavska, Jugovzhodna Slovenija and Notranjsko-kraška. The smaller cohesion region Zahodna Slovenija (8,061 km²) includes 4 statistical regions: Osrednjeslovenska, Gorenjska, Goriška and Obalno-kraška, and has only 64 municipalities (for division at NUTS III level see Figure 3).

³⁵ Some specific indicators have been added in order to provide an even more detailed picture of each area.

³⁶ The survey should be based on year 2009 data for all the 10 regions (*where available - otherwise the most recent data have to be used*).

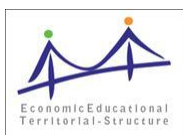
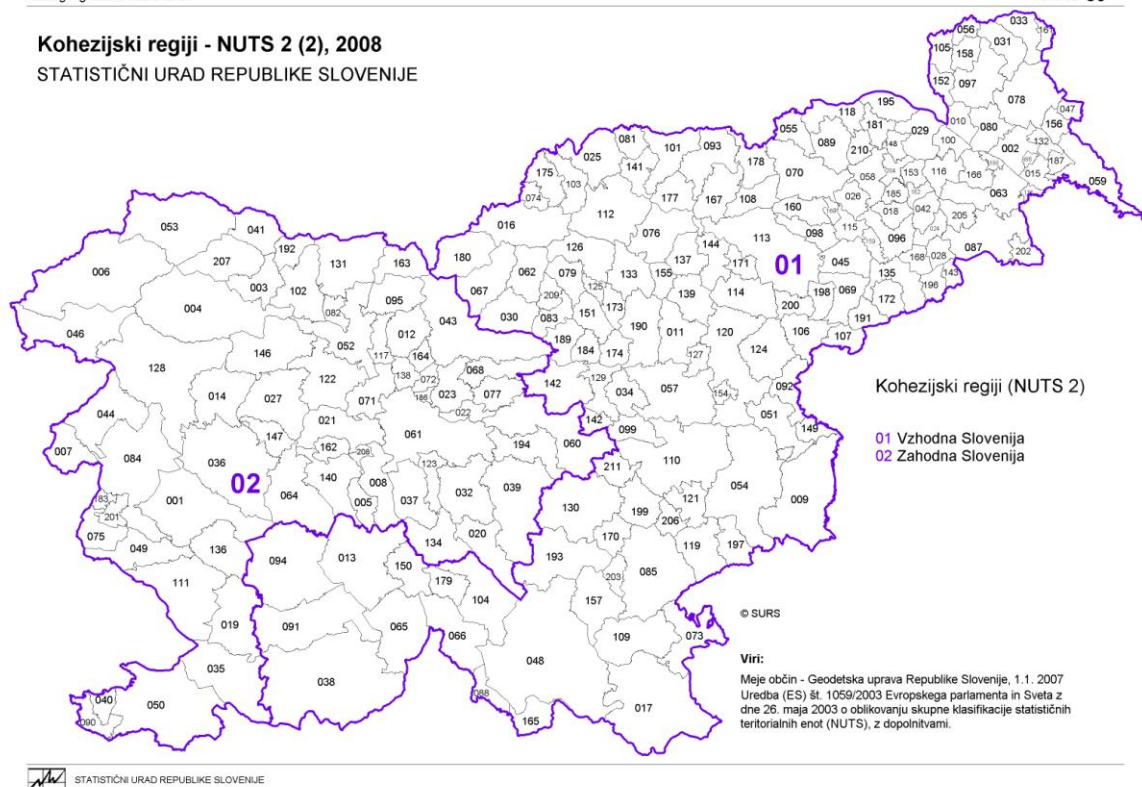


Figure 2: Cohesion regions at NUTS II level and municipalities, 2008

Katalog regionalnih delitev 2007

karta št. 30

Kohezijski regiji - NUTS 2 (2), 2008
STATISTIČNI URAD REPUBLIKE SLOVENIJE



Source: SORS.

The Jugovzhodna Slovenija statistical region (South-East Slovenia) is the largest statistical region in Slovenia at the NUTS III level and covers an area of 2.675 km². In total it comprises 20 municipalities: Črnomelj, Dolenjske Toplice, Kočevje, Kostel, Loški Potok, Metlika, Mirna Peč, Mokronog-Trebelno, Novo mesto, Osilnica, Ribnica, Semič, Sodražica, Straža, Šentjernej, Šentrupert, Škocjan, Šmarješke Toplice, Trebnje, Žužemberk. This analysis of statistical indicators mostly covers data referring specifically to the Jugovzhodna Slovenija region at NUTS III level and, where applicable, to specific sub-regions or municipalities. However, where appropriate statistical data was not available, indicators at the NUTS II or NUTS I levels had to be taken into consideration.

The city and Novo mesto is the regional centre and due to favourable economic indicators also a centre of national importance. However, Novo mesto is not considered to be a typical regional metropolis, since the sub-region of Kočevje and Ribnica, now part of the Jugovzhodna Slovenija statistical region, was long considered part of the Osrednjeslovenska region (Central Slovenia) and is still somewhat more connected to the capital city of Ljubljana³⁷. Apart from Kočevje and Ribnica region, Jugovzhodna Slovenija has

³⁷ Regionalni razvojni program razvojne regije Jugovzhodne Slovenije 2007-2013 [Regional development programme of the South-East Slovenia development region for 2007-2013]. 2006. Novo mesto: Razvojni Center Novo mesto. Available from: <http://www.rc-nm.si/docs/RRP%202007-2013.pdf>.

traditionally been divided into the Dolenjska sub-region with Novo mesto as its central municipality, and Bela krajina sub-region in the south at the border with the Republic of Croatia³⁸.

The municipality of Kočevje with an area of 555 km² is the largest Slovenian municipality ranked by area and covers 21% of the total area of Jugovzhodna Slovenija. According to data from second quarter of 2010, the most scattered land settlement was recorded in the municipality of Trebnje with 153 settlements³⁹.

2.1.1 POPULATION

Population number (also per gender) and density, population change in the last 20 years, fertility rates (*child per woman*), crude birth rates (*birth per 1.000 inhabitants*), percentage of population aged between 0 and 15 years old, percentage of population aged 65 years old and more, number and percentage of foreign citizens by gender and country.

NUMBER OF POPULATION, DENSITY, POPULATION CHANGE

According to data published by SORS for the first half of 2010, the number of population in Jugovzhodna Slovenija increased by 926 inhabitants to 142,092, of which 71,612 were men and 70,480 women. Compared to the number of population in Slovenia which on 1 January 2010 stood at 2,046,976 and amounted to 0.2% more than in mid-2009⁴⁰, the region's population represented 6.94% of inhabitants. Nearly 0.7% of the Jugovzhodna Slovenija inhabitants were members of the Roma minority. In comparison, on 31 December 2008 the number of population in Jugovzhodna Slovenija stood at 141,166 and the density of population was 52.8. Thus the region was third regarding population increase mainly due to immigration⁴¹.

In terms of population, the City of Novo mesto is the largest municipality of the region with ca. 36,000 inhabitants recorded in the second quarter of 2010, being the sixth largest Slovenian municipality by population. On the other side, the municipality of Osilnica is the smallest Slovenian municipality with only 403 inhabitants.

³⁸ For more information on the division of Jugovzhodna Slovenia into sub-regions see: Development Centre Novo mesto's website: <http://www.rc-nm.si/obcine/index.html>

³⁹ Territorial units and house numbers by municipalities, Slovenia, 2009. Statistical Office of the Republic of Slovenia. Available from: <http://www.stat.si/pxweb/Database/Municipalities/Municipalities.asp>

⁴⁰ Population. Rapid reports. 16. June 2010, No 15. Statistical Office of the Republic of Slovenia. Available from: <http://www.stat.si/doc/statinf/05-si-007-1001.pdf>

⁴¹ Slovene Regions in Figures 2010. Ljubljana: Statistical Office of the Republic of Slovenia. Available from: <http://www.stat.si/doc/pub/REGIJE-2010.pdf>

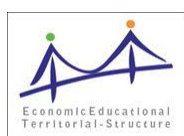
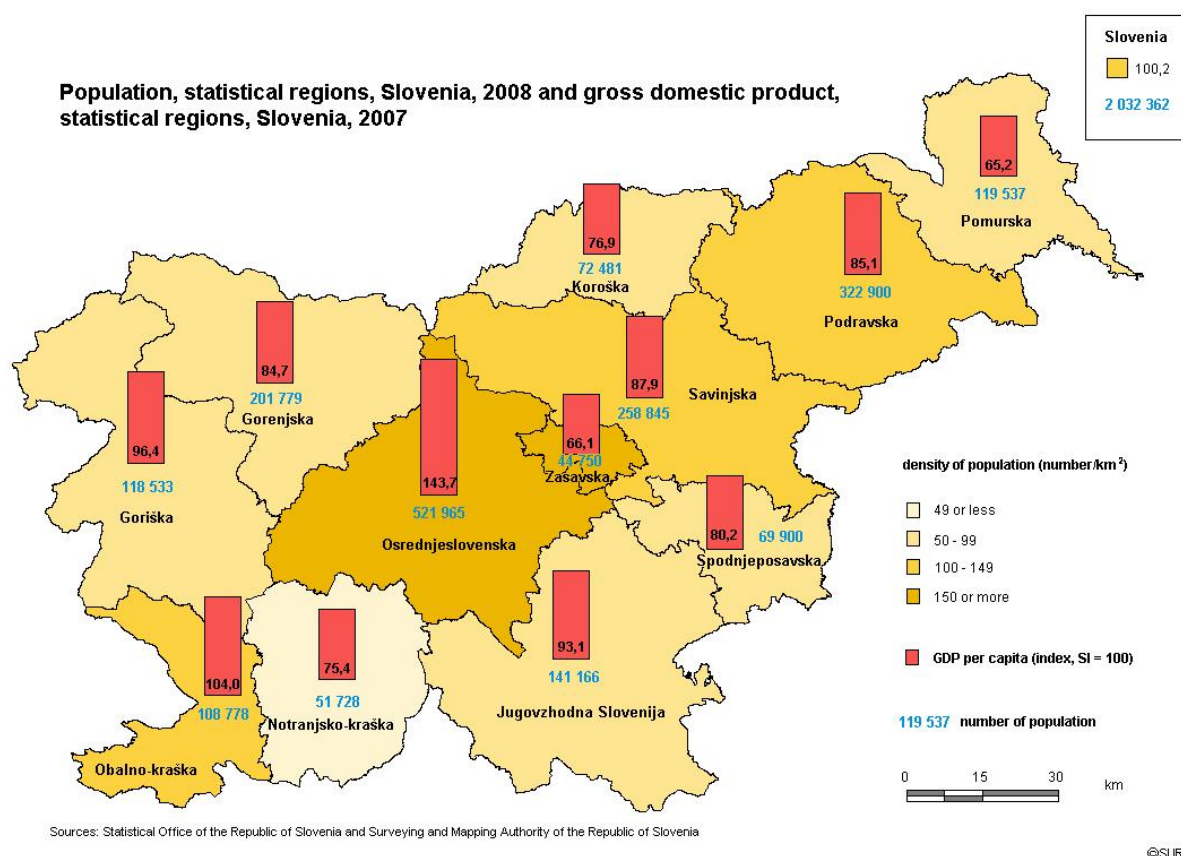


Figure 3: Population, 2008, and gross domestic product, 2007



Source: SORS.

As mentioned above, the number of population in Jugovzhodna Slovenija has been constantly increasing, whereas at the level of Slovenia it decreased in the early 1990s (see Table 1:). However, since then the population has been gradually increasing on an annual basis.

Table 1: Population by sex, Slovenia and Jugovzhodna Slovenija, annually

	1991	1995	2008	2010
Sex - TOTAL				
SLOVENIA	1,999,945	1,989,477	2025866	2,046,976
Jugovzhodna Slovenija	135,796	136,554	141,547	142,092
Men				
SLOVENIA	970,229	964,375	1,000,624	1,014,107
Jugovzhodna Slovenija	66,653	67,100	70,823	71,612
Women				
SLOVENIA	1,029,716	1025102	1025242	1,032,869
Jugovzhodna Slovenija	69,143	69,454	70,724	70,480

Source: SORS.

FERTILITY RATES, NATURAL INCREASE, TOTAL INCREASE

In 2009, the natural increase in Jugovzhodna Slovenija was positive as can be seen from Table 2:; however, it decreased slightly compared to the previous year. The crude birth rate (birth per 1.000

population) for the region was 10.7 and was already lower as in 2008. It should be mentioned that at the level of Slovenia, in 2009 the highest number of births after 1991 was recorded - 21,856 children were born alive; i.e. 39 more than in the previous year⁴². In 2008, the total fertility rate in Jugovzhodna Slovenija stood at 1.64, which was above the national average rate of 1.53.

According to provisional data for Slovenia, the first quarter of 2010 remained a period of positive natural population growth: 5,306 people were born in the whole country, which was 605 more than the number of those who died. In general, for the first three months of the year the mortality is higher, but in this quarter natural increase was very high: 1.2 per 1,000 inhabitants⁴³.

Table 2: Live births, deaths, natural increase, Jugovzhodna Slovenija region, annually

JUGOVZHODNA SLOVENIJA	1998	2000	2003	2005	2008	2009
Live births - TOTAL	1374	1358	1281	1318	1584	1524
Deaths - TOTAL	1337	1263	1354	1316	1237	1375
Natural increase - TOTAL	37	95	-73	2	347	149
Live births per 1000 population	10	9.8	9.2	9.5	11.3	10.7
Deaths per 1000 population	9.8	9.2	9.7	9.4	8.8	9.7
Natural increase per 1000 population	0.3	0.7	-0.5	0	2.5	1
Total increase per 1000 population	0	2	1.5	4	11.7	6.4

Source: SORS.

POPULATION BY AGE GROUPS

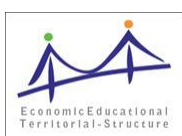
On 1 January 2010 the percentage of population aged between 0 and 14 years was 14.9%, whereas the percentage of population aged 65 years and more stood at 15.6%. The ageing index for Jugovzhodna Slovenija was the lowest in the country and amounted to favourable 104.8. In comparison, the highest ageing index in Slovenia was recorded in the Zasavska region (139.3). At the level of Slovenia the ageing index decreased by 0.3 of an index point and reached 117.7 at the beginning of 2010. The mean age of men stood at 39.0 years in Jugovzhodna Slovenija and 39.8 at the level of Slovenia, whereas the mean age of women was 42.1 and 43.1, respectively. Figure 4 shows the aging index by statistical regions in 2008, when the ageing index for Jugovzhodna Slovenija with 104.3 was similar to 2010⁴⁴.

At the end of 2008, 346,683 people in Slovenia were younger than 18, which is only 17.1% of the total population. As regards statistical regions, the highest number of children compared to total population was living in Jugovzhodna Slovenija (18.5%). Eurostat's projections show that by 2050 the number of people under 18 years in Slovenia will slightly decrease; for a number of years the decrease has been caused by low fertility, low net migration and longer life expectancy. According to these projections, by

⁴² Live births, Slovenia, 2009 - final data. First Release. 30.6.2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=3247.

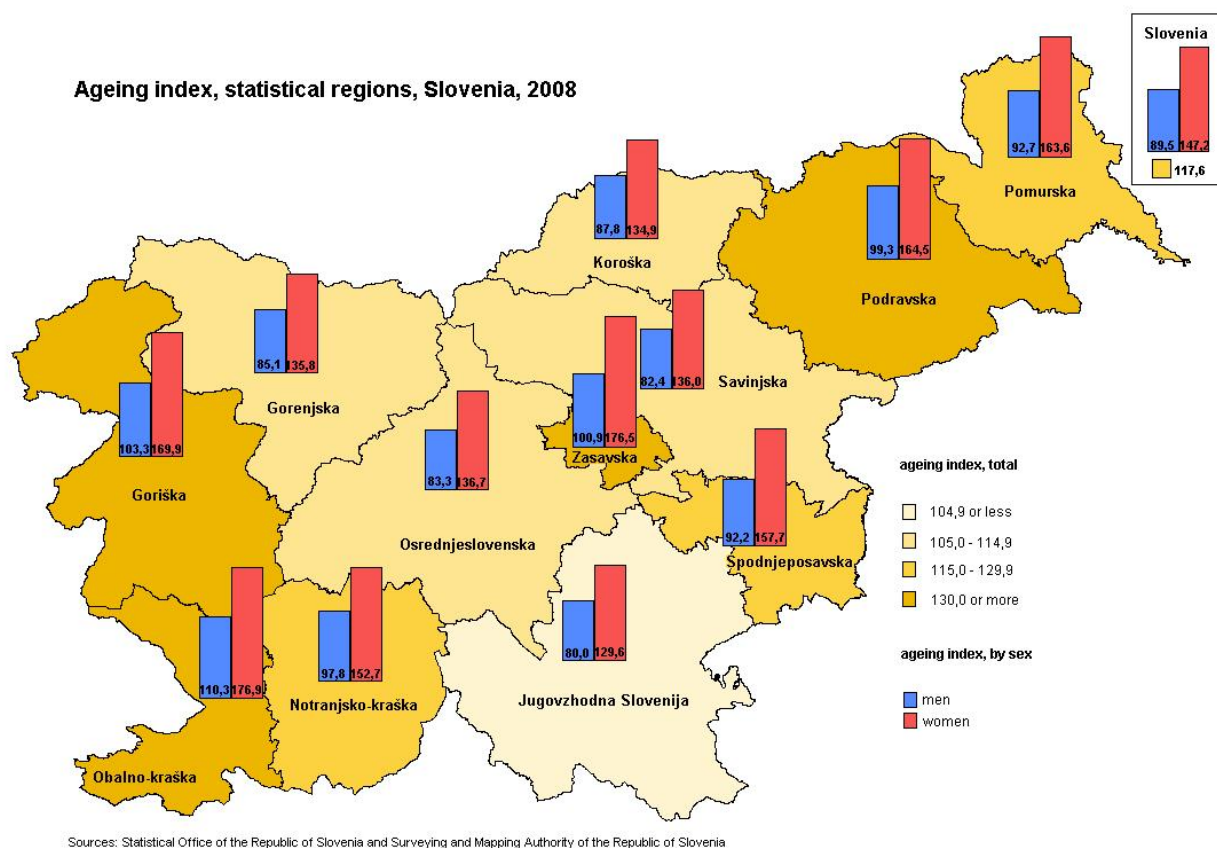
⁴³ Natural and migration changes of population, Slovenia, 1st quarter 2010 - provisional data. First Release. 30.7.2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=3315.

⁴⁴ Population. Rapid reports. 16. June 2010, No 15. Statistical Office of the Republic of Slovenia. Available from <http://www.stat.si/doc/statinf/05-si-007-1001.pdf>.



2050 the share of people under 18 will decrease from the current 17.1% to 15.6%. The lowest share of children is expected for the 2038-2042 period (14.7%)⁴⁵.

Figure 4: Ageing index, statistical regions, Slovenia, 2008



Source: SORS.

FOREIGN CITIZENS BY GENDER AND COUNTRY

As at 1 January 2010, the number of foreigners in Jugovzhodna Slovenija amounted to 5096 foreigners or 3.6%; 77% thereof were men. A slight increase in percentage of foreign citizens was recorded compared with 2008 (3.1%).

At the level of Slovenia, the population growth slowed somewhat in the second half of 2009. The increase in the number of foreigners was 70% lower than in the first half of 2009, while the increase in the number of citizens of Slovenia was nearly twice that of the first half of 2009. At the beginning of 2010, there were ca. 82,300 foreigners, residents of Slovenia, or 4% of the total population⁴⁶. Table 3 shows a detailed picture of the migration change in Slovenia and Jugovzhodna Slovenija in the past 10 years.

⁴⁵ Children's Week 2009. Special Release, 2 October 2009. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=2673.

⁴⁶ Population. Rapid reports. 16. June 2010, No 15. Statistical Office of the Republic of Slovenia. Available from <http://www.stat.si/doc/statinf/05-si-007-1001.pdf>.

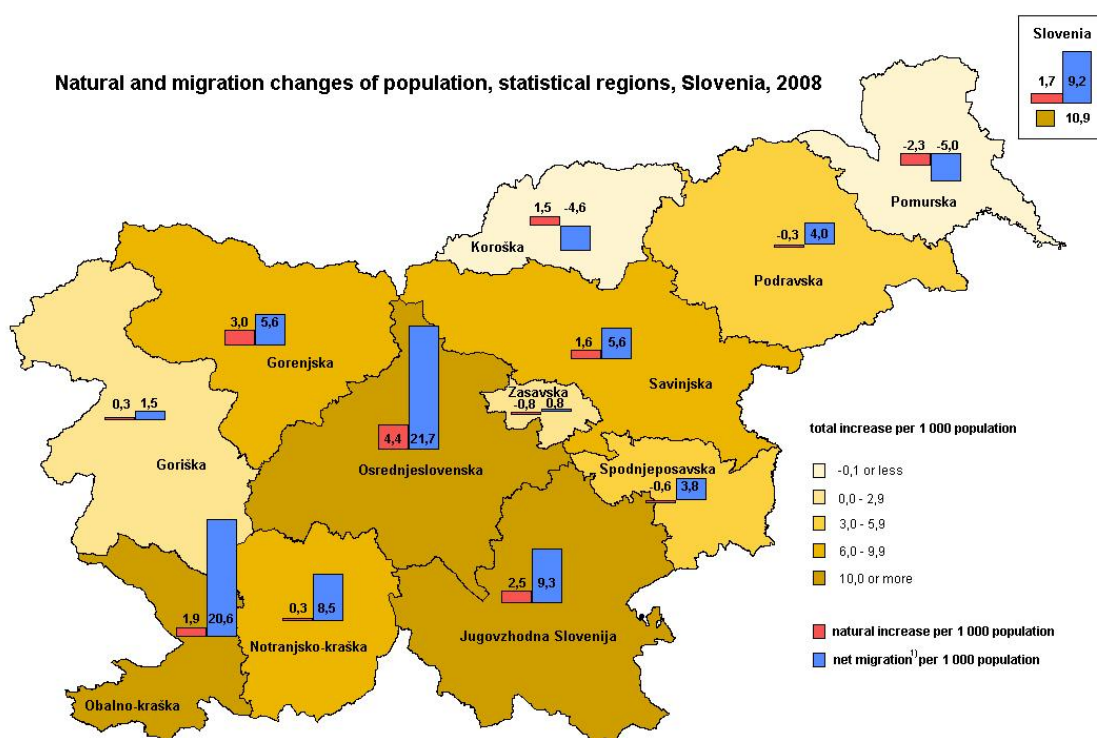
In Slovenia, especially a constant annual increase in immigrated citizens of Bosnia and Herzegovina has been recorded since 2000. Also in 2008 among foreigners who immigrated to Slovenia the highest number were citizens of Bosnia and Herzegovina (13,000 or 46% of all foreign immigrants). The second largest share was recorded by citizens of Serbia (4,362). Among foreigners who immigrated to Slovenia in 2008, around 2,000 were citizens of EU Member States, mostly citizens of new Member States, such as Bulgaria, Slovakia and Romania⁴⁷.

Table 3: Migration change of population, Slovenia and Jugovzhodna Slovenija, annually

	SLOVENIA				Jugovzhodna Slovenija			
	1999	2003	2007	2009	1999	2003	2007	2009
Immigrants from abroad - Total	4941	9279	29193	30296	277	599	2073	1986
Emigrants to abroad - Total	2606	5867	14943	18788	164	403	1066	1258
Net migration from abroad - Total	2335	3412	14250	11508	113	196	1007	728
Total net migration - Total	2335	3412	14250	11508	285	281	919	753
Immigrants from abroad per 1000 population	2.5	4.6	14.5	14.8	2	4.3	14.7	14
Emigrants to abroad per 1000 population	1.3	2.9	7.4	9.2	1.2	2.9	7.6	8.9
Net migration from abroad per 1000 population	1.2	1.7	7.1	5.6	0.8	1.4	7.1	5.1

Source: SORS

Figure 5: Natural and migration changes of population, statistical regions and Slovenia, 2008



Source: SORS

⁴⁷ Migration Changes, Slovenia, 2008. First Release. 30 Sept. 2009. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=2666

2.1.2 LABOUR MARKET

Employment rate for the 15-64 age group (per gender), unemployment rate (per gender), employment rate change in the last 20 years (per gender), share of employees per economic macro-sector, usual weekly hours of work in main job, national rank of unemployment rate (*position of the NUTS III region*).

According to register data based on the Statistical Register of Employment⁴⁸, in 2009 there were 858,171 persons in employment on average in Slovenia (2.4% less than in 2008). Among the persons in employment there were 767,373 persons in paid employment (2.8% less than in 2008) and 90,798 self-employed persons (1.6% more than in 2008). There were 56.0% men and 44.0% women in the labour force⁴⁹. Following strong growth in 2007 and in the first three quarters of 2008, the number of people in employment started to decline in November 2008.

In August 2010, there were nearly 834,000 people in employment in Slovenia, and 52,656 in Jugovzhodna Slovenija, which accounts to 6.3% of labour force in the country. From almost 57,000 employed persons in August 2008, the number fell to 54,281 in August 2009. Thus, in August 2010 the total number of employed was down 7.35% on the same month of 2008. This shows that the slowdown in economic activity resulting from the global financial and economic crisis had inevitable consequences for the labour market. In 2009, two thirds or 20,000 people have been employed in the manufacturing sector⁵⁰.

In Jugovzhodna Slovenija, in 2009 almost as many people have been employed in the service sector as in the non-agricultural sector, while only one percent of the population of the region was still directly involved in agriculture. Employee numbers were highest in the manufacturing sector, the commercial sector, tourism, education, healthcare and social care and other economic activities. Within the manufacturing sector, most of the job vacancies were available in the pharmaceuticals and motor vehicle industry⁵¹.

As regards the labour migration, there were more commuters to the Jugovzhodna Slovenija region (mainly from the Spodnjeposavska region) than commuters from the region going to work in the Osrednjeslovenska region. Poor public transport restricts the circulation of workers within the region, especially from the Kočevje and Ribnica region, where there are fewer employment opportunities. Workers from these areas traditionally drive to work to the Osrednjeslovenska region.

⁴⁸ There are methodological differences between register data and data obtained by statistical surveys of persons in employment. Within this analysis, the register data has mainly been taken into consideration. Register data are based on the Statistical Register of Employment, while survey data are obtained by the Labour Force Survey. In register data we have full coverage while Labour Force Survey results are estimates based on a statistical sample. contracts, while the Labour Force Survey also covers unpaid family workers and persons working under contracts for work/service or for direct payment, i.e. persons who in the week (from Monday to Sunday) before the interview performed any work for payment (in money or in kind), profit or family gain. See: Labour Market. Rapid Reports. 28.9.2010, No 21. SORS. Available from: <http://www.stat.si/doc/statinf/07-SI-008-1004.pdf>

⁴⁹ Labour Market. Rapid Reports. 26.8.2010, No 19. SORS. Available from: <http://www.stat.si/doc/statinf/07-SI-009-1001.pdf>

⁵⁰ Avšič, Vera: Regija je bila uspešnejša od države. 189/2010, 29.9.2010. Finance. Available from: <http://www.finance.si/290540>

⁵¹ Information on labour market for South-East Slovenia, Employment Service of Slovenia, 2010. Available from: http://www.ess.gov.si/_files/377/Trg_dela_Jugovzhodna_Slovenija.pdf

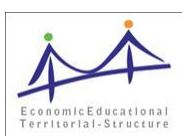
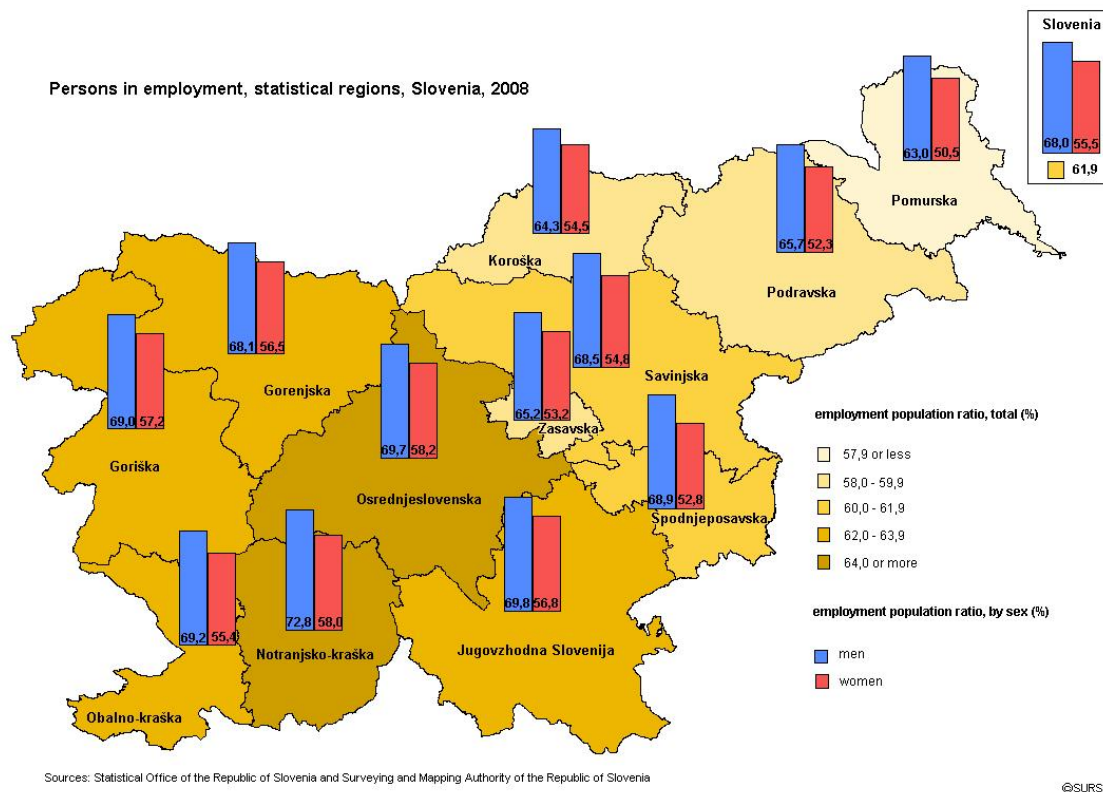


Figure 6: Persons in employment, statistical regions, Slovenia, 2008



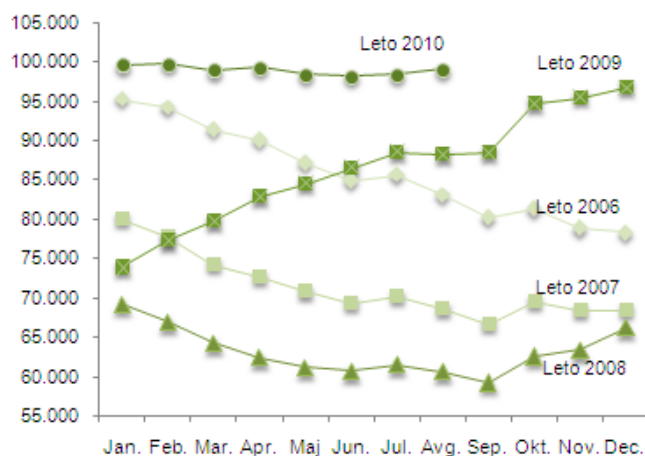
Source: SORS

Due to the economic crisis, a large yearly increase of the registered unemployed persons⁵² in Slovenia in 2009 was observed (86,354 on average) - 36.6% more people were registered than in 2008. A total of 96,672 people were registered with the ESS at the end of the year. In comparison with 2008, the registered unemployment rate rose by 2.4 percentage points to 9.1 %. The ratio between male and female registered unemployed persons in 2009 was in favour of women, as more than half of all men (50.9%) were unemployed. A total of 114,496 unemployed people were newly registered with the Employment Service of Slovenia, which was a rise of 61.7% on 2008. This trend is still persisting, since in the first half of 2010 the average national unemployment rate stood at 10.6%. The largest category of new registrations in 2009 continued to be made up of people whose fixed-term employment contracts had come to an end (45,146 people, or 39.4%). The largest increase was seen in the category of workers made permanently redundant and those unemployed as the result of bankruptcies⁵³. Figure 7 shows the trend of unemployment in Slovenia since 2006.

⁵² It should be mentioned that there are methodological differences between register data and data obtained by statistical surveys of unemployed persons. The register data are obtained from the Register of Unemployed Persons, which is kept by the Employment Service of Slovenia, while survey data are obtained by the Labour Force Survey. Thus registered unemployed persons are persons who are registered by the employment office and fulfil all criteria defined by the employment office, whereas according to the Labour Force Survey unemployed persons are persons who in the week (from Monday to Sunday) before the interview did not perform any work for payment (in money or in kind), profit or family gain but have been actively seeking work in the last four weeks before the interview and are prepared to accept it in two weeks. See: Labour Market. Rapid Reports. 28.9.2010, No 21. SORS. Available from: <http://www.stat.si/doc/statinf/07-SI-008-1004.pdf>

⁵³ Overview of the Employment Service of Slovenia 2009. Ljubljana: ESS. Available from: http://www.ess.gov.si/_files/932/predstavitevni_pregled_zrsz_2009.pdf

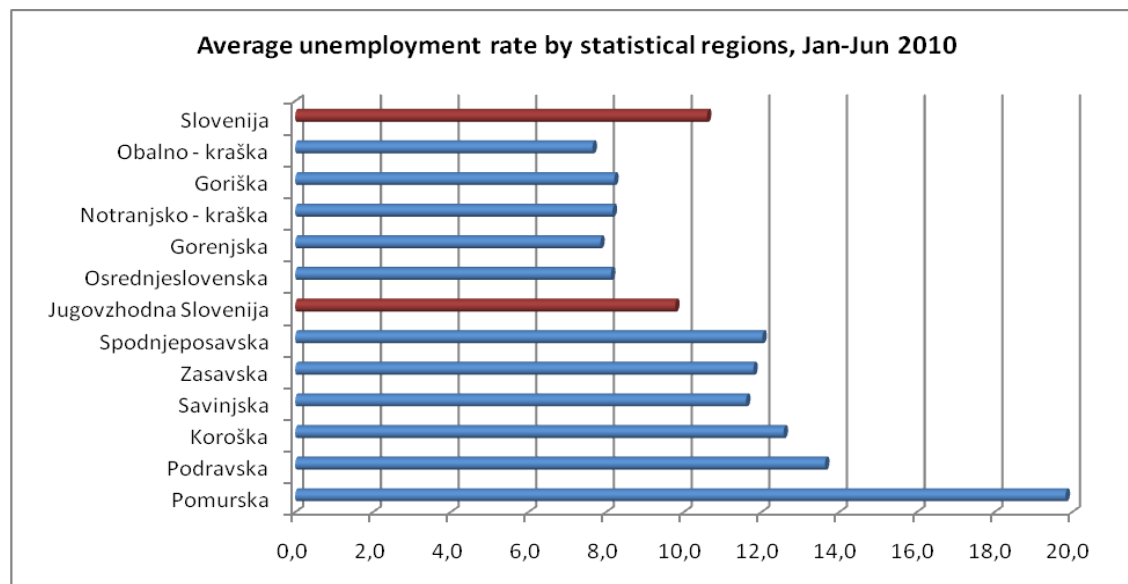
Figure 7: Number of unemployed persons in Slovenia from 2006 to 2010



Source: ESS.

The same trend has been recorded in the Jugovzhodna Slovenija region, where the unemployment rate increased from 6.3% in 2008 to 8.9% in 2009, however, it was still below the national average. In the first half of 2010, with 9.8% the region had the sixth lowest unemployment rate in Slovenia (see Figure 8). However, within the region the figures vary greatly. Thus, in the first half of 2010 the highest unemployment rate of 18.5% was recorded in the municipality of Kočevje, followed by Osilnica (17.9%) and Kostel (15.2%). With an unemployment rate of around 13%, a negative trend in employment has for several years been registered in the municipalities of Bela Krajina region at the border with Croatia. The lowest numbers of unemployed persons were recorded in the municipalities around the largest city of Novo mesto, where the unemployment rates stood at around 6% or 7%.⁵⁴

Figure 8: Average unemployment rate by statistical regions and in Slovenia, January-June 2010, %



Source: SORS

⁵⁴ Annual Report 2009, Regional Office of Novo mesto of the Employment Service of Slovenia. Available from: http://www.ess.gov.si/_files/840/LP2009NM.pdf

In August 2010, there were 6,674 registered unemployed people in Jugovzhodna Slovenija, of which nearly 3,500 were men (52.2%). Unemployment in the region is characterised by structural unemployment and a larger proportion of difficult-to-employ unemployed persons, due to age and health problems and inadequate or inappropriate skills among the unemployed. Older persons over 50 years of age make up nearly 30% of all unemployed workers (see Table 4), just over half are persons with no professional qualifications (see Table 5), and almost 50% of registered unemployed persons have been looking for employment for over a year (see Table 6).

Table 4: Registered unemployment persons by age groups, August 2010

	up to 18 years	18-25 years	25-30 years	30-40 years	40-50 years	50-60 years	60 and above	Total
Jugovzhodna Slovenija	47	733	1,033	1,477	1,419	1,831	134	6,674
SLOVENIA	108	9,746	15,437	22,011	20,582	28,796	2,352	99,032

Source: ESS.

Table 5: Registered unemployed persons by level of education, August 2010

Level of education	I.	II.	III.	IV.	V.	VI.	VII. +VIII.	Bologna study programmes	TOTAL
Jugovzhodna Slovenija	2,797	513	48	1,435	1,244	190	438	9	6,674
SLOVENIA	31,577	5,028	886	24,044	25,713	3,408	8,156	220	99,032

Source: ESS.

Table 6: Registered unemployed persons by duration of unemployment, August 2010

	Up to 3 months	3-6 months	6-9 months	9-12 months	1-2 years	2-3 years	3-5 years	5-8 years	8 years and more	Total
Jugovzhodna Slovenija	1,204	717	706	711	1,633	493	437	313	460	6,674
SLOVENIA	17,545	12,863	11,595	12,916	23,435	6,480	6,118	4,243	3,837	99,032

Source: ESS.

In the first half of 2010, there has been a demand reduction in employees by 3% compared with 2009, especially in the municipalities of Trebnje and Novo mesto. Most of the newly employed people out of 3,282 have been employed in the manufacturing sector (ca 1,000) and in other business activities (648 employees), in retail and repair of motor vehicles. These sectors are followed by construction, health care and social work activities, as well as accommodation and food service activities. Fewer vacancies as in the last year have been recorded in the culture, real estate activities and public utility services.

In order to ensure better comparison with other regions, the figures according to the labour force survey calculated in compliance with the Eurostat method should also be mentioned. In 2009, the survey-based unemployment rate of Jugovzhodna Slovenija was 6.1%, whereas at the level of Slovenia it was 5.9%. Further, the activity rate stood at 61.3 for Jugovzhodna Slovenija and 59.5 for the whole Slovenia; the employment/population ratios were 57.6 and 56.0 respectively⁵⁵.

⁵⁵ Labour Market. Rapid Reports. 28.9.2010, No 21. SORS. Available from: <http://www.stat.si/doc/statinf/07-SI-008-1004.pdf>

At the level of Slovenia, the average monthly gross earnings for September 2010 amounted to EUR 1,485.58 and were 3.6% higher than those for September 2009. In Jugovzhodna Slovenia the wages stood at quite the same level of EUR 1,423.57 and have increased in comparison with September 2009.

Table 7: Average monthly gross and net earnings and nominal indices by legal persons by statistical regions, Slovenia, September 2010

REGION	GROSS EARNINGS				NET EARNINGS			
	EUR				EUR			
	IX 10	Ø I - IX 10	IX 10 IX 09	Ø I-IX 10 Ø I-IX 09	IX 10	Ø I - IX 10	IX 10 IX 09	Ø I-IX 10 Ø I-IX 09
SLOVENIA	1485.58	1475.80	103.6	104.1	963.84	956.09	103.7	104.1
01 Pomurska	1308.45	1296.04	102.6	106.7	874.88	866.23	103.1	106.6
02 Podravska	1363.37	1360.75	102.8	103.7	898.79	895.01	103.1	103.7
03 Koroška	1359.52	1324.60	106.7	106.2	896.85	874.45	106.2	105.8
04 Savinjska	1364.98	1341.06	105.6	106.2	898.94	882.35	105.4	105.8
05 Zasavska	1404.91	1387.05	104.2	103.7	916.28	905.58	103.9	103.5
06 Spodnjeposavska	1371.06	1348.14	104.5	103.0	906.15	890.58	104.6	103.2
07 Jugovzhodna Slovenija	1423.57	1423.85	104.7	106.0	939.58	937.23	104.6	105.7
08 Osrednjeslovenska	1662.50	1656.63	102.9	102.8	1054.27	1048.76	103.1	102.9
09 Gorenjska	1430.22	1424.66	104.6	104.7	936.95	932.33	104.5	104.6
10 Notranjsko-kraška	1291.84	1267.86	105.1	103.9	860.75	845.03	104.7	103.6
11 Goriška	1454.20	1436.84	104.1	105.4	954.71	942.57	104.2	105.4
12 Obalno-kraška	1468.76	1461.84	102.0	102.6	954.83	949.31	102.4	102.8

Source: SORS.

2.1.3 GROSS DOMESTIC PRODUCT AND HOUSEHOLD ACCOUNTS

Share of GDP in the NUTS II region, GDP per inhabitant and reference to the national average, GDP per inhabitant in the last 20 years, primary income of private households per inhabitant, disposable income of private households per inhabitant, disposable income of private households as % of primary income, development of disposable income of private households per inhabitant (from 2001).

The breakdown of gross domestic product by statistical regions is only available for the most recent reference year of 2007, when the region of Jugovzhodna Slovenija recorded positive relative changes (compared to the national average). With EUR 15,938 or 6.5% the region was fourth in the country by GDP per capita, whereas the national average stood at EUR 17,123. The Osrednjeslovenska region is at the other end of the spectrum, with the highest GDP per capita in Slovenia of EUR 24,500 or 36.1%; in 2007, it increased its advantage over the national average by as much as 5.2 index points compared with 2000. At the NUTS 2 level, Zahodna Slovenija exceeded the Slovenian average by slightly over one fifth and the European average by 7.8%, while Vzhodna Slovenija stood at the level of 82.4% of the Slovenian average and 73.8% of the European average⁵⁶. For information on GDP in all 12 Slovenian statistical regions see Figure 3 and Table 8.

⁵⁶ Kmet Zupančič Rotija, ed. 2010. Development Report 2010. Ljubljana: IMAD. Available from: http://www.umar.gov.si/en/publications/development_report/?no_cache=1

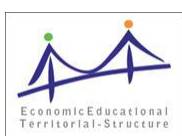


Table 8: Gross domestic product per capita, indices, Slovenia = 100

Cohesion region / Statistical region	1995	2000	2005	2006	2007	GVA structure 2007, %
Slovenija	100.0	100.0	100.0	100.0	100.0	100.0
Zahodna Slovenija	118.9	118.5	120.0	120.4	120.4	55.7
Obalno-kraška	108.5	105.4	101.8	102.3	104.0	5.5
Goriška	99.3	99.0	96.3	96.3	96.4	5.7
Gorenjska	89.2	87.6	85.3	84.3	84.7	8.4
Osrednjeslovenska	138.0	138.5	143.4	144.3	143.7	36.1
Vzhodna Slovenija	84.2	84.4	82.9	82.5	82.4	44.3
Notranjsko-kraška	78.7	80.5	76.0	74.8	75.4	1.9
Jugovzhodna Slovenija	88.7	91.7	92.7	92.9	93.1	6.5
Spodnjeposavska	80.9	85.0	82.5	80.8	80.2	2.8
Zasavska	84.8	79.3	69.7	68.1	66.1	1.5
Savinjska	93.0	90.6	89.6	88.9	87.9	11.3
Koroška	79.6	82.7	78.7	76.7	76.9	2.8
Podravska	81.6	83.7	83.5	84.2	85.1	13.5
Pomurska	74.9	69.6	66.8	65.7	65.2	3.9

Source: SI – STAT data portal – Economy – National accounts – Regional GDP, 2010.
Note: GVA – gross value added.

Source: IMAD.

As shown in Table 9, the GDP per capita recorded a continuous increase in the last 15 years, both in Jugovzhodna Slovenija region and at national level. In 2007, regional variation in GDP per capita slightly increased; however, it has been fairly stable since 2003. Disparities of regions at the NUTS 3 level increased in 2007 by 0.1 percentage points and were up by 2.8 percentage points compared with 2000. However, regional variation was still modest relative to the EU average⁵⁷.

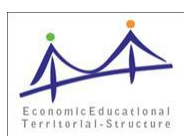
Despite a slowdown in economic growth in 2008, Slovenia's economy grew at a faster pace than the EU average (by 2.7 percentage points), much as it did at the height of the economic cycle (2004-2007). Thus, in 2008, the GDP per capita was favourable EUR 18,450, but in 2009 it already decreased to EUR 17,331. According to latest data for Slovenia, GDP again decreased by 1.2 per cent in the first quarter of 2010. This is the sixth decrease of GDP in a row; however the decrease in the first quarter of 2010 was lower than in 2009.

Table 9: Regional gross domestic product, current prices, annually

		1995	1998	2000	2003	2005	2007
Mio EUR (fixed exchange rate 2007)	SLOVENIA	10,294	14,969	18,481	25,114	28,750	34,568
	Jugovzhodna Slovenija	630	947	1,174	1,570	1,856	2,249
Structure (Slovenia=100%)	SLOVENIA	100	100	100	100	100	100
	Jugovzhodna Slovenija	6.1	6.3	6.4	6.3	6.5	6.5
Per capita, EUR (current exchange rate)	SLOVENIA	8,101	9,715	10,858	12,900	14,369	17,123
	Jugovzhodna Slovenija	7,190	8,885	9,953	11,598	13,316	15,938

Source: SORS

⁵⁷ Kmet Zupančič Rotija, ed. 2010. Development Report 2010. Ljubljana: IMAD. Available from: http://www.umar.gov.si/en/publications/development_report/?no_cache=1.



The statistical data for national accounts can only be compared at the NUTS II level of cohesion regions, since no data is collected for the regions at the NUTS III level of statistical regions. According to the latest data for 2007 the household primary income in Slovenia amounted to EUR 21 754 million and increased by 9.8% compared to 2006. A larger share of primary income was created by households in Zahodna Slovenija (Western Slovenia), EUR 11 027 million or 50.7%. Households in Vzhodna Slovenija (Eastern Slovenia; with Jugovzhodna Slovenija as the largest statistical region) in the same year created EUR 10 728 million or 49.3% of the total. For the fourth consecutive year the growth of primary income was higher in Vzhodna Slovenija (10.3%) than in Zahodna Slovenija (9.3%).

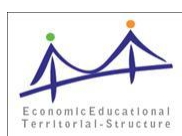
In 2007, household disposable income in the Vzhodna Slovenija cohesion region increased by 9.2% and in the Zahodna Slovenija cohesion region by 8.5%. Consequently, the share of household disposable income in Vzhodna Slovenija reached 50.8%, which is the largest share in the 2000-2007 period. In 2007 the net disposable income amounted to EUR 19 606 million and increased by 8.9% compared to the previous year. Household disposable income in Vzhodna Slovenija increased by 9.2% and amounted to EUR 9 961 million, while those in Zahodna Slovenija increased by 8.5% and amounted to EUR 9 644 million. This is the third consecutive year when the growth of disposable income was higher in Vzhodna Slovenija⁵⁸. Detailed overview of the household account ratio between the two cohesion regions is presented in Table 10.

Table 10: Household accounts by region, Slovenia, 2004-2007, structure (%)

ALLOCATION OF PRIMARY INCOME ACCOUNT OF HOUSEHOLDS	2004	2005	2006	2007
Net operating surplus and Mixed Income, Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	55.6	55.6	55.9	55.8
Zahodna Slovenija	44.4	44.4	44.1	44.2
Compensation of employees, (receivable), Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	47.3	47.4	47.6	47.8
Zahodna Slovenija	52.7	52.6	52.4	52.2
Property Income, (receivable), Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	38.9	41.5	41.7	42.0
Zahodna Slovenija	61.1	58.5	58.3	58.0
Property Income, (payable), Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	34.6	34.2	34.7	33.4
Zahodna Slovenija	65.4	65.8	65.3	66.6
Net balance of Primary Income, Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	48.7	48.9	49.1	49.3
Zahodna Slovenija	51.3	51.1	50.9	50.7
Social Benefits other than Social Benefits in kind, (receivable), Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	51.6	51.5	51.3	50.9
Zahodna Slovenija	48.4	48.5	48.7	49.1
Current Taxes on Income, Wealth, etc., (payable), Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	42.7	43.0	43.6	43.9
Zahodna Slovenija	57.3	57.0	56.4	56.1
Net disposable Income, Slovenia	100.0	100.0	100.0	100.0
Vzhodna Slovenija	50.5	50.6	50.7	50.8
Zahodna Slovenija	49.5	49.4	49.3	49.2

Source: SORS

⁵⁸ Household accounts by region, Slovenia, 2007. First Release. 8 Oct. 2009. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=2620.



2.1.4 STRUCTURAL BUSINESS STATISTICS

Number of business activities per 1.000 inhabitants, business local units per square meters, degree of regional specialisation by activity (*NACE sections*), definition of the added value per sector of activity (*agriculture, manufacturing, construction and services*), evolution of the industrial production in the last 20 years, share of exports per NACE macro-sector, national rank of exports (*position of the NUTS III region*), first 10 countries of destination of local goods (*exportations*), structure of employment in real estate, renting and other business activities, persons employed in business services (NACE divisions K 72 and K 74), growth rate in business services (NACE divisions K 72 and K 74) in the last 20 years.

According to the most recent data for 2009, collected by the Statistical Office of the Republic of Slovenia (SORS) nearly 8,700 enterprises⁵⁹ were registered in Jugovzhodna Slovenia which is 5.4% of all enterprises in Slovenia. The highest number was recorded in Osrednjeslovenska regija with 44.9% of all enterprises in Slovenia and the lowest in the smallest statistical region of Zasavje with 1.1% of enterprises. The turnover of enterprises in Jugovzhodna region decreased from nearly EUR 6,000 Mio to EUR 5,422. However, 63% of the regional turnover was recorded in Novo mesto alone which shows the unevenly distributed economic development within the region.

Figure 9: Number of enterprises in Jugovzhodna Slovenija and at national level, annually

	SLOVENIA		Jugovzhodna Slovenija	
	2008	2009	2008	2009
Number of enterprises	152,541	160,931	8,268	8,699
Number of persons employed	881,598	864,347	50,213	48,832
Turnover (1000 EUR)	95,786,283	83,060,213	5,961,848	5,422,208

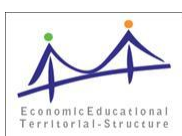
Source: SORS

Considering data collected through companies' annual reports within the Agency of the Republic of Slovenia for Public Legal Records and Related Services (AJPES)⁶⁰ in 2009, the number of companies⁶¹ in Jugovzhodna Slovenija was ca. 2300. They generated EUR 4.7 billion of income and 4.5 billion of expenses,

⁵⁹ The observation unit within the SORS statistical data is an enterprise registered as a legal or natural person that had either turnover or employment during the reference year. For units according to the Standard Classification of Institutional Sectors and Non-profit Institutions Serving Households, in determining enterprises membership fees, subsidies and other operating income are also taken into account. However, they are not included in turnover. An enterprise is an organizational unit producing goods or services which benefits from a certain degree of autonomy in decision making, especially in the allocation of its current resources. An enterprise carries out one or more activities at one or more locations. Legal units (Legal units are legal entities in the PRS for which data are quarterly disseminated on the AJPES website.) are registered legal or natural persons. See: Business Entities. Rapid Reports. No 4, 25 February 2010. Available from: <http://www.stat.si/doc/statinf/14-si-188-1001.pdf>

⁶⁰ Informacija o poslovanju gospodarskih družb, samostojnih podjetnikov in zadrug v Jugovzhodni Sloveniji v letu 2009. AJPES Novo mesto branch. 20.5.2010. Available from: http://www.ajpes.si/doc/LP/Informacije/PoStatRegijah/07_Jugovzhodna_Slovenija_Informacija_LP_GD_zadruga_SP_2009.pdf

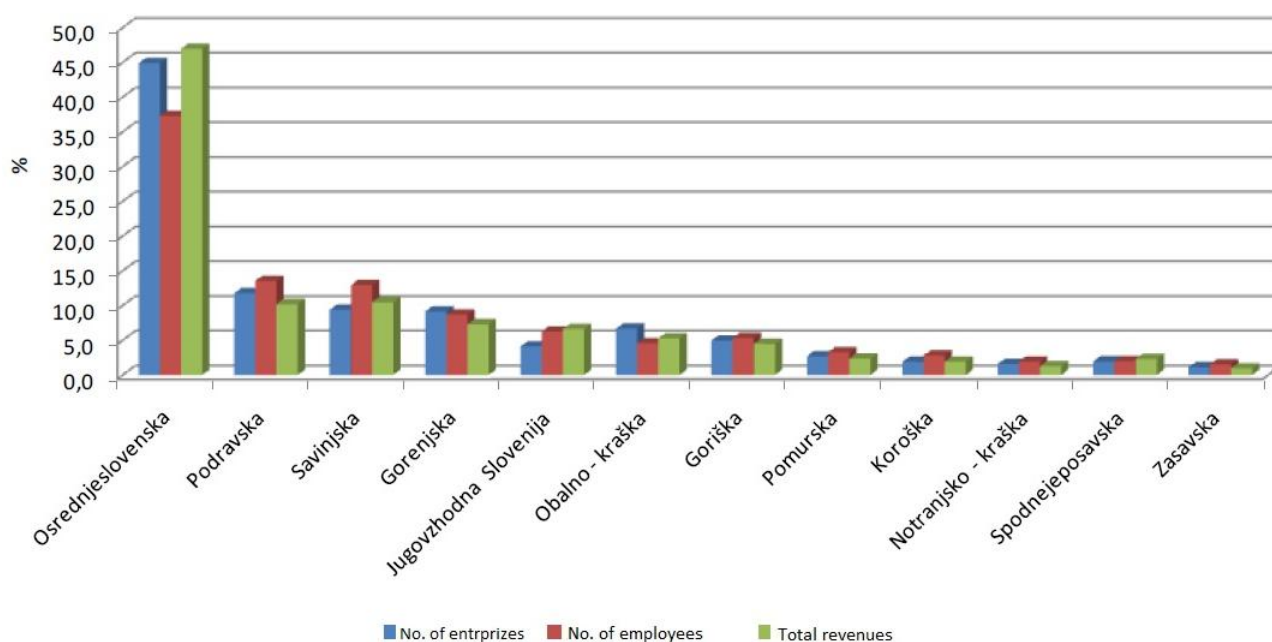
⁶¹ Companies are legal persons that are according to the Companies Act organised as one of the following forms of companies: limited liability company, general partnership, joint stock company, limited partnership with share capital or limited partnership. See: Business Entities. Rapid Reports. No 4, 25 February 2010. Available from: <http://www.stat.si/doc/statinf/14-si-188-1001.pdf>



and the net profit stood at EUR 210 million. Compared to 2008 the net profit of companies fell by 5.9 %. The larger part of it was contributed by the large companies (82.4%), followed by micro companies (7.6%), medium-sized companies (6.4%) and small companies (3.5%). Ten companies of the Jugovzhodna Slovenija region ended the 2009 financial year with more than 1 million net profits.

Besides companies mentioned above, in 2009 more than 4,000 private entrepreneurs⁶² or natural persons were registered in the region which employed 4,000 people. More than one half of them did not have any employees and compared to 2008 their revenues fell by 12% to EUR 376 Mio.

Figure 10: Number of companies and employees, total revenues by statistical regions, in 2009 (%)

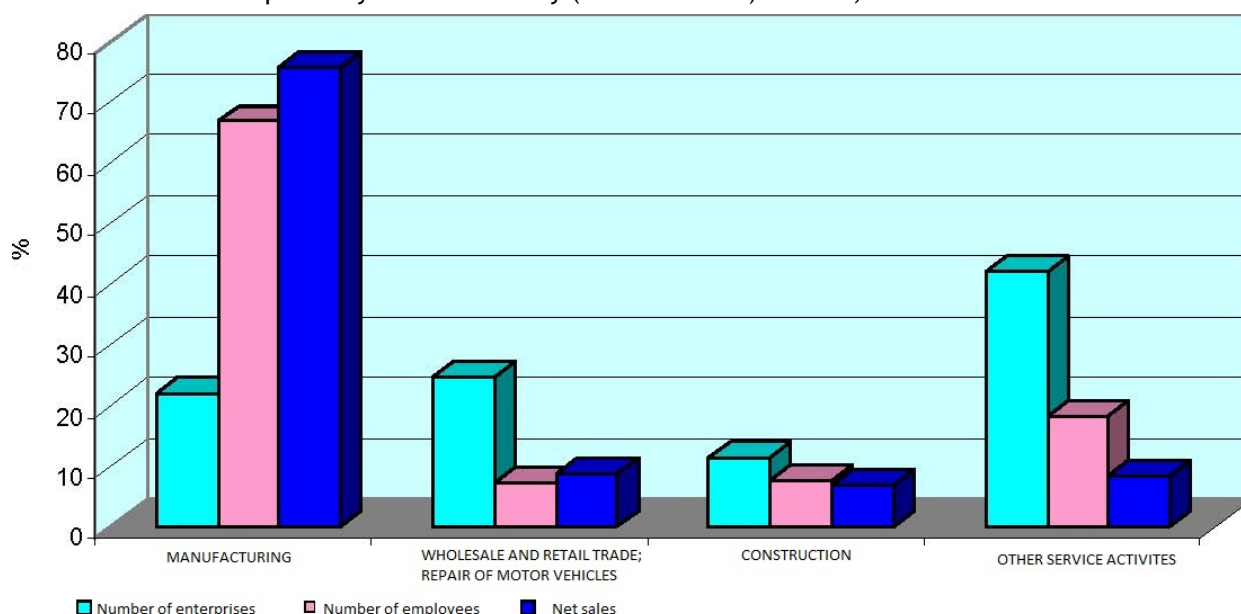


Source: AJPES.

According to AJPES, in 2009 the manufacturing sector generated most of the total net sales (75.7%). The development of Jugovzhodna Slovenija is largely the result of the pharmaceutical industry, motor vehicle car industry and other light industry which together created almost half of gross value added in the region in 2007. The first two have been the strongest manufacturing sectors in the region, followed by the metal and wood industries. However, in the recent years the service sector in the region has been developing rapidly. Amongst these the spa tourism has gained importance, while the commercial sector and other service sector activities are growing stronger.

⁶² Natural persons are individual private entrepreneurs and other registered natural persons. See: Business Entities. Rapid Reports. No 4, 25 February 2010. Available from: <http://www.stat.si/doc/statinf/14-si-188-1001.pdf>.

Table 11: Enterprises by field of activity (NACE sections) in 2009, %



Source: AJPES.

In 2009, in the circumstances of the economic crisis, at the level of Slovenia business results deteriorated considerably for a second year in a row⁶³. After being halved in 2008, the net profit decreased by a further two-thirds in 2009. While in 2008 the main reason for business results deterioration was in net financial loss, there was a huge drop of net operating surplus in 2009 when the economic crisis spread to the whole real sector. In Jugovzhodna Slovenija, undertakings in the textile, timber and part of the electrical engineering sector have been faced with reduced orders. The most seriously affected were manufacturers that had invested too little in the development of their own brands or development of their own products in the past, with their parent undertakings being located abroad or in another region. Table 12 shows the increase/decrease of regional gross value added by economic activity of Jugovzhodna Slovenia since 1996.

Table 12: Regional gross value added by activities at basic prices by activity structure, in Jugovzhodna Slovenia region, annually, %

Activity structure (%)	1996	2000	2003	2007
A+B Agriculture, hunting and forestry; fishing	7.6	6.3	4.5	4.4
C+D Mining and quarrying; manufacturing	36	38.6	40.9	39.7
E Electricity, gas and water supply	1.9	1.9	1.5	1.4
F Construction	7.4	7.6	6.9	7.1
G Wholesale, retail; certain repair	8.5	7.5	7.6	7.2
H Hotels and restaurants	1.9	1.6	1.5	1.9
I Transport, storage and communication	4.7	5.1	5.2	5.7
J Financial intermediation	4.8	3.6	2	2.2
K Real estate, renting and business activity	12	11.5	13.6	16
L Public administration and defence, compulsory social security	4.3	4.7	4.8	4.6
M Education	4.7	4.7	5	4.7
N Health and social work	4.9	5.2	5.1	3.7
O+P Other community, social and personal services; priv. households with employ. pers.	1.6	1.7	1.3	1.3

⁶³ Kmet Zupancic, Rotija in sod. (2010) Poslovanje gospodarskih družb v letu 2009 - pregled po dejavnostih. letn. 19, št. 5. Ljubljana: Urad RS za makroekonomske analize in razvoj.

It should be mentioned, that economic indicators vary greatly between some parts of the region and the municipalities. Most of the successful companies are based in the traditional sub-region of Dolenjska with the central city of Novo mesto and the surrounding smaller towns. Since 1996 this area has constantly recorded positive economic growth. According to data provided by AJPES and the Chamber of Commerce of Dolenjska and Bela Krajina, in 2009 the highest number of companies (1,344) was recorded in the sub-region of Dolenjska (of which 799 companies were based in Novo mesto) and recorded EUR 4.228 billion of income, of which EUR 206 million was net profit which approximately amounts to 84.1%. The economically weaker sub-region of Bela krajina had 406 enterprises with 4,500 employees in total, which recorded 9% of net sales. The weakest region was again the Kočevje-Ribnica area where 452 enterprises with ca. 4,000 employees generated 6.9% of net sales.

In Jugovzhodna Slovenija, good economic prospects can mostly be contributed to 39 large enterprises which have much greater importance for the region's development than in other regions of Slovenia. On the other side, small and micro sized companies have contributed little to the net sales, which is a disadvantage of the Jugovzhodna Slovenija region. More than one half of people in employment were working within large enterprises, which at the end of 2009 contributed 70.3 % of net sales and 65,0% of assets of all enterprises. Amongst the others, the following companies have been some of the most important for the region's economic development in recent years:

- Most of the large companies (25) are based in the Dolenjska subregion, of which 14 have their headquarters in Novo mesto: the Krka pharmaceutical company; Revoz car manufacturer; Adria Mobil producing caravans and motor homes; TPV group specialized in development and manufacturing of automotive parts company; Ursa Slovenija, manufacturer of insulation materials; CGP construction, engineering, production and road maintenance company; Begrad construction and engineering company;
- Based in the municipality of Trebnje: Trimo Company specialized in engineering and production of pre-fabricated buildings; Eurotek Trebnje transport company;
- Registered seat in one of the municipalities of Bela Krajina sub-region, comprising 6 large enterprises: Secop of Črnomelj which develops and produces compressors, Kolpa of Metlika, the leading producer of bathroom equipment;⁶⁴
- Based in the municipalities of Kočevje and Ribnica with 8 large enterprises: Inles, manufacturer of windows and doors, Melamin which produces melamine chemical products and Snežnik, operating in the field of forestry and timber processing.

⁶⁴ Economic statistics of the Dolenjska and Bela Krajina Region. Chamber of Commerce of Dolenjska and Bela krajina. Available from: <http://www.gzdbk.si/si/regija/gospodarstvo/>

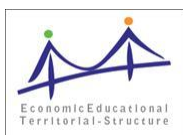
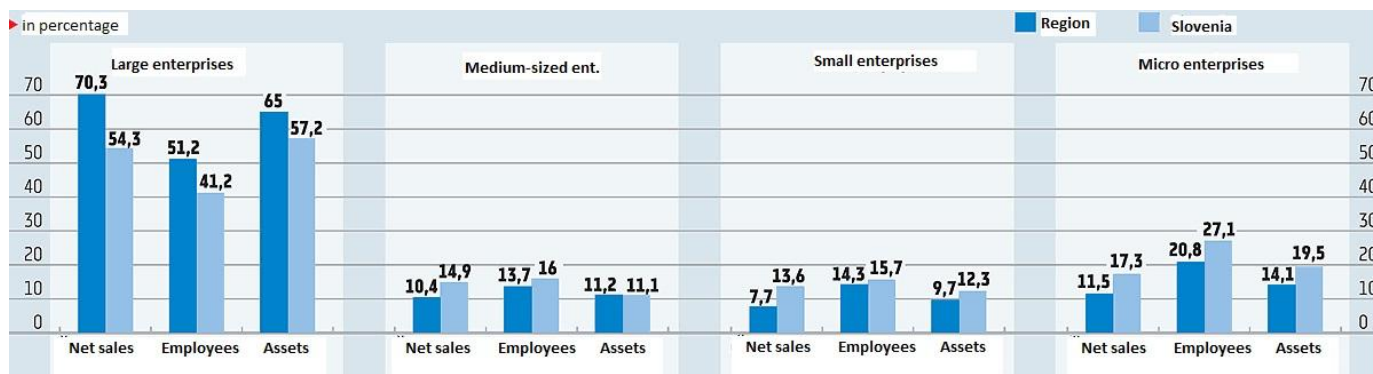


Figure 11: Contribution of large, medium, small and micro sized enterprises in Jugovzhodna Slovenija and at the national level in 2009



Source: Finance newspaper.

EXPORT

In 2009, the Jugovzhodna Slovenija enterprises were again the leading exporters, the Novo mesto based car manufacturer ranked first with 1.26 billion of export in total, and the pharmaceutical company of Novo mesto with 776.3 Mio ranked third in Slovenia. Thus, the Jugovzhodna Slovenia region again led the list of exporters with EUR 2.54 billion of export in 2009⁶⁵.

In 2009, almost 89% of sales on the foreign market were generated by the large companies in the region; middle sized companies recorded 6.5% sales, small and micro sized companies only 2.4%. Thus, large enterprises have generated three quarters of their sales in foreign markets altogether, however, this share declines by size: the middle sized companies generated 39% of their sales on foreign markets, and small and micro companies 19% and 12.6%, respectively. Compared to Slovenia, this data shows that only large and middle sized companies of Jugovzhodna Slovenija are stronger export oriented than the national average. In Slovenia large enterprises have generated a third of their turnover on foreign market, within middle sized companies this share stood at 23.3%, and within small and micro companies at 19.6% and 13.8%, respectively⁶⁶.

Besides manufacture of motor vehicles, trailers and semi-trailers, and manufacture of pharmaceutical products and pharmaceutical preparations other activities with high export were the manufacture of machinery, fabricated metal products, plastic, manufacture of parts and accessories of motor vehicles and others. The economic sector of most importance in Kočevje was the manufacture of plastics in primary forms. In 2009, the most important foreign market for the Jugovzhodna Slovenija enterprises was the European Union, where 81% of export earnings were generated. Slovenian companies traditionally export most of its goods to Germany and other EU countries, to countries of the territory of former Yugoslavia, and to the Russian Federation.

⁶⁵ DELO FT: Jugovzhodna regija ostaja na vrhu. 29.3.2010. Dolenjski list. Available at: http://www.dolenjskolist.si/2010/03/29/26613/gospodarstvo/splosno/Delo_FT_Jugovzhodna_regija_ostaja_na_vrhu/

⁶⁶ Avšič, Vera: Regija je bila uspešnejša od države. 189/2010, 29.9.2010. Finance. Available from: <http://www.finance.si/290540>.

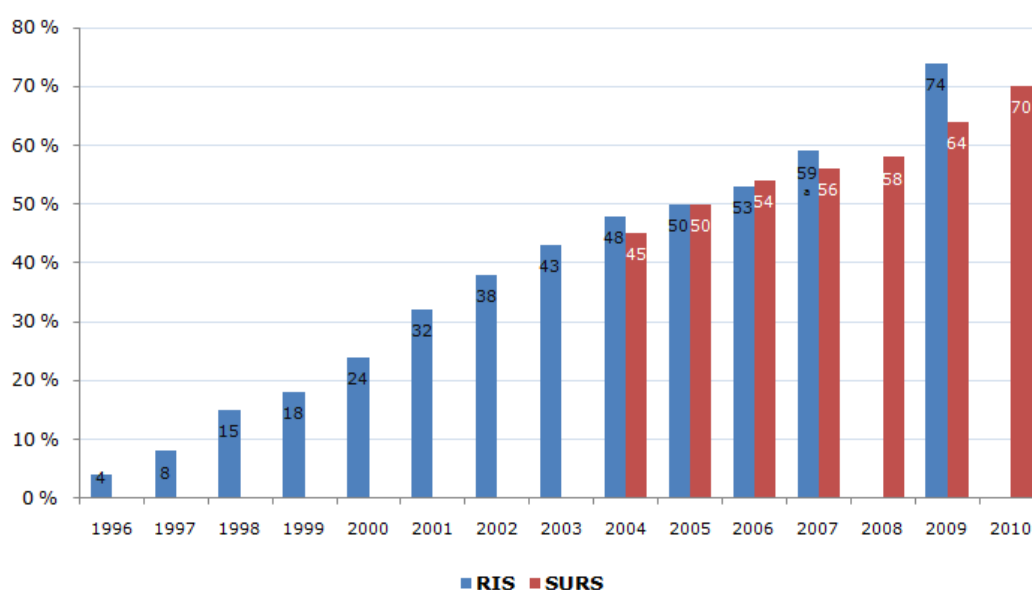
2.1.5 INFORMATION SOCIETY

Internet access and broadband connections in households, development of Internet access and broadband connections in households (from 2001), regular use of the Internet (*percentage of persons who accessed the Internet, on average, at least once a week*), Internet activities (*percentage of individuals using the Internet in the last three months for the following activities: on-line courses, sell / buy goods and services, E-mail communication, information on goods and services, Internet banking, interaction with public authorities, health information search, read online newspapers or magazines, listen to web radio or television*), e-commerce by private persons (*percentage of persons who ordered goods or services, over the Internet, for private use, in the last year*), non usage of Internet (*in percentage of the population*).

The data on information society is only available at the national level, and in the last few years the mass changeover to broadband brought about changes in internet access. The trend growth of all technologies of broadband access (in the last two years on average by 16.2% per year) was accompanied by a reduction in the number of narrowband connections (in the last two years by 51.2% per year)⁶⁷.

More and more household in Slovenia have access to the Internet and use broadband Internet access. In the first quarter of 2010, 68% of households had access to the Internet. 62% of the households used broadband Internet access. In the first quarter of 2010, 70% of persons aged 10 to 74 used the Internet. The share of households with broadband Internet access also increased, as 62% of households had broadband Internet access, which is 6 percentage points more than in the same period of 2009.⁶⁸

Figure 12: Percentage of individuals using the Internet in the last three months, age group between 10 to 75 years, %



Source: RIS and SORS.

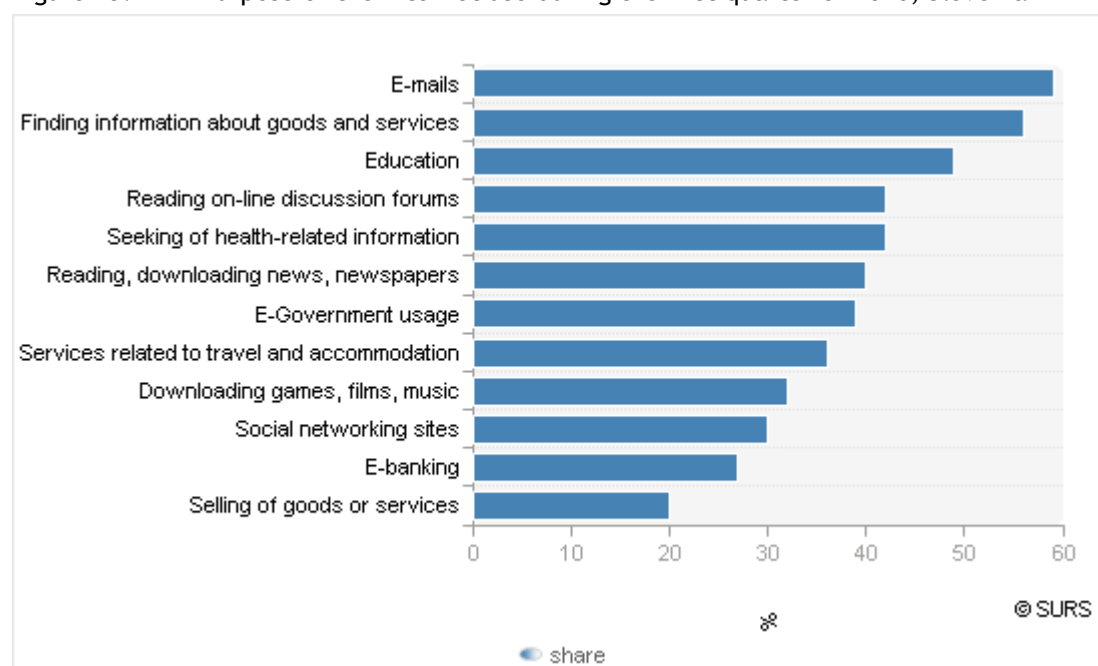
⁶⁷ Some indicators of development of electronic communication services, Slovenia, 2009. First Release. 17 November 2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=3567

⁶⁸ Usage of information and communication technologies in households and by individuals, Slovenia, 2010. First Release. 5 October 2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?ID=3462.

According to SORS⁶⁹ and RIS⁷⁰ data, persons aged 10 to 74 years used the Internet in the first quarter of 2010 for a wide range of activities such as: for sending or receiving e-mails (59%), searching for information about goods and services (56%), searching for health-related information (42%), reading or downloading online news, newspapers or news magazines (40%), using services related to travel and accommodation (36%), playing or downloading games, images, films or music (32%), Internet banking (27%) and for selling of goods or services (20%). In the same period 49% of persons aged 10 to 74 used the Internet for educational purposes, 44% of persons gained new knowledge or information and 26% gained information regarding the purpose of learning. Further, 5% of persons participated in online courses (e-learning).

In first quarter of 2010, more people used the Internet for interaction with public services (39%; i.e. 8 percentage points more than in the same period of 2009), where they obtained information (39%), downloaded official forms (24%) and returned filled in forms (8%). The share of persons buying via the Internet is gradually increasing. 33% of persons aged 10 to 74 years had already bought via the Internet, which is 5 percentage points more than in the same period of 2009. In the first quarter of 2010 alone, 17% of persons ordered or bought goods over the Internet (14% in the same period of 2009). People mostly ordered or bought various clothes, sporting goods, different household goods, travel or holiday accommodations (e.g. hotel reservations), tickets for events, books, magazines, newspapers and computer hardware. Most e-buyers bought products from national sellers⁷¹.

Figure 13: Purpose of the internet use during the first quarter of 2010, Slovenia



Source: SORS.

⁶⁹ SORS, Statistical Office of the Republic of Slovenia. Data on Information Society. Available from: http://www.stat.si/eng/tema_ekonomsko_infdruzba.asp.

⁷⁰ RIS, Internet Usage in Slovenia. Centre for Methodology and Informatics at the Faculty of Social Sciences, University of Ljubljana. Available from: <http://www.ris.org/2010/11/Indikatorji/>.

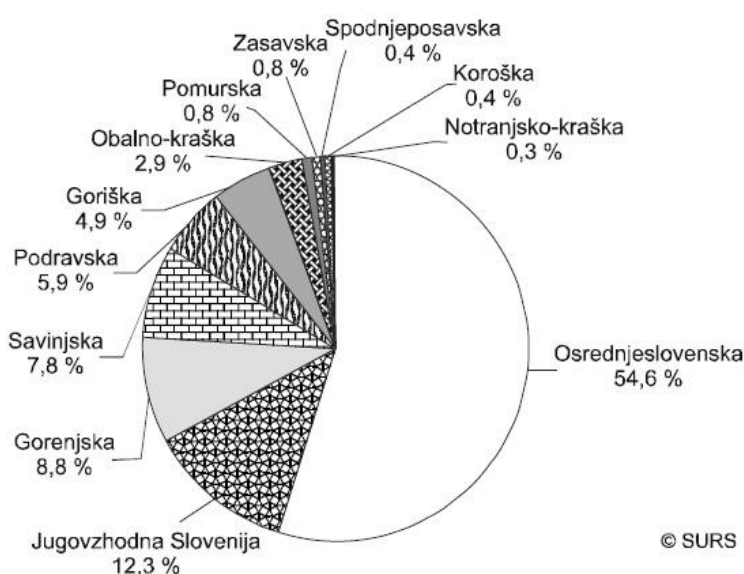
⁷¹ Usage of information and communication technologies in households and by individuals, Slovenia, 2010. First Release. 5 October 2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?ID=3462.

2.1.6 SCIENCE, TECHNOLOGY AND INNOVATION

Total R & D expenditure as a percentage of GDP (*all sectors*) in the NUTS III region and at national level, researchers as a percentage of persons employed (*all sectors*) in the NUTS III region and at national level, human resources in science and technology by virtue of occupation (*percentage of active population*), employment in high- and medium high-tech manufacturing (*percentage of total employment*), patent applications to the EPO (*European Patent Office*) or to national patent offices per 1.000 inhabitants.

According to the latest data for 2008, the gross domestic expenditure on research and development in Jugovzhodna Slovenija amounted to 12.3% which clearly underlines the importance of R&D in the region. Figure 14 shows great differences between the 12 statistical regions. Most funds allocated to the R&D (54.6%) were spent in the Osrednjeslovenska statistical region, and the least in the Notranjsko-kraška statistical region (only 0.3%)⁷².

Figure 14: Gross domestic expenditure on R&D by statistical regions, Slovenia, 2008



Source: SORS.

At the national level gross domestic expenditure on R&D in 2008 amounted to EUR 616.9 million or 1.66% of the GDP, and in 2009 it amounted to EUR 656.9 million, which represented 1.86% of Slovenian GDP⁷³. As shown in Table 13, at the level of Slovenia in 2008 most funds for R&D were provided by the business sector (1.07% of GDP), followed by the government sector (0.36% of BDP), the higher education sector (0.22% of GDP) and the private non-profit sector (0.002% of GDP). The same holds true for Jugovzhodna Slovenija, where the business sector provided almost all gross domestic expenditure on R&D. In 2008, the expenditure on R&D further increased by 17%.

⁷² Research and Development, Science and Technology. Research & Development Activity, Slovenia, 2008. Rapid Reports. 3 Aug. 2010, No 16. SORS. Available from: <http://www.stat.si/doc/statinf/23-si-086-1001.pdf>

⁷³ Research and development activity, Slovenia, 2009. First release. 29 Oct. 2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=3521.

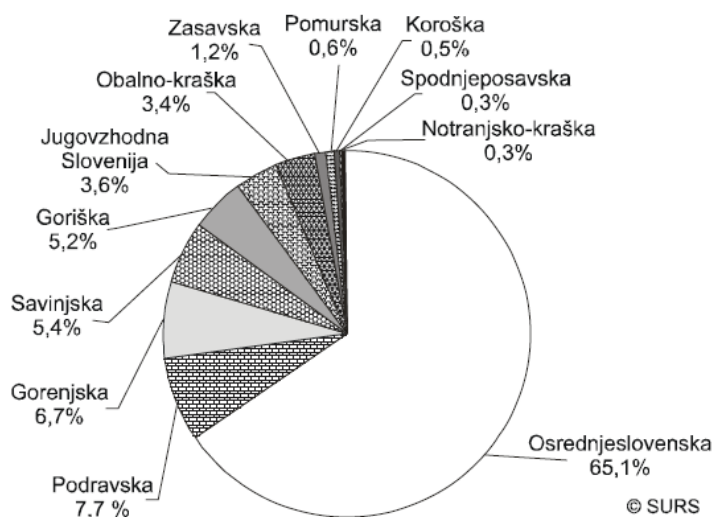
Table 13: Gross domestic expenditure on R&D by sectors of performance, Slovenia and Jugovzhodna Slovenija (1000 EUR), annually

		2007	2008
SLOVENIA	Sector - TOTAL	500,508	616,949
	Business enterprise sector	299,455	398,274
	Government sector	122,488	135,224
	Higher education sector	77,867	82,834
	Private non-profit sector	698	618
Jugovzhodna Slovenija	Sector - TOTAL	63,006	75,815
	Business enterprise sector	62,886	75,749
	Government sector	120	57
	Higher education sector	-	9
	Private non-profit sector	-	-

Source: SORS.

Data on researchers, expressed as percentage of persons employed, by regions show great differences. For the most recent reference year of 2008, Jugovzhodna Slovenia only had 3.7% of researches employed, with majority of them working for the business sector (766 of 778 researches in total).

Figure 15: Researchers in R&D by statistical region, 2008



Source: SORS.

Considering the patent application, Slovenia still has a relatively weak innovation performance, especially among micro and small enterprises⁷⁴. In 2009 the number of national applications filed by domestic applicants increased by 21.7% compared to the previous year, or 22.6% with regard to the last 10 year average. This fact is all the more remarkable in view of the dropping or stagnating tendency of national patent applications in many countries caused by the global economic crisis. The rise of national applications, with a simultaneous rise of Slovenian international applications by 27%, shows that the awareness of Slovenians of the importance of patent protection at home and abroad is satisfactory both in commercial sector and among individuals. All in all, in 2009 the Slovenian Intellectual Property Office

⁷⁴ Research and Development, Science and Technology. Innovation Activity in Manufacturing and Selected Services, Slovenia, 2004-2006. Rapid Reports. 1 Dec. 2010, No 49. SORS. Available from: <http://www.stat.si/doc/statinf/23-si-059-0801.pdf>.

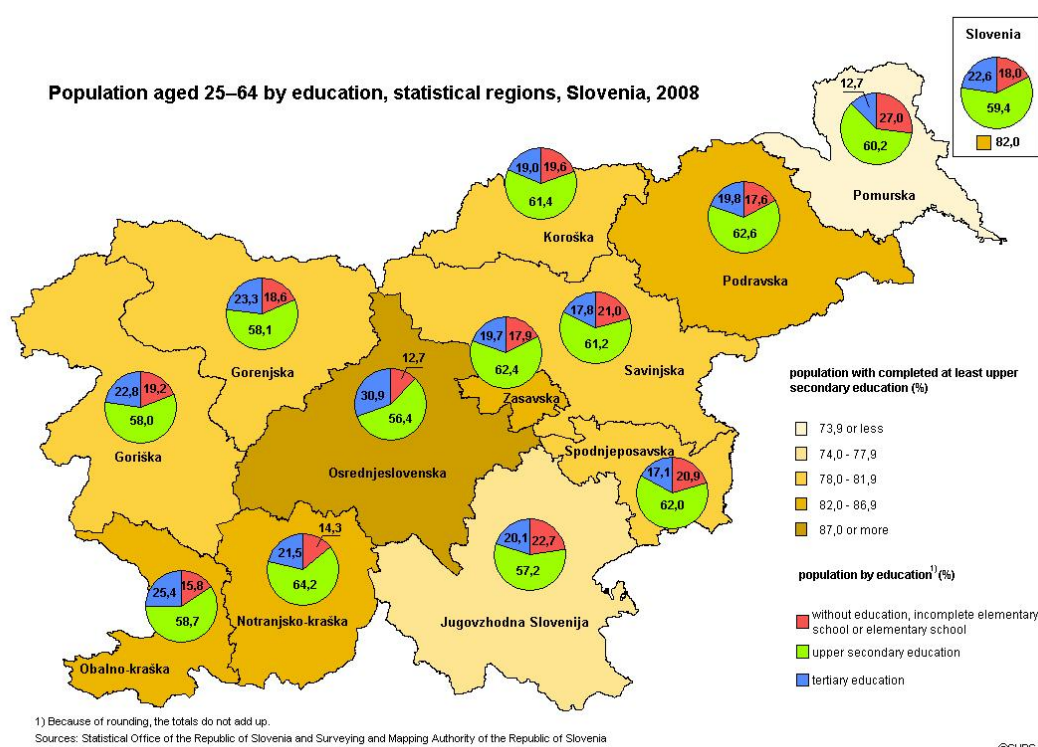
received 399 national patent applications, of which 317 were filed by Slovenian residents, a 21.7 % increase over 2008, and 12 by foreign applicants, representing an increase by 33 %.⁷⁵

2.1.7 EDUCATION

Students in all levels of education, as a percentage of total population (*ISCED levels 0-6*), participation rates of 4-year-olds in education (at *pre-primary and primary education - ISCED levels 0 and 1 - Percentage*), students at upper secondary and post-secondary non-tertiary education, as a percentage of the population aged 15 to 24 (*ISCED levels 3 and 4*), students in tertiary education, as a percentage of the population aged 20 to 24 years old (*ISCED levels 5 and 6*), Educational attainment level (*percentage of the population aged 25-64 having completed tertiary education*), Lifelong learning (*percentage of the adult population aged 24 to 64 participating in education and training during the last year*).

In 2008, the share of population with completed at least upper secondary education in Jugovzhodna Slovenija (77.3%) was fairly low compared to the Slovenian average of 82.8%. The share of children in the 2nd age period attending kindergartens ranged from 70% at 3-year-olds and reached almost 90% at 5-year-olds. At the age group 6 to 17 years, which covers basic and part of upper secondary education, the participation in education was almost 100%, the participation in education of 18-year-olds was 88%; among them slightly more than 83% were included in upper secondary education and 5% in tertiary education.

Figure 16: Population aged 25-64 by education, statistical regions, Slovenia, 2008



Source: SORS.

⁷⁵ Annual Report 2009. Slovenian Intellectual Property Office, Ministry of Economy. Available from: http://www.uil-sipo.si/fileadmin/upload_folder/URSIL-SIPO_LP-AR_2009.pdf.

At the national level in the school year 2009/10 the number of children enrolled in kindergartens increased by 7.8% over the previous school year. Slightly more than 71,000 children are enrolled in kindergartens and in childminder's families, which is 73.9% of all children of the proper age⁷⁶. In Jugovzhodna Slovenia on average this rate stood at 70.5%.

Table 14: Enrolment rate in kindergartens in Jugovzhodna Slovenija, Slovenia, 2009/10

	Total	Boys	Girls	Enrolment rate (%)
SLOVENIA	71,109	36,959	34,150	73.9
Jugovzhodna Slovenija	5,103	2,630	2,473	70.5

Source: SORS.

In the last few years it has been observed that the enrolment in general and professional gymnasiums keeps increasing and has reached 40% in the school year 2008/2009. More and more young students decide to continue schooling after successfully finishing upper secondary education with a national matura which gives possibilities for the enrolment in popular tertiary programmes. Passing a professional matura allows the enrolment in higher professional colleges and some programmes at the universities. At the end of the school year 2008/2009 there were 83,300 students (youth) and 14,316 adults enrolled in upper secondary educational programmes. Among 21,003 pupils who finished education at the end of 2008/2009 school year, 39% finished gymnasiums, the same percent passed professional matura at technical and professional schools and 17% passed the final exam in middle vocational programs.⁷⁷

In Slovenia, in the academic year 2009/10, nearly 115,000 students have been enrolled in tertiary education studies, which is slightly more than in the previous academic year. For comparison, in Jugovzhodna Slovenia, ca 8,400 students enrolled in tertiary education. Of all people enrolled in tertiary education, 85.6% are studying at universities and single higher education institutions, and 14.4% at vocational colleges. 70% of students study full time, of whom 41% are men and 59% are women.⁷⁸

In the school year of 2008/09 the number of students per 1000 population was 58.9% in Jugovzhodna Slovenia and 56.6% at national level. In Jugovzhodna Slovenia there were more women enrolled in tertiary education, i.e. 58%; this share was the same also at national level and has been evident for a few years now. The highest share of students in tertiary education is enrolled in study programs in the field of Social sciences, business and law (43,437). This field is of great interest particularly to women - more than 44% of female students are enrolled in these programs. Women are interested also in study programs in the fields of education, humanities and arts, and health and welfare - female students represent more than 70% of all students in these fields. On the other hand, men are in majority among students enrolled in study programs in the fields of engineering, manufacturing and construction, and science^{79,80}.

⁷⁶ Kindergartens, Slovenia, school year 2009/10. First Release, 25 May 2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=3139

⁷⁷ Upper secondary education for youth and adults, Slovenia, the end of the school year 2008/2009 and the beginning of the school year 2009/2010. First Release, 29 April 2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=3093.

⁷⁸ Student enrolment in tertiary education in the academic year 2009/10. First Release, 14 May 2010. SORS. Available from: http://www.stat.si/eng/novica_prikazi.aspx?id=3124.

⁷⁹ Education. Rapid Reports. 20 Nov. 2010, No 36. SORS. Available from: <http://www.stat.si/doc/statinf/09-SI-271-0901.pdf>.

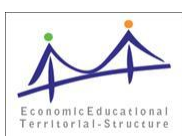


Table 15: Tertiary education graduates by statistical region of permanent residence, Slovenia, annually, per 1000 population, %

	2003	2005	2008	2009
SLOVENIA	6.89	7.83	8.36	8.86
Pomurska	5.07	5.14	6.97	7.08
Podravska	5.74	6.5	7.38	7.77
Koroška	6.2	7.05	9.12	8.84
Savinjska	6.1	7.97	8.5	9.22
Zasavska	5.9	6.97	8	8.25
Spodnjeposavska	6.68	7.18	8.2	8.13
Jugovzhodna Slovenija	7.03	8.18	8.69	9.1
Osrednjeslovenska	8.35	9.44	9	9.32
Gorenjska	6.98	8.17	8.42	9.17
Notranjsko-kraška	7.27	7.82	10.21	8.95
Goriška	7.85	7.67	8.73	9.32
Obalno-kraška	6.96	7.37	7.35	8.27

Source: SORS.

In 2008, the percentage of adults involved in lifelong learning (participating in regular school programmes, courses, seminars, etc. among population aged 25-64) amounted to 13.3% in Jugovzhodna Slovenija and 13.9% in Slovenia⁸¹. According to the Adult Education Survey Results by SORS⁸², in 2007, 8.7% of people aged 25-64 participated in formal education. Most of the people participating in formal education were 25-34 years old and the fewest were 50-64 year old. Women represent slightly more than half of people in formal education.

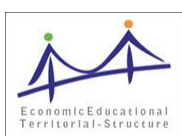
In 2007, 36.1% of people aged 25-64 participated in non-formal education. As regards women, the shares of 25-34-year-olds and 35-49-year-olds were the same (43.3%), while in older age groups the interest in participating in education diminishes rapidly. As regards men, they were most active in the age group 35-49. The same as for women, in the age group 50-64 much fewer men participated in non-formal education (only 25.3%). Almost 60% of adults did not participate in any education.

Most of the people participating in formal or non-formal education were employed. Fewer of them were unemployed and the fewest of them were inactive, i.e. pupils and students, retired persons, persons who are unable to work, persons taking care of the household and other inactive persons. Most of the adults participating in non-formal education attended social sciences, business and law programmes, and humanities and arts programmes; almost half of women in education (44.6%) attended programmes from these two fields. As regards men, most of them attended services programmes (20.6%) and engineering, manufacturing and construction programmes (16.3%) and the fewest of them attended education programmes (2.5%) and health and welfare programmes (4.3%). The fewest women in education attended agriculture, veterinary science programmes (1.7%) and engineering, manufacturing and construction programmes (3%).

⁸⁰ Kontler Salamon, Jasna: Kdo so slovenski študenti ter kako in kje študirajo. Delo newspaper, 4.10.2010. Available from: <http://www.delo.si/clanek/123827>.

⁸¹ Slovene Regions in Figures 2010. Ljubljana: Statistical Office of the Republic of Slovenia. Available from: <http://www.stat.si/doc/pub/REGIJE-2010.pdf>.

⁸² Education. Adult Education Survey Results, Slovenia, 2007. Rapid Reports. 9 February 2010, No 3. SORS. Available from: <http://www.stat.si/doc/statinf/09-si-272-1001.pdf>.



Among the reasons for not participating in any kind of education and most adults stated the fact that training conflicted with their work schedule, followed by the fact that training was too expensive. They also pointed out lack of time, due to family responsibilities and lack of employer's support, or health problems and old age.

According to the analysis and report of the adult education programmes and organizers for the school year of 2009/2010⁸³, in Slovenia the average number of adults per education programme stood at 383 adults. This number was lower in Jugovzhodna Slovenija (214), however, the region recorded one of the best education availability measured by the of number education programmes offered.

Table 16: Number of adults per education programme by regions, 2009

Region	No. of population aged above 15 years	No. of education programmes	No. of popul. per education programme
Jugovzhodna Slovenija	120.762	565	214
Osrednjeslovenska	450.057	1.678	268
Gorenjska	172.038	496	347
Zasavska	39.044	91	429
Savinjska	222.473	481	463
Koroška	62.504	125	500
Podravska	281.300	518	543
Obalno-kraška	96.438	175	551
Goriška	102.947	165	624
Pomurska	103.875	166	626
Notranjsko-kraška	44.940	65	691
Spodnjeposavska	60.448	65	930
SLOVENIJA	1.756.826	4.590	383

Source: Slovenian Institute for Adult Education

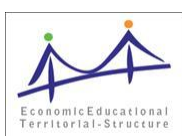
2.1.8 TOURISM

Accommodation capacity (*number of bed-places by type of accommodation: 1-2-3-4-5 stars hotels, guest houses / pensions, B&B, rural-tourism accommodation, youth hostel*), overnights (*number of nights spent by type of accommodation: 1-2-3-4-5 stars hotels, guest houses / pensions, B&B, rural-tourism accommodation, youth hostel*), number of bed-places per 1.000 inhabitants, average length of stay (*by type of accommodation: 1-2-3-4-5 stars hotels, guest houses / pensions, B&B, rural-tourism accommodation, youth hostel*), overnights trend in the last 20 years, overnights and average length of stay of foreign tourists.

ACCOMODATION CAPACITY

The accommodation capacities of Jugovzhodna Slovenija region with 22 bed places per 1000 population are below national average of 41 bed places. Here, it should be added that the majority of tourist accommodation is located in the city of Novo mesto and the health spa resorts of Dolenjske Toplice and

⁸³ Brenk, Erika (2009). Pregled ponudbe izobraževanja odraslih v Sloveniji v šolskem letu 2009/2010. Poročilo in analiza. Ljubljana: Slovenian Institute for Adult Education. Available from: http://pregled.acs.si/dokumenti/porocila/Pregled_IO_2009.pdf



Šmarješke Toplice. For detailed data by type of accommodation and municipalities of Jugovzhodna Slovenia in 2009 see Table 17.

Table 17: Accommodation facilities in Slovenia and Jugovzhodna Slovenija region by municipalities and by types of tourist accommodations, 2009

2009	TOTAL	Hotels	Motel	Boarding houses	Inns	Overn. accomm.	App	Camping sites	Tourist farms	Rooms	Holiday dwellings	Other
SLOVENIA	91332	36212	202	2788	2244	1238	6712	16681	1368	1399	916	1845
Črnomelj	378	-	-	-	21	-	-	280	59	18	-	-
Dolenjske Toplice	806	444	-	32	20	8	-	120	-	24	-	158
Kočevje	106	-	-	-	8	-	-	-	-	-	-	98
Kostel	99	-	-	-	-	-	-	40	-	-	-	59
Loški Potok	-	-	-	-	-	-	-	-	-	-	-	-
Metlika	339	56	-	-	33	-	4	200	12	14	10	10
Mirna Peč	-	-	-	-	-	-	-	-	-	-	-	-
Mokronog - Trebelno	40	-	-	-	10	-	30	-	-	-	-	-
Novo mesto	952	325	65	-	23	72	15	160	28	17	37	152
Osilnica	45	36	-	-	-	-	-	-	-	9	-	-
Ribnica	115	-	-	-	-	47	-	-	-	-	-	-
Semič	173	-	-	50	-	-	-	-	-	-	-	-
Sodražica	74	-	-	-	-	74	-	-	-	-	-	-
Straža	-	-	-	-	-	-	-	-	-	-	-	-
Šentjernej	-	-	-	-	-	-	-	-	-	-	-	-
Šentrupert	-	-	-	-	-	-	-	-	-	-	-	-
Škocjan	21	-	-	-	15	6	-	-	-	-	-	-
Šmarješke Toplice	526	380	-	-	-	-	65	-	-	63	18	-
Trebnje	67	-	-	-	67	-	-	-	-	-	-	-
Žužemberk	21	-	-	-	-	-	-	-	21	-	-	-

Source: SORS.

Of all overnight stays, the highest share of 88.2% was recorded by overnights stays in hotels and similar establishments. Moreover, the south-east region recorded the highest share of domestic overnight stays in 2008 (65.1%), while the number of overnight stays of foreign tourists per 1.000 population amounted to 667, showing a rather low share of foreign tourists in this region compared to the national average of nearly 2.500 and of the highest number in the coastal-karstic region of ca. 10.600. Figure 17 shows the proportion of tourist accommodation between different statistical region and the bed occupancy in summer and winter season of 2008. (Slovene regions in figures, stat.si, RRP)

On average, in 2008 domestic tourists spent most overnight stays in Jugovzhodna Slovenija (5 overnight stays), while foreign tourists spent here only 3 overnight stays.

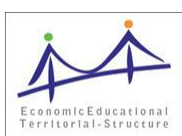
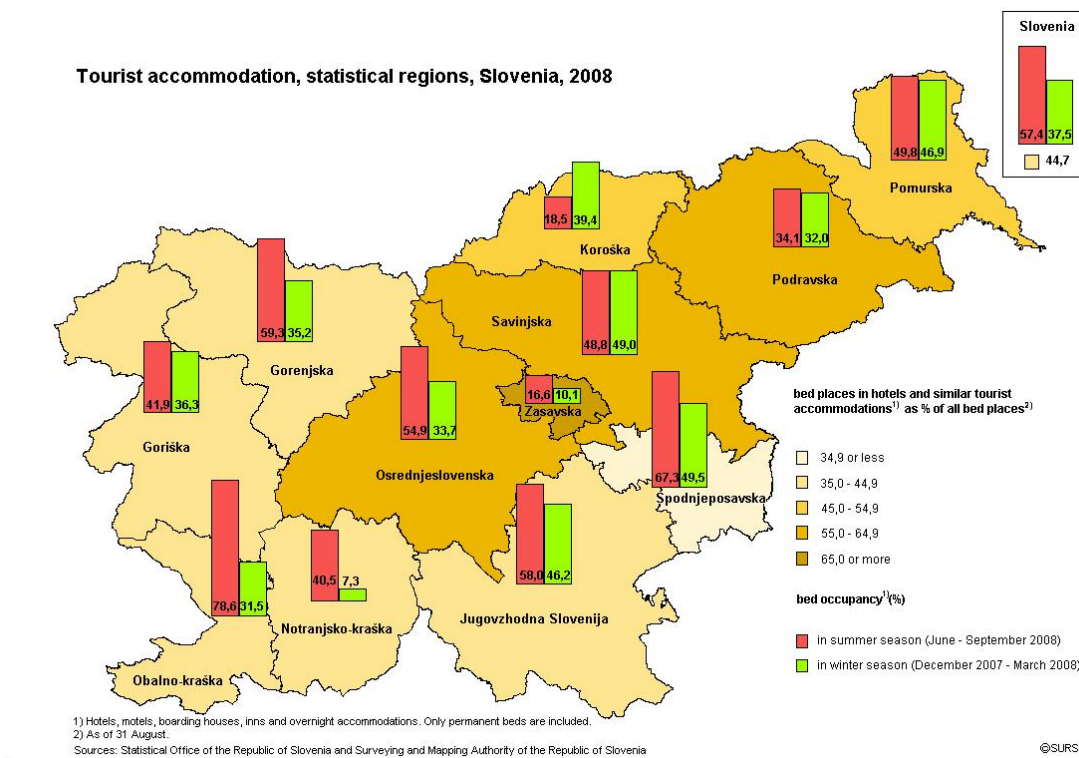


Figure 17: Tourist accommodation



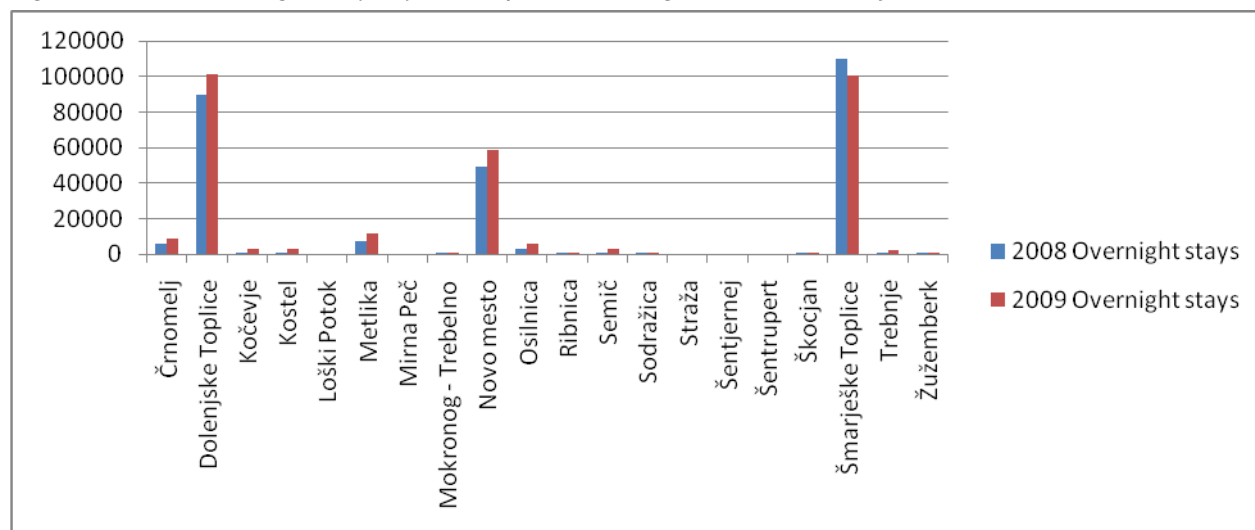
Source: SORS.

In 2009, Jugovzhodna Slovenija region recorded an increase of more than 10% or ca. 32,000 in overnight stays, which in the difficult year of the financial turmoil and economic crisis is a more than welcoming result. Especially in comparison with the national average where the number of overnight stays fell by nearly 110,000 or 1.3%.

The largest number of overnight stays in Jugovzhodna Slovenija was recorded by the health resorts of Dolenjske Toplice and Šmarješke Toplice, where a positive trend in tourist arrivals and overnight stays was recorded. With more than 200,000 overnight stays in 2009, the two health spa resorts of Jugovzhodna Slovenija generated 67% of total overnight stays.

In 2009, the largest number of overnight stays in Jugovzhodna Slovenija was generated by tourists from Italy, followed by tourists from the Russian federation, Austria, Germany, Netherlands, Croatia, Serbia and the United Kingdom. A major increase was recorded especially by tourists from Russia (by 31.44%), and Croatia (by ca. 60%). Besides major tourist resorts, a positive trend in tourist arrivals and overnight stays has been recorded at the southern edge of South-East Slovenia with the Kolpa River linking this part of the region with the neighbouring Croatia (the municipalities of Črnomelj, Kostel, Metlika and Osilnica).

Figure 18: Overnight stays by municipalities of Jugovzhodna Slovenija 2008 and 2009



Source: SORS.

According to latest data for Slovenia provided by SORS, in the first six months of 2010 the number of tourist arrivals increased by 4% and the number of overnight stays by 2% compared to the same period last year. Thus, the statistics for the first half of 2010 show a positive trend of visits and overnight trends and the Slovenian tourism is gradually recovering, however, the Slovenian Tourist Board expects a difficult second half of the year and very uncertain trends for the future.

2.1.9 AGRICULTURE & BREEDING

Cereals (including rice) as a percentage of utilized agricultural area, permanent crops as a percentage of utilized agricultural area, active farms (*number and percentage over 1.000 inhabitants*), percentage of cultivated area, agro-food production export, agro-food export per country.

Slovenia has only limited natural resources for agriculture and the farming conditions are fairly unfavourable. The share of gross value added of agriculture in gross domestic product (GDP) is decreasing. In 2000, in Slovenia it amounted to 2% and in 2008 it already decreased to 1.1%⁸⁴. In general, the size of area intended for farming is decreasing due to farmland being overgrown with weeds, built-up areas and transport infrastructure.

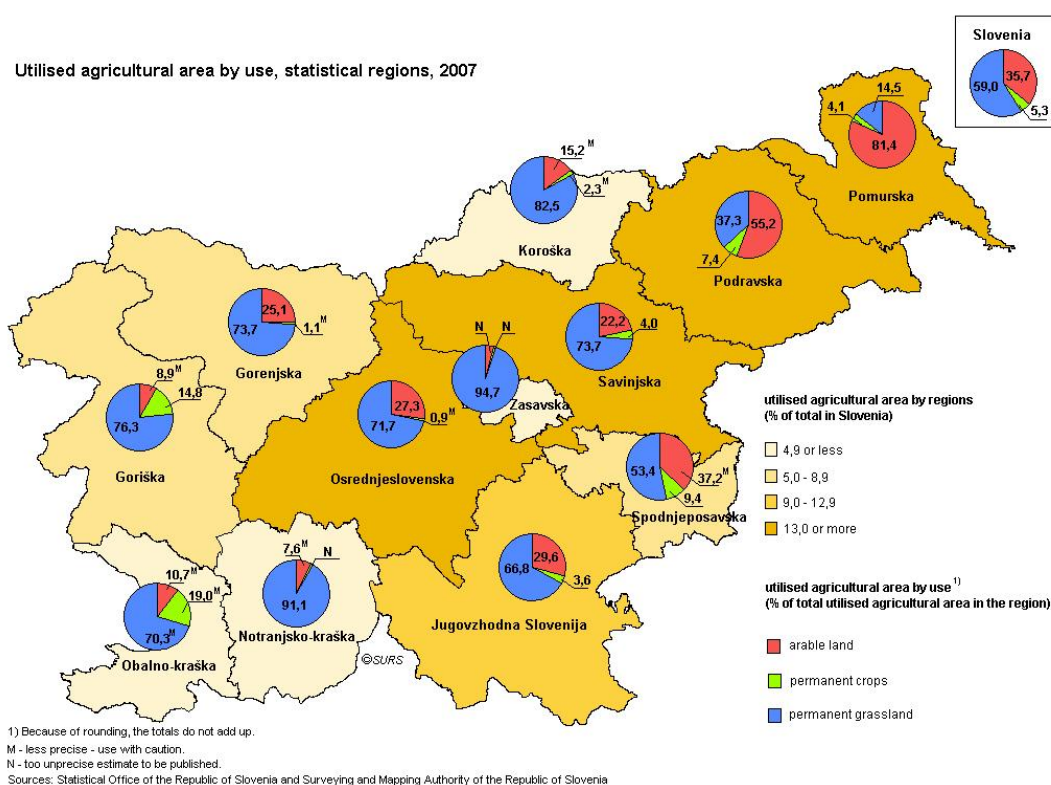
The shares of crop and animal production were in 2008 more or less equal, the share of agricultural services amounted to 1.9%. In the field of crop production, besides fodder crops the most important for Slovenia were wine, fruit, cereals and vegetables. In the field of animal production, the most important were cattle, poultry and pig rearing. In recent years, a trend has been noted towards farms growing in size and the number of smaller farms decreasing⁸⁵.

⁸⁴ Agriculture and Fishing. Rapid Reports. 31.5.2010, No 13. Statistical office of the Republic of Slovenia. Available from: <http://www.stat.si/doc/statinf/15-SI-073-1001.pdf>

⁸⁵ For more information (in Slovenian language) about the Slovenian agriculture: Agriculture in Slovenia, Chamber of Agriculture and Forestry of Slovenia, available from: <http://www.kgzs.si/gv/kmetijstvo.aspx>

For the most recent reference year 2007, the number of active farms in Jugovzhodna Slovenija amounted to 8,137 and nearly 85% of them were agricultural holdings in less-favoured area. Approximately 50,000 ha of area were cultivated which in comparison with Slovenia (488,774 ha of cultivated area) was a 10% share. Figure 19 shows the percentage of utilised area compared with other statistical regions, where it is evident that the share of permanent crops (3.6%) and arable land (29.6%) in Jugovzhodna regija is below national average (5.3% and 35.7% respectively).

Figure 19: Utilised agricultural area by use, statistical regions, 2007



Source: SORS.

In comparison with other statistical regions, in Jugovzhodna Slovenija agriculture is still a very important economic sector, with most of the farms being small-sized. A share of 73% of the region is covered with forest or overgrown; 24% of the area is devoted to agriculture and 1.8% is built-up areas. The share of agricultural land and forests is especially high in the Kočevje and Ribnica region (78%)⁸⁶. Half of the region's area is protected as the Natura 2000 site, which is an EU wide network of nature protection areas established under the 1992 Habitats Directive⁸⁷. Some of the municipalities (Osilnica and Kostel) are in total protected by Natura 2000.

⁸⁶ Regionalni razvojni program razvojne regije Jugovzhodne Slovenije 2007-2013 [Regional development programme of the South-East Slovenia development region for 2007-2013]. 2006. Novo mesto: Razvojni Center Novo mesto. Available from: <http://www.rc-nm.si/docs/RRP%202007-2013.pdf>.

⁸⁷ Natura 2000 Network. European Commission, Environment. Available at: http://ec.europa.eu/environment/nature/natura2000/index_en.htm.

Table below shows that in 2007 the agricultural holdings in Jugovzhodna Slovenija mostly dealt with grazing livestock and mixed livestock production.

Table 18: Agricultural holdings by type of farming, 2007

	Slovenija Slovenia	Pomurska	Podravska	Koroška	Savinjska	Zasavska	Spodnje- posavska	Jugovzhodna Slovenija	Osrednje- slovenska	Gorenjska	Notranjsko- kraška	Goriška	Obalno- kraška
<i>Agricultural holdings by type of farming</i>													
<i>field crops farms (%)</i>	6,4	23,8	12,0	0,6	1,8	17,8	3,0	2,3	1,5	0,8	0,4	0,5	0,0
<i>horticulture (%)</i>	0,6	0,4	1,1	1,0	0,7	0,8	0,5	0,3	0,7	0,2	1,0	0,2	1,4
<i>permanent crops (%)</i>	9,3	5,9	10,2	3,1	5,5	0,3	14,0	6,4	1,7	2,6	4,0	28,1	40,2
<i>grazing livestock (%)</i>	41,9	9,1	25,0	69,7	57,2	67,5	25,9	33,7	66,6	77,4	60,7	49,5	22,9
<i>pigs and poultry (%)</i>	0,4	0,7	0,9	0,4	0,3	0,3	0,5	0,1	0,3	0,2	0,5	0,3	z
<i>mixed cropping (%)</i>	15,2	33,7	21,0	2,4	6,9	1,5	22,9	19,2	5,5	2,6	9,6	9,2	16,9
<i>mixed livestock production (%)</i>	14,1	10,3	14,5	10,4	19,3	8,4	15,6	25,4	12,8	6,2	14,2	6,6	6,4
<i>mixed crops - livestock production (%)</i>	12,0	16,2	15,3	12,3	8,4	3,5	17,5	12,6	10,9	10,0	9,5	5,6	11,0

Source: SORS.

2.2 Socio-economic trends for the future

Brief presentation of studies / researches showing experts perception over regional economic development for the forthcoming year (all the relevant information which directly affect the labour market)

As has already been mentioned throughout the analysis, the statistical region of Jugovzhodna Slovenija is consisting of many sub-regions (Dolenjska, Kočevsko-Ribniška, Bela Krajina) and is more or less being considered a uniform and homogenous region only for statistical purposes. The uneven concentration of economic activities and population caused heterogeneous conditions for life and work (significant differences in the spatial distribution of jobs, unemployment rate and education structure of inhabitants), poor transport connections between sub-regions and unequal access to social infrastructure inside the region. The problems are especially distinctive in structurally underdeveloped areas with weak economy and agrarian characteristics, in areas with demographic problems and low income level per capita and in economically and socially unstable areas, which is mainly in the area around the municipality of Kočevje and in Bela Krajina.

Within the region, for many years there has been no clear vision into which direction the entire region shall be heading. The development initiatives have been more or less conducted on the level of sub-regions or individual municipalities, and in practice many projects have not been successfully implemented due to lack of resources. In this sense, experts for regional development have often warned local politics, enterprises and institutions that they should adequately promote the linking of socio-economic interests within the region⁸⁸. Especially since the adoption of the main document relating to the development of Jugovzhodna Slovenija, the Regional development programme of the South-East Slovenia region prepared for the period of 2007-2013⁸⁹, the region's vision and future development have become clearer. The implementation of various projects has been planned thoroughly and new development programmes have been prepared, although there is still room for improvement.

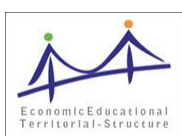
On the national, as well as on the regional level, it has been noticed the larger part of craft and small business in Slovenia is in serious troubles⁹⁰. Not only because of the crisis which affected the entire economy in Slovenia and the world, but also because the government places the same burden on small business as before the crisis with certain anti-crisis measures aimed primarily at medium-sized and large enterprises. Thus, in this sector it is of vital importance to develop a supportive environment for entrepreneurship and entrepreneurs. In order to establish a stable sector of SMEs, active strategies of connecting entrepreneurs for conducting business on foreign markets have to be promoted and developed.

⁸⁸ Regionalna politika [Regional Policy]. Government Office for Local Self-Government and Regional Policy. [cited: Nov. 2010]. Available from:

http://www.svlr.gov.si/si/delovna_podrocja/podrocje_regionalnega_razvoja/regionalna_politika/

⁸⁹ Regionalni razvojni program razvojne regije Jugovzhodne Slovenije 2007-2013 (RRP) [Regional development programme of the South-East Slovenia development region for 2007-2013]. 2006. Novo mesto: Razvojni Center Novo mesto. Available from: <http://www.rc-nm.si/docs/RRP%202007-2013.pdf>

⁹⁰ Zahteve slovenske obrti in podjetništva. 6.7.2010. Chamber of Craft and Small Business of Slovenia. Available from: <http://www.ozs.si/prispevek.asp?IDpm=5300#B1>



For this reason, it is crucial that the business sector and the education work together well⁹¹. The educational system needs to do its part in order to prepare students and employees for the work in the managerial field where good leadership skills are one of the most important personal characteristics. At the national as well as on the local and regional level the educational system has to include courses that prepare people for creative and innovative work, since the key to success is to be oriented towards end products and develop well-established and winning brands.

Moreover, the regional variation in unemployment decreased in 2009, since the economic crisis also hit regions with lower unemployment rates. After several years of decline, in 2009, the registered unemployment rate increased in all regions. Undoubtedly unemployment is an important factor in poverty. As there are no data on poverty by statistical regions, it must be inferred from the number of financial social-assistance recipients. With the economic crisis, their number increased significantly, also in the Jugovzhodna Slovenija region. Consequently it needs to be emphasized that various studies in Slovenia and around the world have shown that the socio-economic situation of the population has a significant impact on their health⁹².

Some of the most important economic trends in the Jugovzhodna Slovenija region were presented at the Dolenjska financial forum organised in September by one of the leading Slovenian financial newspaper, Finance. Following the opinions of some managers from the leading companies of Jugovzhodna Slovenija, the greatest development challenges of the region's companies lie in expanding and upgrading their high value added activities and developing new products, technologies and services⁹³. This also complies with the Slovenia's Development Objectives for 2007 to 2013⁹⁴ where the objective of increasing competitiveness and promoting entrepreneurial development focuses on the development of areas in which Slovenia has a competitive advantage, encouraging entrepreneurship and the development of SMEs, the promotion and development of an innovative environment and a culture of innovation, as well as internationalisation and competition in the network-industries market. The leading managers of Jugovzhodna Slovenija⁹⁵ are aware that the future trends of business development are the internationalisation of business operations, finding new target markets, ensuring innovativeness, flexibility and sustainability.

There are also development opportunities for small specific companies, especially within the newly established competence centres that facilitate new knowledge and technologies. Furthermore, in order to ensure further growth of existing SMEs a supportive and stable environment shall be ensured especially by simplifying regulation and reducing the administrative burden, thus fostering entrepreneurship. This would encourage further development and attract possible foreign investors. It is inevitable that the companies

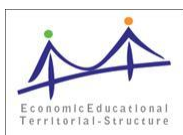
⁹¹ Miklič, Joža (ed.). 2010. NOVO mesto - možnosti in priložnosti: novomeški zbornik 2010. Novo mesto: Društvo Novo mesto.

⁹² Kmet Zupančič Rotija, ed. 2010. Development Report 2010. Ljubljana: IMAD. p. 55. Available from: http://www.umar.gov.si/en/publications/development_report/?no_cache=1.

⁹³ Srnovšnik, Tanja. Poenostavite in zmanjšajte administriranje! [Simplify and Reduce the Administration]. 189/2010, 29.9.2010. Finance.

⁹⁴ Šušteršič, Janez, Dr. 2005. Slovenia's Development Strategy. Ljubljana: Institute of Macroeconomic Analysis and Development. Available from: http://www.umar.gov.si/fileadmin/user_upload/projects/slovenia_development_strategy.pdf.

⁹⁵ See note 93.



invest their resources in innovative technology and knowledge, and above all concentrate on certain market niches. Their business operations also have to be export oriented, since the Slovenian market is too small and gets saturated quickly with goods. Surely when entering new target markets, good knowledge of foreign languages is of great advantage.

Another opportunity and challenge of Jugovzhodna Slovenija lies in developing tourist offer based on the region's natural and cultural heritage. However, in order to pursue the development of tourism strong state incentives and European funding will be needed⁹⁶. Within the sectors of tourism and national heritage, more could be done with better promotion under one well known brand. Examples of good practice with the help of European projects, such as the European Destination of Excellence title (EDEN), shall be pursued. The area around River Kolpa is the Slovenian EDEN Destination in 2010⁹⁷, which will surely increase the promotion of this area and the whole region.

Further, more effective cooperation between the education institutions and economy would definitely contribute a great deal to maintaining sustainable regional development, especially if it was effectively connected to the economic sector. The schools of Jugovzhodna Slovenija have to adapt to the needs of the industry, since the pharmaceutical and motor vehicle sector as high-technology industries have high knowledge potentials⁹⁸. In order to support the leading industrial sectors, good and flexible micro, small and medium-sized enterprises need to be established. All in all, cooperation of schools and employers should be encouraged even more in order to identify needs for education and to create relevant services, which lead to a better development of the personal and occupational path of employees.

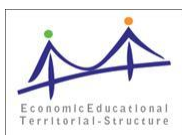
In recent years, numerous economic experts and intellectuals of the Jugovzhodna Slovenija region took the initiative and proposed that a public university be established in Novo mesto⁹⁹. A high-quality university institution will ensure an in-depth and comprehensive development of the whole region which is among the most successful and progressive regions of Slovenia. However, for the university to accomplish its goal of becoming a supportive partner in realizing the region's potential for growth, it is crucial to ensure that the study programmes are connected to the existing and evolving disciplines such as pharmacy, chemistry, biosynthesis, car industry, mechanical engineering, information technology, quality and excellence in economy, environment studies, ecology etc. The existing and more or less fragmented post-secondary study programmes on different faculties and high schools of Novo mesto (for a detailed overview of the study programmes see CAP 4 Education / Training Offer) shall be logically interconnected and related to the region's economic situation. Regardless the final outcome of the above proposal, the Jugovzhodna Slovenija's higher-education institutions should be modern and open to new proposals from all kinds of stakeholders and in this way inform a wider target group about new science and technology achievements both in natural and social sciences.

⁹⁶ Tratnik, Ksenja: Turističnim ponudnikom manjka vezni člen. 189/2010, 29.9.2010. Finance. Available from: <http://www.finance.si/290550>.

⁹⁷ EDEN 2010. River Kolpa. Slovenian Tourist Board. Available at: <http://www.slovenia.info/en/Tourist-destinations/EDEN-2010:-River-Kolpa.htm?destinacije=172&lng=2>

⁹⁸ Avšič, Vera: Regija je bila uspešnejša od države. 189/2010, 29.9.2010. Finance. Available from: <http://www.finance.si/290540>

⁹⁹ Japelj, Miha. 2010. Univerza v Novem mestu: Svetla ali manj svetla obzorja? p: 91. In: Miklič, Joža (ed.). 2010. NOVO mesto - možnosti in priložnosti: novomeški zbornik 2010. Novo mesto: Društvo Novo mesto.



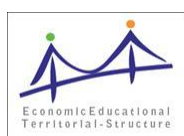
Within the Regional development programme of the Jugovzhodna Slovenija¹⁰⁰ one of the core development goals is to promote lifelong learning and ensure knowledge that corresponds to the demands of the regional economy. Jugovzhodna Slovenia is to become a region of knowledge and equal development opportunities and in order to achieve this goal the basic principles of lifelong learning shall be taken into consideration. The Lifelong Learning Strategy for Slovenia, prepared by the Ministry of Education and Sport of Slovenia,¹⁰¹ foresees that implementation and use of knowledge, skills and learning shall be considered the fundamental source and driving force for the development of local and regional areas as well as development of social networks within them. Besides job-specific skills, the general skills such as critical thinking, creativity, innovativeness, initiative, problem solving, risk assessment, decision taking, constructive management of feelings¹⁰² and similar play a significant role in the development of human resources and responsible individuals. Through principles of lifelong learning more initiatives and strategic projects in this direction can be implemented with a unique goal of creating a "thinking and learning society"¹⁰³.

¹⁰⁰ See note 89.

¹⁰¹ Jelenc, Zoran (ed.). 2009. Strategija vseživljenjskosti učenja v Sloveniji. Ljubljana: Ministry of Education and Sport of the Republic of Slovenia.

¹⁰² Recommendation 2006/962/EC of the European Parliament and of the Council on key competences for lifelong learning. OJ L 394, 30.12.2006.

¹⁰³ See note 99 and 100.



3.1 Occupational needs of local enterprises

Research /elaboration of current local surveys / analysis providing information on the occupational needs of local enterprises (based on existing documentation from regional / local institutions supporting the policies concerning employment, education and training, and favouring the matching of labour supply and demand - one first source of information could be represented by the summary of the most significant job advertisement from regional / local official recruitment offices or magazines).

The ET-struct Regional Survey has been based on *existing documentation* and on data collected through the questionnaire on enterprises, having at least one employee.

The observation field of the survey will cover the universe of active private enterprises operating in agriculture, industry and services, according to the specific local interests. The survey will not include:

- Public administration's operative units;
- Public enterprises in the sanitary field;
- Public educational units in primary and secondary schools;
- Public University units;
- Other no-profit organizations.

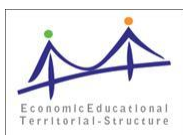
The information derived from the Business Registers and others administrative archives can cover the key characteristics of the enterprises and local units, such as economic activity, number of employees, localisation. The entity under analysis is both the enterprise in its entirety and its local units in a single "NUTS III level region". Multi-established enterprises are requested to provide data broken down into "NUTS III level region" where they have local units.

Data are collected according to the questionnaire sections or according to other local information sources.

The main data collected will refer to:

- enterprises' stock of employees as at the end of the previous year and expected changes (in-flows and out-flows) during the year of reference. The information collected also covers the expected recruitment of seasonal workers;
- characteristics of the job profiles the enterprise expects to employ during the year and, for those enterprises that do not intend to recruit employees, reasons for this behaviour;
- staff engaged under "atypical" contracts (not employees);
- the training activity provided by the enterprise during the previous year. This information is available for the firm as a whole and disaggregated by occupation (managers, clerks and workers) and gender. The survey also provides information on the type of training activity -internal and external courses, on the job or self-learning

Criteria: if an enterprise in the sample does not respond, it is replaced by another one). Classifications used: - classification of economic activities: NACE; -classification of occupations: ISCO-88; - classification of territories: NUTS III.



3.1.1 Employment forecast by job profile, sector of activity, enterprises size class.

This section will include data concerning enterprises expecting and not expecting to engage employees.

The catalogue will offer the analysis of the local enterprises structure (size class and sector of activity) and will show which are the main requested skills in each activity sector.

Collected data will also show reasons why enterprises do not hire new employees, and the most difficult skills to recruit.

If possible the analysis will give information concerning the occupational in-flows and out-flows.

The section will also include data concerning specific previous experience required by enterprises in recruiting employees, specifying what is required (i.e. Previous work experience in the same job profile, Previous work experience in the same field of activity, Previous generic work experience, Previous vocational training courses, no previous experience).

Regarding the classification used to express the enterprise size class, enterprises qualify as micro, small and medium-sized enterprises (SMEs) if they fulfil the criteria laid down in the EU sectoral laws and regulations. For this survey only the staff headcount ceiling will be considered, not taking into account the turnover ceiling or the balance sheet ceiling.

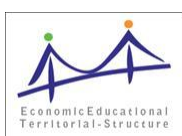
<i>Enterprise category</i>	<i>Headcount</i>	<i>Turnover</i>	<i>or</i>	<i>Balance sheet total</i>
<i>Medium-sized</i>	<i>< 250</i>	<i>≤ € 50 million</i>		<i>≤ € 43 million</i>
<i>Small</i>	<i>< 50</i>	<i>≤ € 10 million</i>		<i>≤ € 10 million</i>
<i>Micro</i>	<i>< 10</i>	<i>≤ € 2 million</i>		<i>≤ € 2 million</i>

According to the Employment Service of Slovenia's perceptions¹⁰⁴, in Jugovzhodna Slovenija new jobs will be available in the pharmaceutical sector, retail, accommodation and food service activities, health resorts, spas and wellness tourism, health care sector and other service sectors. The car industry is currently operating very successfully and new vacancies are predicted in the future due to opening of new programmes and to fairly high employee turnover. New employees will be needed in SMEs of various business sectors, in the construction companies due to upgrading the road network, the wellness and spa resorts and in the health care sector. Due to enlargement of industrial and crafts zone which are of somewhat long-term investment, new employment possibilities are also expected here.

New employment is predicted mostly in enterprises based in the city of Novo mesto as follows:

- in Revoz d.d., the only Slovenian car manufacturer, entirely owned by the Renault Group and the only European plant manufacturing new Twingo and Renault Clio II vacancies are predicted for manufacturing labourers, welders for series production, tool-makers, sheet-metal workers, car painters;

¹⁰⁴ Information on labour market for South-East Slovenia, Employment Service of Slovenia, 2010. Available from: http://www.ess.gov.si/files/377/Trg_dela_Jugovzhodna_Slovenija.pdf



- KRKA tovarna zdravil, one of the leading generic pharmaceutical companies worldwide predicts new employments options for chemical-processing-plant operators, chemical technicians, masters of pharmacy, electrical engineering technicians and economists;
- the General Hospital of Novo mesto and medical centres throughout the region, in close resemblance to the general trend in the health care service in Slovenia, is lacking medical doctors and nurses with higher education;
- the Terme Krka thermal spas with its wide range of wellness and spa services anticipate further employment needs for medical doctors, cooks and waiters.

For Jugovzhodna Slovenija region, the Employment Service of Slovenia forecasts that following job profiles will be needed in the future:

2113 Chemists

2145 Mechanical engineers

2221 Medical doctors

3113 Electrical engineering technicians

3115 Mechanical engineering technicians

3231 Nurses

5122 Cooks

5123 Waiters, waitresses

5221 Shop salespersons

7122 Bricklayers and stonemasons

7129 Building trades workers

7212 Welders

7222 Tool-makers and related workers

7422 Cabinet makers and related workers

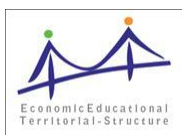
9312 Construction and maintenance labourers: roads, dams and similar constructions

9320 Manufacturing labourers in the car industry

In recent months, the employers of Jugovzhodna Slovenija, have mostly required shop assistants, drivers - auto mechanics, mechanical engineering and economic technicians, kindergarten teachers and medical technicians. Besides the above mentioned job profiles, there has been increasing demand for carpentry technicians, computer engineers, English professors and pre-school teaching professionals.

On the other side, within the register of unemployed persons of Jugovzhodna Slovenija, there were mostly workers with no occupation, economic technicians, shop assistants, general upper secondary school graduates, mechanical technicians, textile workers, shop managers and graduates in economics¹⁰⁵.

¹⁰⁵ Bolarič, Nataša: Manj potreba po delavcih, še manj zaposlitev. Finance newspaper, 28.9.2010. Available from: <http://www.finance.si/290418/Manj-potreb-po-delavcih-%B9e-manj-zaposlitev>



3.1.2 Recruitment forecast by Contract classification

This section will contain information about contracts that enterprises use to hire people (Open-ended contract, specifying if open ended contracts or fixed-term (explaining reasons and duration). It will also give information about other kinds of contract such apprenticeship or youth employment contract, or other contracts including staff engaged under atypical contracts (not employees) or specified-purpose contracts that may be used in order to accomplish specific local needs (please specify) are used.

In the recent years, in Slovenia there has been a general trend that the majority of enterprises offered only fixed term contracts. This was also the case in 2009, when on national average an increase in such contract classification has been recorded, surely as a consequence of the economic crisis and the unstable predictions for the future. In 2009, 88.424 people have been employed fixed term, which is almost 80% of all employments in Slovenia¹⁰⁶. The same trend has also been evident in Jugovzhodna Slovenija, since the analysis conducted by RIC Novo mesto and LU Kočevje showed that the majority of enterprises in Jugovzhodna Slovenia offer only fixed-term employments (see Chapter 3.2., Question 8: Contract classification). Further, the main problem of young people in Slovenia, who study on average longer than in Europe and graduate mostly after 24 years of age, is to find their first job. In the case of fixed-term employment, the employment protection legislation permits such kind of work for only two consecutive years¹⁰⁷. After this period of time, employees often have to resign their job, since permanent contracts are offered only to job profiles which are most sought for and with the highest level of qualification.

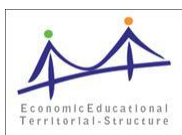
Beside fixed-term contracts other forms of precarious work are on the increase, such as part-time work, seasonal work, temporary work via agencies and student work via student agencies, even undeclared work. High flexibility has negative consequences in creating uncertainty of work. Young people often have to accept any work, even unpaid and humanitarian work, in order to gain some experience.

A very popular form of youth employment is the so called student work, which in Slovenia has had a tradition since the 1970's. It is low taxed and highly flexible, therefore employers often choose to offer student work over proper contracts. Flexible forms of working and contractual arrangements have been prevailing especially after the economic crisis in 2009. Non-standard employment is typical for youth and young adults, thus young people and first job seekers have to be highly flexible workers and they are under the pressure of precarious working arrangements.

For decades, the majority in Slovenia argued that highly educated people and an unbound education system is the key to economic growth. The human capital development in Slovenia in the sense of getting higher or tertiary education was considered the most important objective within the transition towards a knowledge based economy, and one of the most important tasks for successful integration with European market and competitiveness of the Slovenian economy. Since the 90's the employment growth in people with a university degree has been very rapid in the last decade up until the economic crisis; there was a moderate growth in those employed with secondary education, while employment of people with lower education had a negative trend.

¹⁰⁶ ESS Annual Report 2009. Available from: http://www.ess.gov.si/trg_dela/publicistika/letna_porocila

¹⁰⁷ Česen, Tanja: Youth Employment in Slovenia. Conference on Youth Employment, 13 & 14 December 2007. Ljubljana: EIPF, Economic Institute



However, the situation has now changed entirely. Nowadays, there has been an increasing demand in work which does not require tertiary education, however, wages for employment where lower education is needed are mostly lower and such work is often devaluated. Since there are not enough jobs for young people in the fields of their study, they are forced to choose fixed or part-time work below their level of education and with lower income. Thus, young people become socially marginalized and are not able to start leading their own independent households.¹⁰⁸

3.1.3 Occupation and migrating people

This section will analyze situation of labour market and migration flows. Data will have to show non fixed term job offer (in case of special situations concerning fixed term local needs please specify) and clear the impact of immigrated people in the local labour market.

According to data by the Novo mesto Regional Office of the Employment Service of Slovenia¹⁰⁹, in August 2010, around 2,700 work permits for foreign workers were issued in the Jugovzhodna Slovenija region, down 6% on previous year. Most of the foreign workers come to this region from Bosnia and Herzegovina, Croatia, Serbia and other countries of the former Yugoslavia. There have been only around 100 foreigners from other countries. At the end of August 2010, most foreigners had personal work permits (1,856); 828 workers had employment permits and 79 work authorizations (for seasonal work, managerial work).

In 2009, the employment service unit recorded 44 employments by people from other member states of the European Union, and only 17 such employments so far in 2010. The daily migration is mostly active from the areas of Bela Krajina and Posavje to Novo mesto, and from the municipality of Trebnje Ljubljana. Due to unfavourable traffic connection, there is only little migration between Kočevje and Novo mesto, and people from Kočevje region traditionally daily commute to Ljubljana.

3.1.4 Vocational training and education

This section will be parted in two. The first part will contain the analysis the situation of the training in the enterprises and the number of companies that already organize training activities. The report will show which kind of training enterprises normally uses (i.e. internal courses, external courses, on the job or self-learning).

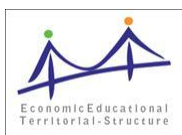
The second part will resume all the data concerning the level of instruction required by enterprises in recruiting employees. The classification adopted is explained in chapter "Methodology".

A specific attention should be used to analyze the perceived importance of the educational qualifications.

Besides upper secondary schools, higher vocational colleges, people's universities and educational centres, in-company centres are the largest providers of job-related training. There is also widespread education and training organised by human resource management departments or personnel departments of

¹⁰⁸ Ule, Mirjana. 2010. Mladi in družbene spremembe. Položaj in prihodnost mladih. Ljubljana: Forum 21. Available from: <http://www.forum21.si/dogodek.php?id=25>

¹⁰⁹ See Note 105.



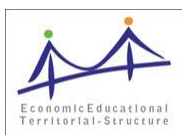
companies. In-service training is organised by companies and provided in accordance with the requirements of the work of the organisation. Large companies organise training for their employees within their own premises and using their own staff for teaching purposes. Often companies within the same industry jointly establish training centres for their own training needs, which are then broadly recognized for their quality and as such they can apply for registration as educational institutions¹¹⁰. For types of trainings that are organized by the enterprises of Jugovzhodna Slovenia see Section 3.2.

3.1.5 Main sources for enterprises' job recruitment

This section will explore the main recruitment instruments used by the enterprises (i.e. direct contact with employers/employees, University/School database search, Resume (curricula vitae) received from candidates. Internships /stage, Employers/employees Federations, Job Centers, Recruitment Agency, Job search companies (i.e. Adecco), News papers, Web sites - internet, Eures).

The types of main recruitment instruments mostly depend on the job profile required; in many cases the enterprises combine various methods of recruitment depending on type of work, the needs for specific qualification, and on the labour market situation. For methods of recruitment within the Jugovzhodna Slovenija enterprises, see section 3.2.

¹¹⁰ Adult vocational education and training. Ministry of Education and Sport. Available from: http://www.mss.gov.si/en/areas_of_work/adult_education_in_slovenia/



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3.2 Quantitative / qualitative research over a precise and representative sample of local enterprise

This section reports the results of the direct survey implemented through the questionnaire according to the following structure:

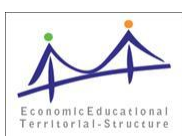
3.2.1 General overview of the data collected and processed

The Questionnaire over the training / education demand (Annex 1) was sent to over 150 different companies in the region of Jugovzhodna Slovenija either by regular post or e-mail. In addition, the human resources managers of various regional companies have been contacted through the Society of Employees of Human Resources of Dolenjska. All companies have also been contacted by telephone and presented the key objectives of the regional analysis. In total, 32 questionnaires have been collected. Most questionnaires were collected by companies in the manufacturing sector (altogether 18 companies or 56%), followed by the construction sector (19%) and some other economic sectors evident from Table 19.

Table 19: Number of questionnaires by economic sector

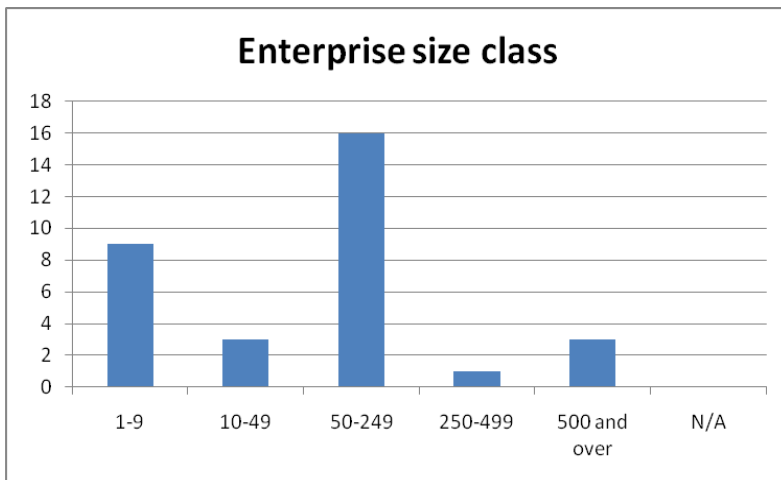
Economic sector(N=32)	Number	%
agriculture, forestry and fishing	0	0
mining and quarrying	0	0
manufacturing:	0	0
manufacture of food products, beverages and tobacco	3	9.375
manufacture of textiles and textile products	2	6.25
manufacture of leather and leather products	0	0
manufacture of wood and wood products	4	12.5
manufacture of paper and paper products; publishing and printing	0	0
manufacture of chemicals, chemical products and man-made fibres	3	9.375
manufacture of rubber and plastic products	2	6.25
manufacture of biomedical products	0	0
manufacture of basic metals and fabricated metal products	0	0
manufacture of machinery and equipment	1	3.125
manufacture of electrical and optical equipment	1	3.125
manufacture of transport equipment		0
manufacture of furniture	2	6.25
electricity, gas, steam and water supply, sewerage, waste management and remediation activities	2	6.25
construction	6	18.75
wholesale and retail trade; repair of motor vehicles and motorcycles, and personal and household good	3	9.375
transportation and storage	1	3.125
accommodation and food service activities	0	0
information and communication	1	3.125
financial and insurance activities	0	0
real estate activities	0	0
professional, scientific and technical activities	0	0
administrative and support service activities	0	0
public administration and defence; compulsory social security	0	0
education	0	0
human health and social work activities	0	0
arts, entertainment and recreation	0	0
other service activities	1	3.125
activities of households	0	0
activities of extraterritorial organisations and bodies	0	0
TOTAL	32	100

Source: RIC Novo mesto and LU Kočevje



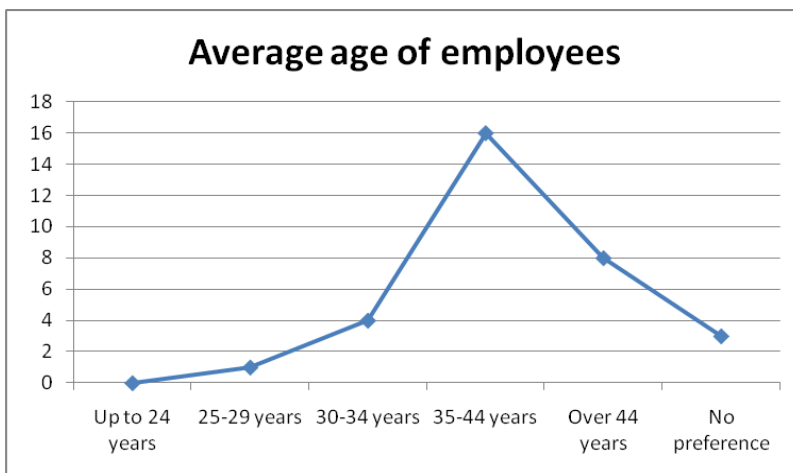
Half of the questionnaires have been provided by the medium-sized enterprises (16 of them); micro and small enterprises altogether provided 11 questionnaires, whereas 4 large companies have responded to our survey. Regarding the age structure, the average age of employees within one half of the enterprises is between 35 and 44 years.

Figure 20: Enterprise size class



Source: RIC Novo mesto and LU Kočevje

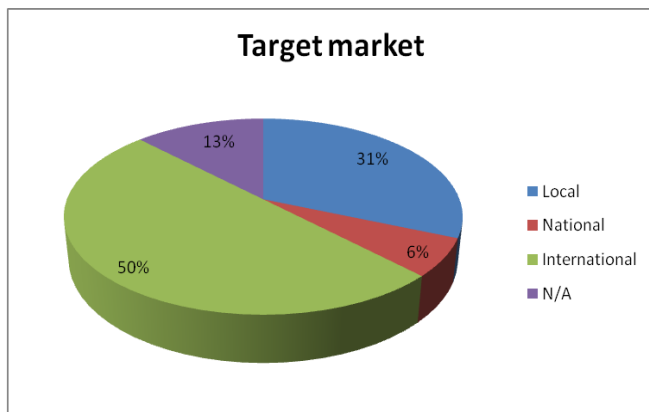
Figure 21: Average age of employees in the SE Slovenia companies



Source: RIC Novo mesto and LU Kočevje

The survey has inevitably shown that enterprises have to be export oriented, and one half of the enterprises is already selling their goods and services internationally, whereas 31% are active on the local market and only 4% have solely been offering their products and goods on the national market.

Figure 22: Companies by target market orientation



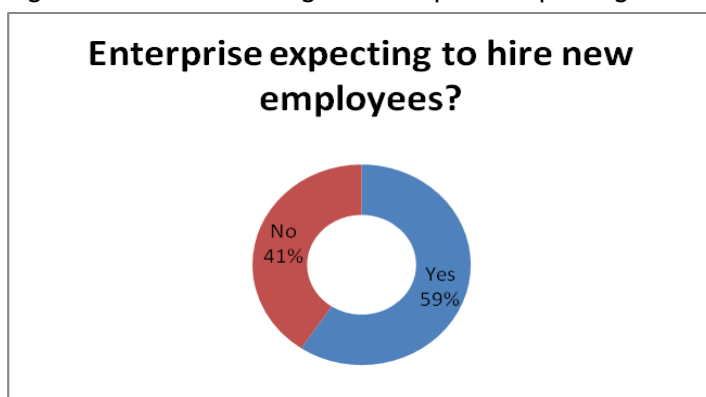
Source: RIC Novo mesto and LU Kočevje

3.2.2 evidence of the percentage of each single answer (according to the questionnaire structure) out of the whole sample

1) Enterprise expecting to hire new employees?

Despite the impact of the global economic crisis is still present throughout the global and regional markets, the tough business operations have not prevented enterprises entirely from pursuing new development strategies. Most of the interviewed enterprises (59%) still expect to hire new employees, whereas 41% do not expect to hire new employees in the near future.

Figure 23: Percentage of enterprises expecting to hire new employees



Source: RIC Novo mesto and LU Kočevje

2 & 3) Reasons for (not) hiring new employees in the near future

The reasons for new employment in the near future vary from company to company. The majority will hire new staff in order to replace employees leaving the company. It can be viewed as positive that the majority of new staff will have to be recruited in order to improve company's quality and efficiency, as well as to develop new products or services, which indicates that R&D investments in the region's economy are of great importance.

Figure 24: Reasons for hiring new employees



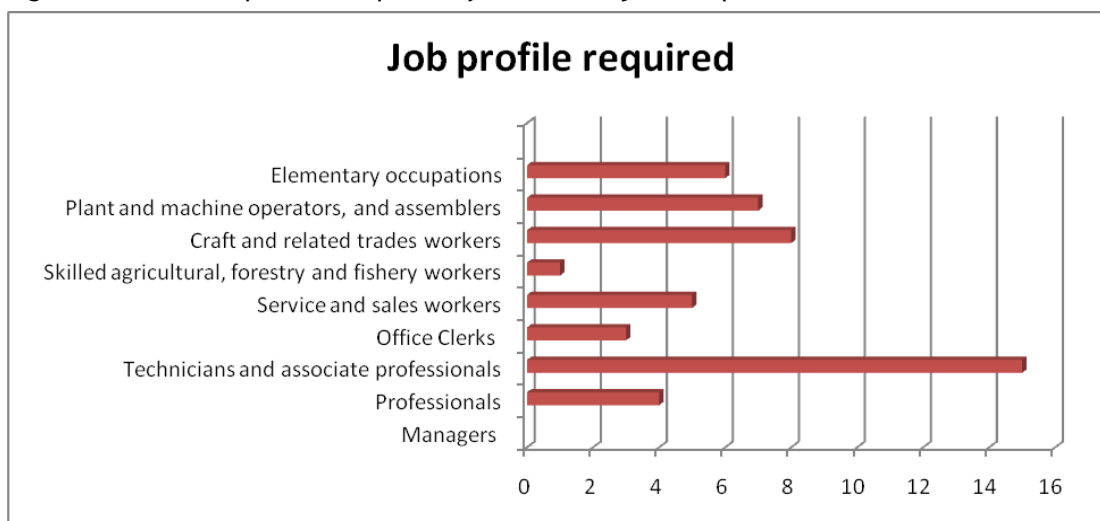
Source: RIC Novo mesto and LU Kočevje

Among the reasons for not hiring new employees, it has been specified that enterprises either have enough existing work force at the moment (67%) or that no people can be recruited because of budget constraints (33%).

4) Job Profile required

The regional survey showed that the enterprises of Jugovzhodna Slovenija will mostly require job profiles from the group of technicians and associate professionals. This group of job profiles is followed by craft and related trades workers, as well as plant and machine operators, and assemblers. No needs for managerial staff have been expressed and only one enterprise expects to hire skilled agricultural, forestry or fishery worker.

Figure 25: Job profiles required by ISCO-08 Major Groups



Source: RIC Novo mesto and LU Kočevje

Additionally, following job profiles have been explicitly specified by some of the enterprises:

installers, mechanical engineers, information specialists, electrical engineering technicians, warehouseman, development engineers, pharmacists, chemists, workers without professions, economists, accounting technicians, accountants, bricklayers and masons, carpenters, woodworking technicians, drivers, office clerks, mechanical engineering technicians, construction workers, foremen - supervisors, woodworking engineers, upholsterers.

5) Number of employees required (or recently hired)

Most enterprises will require or have recently only required a small number of employees, either only one employee (ca. 30%) or up to 3 employees (ca. 37%). Only 13% of enterprises will employ more than five new employees, thus showing that companies are being careful in predicting future human resources requirements.

Figure 26: Number of employees required (or recently hired)



Source: RIC Novo mesto and LU Kočevje

6) Skills required

Within this question, the enterprises were able to specify multiple skills that they deem essential when employing new staff or evaluating existing employees; thus, altogether 268 skills have been chosen as required. Among the most important skills required are the so called soft skills: ability to work independently and at the same time work efficiently in groups. Further, employees need to have good interpersonal and communicative skills, among others in order to convey information effectively and to ensure good customer service.

Table 20: Skills required by the employees

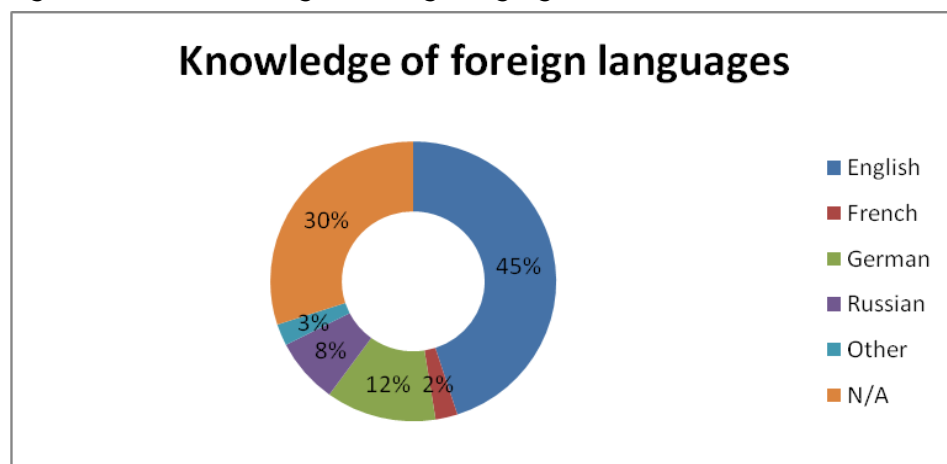
Skills required (N=32)	Number
Relational skills	14
Mathematics - Using mathematics to solve problems	4
Reading Comprehension	10
Speaking - Talking to others to convey information effectively	18
Writing - Communicating effectively in writing	10
Ability to work in group	22
Ability to work independently	26
Problem solving ability	18
Ability to manage many important tasks simultaneously, managing people	14
Coordination capacity	11
Negotiation capacity	7
Calculation capacity	4
Planning activities and resources	2
Management of Financial Resources	2
Management of Material Resources - Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work	4
Management of Personnel Resources	3
Customer orientation	14
Capacities to design, set-up, operate, and correct malfunctions involving application of machines or technological systems	16
Capacity to use equipment maintenance and installation	9
Knowledge of specific software	8
Knowledge of measuring equipment	4
Knowledge of machinery	11
Knowledge of materials	9
Knowledge of specific sectoral laws	5
Knowledge of certification systems	5
Technical skills	7
Manual skills	10
Other skills specified: predicting, planning and organisation skills, consistency	1
TOTAL	268

Source: RIC Novo mesto and LU Kočevje

7) Knowledge of foreign languages

Most of the enterprises specified English as the most important language, since almost one half of the interviewed companies expect their employees to have good knowledge of English language. The second most important language is German with 12%, followed by Russian (8%) and Croatian as the only other language (3%).

Figure 27: Knowledge of foreign languages

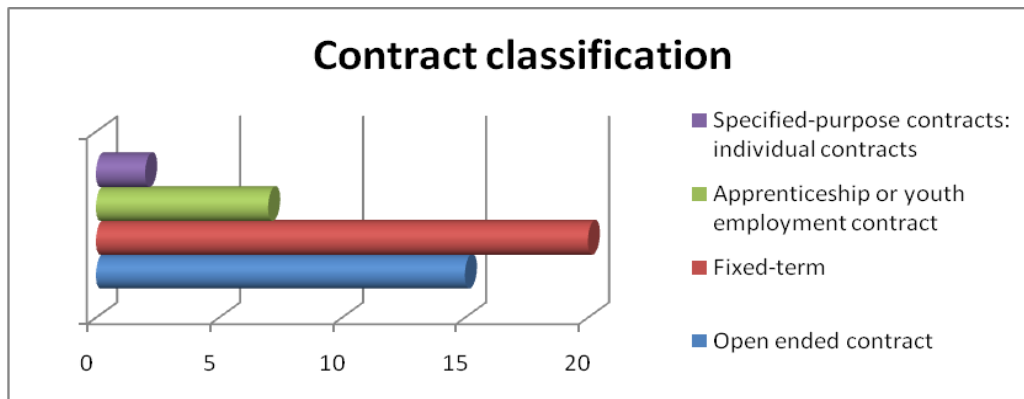


Source: RIC Novo mesto and LU Kočevje

8) Contract classification

The majority of enterprises offer vacancies with fixed term contracts, showing that the enterprises want to stay flexible. The reasons stated for this kind of contract are equally distributed between the aim to test new staff (10 answers), substitute temporary staff (8 answers) and to cover peak production (11 answers), whereas it should be added that some enterprises need several different job profiles.

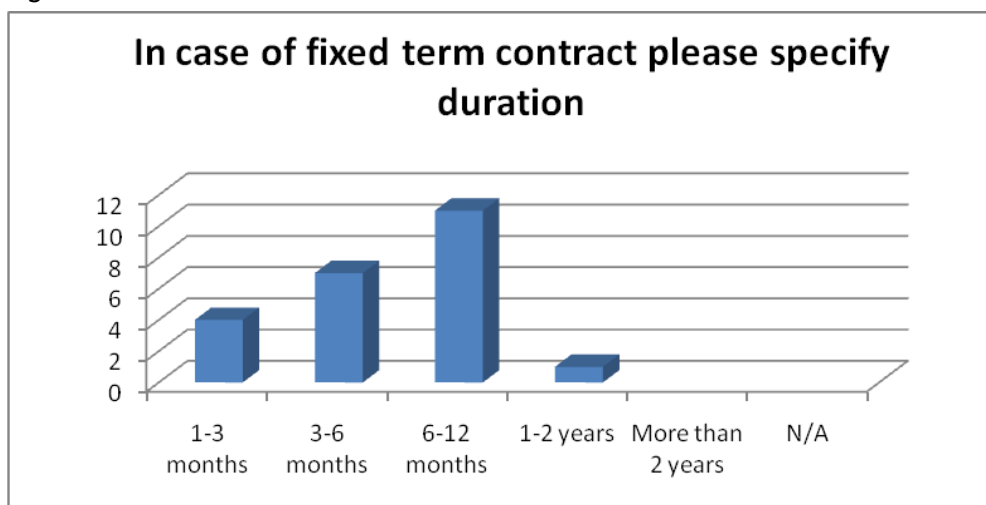
Figure 28: Contract classification with new employees (or recently hired)



Source: RIC Novo mesto and LU Kočevje

In case of fixed term contract, their average duration is between 6 to 12 months of duration. Figure 29 shows that most fixed term contracts end after 6 months.

Figure 29: Duration of fixed term contracts



Source: RIC Novo mesto and LU Kočevje

9) Company sector/-s involved

Figure 30: shows that the large majority of job profiles are still needed in the manufacturing and production planning sectors, since 56% of the regions enterprises which responded to the survey have their own manufacturing production.

Figure 30: Company sectors where most job profiles are required



Source: RIC Novo mesto and LU Kočevje

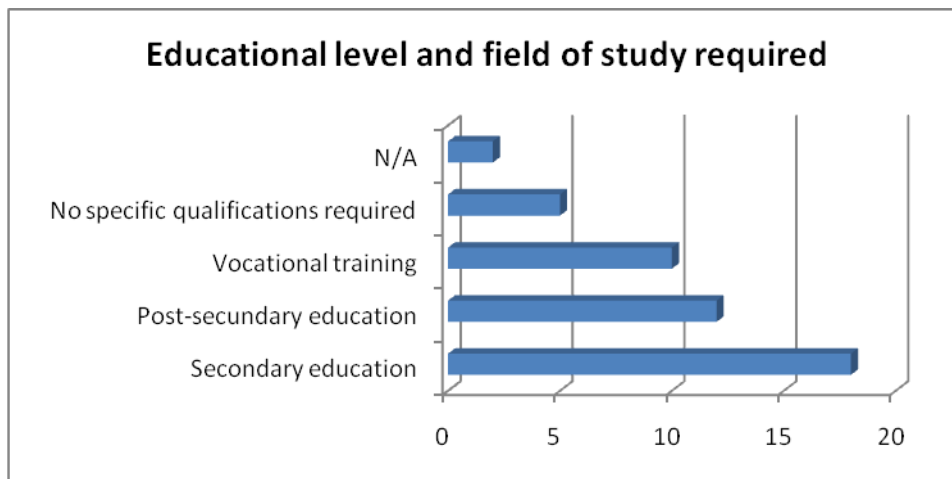
10) Educational level and field of study required

The majority of employees need to have at least secondary education, especially in various technical fields such as mechanical engineering, electrical engineering, construction, wood economy, chemistry and pharmacy. Besides the general technical knowledge in each field the required specific skills mentioned for the job profiles in construction is special training in construction engineering or building, professional certification exam in work management, knowledge of technical documentation and procedures.

The specific fields of study required at the post-secondary level are: computer engineers, mechanical and electrical engineers, chemical and pharmaceutical engineers and economists. However, besides their specific knowledge the HR managers specified that employees with post-secondary level of education should have good abilities to solve problems independently, organisational skills and people skills.

At the level of employees with vocational training, electricians, chemical plant operators and wood treaters are needed. The most appreciated skills are accuracy, conscientiousness, manual skills and other similar skills.

Figure 31: Educational level and field of study required

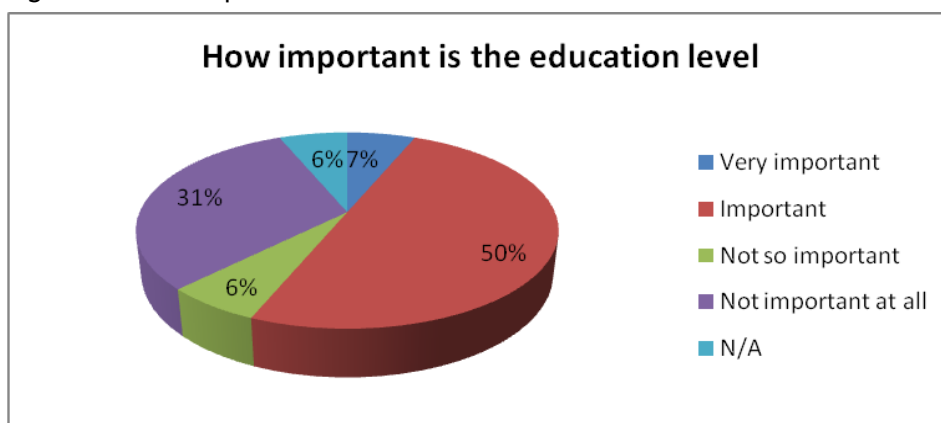


Source: RIC Novo mesto and LU Kočevje

11) How important is the education level?

Figure 32: shows that the education level is still important to HR managers when filling open vacancies. However, the research has shown that nearly 40% of enterprises do not consider education important for the job profiles required.

Figure 32: Importance of the education level



Source: RIC Novo mesto and LU Kočevje

12) Which skills are lacking in the Educational System?

The regional survey showed that following skills and activities should be more emphasised during formal education:

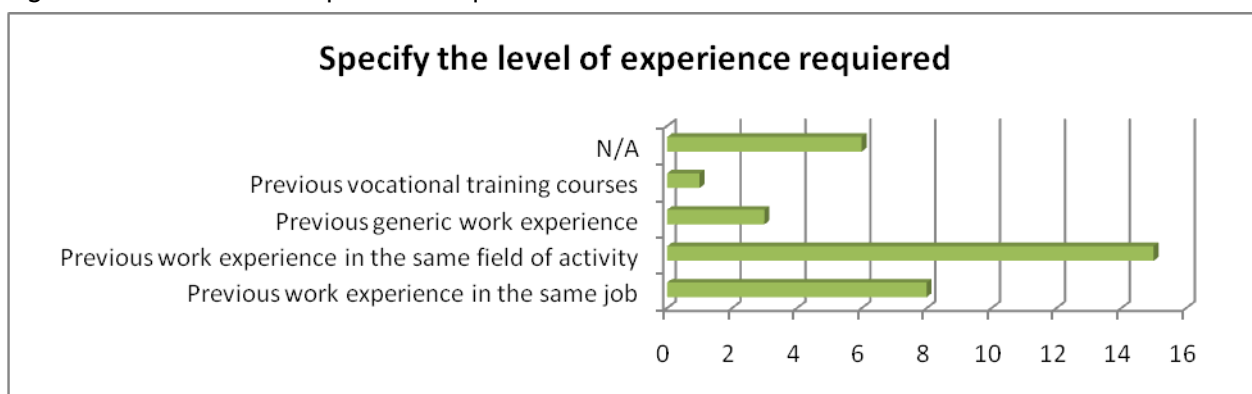
- Practice
- Ability to work independently
- Independent decision making
- Ability to work with people
- Cooperation

- Working with companies
- Interpersonal communication
- Teamwork
- Leadership skills

13&14) Is any previous experience required?

As has been presumed already from the beginning of the survey, previous work experience either in the same job or in the same field of activity is a great advantage when applying for a job. This also complies with the above mentioned suggestions under question 12, that practical work should be incorporated in the education system.

Figure 33: Level of experience required

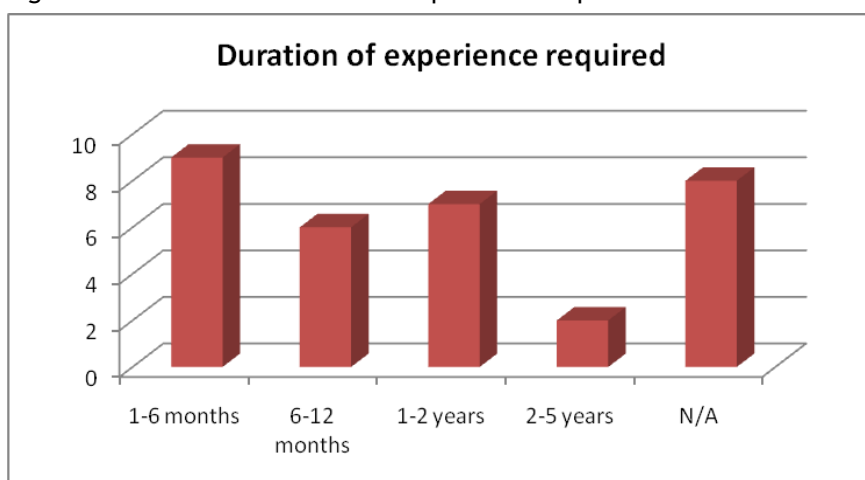


Source: RIC Novo mesto and LU Kočevje

15) Duration of experience required

For the job profiles specified by the regional enterprises, the duration of experience required does not take longer than two years, however, the in almost 30% of cases from one to six months of work experience are enough in order to qualify for the open vacancy.

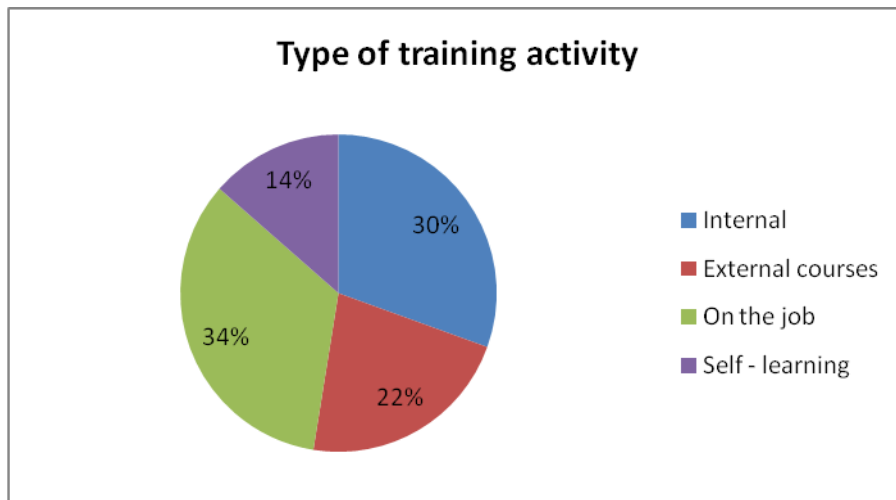
Figure 34: Duration of work experience required



16) Does the enterprise organize training activity?

Almost all enterprises organise special training courses for their employees (78%), whereas the type of training activities varies in quite equal shares.

Figure 35: Type of training activity

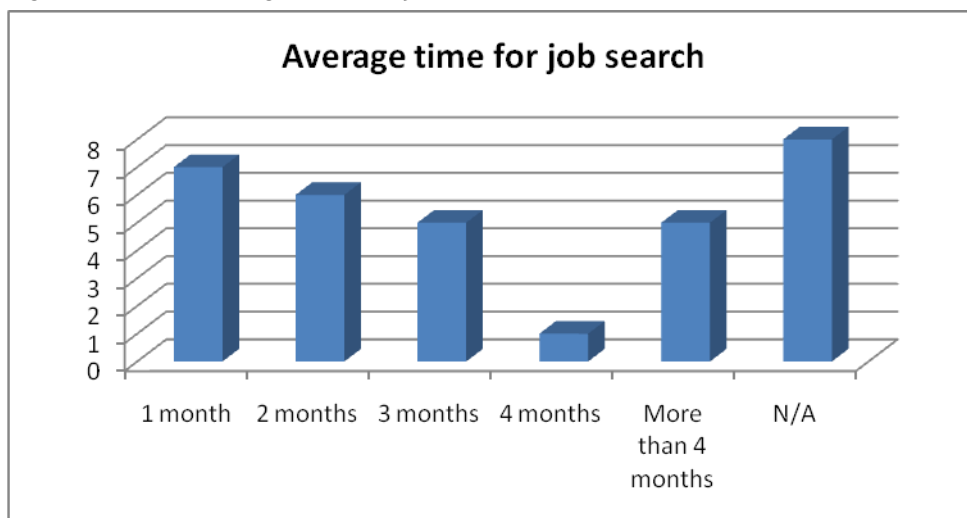


Source: RIC Novo mesto and LU Kočevje

17) Is it difficult to find this job profile?

It seems that companies have different experiences with the job profile search since exactly one half of the questioned enterprises have had difficulties with finding the right job profiles and the other half has no such problems. The average time they spend searching for the right job profile varies and is somehow evenly distributed as can be seen in the figure below.

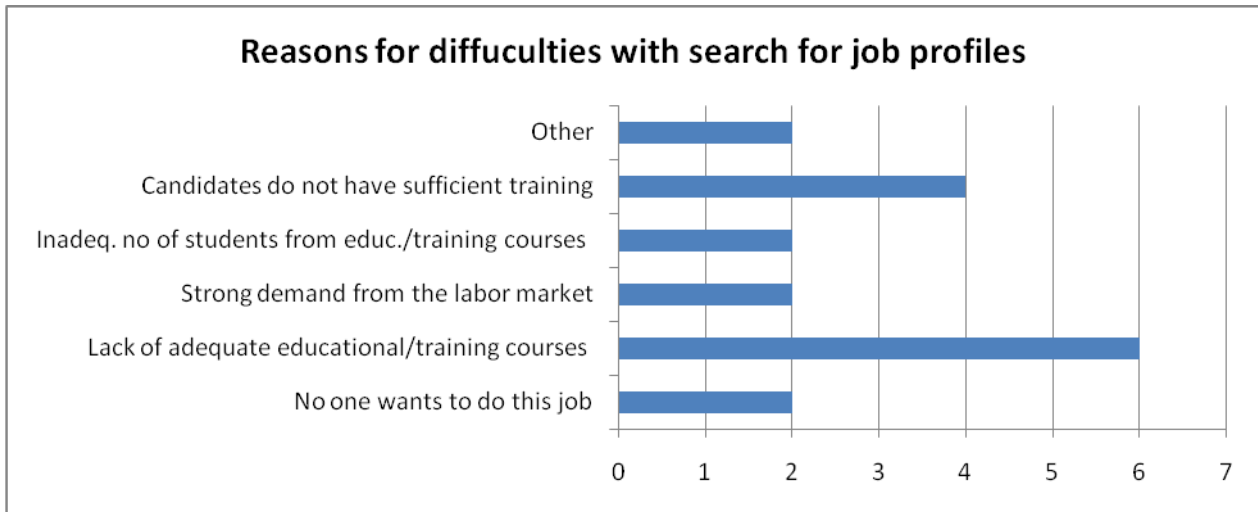
Figure 36: Average time for job search in months



Source: RIC Novo mesto and LU Kočevje

Most companies have difficulties to find proper job profiles because there are not enough adequate educational and training courses in the region or the candidates do not have sufficient specific knowledge required.

Figure 37: Reasons for difficulties when searching for specific job profiles

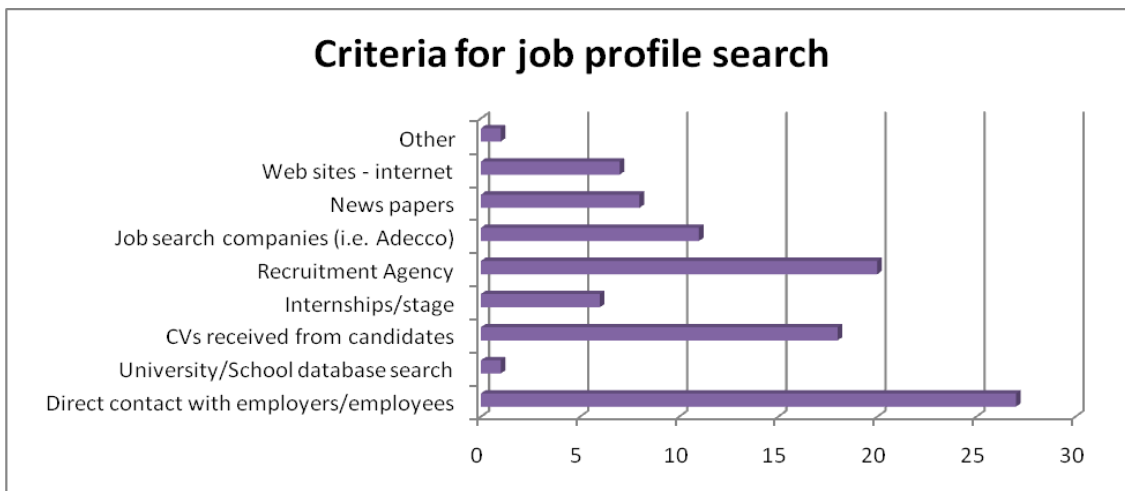


Source: RIC Novo mesto and LU Kočevje

18) Criteria for job profile search

The majority of companies search for new employees through the direct contact with employees/employers, by posting vacancies through the recruitment agency and on the internet, and through CVs which they receive from possible candidates.

Figure 38: Criteria for job profile search



Source: RIC Novo mesto and LU Kočevje

CAP 4 EDUCATION / TRAINING OFFER

4.1 Framework of schools and professional profiles and competences level obtained from the different qualifications provided by the local education and training system according to the current legal framework

This part of the survey should clearly outline the different qualifications provided by the local system (*NUTS III level*) of secondary education, post-secondary education and vocational training, according to the following table.

Secondary education

General education (*gimnazije*)

TITLE	“Gymnasium” (general, classical, specialised in economics, technical engineering, sport or arts, European section)	
General subject of the training ¹¹¹	<i>common for all types:</i>	Slovene, First Foreign Language (German, English, French or Spanish), Second Foreign Language (German, English, French or Spanish), Mathematics, History, Chemistry, Biology, Philosophy, Social Science, Informatics, Physics, Geography, Sports (<i>hours of certain subject depends upon the type of gymnasium</i>)
	<i>general:</i>	all common subjects
	<i>classical:</i>	Latin, Fine Arts
	<i>tech. eng.:</i>	Electrotechnics, Mechanics, Computer Science, Electronics, Engineering, Computer Systems and Networks, Building
	<i>sport:</i>	Sport, Fine Arts
	<i>arts:</i>	Solfeggio, Music History, piano/singing lesson/musical instrument ...
	<i>European sec.:</i>	all common subjects (as general type) with more electives
Length of the training	4 years	
Cost of the training (year 2009-2010)	/	
Economic sector of reference (NACE code)	/	
Basic access requirements to the training	<i>general:</i>	Lower secondary education (ISCED 2). (In case of enrolment limitation, in general the grades from compulsory subjects obtained in the last three years of lower secondary education are taken into account.)
	<i>classical</i>	Lower secondary education (ISCED 2). (In case of enrolment limitation, in general the grades from compulsory subjects obtained in the last three years of lower secondary education are taken into account.)
	<i>tech. eng.</i>	Lower secondary education (ISCED 2). (In case of enrolment limitation, in general the grades from compulsory subjects obtained in the last three years of lower secondary education are taken into account.)
	<i>sport</i>	Lower secondary education (ISCED 2) + sporting achievements
	<i>arts</i>	Lower secondary education (ISCED 2) + (<i>for all courses</i>) theory of music + (<i>for singing course</i>): 2 years of singing lessons + (<i>for instrument course</i>): 4-6

¹¹¹ Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

		years of musical instrument lessons
	European sec.:	Lower secondary education (ISCED 2)
Specific skills acquired during the training ¹¹²	Wide general knowledge with specifics characteristic for particular type of gymnasium	
European recognition of the qualification	/	
Number of different institutions providing the training	5 - Gimnazija Novo mesto; Srednja šola Črnomelj - Gimnazija; Gimnazija Kočevje; Grm Novo mesto - center biotehnike in turizma Kmetijska šola Grm in biotehniška gimnazija; Šolski center Novo mesto - Srednja elektro šola in tehniška gimnazija ¹¹³ (not all programmes are available at all schools)	

Vocational and technical education and training

TITLE	Economics technician	
General subject of the training	Slovene language, Mathematics, Foreign Languages (2), History, Arts, Sociology, Geography, Physics, Chemistry, Biology, Sports	
Length of the training	SSI (4 years) or PTI (5 years (3 years SPI + 2 years))	
Cost of the training (year 2009-2010)	/ (as part-time students (AE): ca. 1.300 EUR)	
Economic sector of reference (NACE code)	/	
Basic access requirements to the training	Lower secondary education (ISCED 2)	
Specific skills acquired during the training	depending on selected professional module: Informatics, Entrepreneurship, Management of Projects, of Business and Finance, Modern Economics, Financial Accounting etc.	
European recognition of the qualification	/	
Number of different institutions providing the training	5 (Ekonomška šola Novo mesto - Srednja šola in gimnazija; Gimnazija Kočevje; Srednja šola Črnomelj - Srednja poklicna in strokovna šola; Institute for Education and Culture (CIK) Trebnje, Development and Education Centre (RIC) Novo mesto)	

TITLE	Media technician	
General subject of the training	Slovene language, Mathematics, Foreign Language, History, Arts, Geography, Physics, Chemistry, Sports	
Length of the training	4 years (SSI)	
Cost of the training (year 2009-2010)	/	
Economic sector of reference (NACE code)	/	
Basic access requirements to the training	Lower secondary education (ISCED 2)	
Specific skills acquired during the training	2D & 3D animation, Graphic reproduction systems, ICT, Quality and Marketing, Typography and Reproduction, Graphic and Media Processes, Graphic Design, Media Design, Multimedia	

¹¹² Following the list used on the Questionnaire over the impact of the training offer (Annex II).

¹¹³ General remark to the names of institutions providing training at secondary level: in this document the Slovene names of the secondary schools are used since in most cases no official English translation were available.

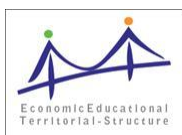
	Production ...
European recognition of the qualification	/
Number of different institutions providing the training	1 (Ekonomška šola Novo mesto - Srednja šola in gimnazija)

TITLE	Sales Assistant
General subject of the training	Slovene language, Mathematics, Foreign Language, Arts, Natural and Social Science, Sports
Length of the training	3 years (SPI)
Cost of the training (year 2009-2010)	/ (as part-time students (AE): ca.: 1.500 EUR)
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Lower secondary education (ISCED 2)
Specific skills acquired during the training	Basics of Economics, Selling of Goods, Food Management, Organisational Aspects of Business, ICT.
European recognition of the qualification	/
Number of different institutions providing the training	5 (Ekonomška šola Novo mesto - Srednja šola in gimnazija, Srednja šola Kočevje, Development and Education Centre (RIC) Novo mesto, Institute for Adult Education (LU) Kočevje, Centre for Education and Culture (CIK) Trebnje)

TITLE	Horticulture, Gardening, Floristic
General subject of the training¹¹⁴	Slovene Language, Mathematics, Foreign Language, Arts, Social Science, Sports
Length of the training	2 years (NPI) 3 years (SPI) 4 years (SSI) 5 years (3 of SPI + 2 years)
Cost of the training (year 2009-2010)	/
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Lower secondary education (ISCED 2)
Specific skills acquired during the training¹¹⁵	Depending on the chosen field and level: landscape design, forestry plantation, plant harvesting, wedding floristic, etc.
European recognition of the qualification	/

¹¹⁴ Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

¹¹⁵ Following the list used on the Questionnaire over the impact of the training offer (Annex II).



Number of different institutions providing the training	1 (Grm Novo mesto - center biotehnike in turizma, Kmetijska šola Grm in biotehniška gimnazija)
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TITLE	Gastronomy and Hotel Management
General subject of the training¹¹⁶	Slovene Language, Mathematics, Foreign Language, Arts, Social Science, Sports
Length of the training	3 years (SPI) 4 years (SSI) 5 years (3 of SPI + 2 years)
Cost of the training (year 2009-2010)	/ (as part-time students (AE): ca.: 1.500 EUR)
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Lower secondary education (ISCED 2)
Specific skills acquired during the training¹¹⁷	Depending on the chosen field and level: culinary, catering, hotel business and management.
European recognition of the qualification	/
Number of different institutions providing the training	3 (Grm Novo mesto - center biotehnike in turizma, Srednja šola za gostinstvo in turizem, Centre for Education and Culture (CIK) Trebnje, Institute for Adult Education (LU) Kočevje)

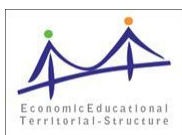
TITLE	Mechanical Engineering
General subject of the training¹¹⁸	Slovene Language, Mathematics, Foreign Language, Arts, Natural and Social Science, Sports
Length of the training	3 years (SPI) 5 years (3 of SPI + 2 years)
Cost of the training (year 2009-2010)	/
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Lower secondary education (ISCED 2)
Specific skills acquired during the training¹¹⁹	Depending on the chosen field and level: construction planning, machinery automation and robotics, energetic systems, ICT.
European recognition of the qualification	/

¹¹⁶ Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

¹¹⁷ Following the list used on the Questionnaire over the impact of the training offer (Annex II).

¹¹⁸ Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

¹¹⁹ Following the list used on the Questionnaire over the impact of the training offer (Annex II).



Number of different institutions providing the training	2 (Šolski center Novo mesto - Srednja strojna šola, Srednja šola Črnomelj - Srednja poklicna in strokovna šola)
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TITLE	Wood Science and Civil Building
General subject of the training¹²⁰	Slovene Language, Mathematics, Foreign Language, Arts, Social Science, Sports (Physics, Chemistry, Psychology)
Length of the training	2 years (NPI) 3 years (SPI) 4 years (SSI) 5 years (3 of SPI + 2 years)
Cost of the training (year 2009-2010)	/
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Lower secondary education (ISCED 2)
Specific skills acquired during the training¹²¹	Depending on the chosen field and level: indoor furniture, wood processing, etc.
European recognition of the qualification	/
Number of different institutions providing the training	2 (Šolski center Novo mesto - Srednja gradbena in lesarska šola, Srednja šola Kočevje)

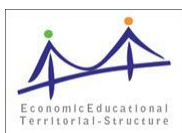
TITLE	Computer Science and Electrotechnics
General subject of the training¹²²	Slovene Language, Mathematics, Foreign Language, Arts, Social Science, Sports (Physics, Chemistry, Psychology, Geography)
Length of the training	3 years (SPI) 4 years (SSI) 5 years (3 of SPI + 2 years)
Cost of the training (year 2009-2010)	/
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Lower secondary education (ISCED 2)
Specific skills acquired during the training¹²³	Depending on the chosen field and level: ICT management, data bases management.

¹²⁰ Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

¹²¹ Following the list used on the Questionnaire over the impact of the training offer (Annex II).

¹²² Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

¹²³ Following the list used on the Questionnaire over the impact of the training offer (Annex II).



European recognition of the qualification	/
Number of different institutions providing the training	1 (Šolski center Novo mesto - Srednja elektro šola in tehniška gimnazija)

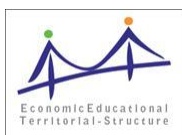
TITLE	Chemistry, Health Science
General subject of the training ¹²⁴	Slovene Language, Mathematics, Foreign Language, Arts, Social Science, Sports (Physics, Chemistry, Psychology, Geography)
Length of the training	4 years (SSI)
Cost of the training (year 2009-2010)	/
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Lower secondary education (ISCED 2)
Specific skills acquired during the training ¹²⁵	Specific knowledge of physical chemistry, organic chemistry, chemical technological processes.
European recognition of the qualification	/
Number of different institutions providing the training	1 (Šolski center Novo mesto - Srednja zdravstvena in kemijska šola)

Higher vocational education

TITLE	Business Assistant
General subject of the training	Business Communication, Foreign Language, Accountancy and Finance Business, ICT, HRM, Marketing and Marketing Communication, etc.
Length of the training	2 years (120 CP)
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: ca. 1.600 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Organizing and managing of activities and work processes in offices, scheduling plans of activities on management and professional levels, providing realisation of decisions made on management and professional levels, participating in personnel management, managing business correspondence and costs of the organizational unit, managing different professional groups and ascertain their efficiency, considering business protocol and business manners in communication with business partners at home and abroad; generic competences: critical thinking, problem solving.

¹²⁴ Same interpretation as the item “attended education” on the Questionnaire over the impact of the training offer (Annex II).

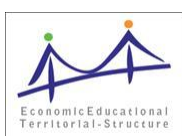
¹²⁵ Following the list used on the Questionnaire over the impact of the training offer (Annex II).



European recognition of the qualification	/
Number of different institutions providing the training	3 (Vocational College for Business Assistants and Accountants Novo mesto, Centre for Education and Culture Trebnje, Development and Education Centre (RIC) Novo mesto)

TITLE	Economist
General subject of the training	Business communication, Foreign languages, Informatics, ICT, Business Mathematics, Organisation and Management, Basics of Business Finance, Purchase, Marketing, Business Law, Taxes, Business Processes, Ecology, Entrepreneurship, Business Analysis, Work Psychology, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: ca. 1.600 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Basic knowledge of business finance, planning the activities of the accounting department, tax and economic regulations, tax aspects of management and accounting, accounting in small firms, keeping the books, preparing and interpreting analytical reports on decisions, establishing and keeping an effective information net organization for accountin, use of ICT, ensuring efficient organization and quality.
European recognition of the qualification	/
Number of different institutions providing the training	4 (Vocational College for Business Assistants and Accountants Novo mesto, Centre for Education and Culture Trebnje, Development and Education Centre (RIC) Novo mesto, Institute for Adult Education (LU) Kočevje)

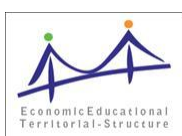
TITLE	Landscape Management
General subject of the training	Business Communication and Management, Foreign Language, Evaluation statistical methods, Entrepreneurship and Marketing, Organisation and Business, Landscape Development and Legislation, Tourism and Sport, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: ca. 1.500 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on landscape management, construction, maintenance, garden/landscape design, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (Grm Novo mesto - Centre of Biotechnology and Tourism, Higher vocational college)



TITLE	Hotel Management and Tourism
General subject of the training	Communication, Gastronomy Basics, Marketing, Gastronomy and Tourism Business, Wellness Tourism, Congress Tourism, F&B, Culinary skills, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: ca. 1.500 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Wide knowledge on culinary, catering, cooking with focus on business and management of hotels, tourist agencies, project management.
European recognition of the qualification	/
Number of different institutions providing the training	1 (Grm Novo mesto - Centre of Biotechnology and Tourism, Higher Vocational College)

TITLE	Nature preservation
General subject of the training	Business Communication and Management, Foreign Language, ICT, Sustainable Development, Biotic Diversity, Marketing, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: ca. 1.500 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on biotic diversity, sustainable development, ecosystems, renewable energy,
European recognition of the qualification	/
Number of different institutions providing the training	1 (Grm Novo mesto - Centre of Biotechnology and Tourism, Higher Vocational College)

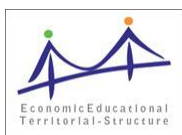
TITLE	Engineering Science
General subject of the training	Business Communication and Management, Foreign Language, ICT, Sustainable Development, Biotic Diversity, Marketing, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: ca. 1.500 EUR / year
Economic sector of reference (NACE code)	/



Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on automation of production processes, thermodynamic in energetic, projection and construction of tools, computer technology used in production processes, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School centre (ŠC) Novo mesto - Higher Vocational College)

TITLE	Environmental protection
General subject of the training	Business Communication and Management, Foreign Language, Natural science, Computer Science and Informatics, Water supply, Waste Management, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: 1.500 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on environmental and nature protection, public infrastructure, urban planning, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School centre (ŠC) Novo mesto - Higher Vocational College)

TITLE	Electronic science
General subject of the training	Business Communication and Management, Foreign Language, ICT, Electrical Measurements, Electronic Elements, Planning, Ecology, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: 1.500 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirem. to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on automation of processes, ICT, electronic system, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School centre (ŠC) Novo mesto - Higher Vocational College)

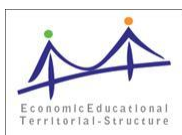


TITLE	Informatics
General subject of the training	Business Communication and Management, Foreign Language, ICT, Operational Systems, Basics of Computer Composition and Function, Computer Programming, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: 1.500 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on planning of computer equipment development and business information systems, sales engineering, preparation of technical documentation, maintenance of web pages, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School centre (ŠC) Novo mesto - Higher Vocational College)

TITLE	Wood Science
General subject of the training	Business Communication and Management, Foreign Language, ICT, Surface treatment and Protection of Wood, Marketing, Wood Constructions, etc.
Length of the training	2 years
Cost of the training (year 2009-2010)	full-time students: 0, part-time students: ca. 1.500 EUR / year
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on managing, planning and control of processes in all wood industry branches, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School centre (ŠC) Novo mesto - Higher Vocational College)

Higher Education

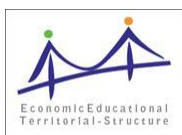
TITLE	Business and Management
General subject of the training	Introduction to Economics, Communication Methods, Business Finance, Accountancy, Management, Marketing, Statistics, Foreign Language 1+2, Tax policy, HRM, etc.
Length of the training	1. cycle: 3 years (Bachelor) 2. cycle: 2 years (Master)
Cost of the training (year 2010-2011)	full-time students: 0; part-time students: 1. cycle: ca. 5.400 EUR, 2. cycle: ca. 5.100 EUR



Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on economy, management, marketing, accountancy, human resources, informatics, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School of Business and Management Novo mesto)

TITLE	Informatics in Business and Management
General subject of the training	Introduction to Economics, Computer programming, Communication Methods, Business Finance, Accountancy, Management, Data bases, Foreign Language 1+2, Development and Management of IS, etc.
Length of the training	1. cycle: 3 years (Bachelor)
Cost of the training (year 2010-2011)	full-time students: 0; part-time students: 1. cycle: ca. 5.400 EUR
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on project management and development of IS, E-Business, Management, Marketing, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School of Business and Management Novo mesto)

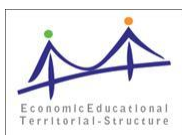
TITLE	Technologies and Systems
General subject of the training	Basics on Technologies, Materials, Chemical Technology, Communications Methods, Electrotechnics and Electronic, Mechanics, Information Systems, etc.
Length of the training	1. cycle: 3 years (Bachelor)
Cost of the training (year 2009-2010)	full-time students: 0; part-time students: 1. cycle: ca. 6.300 EUR
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	General knowledge on mathematics, physics, chemistry, economy, marketing, specific knowledge on informatics and computer science etc.
European recognition	/



of the qualification	
Number of different institutions providing the training	1 (School of Technologies and Systems Novo mesto)

TITLE	Health Science
General subject of the training	Anatomy, Physiology, Pathology, Microbiology, Ethics and Philosophy of Health Science, Theory on Health Science, Psychology, Health Sociology, Foreign Language, etc.
Length of the training	1. cycle: 3 years (Bachelor) 2. cycle: 2 years (Master)
Cost of the training (year 2010-2011)	full-time students: 0; part-time students: 1. cycle: ca. 10.000 EUR, 2. cycle: ca. 2.600 EUR
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on health care.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School of Health Science Novo mesto)

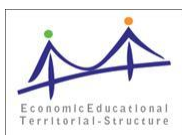
TITLE	Business Economics
General subject of the training	Microeconomics, Communication Methods, Business Informatics, Foreign Language 1+2, Macroeconomics, Marketing, Management, Business Finance, Taxes, HRM, etc.
Length of the training	1. cycle: 3 years (Bachelor) 2. cycle: 2 years (Master) 3. cycle: 2 years (Doctor)
Cost of the training (year 2009-2010)	full-time students: 0; part-time students: N/A
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Specific knowledge on solving exacting professional problems in the field of management, company business, business systems organisation, legislation, HRM, etc.
European recognition of the qualification	/
Number of different institutions providing the training	1 (Faculty of Business and Management Sciences Novo mesto)



TITLE	Information Science in Contemporary Society
General subject of the training	Sociology, Political science, Economics and business sciences/ management, Information science, Computer engineering, Mathematics, Statistics, Qualitative methodology.
Length of the training	1. cycle: 3 years (Bachelor) 2. cycle: 2 years (Master) 3. cycle: 2 years (Doctor)
Cost of the training (year 2010-2011)	full-time students: 0; part-time students: 1. cycle: ca. 5.400 EUR, 2. cycle: ca. 5.000 EUR,
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Basic knowledge and skills in the field of social sciences, with broader knowledge of social research methods and a good knowledge of information-communication technology (ICT).
European recognition of the qualification	/
Number of different institutions providing the training	1 (Faculty of information studies Novo mesto)

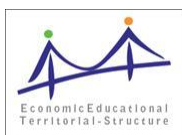
TITLE	Engineering and vehicles
General subject of the training	Technologies, Materials, design, quality and reliability, human resources, environmental management, information and communication technologies, development of activities and their realisation, industrial law and property, logistics, marketing of production technology and development, management of enterprises
Length of the training	1. cycle: 3 years (Bachelor) 2. cycle: 2 years (Master) 3. cycle: 2 years (Doctor)
Cost of the training (year 2009-2010)	full-time students: 0; part-time students: N/A
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3)
Specific skills acquired during the training	Professional practical knowledge and skills from various technical-engineering fields, production, development, maintenance and sale of the products with the support of information communication technologies.
European recognition of the qualification	/
Number of different institutions providing the training	1 (Faculty of Industrial Engineering Novo mesto)

TITLE	Quality Management
General subject of the	Microeconomics, Communication Methods, Business Informatics, Foreign Language 1+2,



training	Macroeconomics, Marketing, Management, Business Finance, Taxes, HRM, etc.
Length of the training	1. cycle: 3 years (Bachelor) 2. cycle: 2 years (Master) 3. cycle: 2 years (Doctor)
Cost of the training (year 2009-2010)	full-time students: 0; part-time students: 1. cycle: ca. 5.400 EUR, 2. cycle: ca. 5.000 EUR, 3. cycle: ca. 5.400 EUR.
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3).
Specific skills acquired during the training	Specific knowledge on organizational sciences, broad knowledge of research methods and good knowledge on quality models, standards and tools.
European recognition of the qualification	/
Number of different institutions providing the training	1 (Faculty of Organizational Studies Novo mesto)

TITLE	Social Management (only as part-time study programme in 2010/2011)
General subject of the training	
Length of the training	1. cycle: 3 years (Bachelor) 2. cycle: 2 years (Master) 3. cycle: 2 years (Doctor)
Cost of the training (year 2009-2010)	N/A
Economic sector of reference (NACE code)	/
Basic access requirements to the training	Upper secondary education (ISCED 3).
Specific skills acquired during the training	Specific knowledge in the field of social policy, good knowledge of sociology, communication science and of management skills in the field of social affairs, health care, education, culture.
European recognition of the qualification	/
Number of different institutions providing the training	1 (School of Advanced Social Studies Nova Gorica, Faculty of Organizational Studies Novo mesto)



4.1 Framework of schools and professional profiles and competences level obtained from the different qualifications provided by the local education and training system according to legal framework evolutions and trends

During these months the Italian secondary school system is undergoing an intensive reform in terms of structure, contents and (especially) profiles and qualifications. The reform will enter into force starting from the next school year (*meaning September 2010*) but only after some years will produce concrete effects on students. Anyway this Regional Survey should take into account this reform and all its concrete effects (at least for what concerns the current information available) underlining in particular:

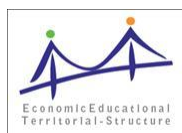
- Leading purposes of the reform
- Clear evidence of the major news and changes to be introduced

The same analysis should be applied in all the PP regions where a reform or evolution of the current education / training system is on the run or just foreseen.

In Slovenia a reform of vocational and technical education and training (2008-2011) has already resulted in adaptation of old education programmes to the needs of the labour market. Completely new programmes have been designed to follow the technological and social changes in the economy. A very important change is also the recognition of informally acquired knowledge. The foreseen modernisation of general education, gymnasium curricula, has started but not been finished yet.

A long-term strategy on higher education level includes the influence of employers to raise better interconnection between education and the labour market, by bringing together student and employers on specific projects during their studies or inviting mentors from industry sectors to provide their services. The new strategy will bring a new national higher education programme, higher education act, national qualifications framework and new system of higher education funding. In accordance with the draft National Programme for Higher Education 2011-2020, the higher education in Slovenia will be based on following objectives to support Slovenia's ambition to become a knowledge-based society:

- Importance of higher education, however, public higher education institutions shall be supported and financed exclusively on the basis of their quality; all-life learning must become normal practice;
- Diversification which promotes diversity in the types of institutions and their missions and diversity in study programmes with the view of achieving the main objectives of higher education;
- Fostering a unified and transparent system to assist with study requirements;
- Internationalisation and openness to the international community;
- Quality which will ensure everyone can acquire internationally comparable and recognised tertiary qualifications; flexible and up-to-date study programmes;
- Employability and mobility across Europe and world-wide and social dimension which will provide fair access to higher education.



CAP 5 IMPACT OF THE LOCAL EDUCATION / TRAINING OFFER

This chapter should provide an updated picture of the monitoring of graduates' access to the labor market within the 3 years after graduation (covering the 3 fields of this whole analysis meaning secondary education, post-secondary education and vocational training). It is a very important tool for evaluating the effectiveness of the local education / training system and for assessing the attitude of the labour market towards graduates (in all the 3 fields).

5.1 Research / elaboration of current local surveys / analysis giving evidence of the different education / training disciplines (*processing data starting from the year 2008*)

The analysis should provide updated information collected through the analysis of survey / researches in the most relevant regional economic sectors and for the 3 fields of the local education / training system (*NUTS III level*) taking into account the following set of information:

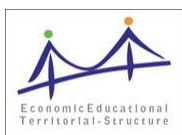
- Assessment of the attended education / training
- Postgraduate training (in case of university)
- Employment condition
- How and when graduates¹²⁶ actually access the labour market
- Characteristics of the company and the current work
- Extent to which the obtained degree is useful and required for the current job (*effectiveness and quality*)
- Satisfaction with the current job
- Search of a job

According to the RDP 2007-2013¹²⁷ the SE region is providing an appropriate infrastructure on the secondary education level (13 schools), with the highest density in the regional centre, Novo mesto. In recent years a wide variety of post-secondary, higher vocational programmes (operating in framework of secondary schools) as well as higher professional and academic study programmes was formed in the region (7 institutions with higher education programmes). Again Novo mesto as regional centre has the leading role. Due to centralisation of tertiary education (Ljubljana, Maribor, Koper) a great number of students is studying and consequently seeking their employment elsewhere. Only interesting and diverse under- and postgraduate study programmes along with adequate employment possibilities will help stop the brain drain the region is still facing.

As already pointed out in chapter 3.1: "Occupational needs of local enterprises" according to the Employment Service of Slovenia's perceptions, in Jugovzhodna Slovenija new jobs will be available in the pharmaceutical sector, retail, accommodation and food service activities, health resorts, spas and

¹²⁶ Referred to all the 3 field of education / training here considered.

¹²⁷ Regionalni razvojni program razvojne regije Jugovzhodne Slovenije 2007-2013 (RRP) [Regional development programme of the South-East Slovenia development region for 2007-2013]. 2006. Novo mesto: Razvojni Center Novo mesto. Available from: <http://www.rc-nm.si/docs/RRP%202007-2013.pdf>



wellness tourism, health care sector and other service sectors. New employees will be needed in SMEs of various business sectors, in the construction companies due to upgrading the road network, the wellness and spa resorts and in the health care sector. Due to enlargement of industrial and crafts zone which are of somewhat long-term investment, new employment possibilities are also expected here. According to the National Employment Service the following job profiles will be needed in the future: chemists, mechanical engineers, medical doctors, electrical engineering technicians, mechanical engineering technicians, nurses, cooks, waiters, shop salespersons, bricklayers and stonemasons, building trades workers, welders, tool-makers and related workers, construction and maintenance labourers: roads, dams and similar constructions, manufacturing labourers in the car industry.

As showed in the statistic made by SURS¹²⁸ almost 70% of persons participating in the ad hoc module worked for at least three months after they finished with the education. Slightly less than 40% found that work with the help of family or friends, 17% via advertisements in the press or on the Internet and 11% via a student employment service. This can be understood as a proof that student employment services offer insecure, occasional or precarious work which only exceptionally leads to secure employment.

In the field of education the priorities of the region are focused on creating the knowledge adapted to the local economy where a strong need to promote innovative entrepreneurship was identified. Moreover, the same pattern was confirmed at the national level. A research carried out by the GEA College in 2008¹²⁹ showed there is a high inclination among secondary students toward entrepreneurship. Of 3.000 students 61% wish to become an entrepreneur. The high percentage was identified among secondary schools oriented in economics as well among general and technical schools.

In 2009, within the project HEGESCO¹³⁰, funded by the European Union Lifelong Learning Program, a large scale survey with a gross sample size of more than 30,000 university graduates, and qualitative interviews among employers and HE institutions from five partner countries has been conducted. For Slovenia, it has been lead by the Faculty of Social Sciences of the University of Ljubljana and around 6,000 have responded to the analysis. The survey showed that following competences are considered most important in the early transition from higher education to labour market: mastery and field specific knowledge; competences related to learning (major distinctive subcategories identified are self learning and development and abilities of continuous learning); personal proficiency (major distinctive subcategories identified are team work and time management); communication skills with foreign language as the main distinctive subcategory; and ICT skills.

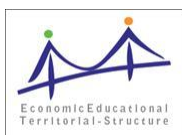
Furthermore, the questionnaire of Vocational College for Business Assistants and Accountants Novo mesto¹³¹ was composed of questions designed to find out the satisfaction of the students with the study

¹²⁸ Youth on Labour Market, Slovenia, 2nd quarter 2009. Statistical Office of the Republic of Slovenia (SURS). Accessible from: http://www.stat.si/eng/novica_prikazi.aspx?id=3029

¹²⁹ Odnos do podjetništva med srednješolci. Gea College. Accessible from: <http://www.gea-college.si/fakulteta-za-podjetnistvo/razvojno-raziskovalni-institut/raziskovalna-dejavnost/>

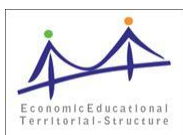
¹³⁰ HEGESCO Project. Higher Education as a Generator of Strategic Competences. Available from: <http://www.hegesco.org/content/view/8/10/>

¹³¹ The Questionnaire was provided by the Vocational College for Business Assistants and Accountants Novo mesto and was conducted among graduates in 2009/10.



programme, their assessment of the applicability and effectiveness of the gained competences and the use of gained knowledge in the practise. It was filled out by 133 students (11% male, 89% female) with Business Assistant (22%) or Accountant (78%) degree. The majority of the respondents were satisfied with the study programme and acquired knowledge and skills. They were asked to evaluate the knowledge gained during their course of study. The responds showed a very good orientation of the offered study programmes since the majority of the graduates quite / strongly agreed that their gained knowledge and competences are sufficient presented in the education programme. A bit stronger percentage (comparing to other skills) of those answering strongly disagree / disagree or partly on the questions regarding entrepreneur spirit and self-initiative, management skills, ability to analyse and synthesize, research skills, innovative thinking skills.

As existing findings show, there is a regional and as well national wide need on one hand but a desire on the other to promote entrepreneurship or more precisely to help develop and strengthen the skills needed for a successful career as entrepreneur.



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5.2 **Quantitative / qualitative research over a precise sample of graduates on the local education / training system** taking into account the leading economic sectors in the region and based on data collected through a direct and representative sample survey for all the 3 categories considered.

This section will report the results of the direct survey implemented through the questionnaire according to the following structure:

- 5.2.1 general overview of the data collected and processed,
 - 5.2.2 evidence of the percentage of each single answer (*according to the questionnaire structure*) out of the whole sample,
 - 5.2.3 graphics and charts
-

5.2.1 General overview of the data collected and processed

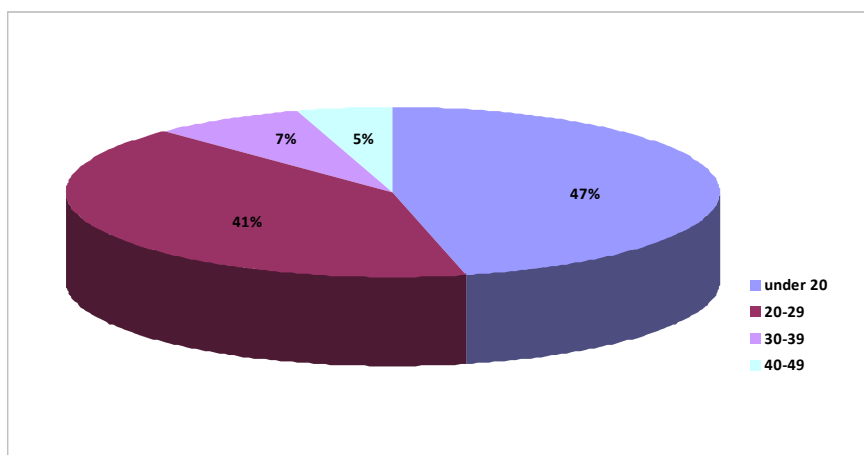
The Questionnaire over the training / education offer (Annex 2) was sent per post or email, or directly handed down to over 250 secondary and post-secondary education graduates in Jugovzhodna Slovenija. At the end 147 questionnaires have been collected in total with almost equal representation of secondary (56%) and post-secondary (43%) graduates.

5.2.2 Evidence of the percentage of each single answer (*according to the questionnaire structure*) out of the whole sample (including graphics and charts)

1) PERSONAL DATA (age, gender, municipality of residence, year of graduation)

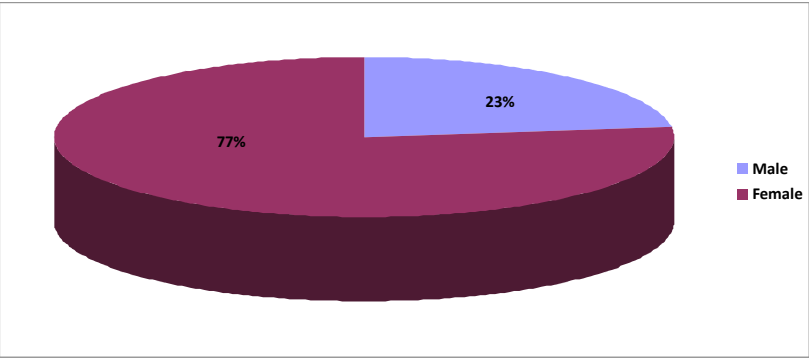
The age structure shows that 47% of the respondents were up to 20, and 41% from 20 to 29 years old with high percentage (77%) of women. Almost 120 of the graduates finished their education in 2010. Most represented municipalities are Novo mesto, Kočevje, Trebnje, Dolenjske Toplice, Šentjernej.

Figure 39: Age structure



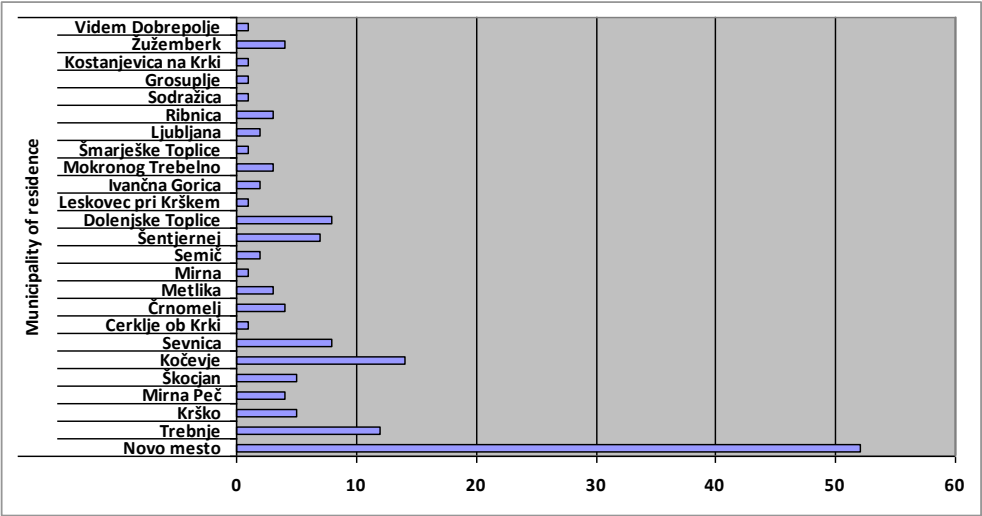
Source: RIC Novo mesto and LU Kočevje

Figure 40: Gender



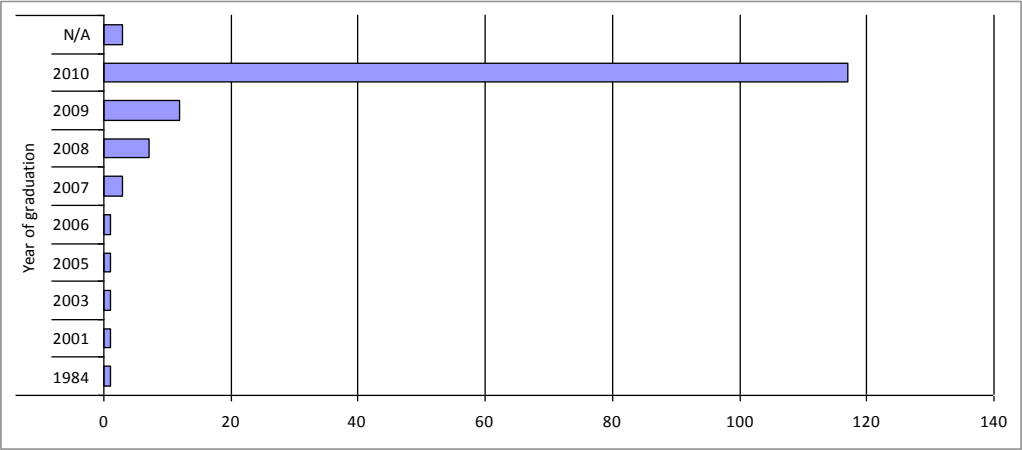
Source: RIC Novo mesto and LU Kočevje

Figure 41: Municipality of residence



Source: RIC Novo mesto and LU Kočevje

Figure 42: Year of graduation

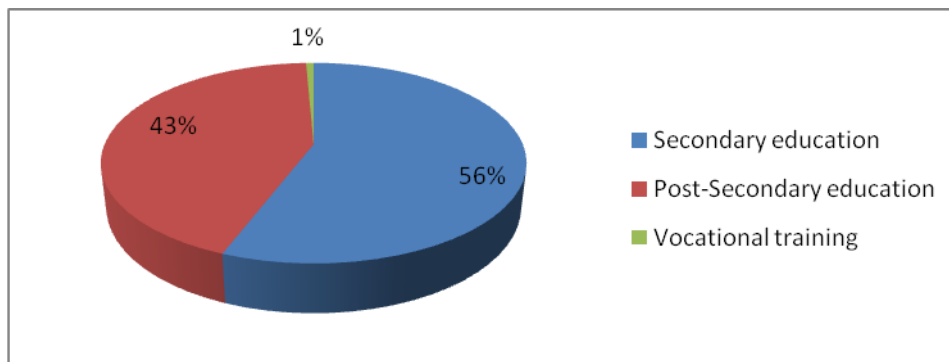


Source: RIC Novo mesto and LU Kočevje

2) FIELD OF STUDY

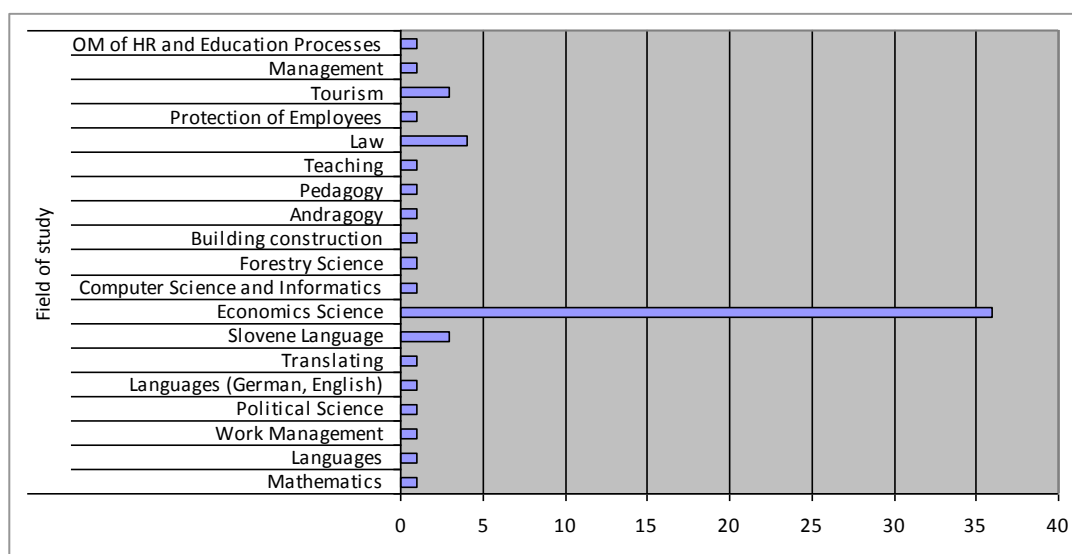
As evident below, the graduates from secondary and higher education are represented quite equally. According to the local education/training offer the pattern shows economics science as the main field of study followed by law, languages, tourism. It can be seen that the larger part of people who have responded to the questionnaire has graduated from economical sciences. Schools in this field of study are indeed well represented in Jugovzhodna Slovenija, thus there are also more people which graduate from these sciences.

Figure 43: Attended education



Source: RIC Novo mesto and LU Kočevje

Figure 44: Field of study

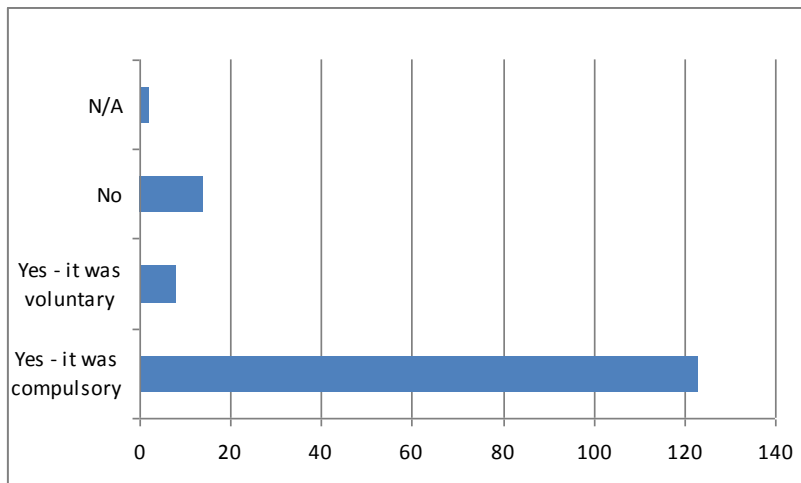


Source: RIC Novo mesto and LU Kočevje

3) WORKING EXPERIENCE DURING EDUCATION

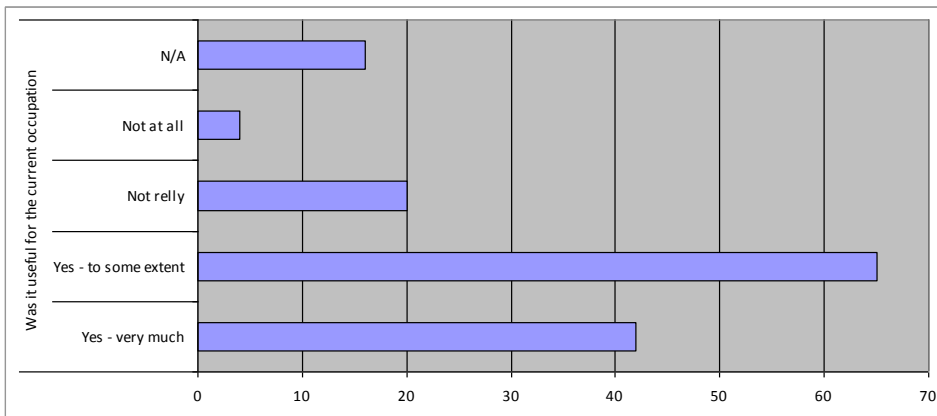
More than 120 graduates indicated that the working experiences gained during the study were compulsory and estimated from the majority as useful to some extent for their current employment.

Figure 45: Working experiences during education



Source: RIC Novo mesto and LU Kočevje

Figure 46: Usefulness of the gained experiences

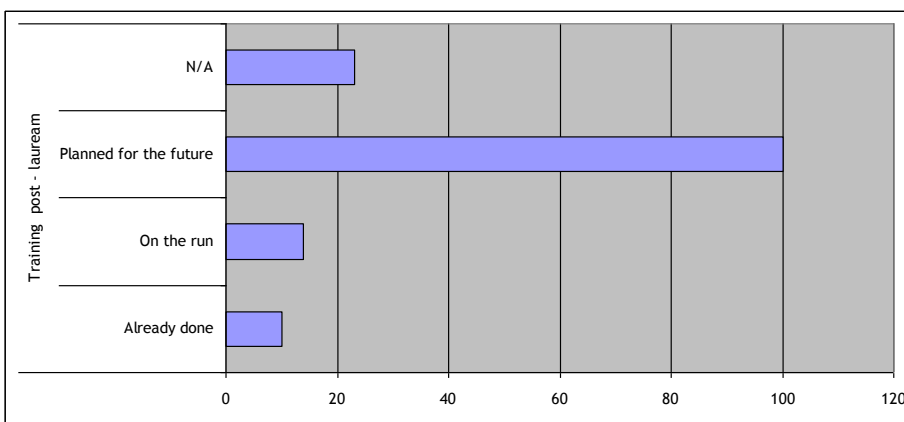


Source: RIC Novo mesto and LU Kočevje

4) TRAINING AFTER GRADUATION

The majority of students are planning further training or education after successful graduation.

Figure 47: Additional post-graduation education/training

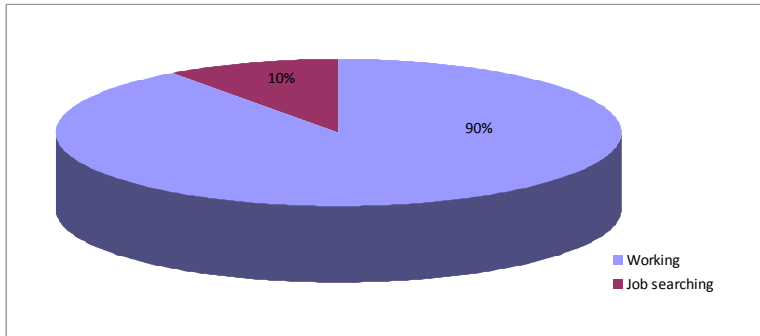


Source: RIC Novo mesto and LU Kočevje

5) EMPLOYMENT CONDITION (status, working place, type of employment)

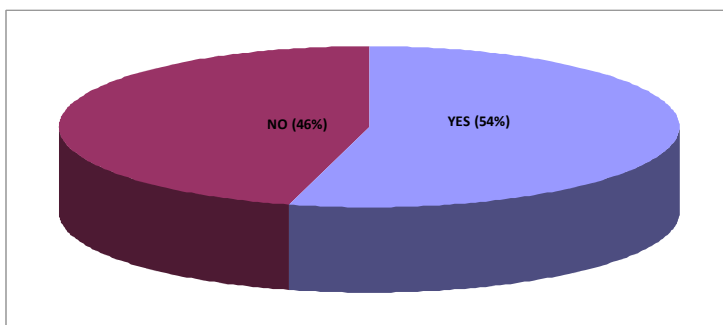
Almost 90% of respondents are employed (of which 89% with subordinate employment), a half of them with the working place within Jugovzhodna Slovenija corresponding to the region of their attended education.

Figure 48: Employment conditions



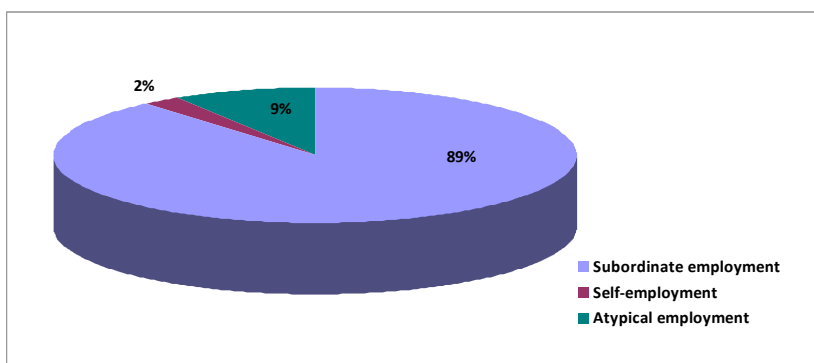
Source: RIC Novo mesto and LU Kočevje

Figure 49: Is the working place located in the region where the education was attended?



Source: RIC Novo mesto and LU Kočevje

Figure 50: Type of employment

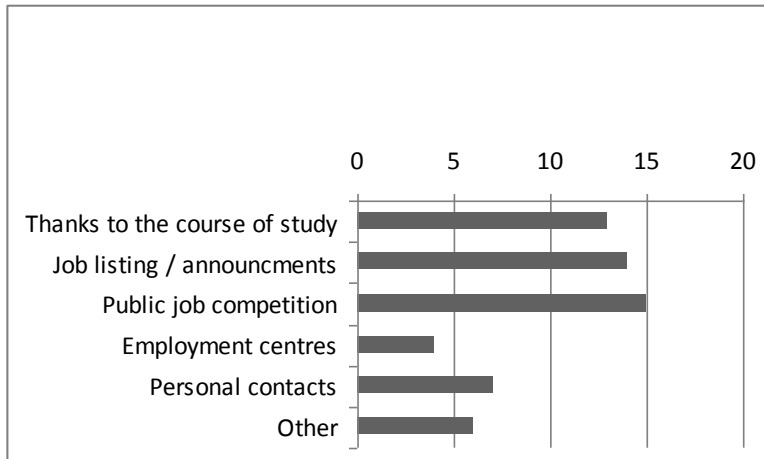


Source: RIC Novo mesto and LU Kočevje

6) ACCESS TO THE LABOUR MARKET (sources, spent time, employer)

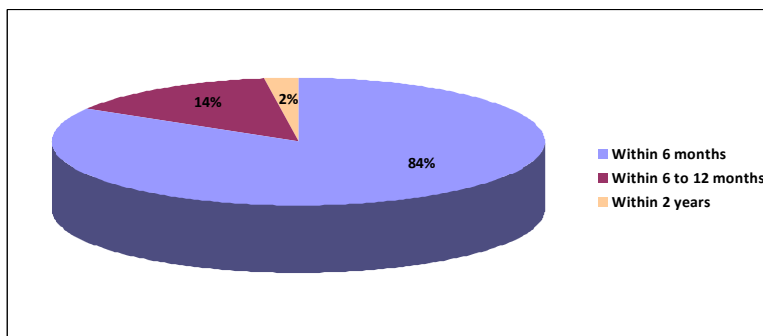
The major part of the graduates (84%) have been successful in finding a job within 6 months after finishing their education mostly through public job competitions, job announcements or internship completed in the course of study. 61% of the respondents have already changed their employer after the short period of time after graduation.

Figure 51: Access to the labour market



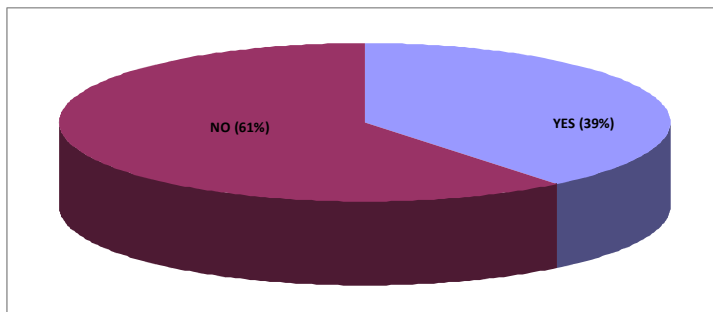
Source: RIC Novo mesto and LU Kočevje

Figure 52: Within how much time after your graduation did you enter the job market?



Source: RIC Novo mesto and LU Kočevje

Figure 53: Are you still working in the same company?

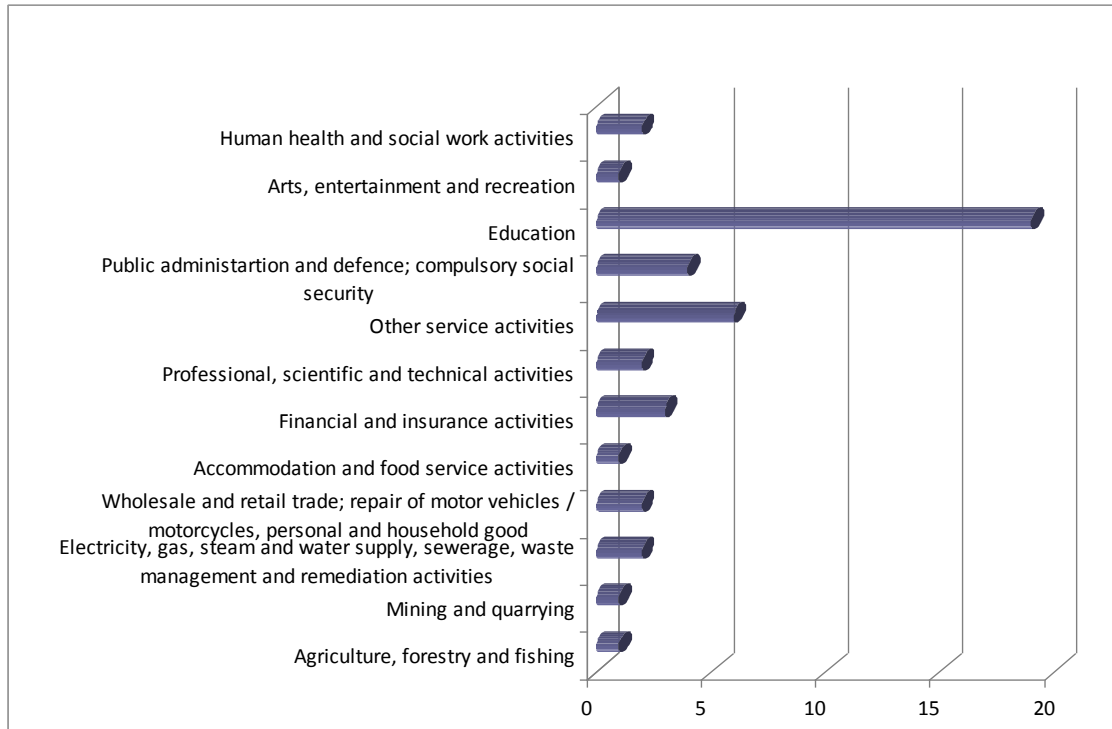


Source: RIC Novo mesto and LU Kočevje

7) SECTOR OF OPERATION OF THE COMPANY

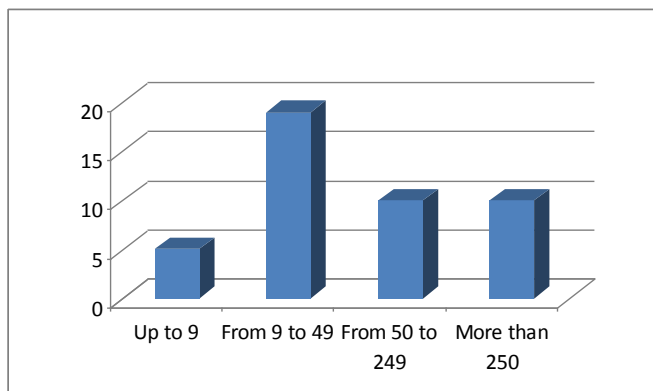
The employments in small sized enterprises are predominating with lower but equal representation of medium and large companies. Regarding the sector of employment the education sector is clearly leading followed by services in public administration, insurance services, human health and social welfare services.

Figure 54: The sector of operation of the company



Source: RIC Novo mesto and LU Kočevje

Figure 55: Size of the company

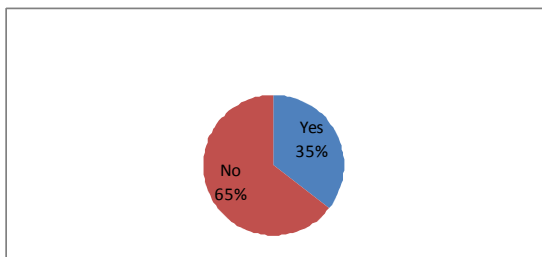


Source: RIC Novo mesto and LU Kočevje

8) EFFECTIVENESS AND QUALITY OF THE OBTAINED STUDY

For 65% of the respondents the graduation was not conditional for getting the current employment and a similar percentage have expressed the opinion the knowledge acquired during the course of study was enough useful to perform the work tasks.

Figure 56: Was the diploma required for the current job position?

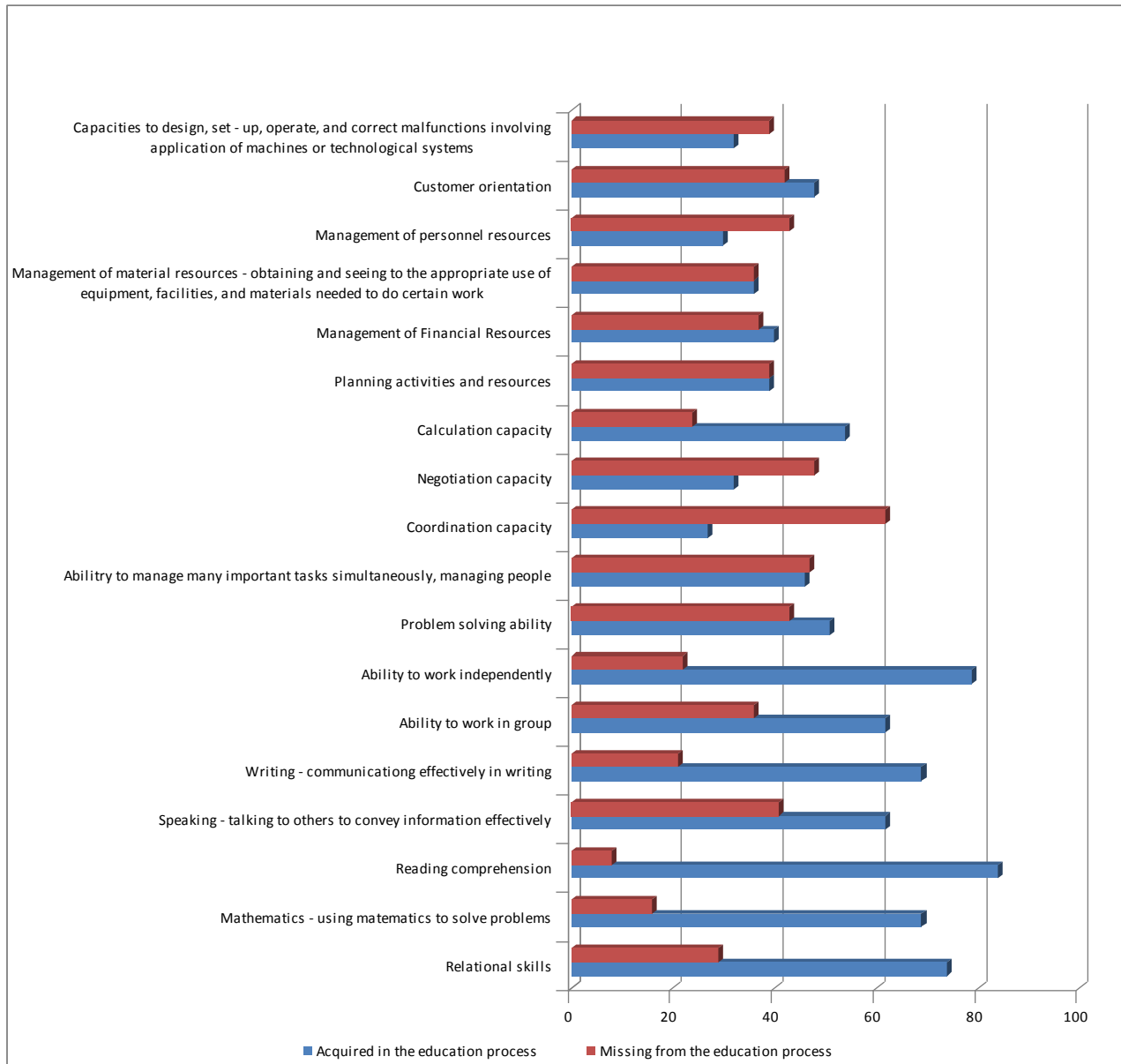


Source: RIC Novo mesto and LU Kočevje

9) SPECIFIC SKILLS FOR THE CURRENT JOB POSITION AND KNOWLEDGE OF FOREIGN LANGUAGES

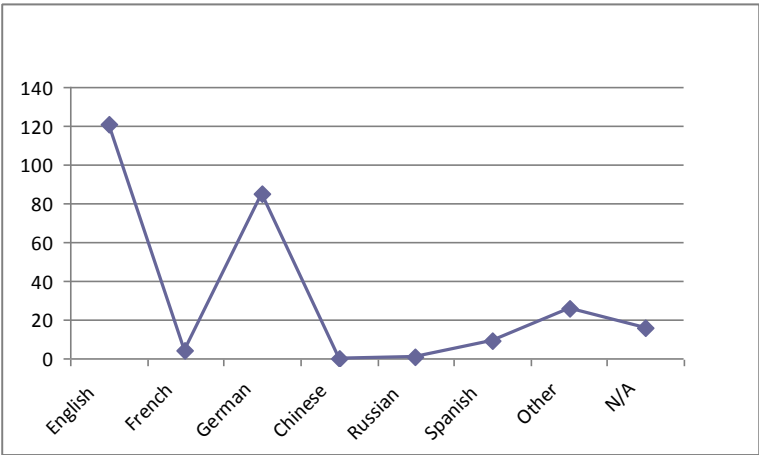
The responses of the graduates show a substantial number of skills required by an employer which are not included or not sufficient presented in the education programmes e.g. coordination and negotiating skills, management of personnel and material resources, ability to work in group, problem solving, ability to manage more tasks simultaneously, managing people. Thus, it can be concluded that the majority of the missing skills are a part of the skills characteristic for a successful *entrepreneur*. The leading foreign languages are English, German and Spanish followed by Italian, Croatian and French.

Figure 57: Specific skills required in the current job position



Source: RIC Novo mesto and LU Kočevje

Figure 58: Foreign languages

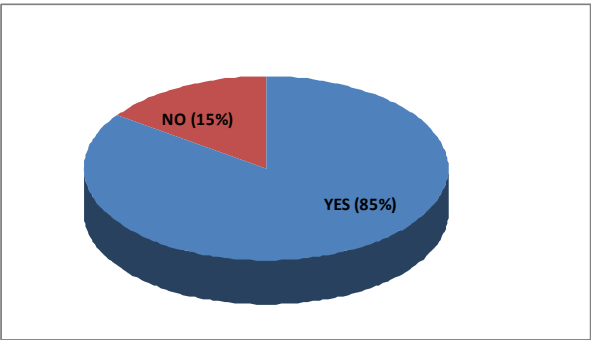


Source: RIC Novo mesto and LU Kočevje

10) SATISFACTION WITH THE JOB

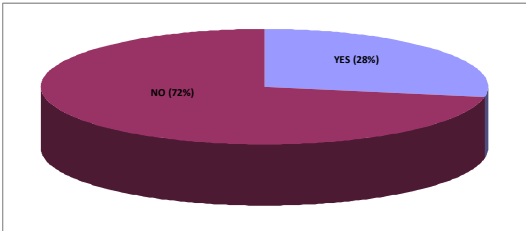
According to the replies to final questions, the majority of graduates is satisfied with the current job and is consequently not looking for a new one.

Figure 59: Satisfaction with the current job



Source: RIC Novo mesto and LU Kočevje

Figure 60: Searching for a new job



Source: RIC Novo mesto and LU Kočevje

CONCLUSIONS

Summary of all the most relevant and peculiar information collected in the regional report to be used as a very first short presentation of all the data here contained

Based on all existing studies, development plans and strategies, presented within this regional analysis, as well as the regional survey made within the Et-struct project the following summary can be made. After the financial turmoil and economic crisis, which severely affected more or less all Slovenian regions, it can be concluded that Jugovzhodna Slovenija's economy is still in a quite stable economic position. It should be stated that the region's employment conditions vary across region due to major differences in development. Some parts, such as Kočevska and Bela Krajina are economically underrated and have many structural problems. With higher unemployment rates that the area around the municipality of Novo mesto where the largest and most successful companies are based, these areas have to work even more on further specific development programmes.

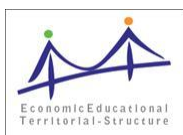
As has been already proposed in the Regional development programme of the South-East Slovenia¹³² the vision to become a region of knowledge and equal development opportunities can only be accomplished if following development activities are pursued:

- Increase in economic effectiveness and success
- Creating new and quality jobs
- Ensuring better accessibility and connection within the region
- Ensuring faster development and inclusion of under-developed areas
- Education which corresponds to the region's demand
- Stimulate entrepreneurship and innovation
- Crating conditions for development of entrepreneurship
- Ensuring sustainable development
- Encouraging and promoting the lifelong learning as connector and stimulator of sustainable development

The national institutions for economic development should help and control the economic restructuring of the region in very close cooperation with all main actors in the region which is crucial for the economic development (local development agencies, municipalities, public and private institutions, organisations and most of all enterprises). The state programme¹³³ on promoting the economy competitiveness includes 3 instruments: encouraging entrepreneurship, promoting social infrastructure and developing supporting institutions.

¹³² Regionalni razvojni program razvojne regije Jugovzhodne Slovenije 2007-2013 [Regional development programme of the South-East Slovenia development region for 2007-2013]. 2006. Novo mesto: Razvojni Center Novo mesto. Available from: <http://www.rc-nm.si/docs/RRP%202007-2013.pdf>

¹³³ Program ukrepov za spodbujanje podjetništva in konkurenčnosti za obdobje 2007-2013. 6. julij 2006. Ljubljana: Ministrstvo za gospodarstvo



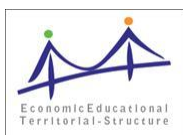
The development advantages of the region are among others the well-established export oriented industry and strong large enterprises; low unemployment rate, especially in the Dolenjska sub-region; successful health & spa tourism; rich cultural heritage, well preserved and diverse natural areas. It is evident that great opportunities for development lie within the agriculture and forestry sector on the one side, and the tourism, natural and cultural heritage development on the other side. It is of vital importance that these sectors and activities shall be balanced. Green tourism activities shall be pursued in the peripheral areas, in order to offer an opposite to the mass tourism in well-known Slovenian tourist resorts. However, in order to have the whole range of tourism activities, which would support major projects, new and quality offer will have to be developed.

The advantages of the region have to be further developed especially with good and diverse supporting businesses and investments in small and quality enterprises. In order to increase the number of people which open and successfully run their own business, on the one hand they need to be further educated in gaining good specific skills in their professional field of work. However, on the other hand, people also need to acquire good general skills (business skills, entrepreneurship, language skills, communication and intercultural skills, etc.) in order to have better understanding of the present market situation and to feel reassured about developing new ideas, products or services.

The region's larger companies must continue their export orientation, and more micro and small sized companies have to follow in order to invest in their further development. Thus, to gain better knowledge of the business market flows, the employees need to have more knowledge of international business. To ensure flexible and efficient communication with foreign business partners, it is inevitable that every employee shall have sufficient English language knowledge, and preferably also knowledge in other languages. Furthermore, for establishing proper business relations, good communication skills, relational skills and other soft skills are needed. Here, good knowledge of the business etiquette, understanding of the society and culture of different countries can be of major advantage. The social skills are indeed of great importance in all economic sectors and crucial for the personal and occupational development of an employee.

If we look at the results of both surveys within this regional analysis, and compare the skills required by regional employers and the skills that were either acquired or are still missing by the employees, it can be seen that the results were quite equivalent. On the one hand the enterprises operating in the technical sector certainly need people with good technical and manual skills, knowledge of machinery, equipment and materials. However, on the other hand the great majority also indicated that employees need to have good relational skills, the ability to work efficiently independently and at the same time be good at team work. Depending on their field of work employees need to efficiently solve problems, manage important tasks simultaneously as well as manage people within a team. Thus it can be seen that soft skills, intercultural and interpersonal competences are of paramount importance. All these aspects need to be further developed within the regional initiatives and lifelong learning projects, since only with clear vision in the education and economy sectors we can ensure sustainable growth and development of the knowledge society.

To sum up, the analysis has shown that the offer of secondary and post-secondary education, vocational trainings and the continuing or adult education in the Jugovzhodna Slovenija region is surely diverse.



However, in today's rapidly changing world the education institutions need to establish a constant care for lifelong education and learning. The quality of education programmes is becoming more and more important, and there needs to be a permanent care for improvement and modernisation. Within the recent education system reforms all institutions have indeed strived for cooperation between various social partners to meet the employer's demands for job-specific and general competences. Nevertheless, more needs to be done in the field of interpersonal, intercultural and relational skills since in today's information society the contents of study courses are in fact ever-changing and it is hard to even predict which job profiles will be needed in the near future let alone forecast the jobs and occupations for the remote future. In this sense, the development of general skills or soft skills, creativity, innovativeness, multidisciplinary learning, responsible and critical thinking, interpersonal relations, multicultural skills, should be emphasized to a greater extent throughout the learning process for future success and growth.

The Regional Survey of Jugovzhodna Slovenija was prepared in December 2010 by:

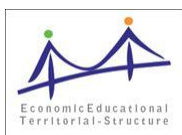
Marjeta Gašperšič, Development and Education Centre Novo mesto

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Barbara Mavrin, Institute for Adult Education Kočevje

Lilijana Štefanič, Institute for Adult Education Kočevje

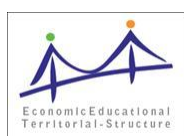
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ANNEXES

Annex_I - Questionnaire over the training / education demand

Annex_II - Questionnaire over the impact of the training offer



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