



# spotlight on VET

# SLOVENIA

## VET in Slovenia

Formal vocational education and training (VET) in Slovenia starts at upper secondary level and is provided mainly by public schools. The Ministry of Education, Science and Sport is solely responsible for preparing legislation, financing, and adopting programmes, standards and qualifications. While the education ministry deals with VET at systemic level, the Institute of the Republic of Slovenia for VET (CPI) is responsible for VET at the practical level; it monitors and guides the development of VET, provides in-service teacher training and vocational standards. The CPI also acts as a link between ministries, schools and social partners.

### VET programmes

After completing compulsory basic education, VET students can enrol in the following upper secondary programmes:

- technical upper secondary programmes (ISCED-P 354): four-year programmes that lead to vocational *matura* (two general and two vocational – theoretical and practical – exams). These programmes consist of 40% general subjects and four to 12 weeks of work-based learning. After passing the vocational *matura*, students can either enrol in higher vocational education (ISCED-P 554), in first-cycle professional education (ISCED-P 655), or enter the labour market.
- vocational upper secondary programmes (ISCED-P 353). For the three-year labour-market-oriented programmes there are two paths:
  - school path: approximately 20% (at least 24 weeks) of the programme is carried out with an employer and the rest of the programme at the school (consisting of general subjects and VET modules);
  - apprenticeship path: a minimum 50% of the programme is carried out at an employer, while at least 40% – general subjects and VET modules – is carried out in schools.Changing paths midway is possible. After final exams, students from both paths can enter the labour market or enrol in two-year vocational technical education programmes at ISCED-P 354 that lead to vocational *matura*;

- short vocational upper secondary programmes (ISCED-P 353): two-year programmes that qualify learners for less demanding occupations (at assistant level) or continuing education in vocational programmes.

In the school year 2015/16, 37% of students enrolled in general upper secondary programmes and 63% in upper secondary VET programmes (46% in technical programmes, 16% in vocational programmes, and 1% in short VET programmes).

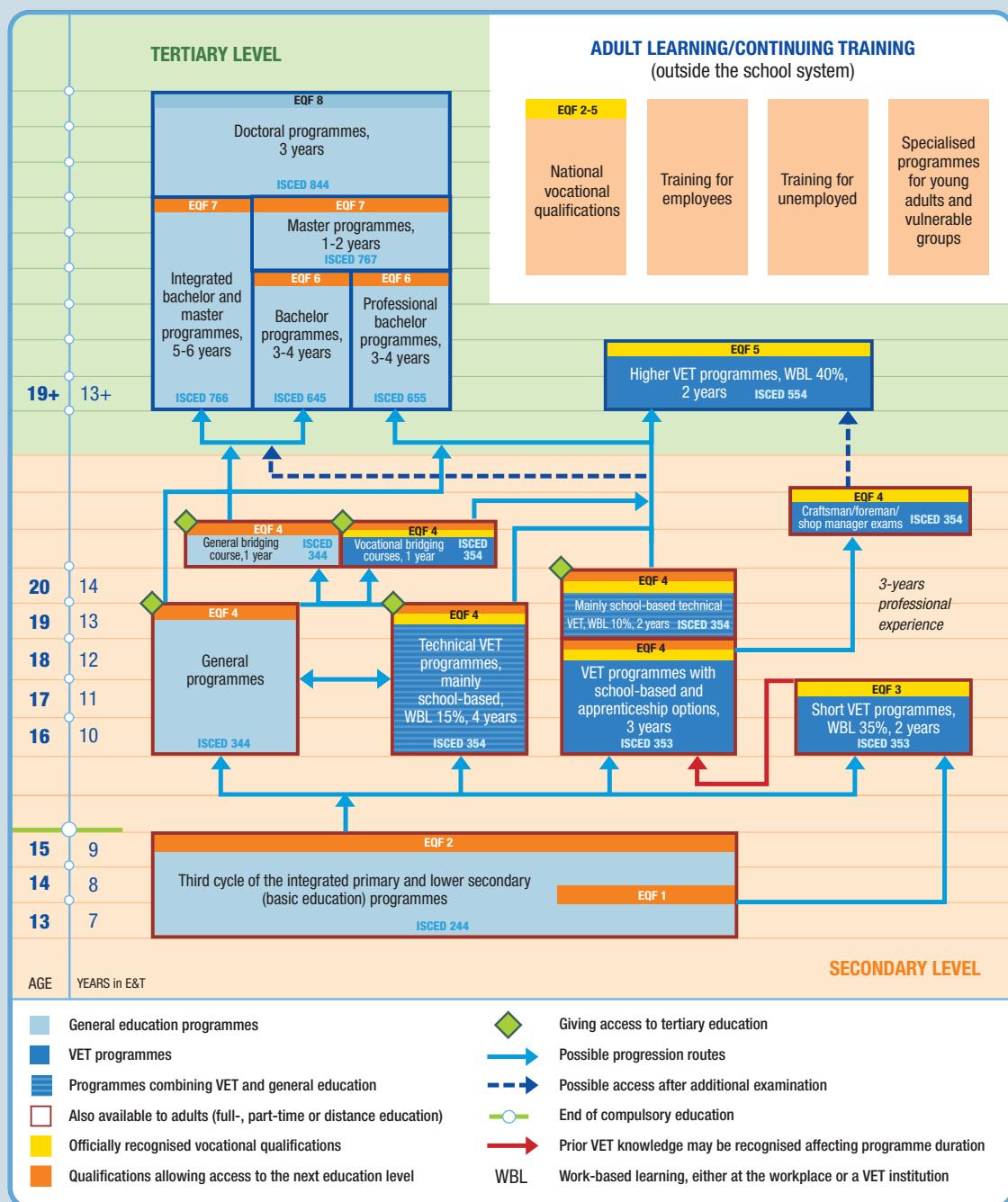
Learners with vocational or general *matura* can enrol in two year higher vocational programmes (ISCED-P 554), which are provided by public vocational schools and private providers. These programmes include 40% of work-based learning in companies.

### Adult learning and CVET

Adults can enrol in the same formal VET programmes as young people. Organisation and means of assessing knowledge are adjusted to suit an adult learner (such as the use of modules and allowing exemptions). Adults can also participate in continuing VET, usually provided by private companies; regulation of provision of such programmes is not part of legislation. Many activities to support adult education are organised by adult education guidance centres and a network of independent learning centres.

The national vocational qualifications (NVQ) system is intended for adults over 18 who would like to verify the knowledge gained outside formal education. The system has been in place since 2000.

# VET in Slovenia's education and training system



NB: ISCED-P 2011.

Source: Cedefop and ReferNet Slovenia.

## Distinctive features of VET

The latest VET reform increased the autonomy of schools and teachers over curricula, management and teaching methods. There are also regulations in place to ensure the cooperation of social partners: preparation of occupational standards as a basis for education programmes and the national vocational qualifications (NVQ) system; and design of open curricula, with 20% of the national programme defined by schools as a response to local needs.

Education institutions can form school centres that encompass all VET levels from vocational and technical upper secondary to higher vocational education and general upper secondary education. A school centre is an umbrella institution that provides regulatory, financial and advisory services to schools.

Local companies cooperate actively with VET schools to establish an intercompany training centre (MIC). A MIC is part of a school centre and is an example of well-established and successful cooperation between VET institutions and local companies. Various forms of training are organised within MICs: practical training of students, training and requalification of adults and the unemployed, and further training of the employed.

Permeability between VET and general programmes at upper secondary level is high. Transfer from general to vocational education is possible by passing a vocational *matura* bridging course. It is also possible for students from technical upper secondary programmes to transfer to general education by passing a general *matura* bridging course. Technical school graduates can enrol in academic tertiary education by passing one additional general *matura* exam.

## Challenges and policy responses

Improving VET response to labour market needs has been at the heart of the development of competence-based curricula since 2006. The implementation period has brought changes in school curriculum planning, school-company cooperation culture, didactic and student assessment approaches and VET attractiveness. Significant efforts were made through investing in new training facilities (intercompany training centres) and reinforcing practical training in companies. Integrating in-company training into the learning process and competence-based assessment remain a challenge. Development of career guidance services, and promoting more flexible and individualised paths, are current development priorities.

Offering a new way to enter the labour market and to reinforce the competences required in working life are the main reasons for reintroducing the apprenticeship system. With the adoption of the new Apprenticeship Act in 2017, a pilot implementation of the apprenticeship path in four upper secondary VET programmes (ISCED-P 353) has started. Along with companies and schools, chambers also have a significant role in assessing suitability of training places, approving apprenticeship agreements and monitoring companies.

Companies are supported to train apprentices.

Another response to labour market needs is the development of curricula for further and specialised qualifications. This has the aim of offering training to employees in SMEs, to develop their competences and to offer new areas of specialisation.

In recent years, significant effort has been made in developing examination materials for the theoretical and practical part of vocational examinations. Greater involvement of employers in vocational examinations remains a priority.

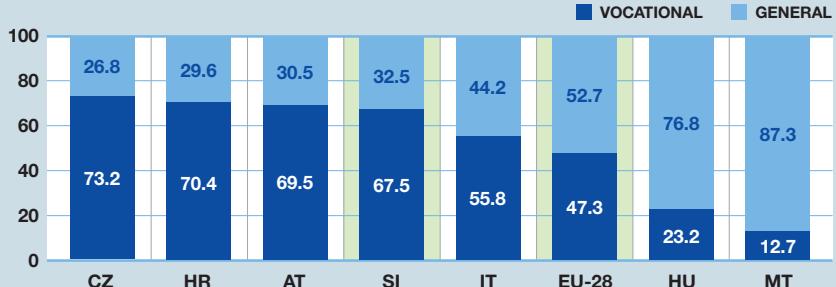


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## Education and training in figures

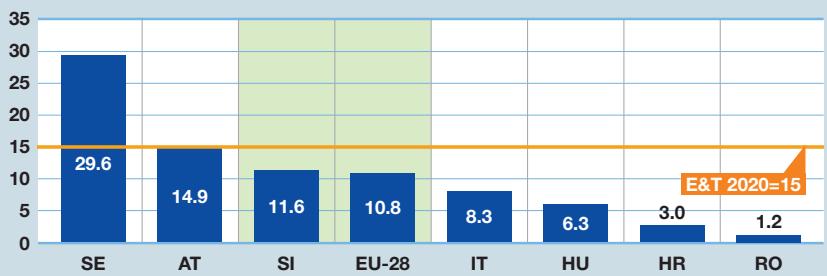
**Upper secondary students (ISCED 2011 level 3) enrolled in vocational and general programmes**  
 % of all students in upper secondary education, 2015



NB: EU-28 value is based estimated Eurostat values.

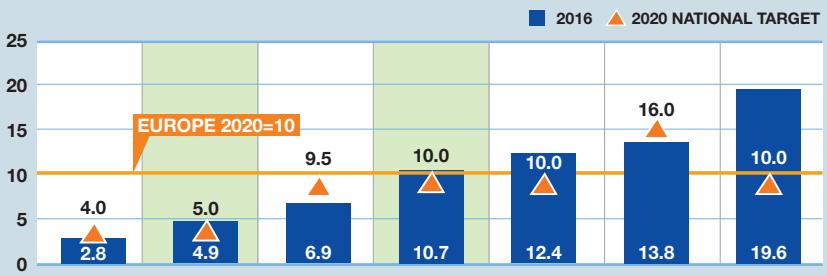
Source: Cedefop calculations based on Eurostat, UOE data collection on education systems, date of extraction 1.8.2017.

**Lifelong learning**  
 % of population aged 25 to 64 participating in education and training over the four weeks prior to the survey, 2016



Source: Eurostat, EU labour force survey, date of extraction 2.6.2017.

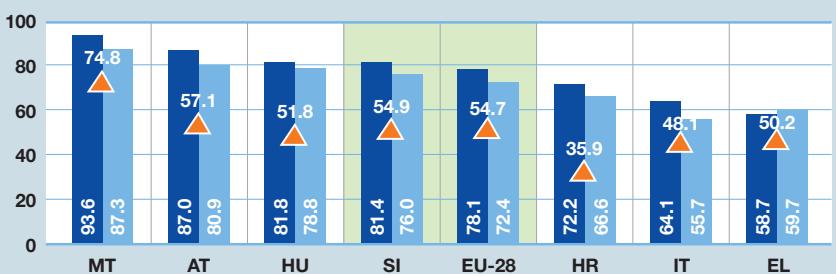
**Early leavers from education and training**  
 % of the population aged 18 to 24 with at most lower secondary education and who were not in further education or training during the last four weeks prior to the survey, 2016



NB: Low reliability for HR 2016 value.

Source: Eurostat, EU labour force survey, date of extraction 1.8.2017.

**Employment rates of young graduates**  
 % of 20 to 34 year-olds no longer in education and training, 2016



■ Upper vocational secondary and post-secondary non-tertiary education (levels 3 and 4)  
 □ Upper general secondary and post-secondary non-tertiary education (levels 3 and 4)  
 ▲ Less than primary, primary and lower secondary education (levels 0-2)

Source: Eurostat, EU labour force survey, date of extraction 1.8.2017.



## Further information

- Cedefop ReferNet Slovenia (2016). *VET in Europe: country report.*  
[https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016\\_CR\\_SI.pdf](https://cumulus.cedefop.europa.eu/files/vetelib/2016/2016_CR_SI.pdf)
- Ministry of Education, Science and Sport: Presentation of the Slovenian education system.  
<https://www.youtube.com/watch?v=slZhc8FS7wM&feature=youtu.be>.

<a href="http://www.mizks.gov.si/en">www.mizks.gov.si/en</a>	Ministry of Education, Science and Sport
<a href="http://www.mddsz.gov.si/en">www.mddsz.gov.si/en</a>	Ministry of Labour, Family, Social Affairs and Equal Opportunities
<a href="https://eng.gzs.si/">https://eng.gzs.si/</a>	Chamber of Commerce and Industry of Slovenia
<a href="http://www.ozs.si/ozseng/Aboutus.aspx">www.ozs.si/ozseng/Aboutus.aspx</a>	Chamber of Craft and Small Business of Slovenia
<a href="http://www.cmeplius.si/en">www.cmeplius.si/en</a>	Centre of the Republic of Slovenia for mobility and European educational and training
<a href="http://www.cpi.si/en/">http://www.cpi.si/en/</a>	National Institute for VET
<a href="http://www.zrss.si/en/">http://www.zrss.si/en/</a>	National Education Institute
<a href="http://www.acs.si/index.cgi?lang=4">http://www.acs.si/index.cgi?lang=4</a>	Slovenian Institute for Adult Education
<a href="http://www.zrsz.si">www.zrsz.si</a>	Employment service of Slovenia
<a href="http://www.umar.gov.si/en/zapisi/?no_cache=1">http://www.umar.gov.si/en/zapisi/?no_cache=1</a>	Institute of Macroeconomic Analysis and Development
<a href="http://www.stat.si/StatWeb/en/home">http://www.stat.si/StatWeb/en/home</a>	Statistical Office of the Republic of Slovenia
<a href="http://en.solazaravnatelje.si/">http://en.solazaravnatelje.si/</a>	National school for leadership in education
<a href="http://www.refernet.si">www.refernet.si</a>	ReferNet Slovenia
<a href="http://www.europass.si">www.europass.si</a>	Europass
<a href="http://www.npk.si/index.php?lang=en">www.npk.si/index.php?lang=en</a>	national vocational qualifications
<a href="http://www.nok.si/index.php/en/">www.nok.si/index.php/en/</a>	Slovenian qualifications framework
<a href="http://www.mojaizbira.si">www.mojaizbira.si</a>	guidance/career portal <i>My choice</i>

This Spotlight is based on input from CPI (ReferNet partner in 2016-17).

