



## Case Study - Slovenia

**Note**

This case study refers to the case represented by the assessment and recognition of national vocational qualifications in accordance with the National Vocational Qualification Act (passed in Slovenia in the year 2000) or the so-called certification system. It was prepared on the basis of the national report for Slovenia prepared in the framework of the OECD activity 2006-2007 - recognition of non-formal and informal learning. It is then based on the indirect evidence.

**The context**

In which sector is it taking place?  
 In which organisation is it taking place?  
 The background to the case study/*a landscape* of the case study

**The background to the case study**

The certification system represents the most valued form for recognition of non-formal and informal (occasional/opportunistic) learning in Slovenia. It was formally introduced in the year 2000, when the National Vocational Qualification Act – which regulates the procedures and bodies or institutions and organisations responsible for the preparation and adoption of vocational standards and catalogues of professional knowledge and skills standards, and conditions and procedures for the acquisition of national vocational qualifications – was passed.  
 At the moment there is over 100 catalogues of professional knowledge and skills standards; till the year 2006 15259 certificates were granted.  
 So, in practice, the issue has won recognition – although only in some/certain professional fields.

Web links to institution/organisation website or  
 A brief institutional profile: a few lines of presentation or explanation of the organisation's function & purpose – number of staff etc...  
 The organisation's/institution's involvement in, or position towards, RPNF-IFL

## People

**VNFL-IFL candidate (s):** who is s/he? His/her history (personal/professional/educational)? Aims and professional/personal project? Why the VNFL-IFL?

VNFL-IFL candidates: who are they? Their history? Why the VNFL-IFL?

We could talk about the following two main groups of the National Vocational qualification (NVQ) candidates:

1) Long term unemployed over the age of 45. They usually finished vocational education (3 or 4 years) or have only primary education. They have skills, knowledge, competences for certain professions. To recognize these competences means for them to become more employable. Since they need employment and do not need to waste time, this is perfect opportunity for them.

2) Younger adults under the age of 25. Usually with finished 3-4 years vocational education or higher education. They have little practical knowledge, which can be gained through employment years. They need skills, knowledge, competences – which could be acquired through NVQ programmes.

### **AND/OR**

**VNFL-IFL advisers/staff: tutors:** their experience, training, willingness, involvement, their place in the organisation? How do they interact with the VNFL-IFL candidate (s)? With the evaluators/assessors/jurys?

VNFL-IFL advisers/staff: their training, their place in the organization, their willingness?

The most of the NVQ advisers/staff are professionals; those who are not, pass special training programmes. Their place in the institutions is different from person to person: some are employed by the enterprises or institutions, some volunteers, most of them part time workers or even students. They are performing workshops, advice services, counselling, motivation and orientation for the candidates. Their motivation and willingness is reassuring.

### **A case study involving a candidate's story**

- an interview conducted with him or her
- A video of the candidate's telling the story
- Example of his or her portfolio
- His/her perception: any evidence as to how the VNFL-IFL candidate perceives his/her own needs? The process? Whether s/he is satisfied with the process?
- A candidate's profile

### **A case study involving the adviser's story**

- An interview of the adviser
- His/her perception of the adviser's tasks, role and responsibilities; of the candidates' needs
- His/her interaction with the rest of the organisation, with the purpose of VNF-IFL? Perception about possible barriers?

### **A case study involving the assessment process**

- Interview with an assessor/s
- How do the assessors carry out their evaluation?
- Their perception of the process, of the candidate, of their role, of the adviser's role?
- A concrete example of VNF-IFL?
- Written evidence: scheme of assessment, reports etc...
- Recording, video of an interview between a VNFL-IFL candidate and the assessors?

### **A case study of the interaction candidate-adviser**

- A video/recorded evidence/written analysis.... of the adviser and the candidate's interaction
- The adviser's choice of a successful VNF-IFL experience: why was it successful?
- An unsuccessful experience? Why was it unsuccessful?

### **A concrete example of the process (elements of the above)**

## AND/OR

**The assessors/evaluators:** their experience in VNFL-IFL, willingness, role/responsibilities in the organisation/institution?  
Their relationship with the advisers?

### The relationships/interactions

What does the case study show about the interactions between all the actors? Any external actors showing up in the case study?

### To sum up: the process

How, what, when, how often?

What happens, who sets the scene, who does the talking, what writing takes place etc... What part (active, passive?) takes the candidate in the process?

### XXX

Most of the individuals who decided to acquire a NVQ, finished the process successfully. They were strongly motivated first of all by the fact that it is a matter of a short process. The reduction of time required to gain a recognised qualification, however, leads on to reduction of costs for education – first of all the individual costs, and further, the national costs. Most of them also employed or re-employed themselves. So, the validation process concerned, led also to the reduction of unemployment rate. Insofar as meaning, not that NVQ candidates increased their educational level, but rather that they increased their mobility on the labour market, the validation process means also the following: to balance lack of skills on the labour market - and further, to increase economical growth.

Or: insofar as meaning to rearrange existing human resources inside the enterprise, the validation process means also to reassure the balance between competences needed and existing working force.

Of course the validation process means also to increase educational level and literacy - and further, to assure better employment opportunities.

Insofar as meaning to establish new social institutions, the validation

### **Supporting evidence**

- *Pre-entry process, information prior to the start of VNF-IFL process:* any examples/recording, videos of any: leaflets, posters, links to websites, group sessions held for information for potential VNFL-IFL candidates etc...
- *The VNFL-IFL itself:* examples of any tools developed: portfolios, working sheets, grids, CVs, recording made, evaluation schemes, sheets, reports..... **Tools which work and those which don't!**

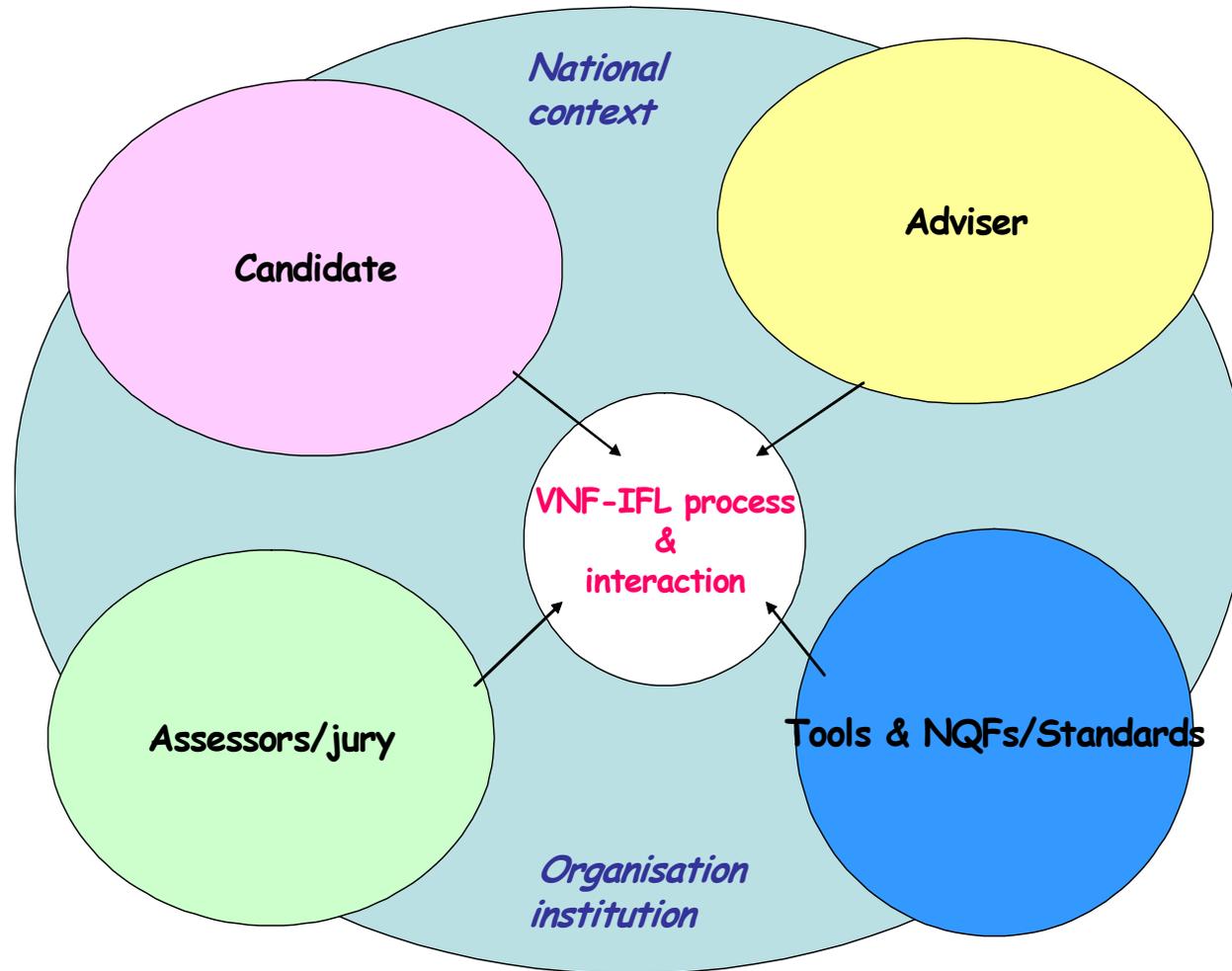
process means also to increase social, cultural equality and cohesive society, to increase values such as democracy, intercultural dialogue, the impact on lives of disadvantageous groups within society.

The validation process, however, means also that individuals - NVQ candidates - re-gained self-esteem and awareness of their competences and skills.

**AND/OR**

**Tools**

What are they, what role do they have, who develop them? How are they used? How important are they?



*The case study – different stories*