

Monitoring and preventing early school leaving

POLICY DEVELOPMENT**PRACTICAL MEASURE/INITIATIVE** SLOVENIA

Timeline

2017 Implementation**2018 Implementation****2019 Implementation****2020 Implementation****2021 Implementation****2022 Implementation****2023 Implementation****2024 Implementation****ID number 28797**

Background

Early school leaving has been associated with unemployment, social and financial inequalities later on in life, and for this reason projects and their implemented methodologies are being designed to address this challenge. Slovenia has one of the lowest rates of early school leaving in Europe, which is the result of systemic arrangements, cultural influences, as well as constant concern for the introduction of modern approaches to prevent early school leaving.

Description

A 2014-17 Erasmus+ project, Cross-sectoral cooperation-focused solutions for preventing early school leaving (CroCooS), addressed the prevention of early leaving of education and training (ELET). Since 2017, the Institute of the Republic of Slovenia for VET (CPI), a partner in the project, disseminated the project results through the in-service training of VET teachers. CPI also, in cooperation with the National Education Institute, proposed in its 2019 publication, 'Methodology for monitoring and preventing ELET', that ELET data are collected via the student registry in addition to the Labour force survey. It also suggested the development of prevention activities and strategies at national, school and teacher level to support students at risk of dropping out.

2017 Implementation**2018 Implementation****2019 Implementation**

In the 2018/19 school year, CPI and the National Education Institute started a 2-year CroCoos project. Alongside early school leaving prevention activities in schools, project participants are additionally supported in order to raise the quality of teaching using the formative assessment approach. For teachers of three VET schools, a set of five lectures was organised where formative assessment as a form of methodical and didactic approach was linked to school climate, career orientation and prevention of early school leaving.

Career guidance for young people is one of the key activities that significantly contributes to reducing early school leaving. This is why Slovenia joined the Youth in transition Erasmus+ project, which is developing a tool to promote the vocational maturity of young people in the transition to VET.

2020 Implementation

The in-service training of VET teachers about the early warning system (following the CroCooS project) took place. 15 teachers attended the training in the school year 2018/2019 and 13 in school year 2019/20. Training for school counsellors about vocational maturity was implemented.

Due to COVID-19, the project was concluded without the final event in 2020. The first step of introducing the formative assessment as a tool to strengthening students as a prevention of ELET was successful.

2021 Implementation

The existing resources and databases for monitoring system level quality indicator on completion rate were analysed in the national quality report on VET. It suggested implementing the methodology for monitoring and preventing ELET, published in 2019.

CPI activities relating to the issues of all vulnerable groups (e.g. students at risk of dropping out, special education needs students, students from low income families) are addressed within the CPI expert team together and/or in parallel. A first annual 1-day conference was organised to introduce a combined approach, where teachers and other experts supporting students from different type of vulnerability met and exchanged information and experiences.

The in-service training for VET schools on how to implement the early warning system (following the CroCooS project) was not put in place during 2020/21 due to COVID-19. In 2021, the training was modernised to ease the participation of the teachers, counsellors and headmasters, and enable the whole school approach. Original 24-hour training for at least three participants from individual schools was changed to two training sessions. The first is an 8-hour introductory training for participants to get to know the early warning system, and the second is an option to implement tailored training for individual school.

2022 Implementation

The in-service training for VET schools on how to implement the early warning system (following the CroCooS project) was once more not put in place during 2021/22 due to lack of interest from VET schools.

The second annual conference on the topic of supporting migrant students and Roma students was very well attended, mostly by VET school counsellors.

The CPI expert team working on the topic of vulnerable groups of students, focused their effort in defining the so-called inclusive VET school. A 2-year evaluation was conducted, in which headteachers, teachers and school counsellors participated, and it focused on SEN, foreign and low socioeconomic status (SES) students. It concentrated also on dealing with the assessment of the situation at schools in the first and in the second year, investigating views and opinions on the inclusive VET school and equity in VET. The results of the two-year activity are expected to be published in 2024.

2023 Implementation

Following the third annual conference on inclusive VET in autumn 2023, the CPI expert team reinforced its role in supporting inclusive vocational education and training (VET). The conference, attended by counsellors and headmasters, presented the results of the evaluation of inclusion in VET and addressed key topics related to inclusion. The early warning system remained a key focus of in-service training for VET teachers, with

sessions held during the 2022/23 and 2023/24 school years.

2024 Implementation

In 2024, CPI was invited to join the policy body at the Social Chamber, which focuses on issues concerning vulnerable groups. A CPI expert on inclusive VET assumed this role to strengthen cooperation with national stakeholders. Similarly, CPI joined the Interreg project @Work4NEETs as an associated partner of the Slovenian Public Employment Service, following the recognition of the Youth in Transition Erasmus+ project, in which CPI developed the vocational maturity tool as a good practice example for addressing NEETs.

The topic of inclusive VET in Slovenia was also presented to French mobility programme participants visiting Slovenia. In 2024, the CPI expert team on inclusive VET contributed to several revisions of key national documents related to inclusion in VET, including the national evaluation on immigrant students, the national education development programme, and training for workplace mentors.

All of the above-mentioned activities contribute to preventing early school leaving.

Bodies responsible

- Institute of the Republic of Slovenia for Vocational Education and Training (CPI)
- National Education Institute (ZRSŠ)

Target group

Learners

Learners at risk of early leaving or/and early leavers

Education professionals

Teachers

School leaders

Entities providing VET

VET providers (all kinds)

Thematic categories

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting lifelong learning culture and increasing participation

Lifelong guidance

Ensuring equal opportunities and inclusiveness in education and training

Subsystem

IVET CVET

Further reading

[The Methodology](#)

“...” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28797>