



STRATEŠKI SEKTORSKI PRISTOP K SODELOVANJU NA PODROČJU ZNANJ IN SPRETNOSTI V GRADBENIŠTVU

WP5. ŠTUDIJA O POKLICNIH PROFILIH

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PARTNERSHIP		
VET providers	Sectorial Representatives	Country
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IFAPME	Confédération Construction	Belgium
SATAEDU	-	Finland
CCCA-BTP	FFB	France
BZB	ZDB	Germany
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INTRODUCTION

EDUCATIONAL PROGRAMS, VOCATIONAL QUALIFICATIONS AND OCCUPATIONAL STANDARDS

Occupational/Professional standards are supposed to improve market regulation by increasing transparency on the supply and demand side and by including forecasts and anticipation of changes in the structure of labour, while the labour market operates post-fest and therefore contributes to structural mismatches between supply and demand or structural unemployment. Professional standards are now developed with the participation of experts and social partners and not by bureaucratic planning with political connotations. Standards are only effective if they are revised frequently enough and if they follow technological and occupational changes.

Occupational/professional standards are a common basis for the development of educational programmes for short upper secondary vocational education, upper secondary vocational education, upper secondary technical education, short-cycle higher vocational education and for the development of catalogues of standards of professional knowledge and skills for the certification system. In the following, we present educational programs and qualifications and the related professional standards.

In the system of national vocational qualifications there are 6 catalogues of standards of professional skills developed at EQF level 4 in the field of construction. These are qualifications that are mostly absent from the education system, with the exception of NOQ (NPK) Floor Layer. The only NOQ (NPK) that does not have appointed members of the commission is the Installer of refractory materials and therefore verification and certification procedures cannot be carried out. The remaining 5 NOQs (NPK) are implemented according to the labour market needs. At the 5th level of difficulty we have developed 3 professional standards and on the basis of them two educational programs and one NOQ (NPK), at the 6th level of difficulty, one professional standard and one educational program.

The occupational/professional standard is also the basis for a catalog of standards of professional knowledge and skills.

Occupational/Professional standards are a common basis for the development of educational programs for short upper secondary vocational education, upper secondary vocational education, upper secondary technical education, short-cycle higher vocational education and for the development of catalogues of standards of professional knowledge and skills for the NOQ (NPK) system. Occupational/Professional standards are classified according to levels of difficulty. For each level of difficulty, we present the path provided by professional standards, either participation in an

educational program (IP) or the existence of a catalog of standards of professional skills and thus the possibility of obtaining a national occupational/professional qualification NOQ (NPK).

Taken from: Professional standards and national professional qualifications [Available at: NPKbrosura3_170x230_splet-1.pdf (cpi.si)]

METHODOLOGY

The results presented in this document are based on the study Training Needs of the Construction sector, a project developed in 2019-2020 in collaboration between the University of Ljubljana and the Construction Labor Foundation, with the aim of developing a general methodology to detect present and future training needs in the construction sector. This methodology should make it possible to detect the needs of construction companies in relation to the knowledge and skills of their workers adapted to the changing demands for technological evaluation, customer preferences and legal regulations.

Much of the content of the study has been the result of ordering, systematizing and analyzing the information provided by professionals in the sector who occupy different jobs at all organizational levels.

The research design included the following steps:

1. Documentary analysis and review of the specific scientific literature related to the training needs analysis methodology. In the review of studies and research on training in the construction sector, two types of jobs are differentiated: those that come from the academic field and those that come from the professional field. The following analyzes have been carried out:

- Study of training needs and study of specific training needs of the construction sector, highlighting the referential value and rigor of the studies carried out by the GZS throughout its history.
- Historical analysis of the training provided in the sector. Main sources: GZS, Public State Employment Service (ZZS), Ministry of Education.

2. Review of trades. An inventory of direct and indirect skills prioritized over the most common occupations in the sector has been carried out. This strategic competence analysis has been designed taking into account the perception of current and future training needs of both employers and workers. For this, a closed questionnaire has been used aimed at workers and businessmen in the construction sector, addressed to all the companies and workers active in Slovenia in April 2019.

A fundamental innovation of the study, and which differentiates it from most of those carried out to date, has been to consider and analyze the specific professional competence as the main axis to structure a good part of the study of training needs. From this premise, a questionnaire has been developed for businessmen and another questionnaire for workers as the main instrument for detecting these needs. For the elaboration of these questionnaires, complete lists of specific competences have been established, grouped around 39 trades.

According to the results of the studies of the secondary sources related to occupation and demand for employment in the construction sector, 83 different trades from the Professional Family of Building and Civil Works were pre-selected. From this preselection, and agreed with the GZS, it was decided to intervene on the 39 most significant and representative trades to determine the training needs and grouped according to the National Occupational Classification.

This classification falls within the conceptual framework of ISCO-08. The classification criteria used are the type of work performed and the skills, understanding by skill the ability to perform the tasks inherent to a given job.

In the definitive questionnaires for companies and workers, a total of 35 trades were included. The sources to determine the indicators corresponding to each trade have been mainly: professional qualifications and their corresponding evaluation guides; professional certificates; training curricula designs in various educational fields and specialized bibliography. In those trades that do not have a reference in the form of a qualification, an approximation to the closest one was carried out.

Specific objectives in the detection of needs of the questionnaire for employers:

- Assess the degree of implementation of a strategic model and training planning as a space for business growth, diversification of services, competitiveness and efficient management of HR.
- Know the degree of need and motivation to address training actions within the company and its origin.
- Analyze the operability in the execution of the training promoted by the company from the point of view of frequency, occupations and target jobs, applicability and adequacy objectives, supplier selection, barriers, training impact and degree of satisfaction. from the workers.
- Find out the employer's perception of the qualification of the workforce available, and the perception of the sector's development trend and the new needs and qualification of the workforce and the generational change.

Specific objectives in the detection of needs of the questionnaire for workers:

- Analyze and assess the level of knowledge and perception of the importance given to transversal skills (computer science, operational management, environment, etc.) and personal, social, organizational and leadership skills related to professional performance. Following the premise established by the General Agreement of the Construction Sector, the competences corresponding to occupational risk prevention have been considered as specific for each trade and not transversal.
- Know the degree of perception and importance of qualifying training and training throughout life as elements for professional and work growth.
- Assess the degree of consideration and transfer of the training received, the application to the job position and the assessment of these elements within the companies.
- Propose to each surveyed worker the choice of a maximum of three trades (out of the 37 that FLC definitively determined) in which he has worked with greater or lesser intensity throughout his professional life, and analyze the degree of training and professional capacity on the specific competences that are proposed for each trade; and the degree of training need that the worker considers that he has about them.

Educational programs at SCKR and related professional standards:

- 1. Gradbeni tehnik/gradbena tehnica**
Construction technician (Upper secondary technical education);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 2. Gradbeni tehnik/gradbena tehnica**
Construction technician (Upper vocational-technical education);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 3. Pečar–polagalec keramičnih oblog/pečarka–polagalka keramičnih oblog**
Stove Fitter-Ceramic Tiller (Upper secondary vocational education);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 4. Slikopleskar–črkoslikar/slikopleskarka–črkoslikarka**
Painter-Signpainter (Upper secondary vocational education);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 5. Zidar/zidarka**
Bricklayer (Upper secondary vocational education);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 6. Pomočnik/pomočnica pri tehnologiji gradnje**
Assistant Construction Worker (Short upper secondary vocational education);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

Other educational programs and qualifications and standards:

- 1. Izvajalec/izvajalka del nizkih gradenj**
Low-rise construction worker (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 2. Izvajalec/izvajalka del visokih gradenj**
High-rise construction worker (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 3. Izvajalec/izvajalka keramičarskih del**
Ceramic tiler (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 4. Montažer kamna/montažerka kamna**
Stone fitter (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 5. Monter/monterka stavbnega pohištva**
Installer of building fixtures (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 6. Strojni obdelovalec kamna/strojna obdelovalka kamna**
Stone working machinery operator (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 7. Suhozidar/suhozidarka**
Dry stone waller (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 8. Vzdrževalec/vzdrževalka cest**
Road maintenance operative (Vocational Qualification);
EQF 3, NQF 3 (SOK 3)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 9. Asfalter/asfalterka**
Asphalter (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 10. Cestni preglednik/cestna preglednica**
Road inspector (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

- 11. Hidrotehnični delavec/hidrotehnična delavka**
Hydraulic engineering worker (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 12. Polagalec/polagalka talnih oblog**
Floor layer (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 13. Skodlar/skodlarka**
Shingler (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 14. Upravljalec/upravljalica vodne infrastrukture**
Water infrastructure administrator (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 15. Vgrajevalec/vgrajevalka ognjevdržnih materialov**
Installer of fire-resistant materials (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 16. Železokrivec/železokrivka**
Reinforcing ironworker (Vocational Qualification);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 17. Izvajalec suhomontažne gradnje/izvajalka suhomontažne gradnje**
Drywall Installer (Upper secondary vocational education);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 18. Kamnosek/kamnosekinja**
Stonemason (Upper secondary vocational education);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)
- 19. Klepar-krovec/kleparka-krovka**
Tinsmith-Roofer (Upper secondary vocational education);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

20. Polagalec talnih oblog/polagalka talnih oblog

Floor covering installer (Upper secondary vocational education);
EQF 4, NQF 4 (SOK 4)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

21. Delovni potapljač/delovna potapljačica

Professional diver (Vocational Qualification);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

22. Preglednik/preglednica cestnih objektov

Road object viewer (Vocational Qualification);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

23. Vodovarstveni nadzornik/vodovarstvena nadzornica

Water protection supervisor (Vocational Qualification);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

24. Gradbeni delovodja/gradbena delovodkinja

Construction foreman (Upper secondary vocational education);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

25. Mojster klepar-krovec/mojstrica kleparka-krovka

Master craftsman plumber (Upper secondary vocational education);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

26. Mojster polagalec keramičnih oblog/mojstrica polagalka keramičnih oblog

Master ceramic tile layer (Upper secondary vocational education);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

27. Mojster/mojstrica suhomontažne gradnje

Master craftsman of drywall construction (Upper secondary vocational education);
EQF 4, NQF 5 (SOK 5)
Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

28. Pečarski mojster/pečarska mojstrica

Master stove maker (Upper secondary vocational education);
EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

29. Tesarski mojster/tesarska mojstrica

Master carpenter (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

30. Zidarski mojster/zidarska mojstrica

Master bricklayer (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

Road object viewer (Vocational Qualification);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

31. Vodovarstveni nadzornik/vodovarstvena nadzornica

Water protection supervisor (Vocational Qualification);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

32. Gradbeni delovodja/gradbena delovodkinja

Construction foreman (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

33. Mojster klepar-krovec/mojstrica kleparka-krovka

Master craftsman plumber (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

34. Mojster polagalec keramičnih oblog/mojstrica polagalka keramičnih oblog

Master ceramic tile layer (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

35. Mojster/mojstrica suhomontažne gradnje

Master craftsman of drywall construction (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

36. Pečarski mojster/pečarska mojstrica

Master stove maker (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

37. Tesarski mojster/tesarska mojstrica

Master carpenter (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

38. Zidarski mojster/zidarska mojstrica

Master bricklayer (Upper secondary vocational education);

EQF 4, NQF 5 (SOK 5)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

39. Inženir gradbeništva/inženirka gradbeništva

Civil engineer (Short cycle higher vocational education);

EQF 5, NQF 6 (SOK 6)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

40. Tesar/tesarka

Carpenter (Upper secondary vocational education);

EQF 4, NQF 4 (SOK 4)

Occupational/Professional standard: [Poklicni standard \(nrpslo.org\)](http://nrpslo.org)

Link:

https://www.gzs.si/zbornica_gradbenistva_in_industrije_gradbenega_materiala/Novice/ArticleId/76907/izsla-je-publikacija-sistem-kvalifikacij-na-podrocju-gradbenistva-arhitekture-prostorskega-nacrtovanja-in-urbanizma

Depicting your country: What is the national context concerning construction?

1. Overall construction activity

According to the first estimates of the Statistical Office of the Republic of Slovenia, the Slovenian construction sector (Nace Rev. 2 - F) generated value added of EUR 3.7 billion in 2022, which is EUR 859 million more than in 2021. The real growth of value added in the construction industry was 10.4% (nominal growth: 30.4%). Value added in construction accounted for 7.1% of the total value added of all sectors of the economy in 2022 (6.2% in 2021), while in the EU-27 it is around 5.5%.

The value of investments in construction (part of gross fixed capital formation) in Slovenia amounted to EUR 6 billion in 2022, which is EUR 1.4 billion or 10.6% more in real terms than in 2021. The value of construction investment in Slovenia represents 0.3% of all construction investment in the EU-27. Investment activity was strong in 2022, mainly due to the increase in investment in buildings and structures, where government and housing investment increased. Investments in residential buildings increased by EUR 345 million in 2022, and in other buildings and structures by EUR 1,048.4 million in 2022. However, investment activity in the construction industry was characterized by rising input and output prices - increase in the cost of input raw materials and materials, as well as the increase in the cost of energy products and problems with the supply of materials. According to the share of gross construction investment to GDP, Slovenia stands out in the EU for its lower value - 10.1% of GDP in 2022 and 8.8% of GDP in 2021, compared to the share in the EU-27 countries of 11.6% in 2022 (11.2% in 2021). This is particularly evident in lower investment in residential construction (Slovenia: 2.7%, EU-27: 5.9% of GDP). In terms of public investment, growth is expected due to use of grants in the amount of EUR 2.1 billion, which Slovenia will receive under the National Recovery and Resilience Plan more intensively from 2022, as well as from the Cohesion Funds and other sources from the European budget for the period 2021 to 2027. Investment growth will be supported by additional EU funds from the Recovery Plan and the Resilience Mechanism.

The data on imports and exports of construction services are encouraging. In 2022, exports amounted to just under EUR 750 million, while imports amounted to EUR 250 million, which means that Slovenia construction services added EUR 500 million net exports to Slovenia's GDP (0.9%).

The value of construction works was 22% higher in 2022 than in 2021 (2.6% higher in the EU-27). Growth was very high in 2022 after two years of stagnation, also due to the election year, when construction investment usually increases, and due to strong demand. In 2022, 6% fewer construction permits were issued for buildings (5% more for residential buildings and 15% less for non-residential buildings) than in 2021. More importantly, the floor area of buildings is expected to increase by 8% (at residential buildings by 11%, and non-residential buildings by 4%). With construction permits for buildings almost 4,800 apartments were planned in 2022, or by 11% more than in the previous year (the planned surface area increased by 6%). The growth of the construction works in 2023 is estimated at 10%. In the following years, construction activity will be stimulated by public investment. Growth will be significantly influenced by the country's investment activity, which will be supported by the EU Recovery and Resilience Plan,

as well as by the Cohesion Funds and other sources from the European budget for the period 2021-2027.

Construction costs for new housing increased by 14.4% in 2022 (material costs by 21.8%, labor costs by 7.3%), compared to the same period in 2021. Price growth in the construction sector is also more pronounced by labor shortages.

Most construction companies cited high material costs as the main limiting factor (55% of companies; 1 p.p. more than a year ago), followed by a shortage of skilled labor (49%, 6 p.p. more than a year ago) and high labor costs (40%, +10 p.p.).

In the whole year, there were 73,045 persons in employment in the construction industry in 2022, which is by 7.8% or 5,283 persons more than in 2021. The number of persons in employment increased the most in specialized construction activities (+3,350 persons), in construction of buildings (+1,300 persons) and in civil engineering (+630 persons). The number of persons in employment continued to grow and in December 2022, there were 73,045 persons employed in the construction industry. The construction sector recorded strong growth, despite the fact that there is a great shortage of labor in this industry. The employment of foreign citizens is increasingly contributing to the overall growth of the working population. The share of foreign nationals in construction was 46.3% in the whole year 2022 and 43.3% in 2021. In the labor market, there is still a large excess of demand over supply of skilled workers in the labor market.

Prices of residential properties in Slovenia in 2022 were higher by 14.7% compared to the same period of the previous year. Prices for newly built dwellings increased by 7.2%, and prices for existing dwellings by 15.5%. The total number of transactions of dwellings in 2022 is gradually declining, and there were 10.2% fewer in 2022 than in 2021, and the total value of housing transactions decreased by 3.2% in this period. Office real estate prices have increased over the past three years, up 6% in 2022. The median selling price for office space in 2022 was 1,044 euros per square meter in Slovenia, and 1,671 euros in Ljubljana.

In the construction sector, confidence indicator in February 2023 is in positive territory by 20 p.p. (difference between positive and negative feedbacks). Year-on-year, the confidence indicator was lower by 8 p.p., but remained significantly above the long-term average, by 28 p.p.

2. Construction of buildings

The value of construction works on buildings was 53% higher in 2022 than in 2021. On non-residential buildings it increased by 63%, and on residential buildings by 47%. The residential real estate market in Slovenia has already reached the peak of the growth cycle in 2022, with prices increasing mainly in larger cities. On the real estate market, we expect real estate prices to stagnate in 2023, despite the rise in production prices for new real estate, due to rising material prices and labor costs (the shortage of construction workers is high throughout the CEE). At the same time, financing conditions for financing large purchases will gradually deteriorate what will affect especially larger real estate (value above EUR 300,000). Tighter monetary policy and lower purchasing power of households will impact demand for new buildings.

3. Civil engineering

In 2022, the value of construction works in civil engineering went up by 14% compared to 2021. The growth of construction engineering projects will be stimulated by greater public investments in the field of transport infrastructure, especially the 2nd railway track to Koper-Divača, 3rd development axis, renovation of the railway infrastructure, renovation of national roads and cycle paths, construction and renovation of the electricity network.

4. Specialized construction activities

The value of specialized construction activities decreased in 2022 by 13%, after high growth in 2021. Specialized construction activities include demolition and site preparation, construction installation activities, building completion and finishing (plastering, joinery installation, floor and wall covering, painting and glazing), roofing activities and other specialized construction activities. The growth of special construction works will be stimulated by financial support for energy infrastructure (support for heat pumps and solar power plants).

Emerging Occupational Profiles

The study on "Training needs in the construction sector" presents reliable and realistic results that point in the direction in which the design and programming of vocational training in the construction sector in Spain should go in the coming years to give response to the needs of companies and workers, and achieve the objectives set in terms of sustainability, development, green transition, digitization and circular economy of the sector.

The energy auditor qualification has been developed within the Construction 2020+ project. The general objective of the project has been to promote the transition towards sustainable, competitive and efficient energy in the construction industry by defining updated training and accreditation schemes in "green skills".

The initiative to develop a professional qualification always tries to respond to the detection of an unmet training need. Training needs appear due to technological and regulatory changes, etc. that imply the appearance of new occupations or the modification of existing ones.

Synopsis

Reorganization and integration of updated vocational training, makes it possible to address the main new challenges that Slovenia must face in terms of vocational training:

- Adapt the qualification levels of the active population to the needs of the productive sectors.
- Develop a flexible, accessible, cumulative, creditable and capitalizable permanent professional training system.
- Increase the percentage of young people who opt for vocational training.

- Develop a framework for Dual Vocational Training and expand the presence of companies in training.
- Incorporate innovation, entrepreneurship, digitization and sustainability in an updated, attractive and flexible training offer that responds to the training needs of citizens and companies.
- Establish a professional guidance system that supports citizens in their training decisions.
- Adapt the qualification levels of the active population to the needs of the productive sectors.

Both instruments will make it possible to adapt the design, programming and implementation of training initiatives in the field of professional training in the construction sector that cover the qualification/requalification needs of companies and workers, to ensure an innovative, digitized, modern sector. , sustainable and adapted to the requirements of the market and the green transition.