

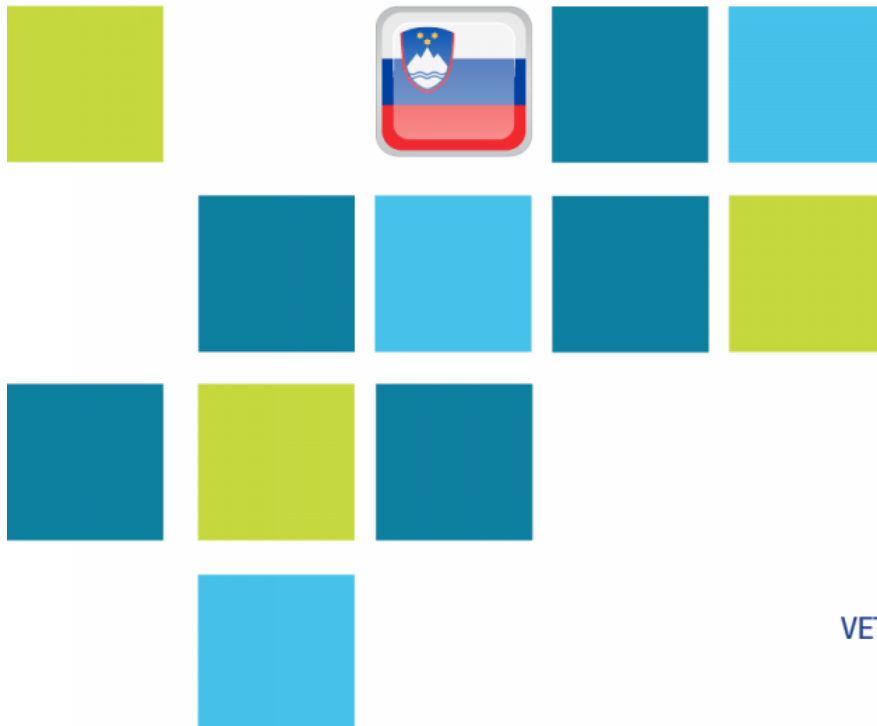


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VOCATIONAL EDUCATION  
AND TRAINING IN EUROPE  
**SLOVENIA**

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**SYSTEM DESCRIPTION**



VET IN EUROPE 2019

Please cite as:

Cedefop; Centre of the Republic of Slovenia for Vocational Education and Training (2019). *Vocational education and training in Europe: Slovenia* [From Cedefop; ReferNet. Vocational education and training in Europe database].

<https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/slovenia>

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The opinions expressed here do not necessarily reflect those of Cedefop.

Data collection for this report was financed by the European Union and ReferNet national partners.

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  - Short Vocational Upper Secondary Education programmes leading to EQF level 3, ISCED 353 (nižje poklicno izobraževanje, NPI).
  - Vocational bridging programmes leading to EQF level 4, ISCED 354 (poklicni tečaj, PT).
  - Master craftsman, foreman and shop manager exams (mojstrski, delovodski ali poslovodni izpiti). EQF level 4, ISCED 354. Each exam is under the auspice of the individual chamber who organizes the exams. Candidates study independently, however preparatory courses may be prepared due to demand on the market and literature may be also offered..
  - Higher Vocational programmes leading to EQF level 5, ISCED 554 (višje strokovno, VSI).
- References.

## CHAPTER 1.

# Summary of main elements and distinctive features of VET

Summary of main elements and distinctive features of VET([ 1 ])

VET in Slovenia, attractiveness of which is slightly increasing (70.4% of VET students in 2017), is characterised by the following main features:

- **Occupational standards** form the basis for competence-based VET programmes implemented by the schools and for the **National vocational qualifications** as a system of validation of non-formal and in-formal learning.
- Both main types of **upper-secondary** programmes, **vocational and technical programmes**, are offered in all professional fields, all programmes combine general subjects with vocational modules that integrate theoretical and practical learning, permeability between levels and programme types is high.
- VET schools support students to complete their studies with partly external final examination **Vocational matura** and to continue their studies in **higher vocational programmes**, placed at the same VET school centres.
- **Work-based learning** represents an integral part of all type of programmes. Students are trained in modern Inter-company training centres and/or companies, in 8 (pilot) VET programmes also in **apprenticeship form**.
- VET schools are open for local initiatives and they can adopt 20% of the curricula (**open curricula**) to the local company's need
- CVET is not state regulated, but first (pilot) VET programme was accepted by the counselling body of the education ministry in late 2018.

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[1] Adopted from Cedefop (2017). Spotlight on vocational education and training in Slovenia. Luxembourg: Publications Office. [http://www.cedefop.europa.eu/files/8122\\_en.pdf](http://www.cedefop.europa.eu/files/8122_en.pdf)

## CHAPTER 2.

# Main 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 in-company work-based learning (WBL). The quality of WBL 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 and accredited CVET programmes.

With the adoption of the new Apprenticeship Act in 2017, a current pilot implementation of the apprenticeship path in 8 vocational programmes (ISCED 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 accredited CVET programmes up-skilling specific vocational competencies. 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.

Adopted from VET in Slovenia Spotlight 2017 ([ 2 ]).

## CHAPTER 3.

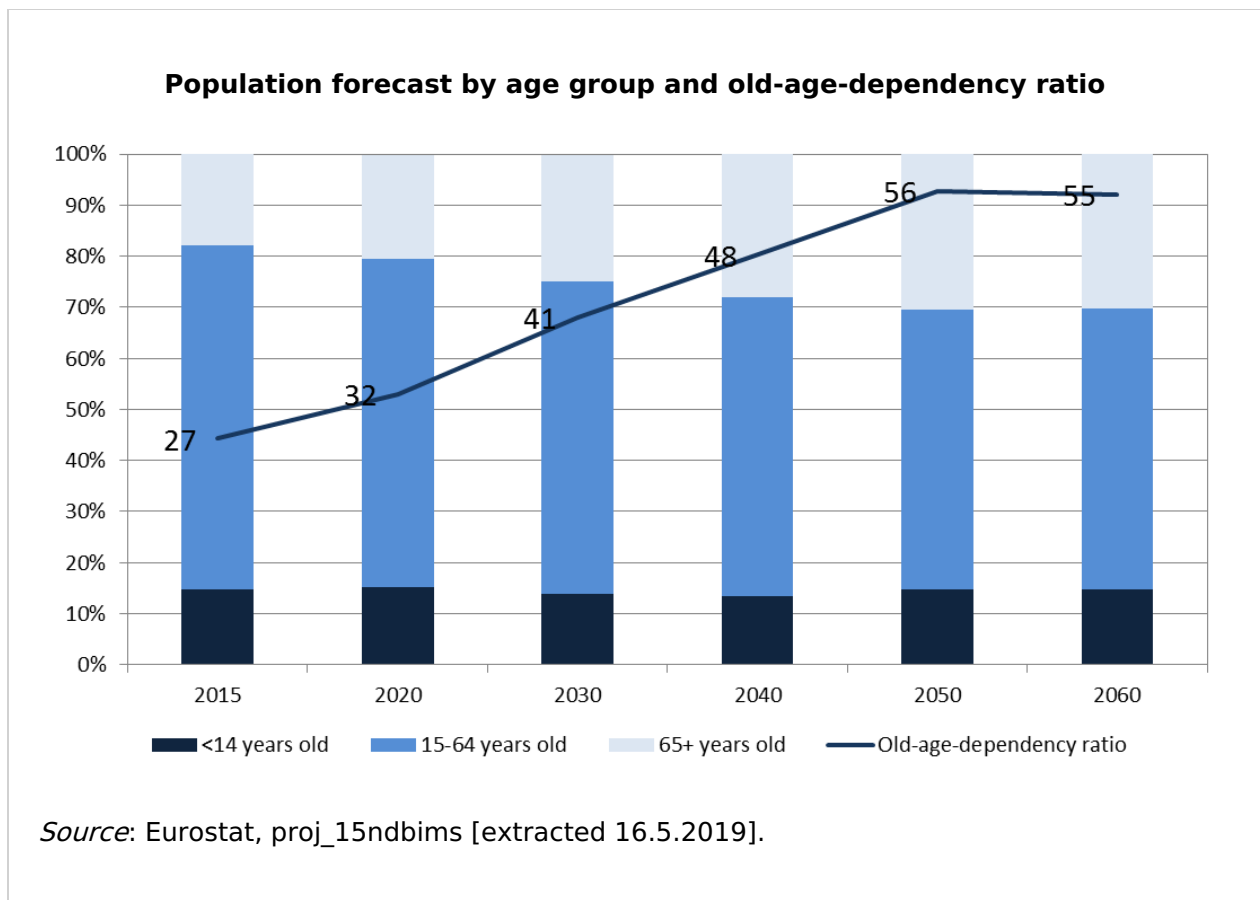
# External factors influencing VET

### 3.1 Demographics

Population in 2018: 2 066 880 ([ 3 ])

It increased by 0.4% since 2013 due to some positive net migration and natural growth ([ 4 ]).

The population is ageing. An old-age dependency ratio is expected to increase from 27 in 2015 to 55 in 2060 ([ 5 ]).



Demographic changes have an impact on VET.

In response to ageing population, the government adopted active ageing strategy ([ 6 ]) and comprehensive support to companies for active ageing of employees ([ 7 ]) aimed at increasing the vocational competences of the adult population.

The country has two minorities, Italian and Hungarian. The Italian minority has an option to learn in their native language and learn Slovene as a second language. A VET school in Obalno-kraška region offers 12 different VET programs in Italian teaching language ([ 8 ]).

The Hungarian minority has a bilingual VET school in Pomurska region, offering 15 different VET programs ([ 9 ]).

## 3.2 Economics

Most companies are micro and small-sized.

Main economic sectors:

- manufacturing (automobile, metallic, electronics, pharmacy and chemicals, etc.);
- service sector;
- construction.

Export comprises mainly manufacture of motor vehicles, electrical equipment, pharmaceutical products and preparations, machinery, equipment and basic metals.

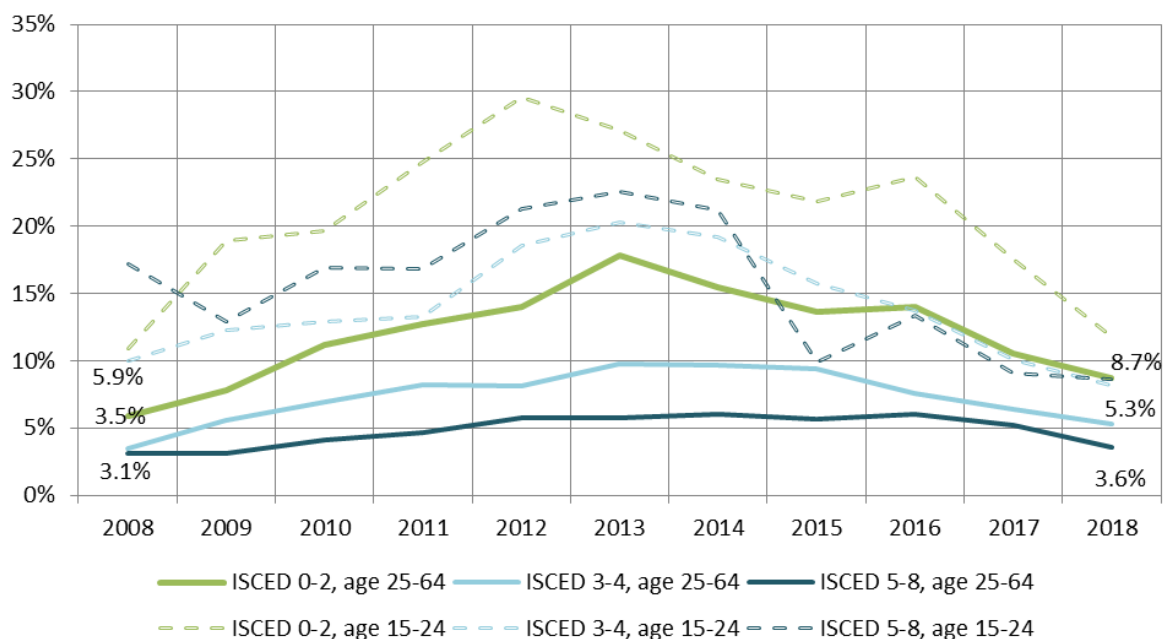
## 3.3 Labour market

The process of deregulation started in 2010, when there were 323 regulated professions. Deregulation means to withdraw the regulation of the profession or to renew the regulation. In 2014, it became one of the key governmental projects with cross-sectoral status ([ 10 ]). Deregulation was done mostly in fields such as tourism, funeral and cemetery activity, construction, geodetic survey, chimney sweeping service, veterinary, trade, driving schools, social assistance, seller and commercial manager.

The aim is to ease entry conditions and access to the labour market and to minimise the administrative burden for immigrants in acquiring work permissions. The number of regulated professions is currently down to 215.

Total unemployment ([ 11 ]) (2018): 4.8% (6.0% in EU-28); it increased by 1.1 percentage points since 2008.

### Unemployment rate (aged 15-24 and 25-64) by education attainment level in 2008-18



NB: data based on ISCED 2011; breaks in time series; low reliability for ISCED 0-2 and 5-8, age 15-24.

ISCED 0-2 = less than primary, primary and lower secondary education. ISCED 3-4 = upper secondary and post-secondary non-tertiary education. ISCED 5-8 = tertiary education.

Source: Eurostat, ifsa\_urgaed [extracted 16.5.2019].

Unemployment is distributed unevenly between those with low- and high-level qualifications, with unskilled workers being most vulnerable to unemployment. The gap was highest in 2013.

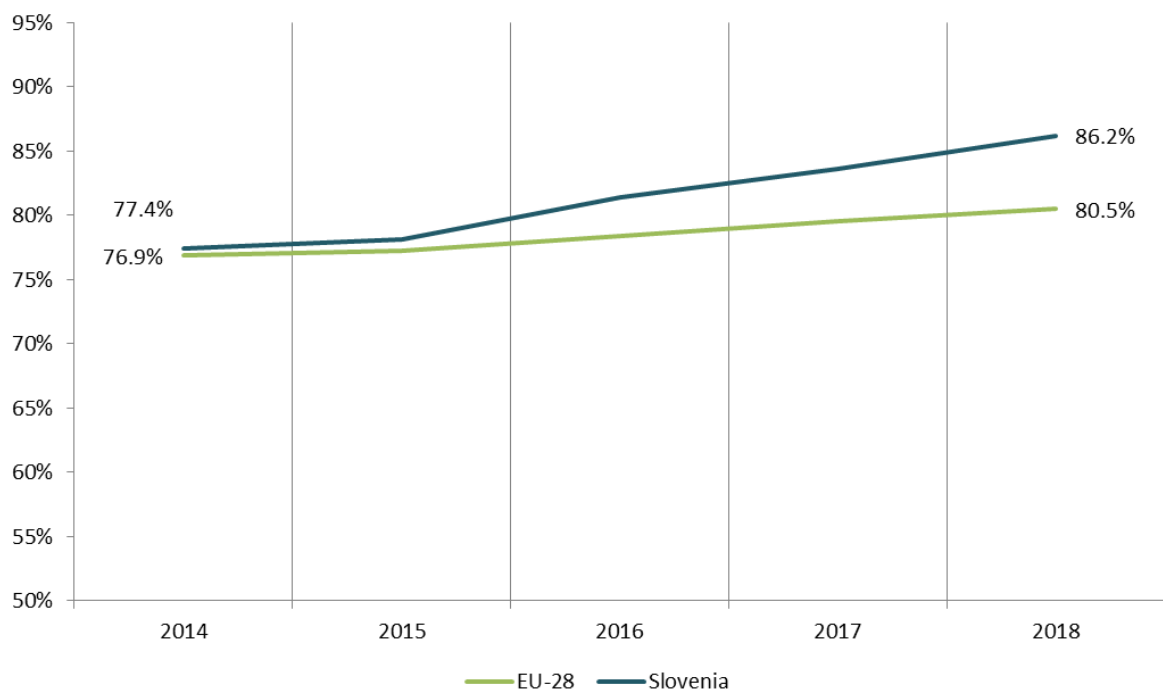
Since 2013, the share of low- and medium-level qualified unemployed people decreased due to economic recovery and more employment opportunities in the manufacturing sector.

The lowest unemployment rate is among people with high-level qualifications (ISCED 5-8).

Employment rate of 20 to 34-year-old VET graduates increased from 77.4% in 2014 to 86.2% in 2018 ([ 12 ]).



### Employment rate of VET graduates (20 to 34 years old, ISCED levels 3 and 4)



NB: Data based on ISCED 2011; breaks in time series.

ISCED 3-4 = upper secondary and post-secondary non-tertiary education.

Source: Eurostat, edat\_lfse\_24 [extracted 16.5.2019].

The increase (+8.8 pp) in employment of 20-34 year-old VET graduates in 2014-18 was higher compared to the increase in employment of all ISCED levels 20-34 year-old graduates (+8.5 pp) in the same period in Slovenia ([ 13 ]).

[3] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019]

[4] NB: Data for population as of 1 January. Eurostat table tps00001 [extracted 16.5.2019].

[5] Old-age-dependency ratio is defined as the ratio between the number of persons aged 65 and more over the number of working-age persons (15-64). The value is expressed per 100 persons of working age (15-64).

[6] Institute of Macroeconomic Analysis and Development of the RS, hereinafter IMAD, 2017.

[7] Public Scholarship, Disability and Maintenance Fund of the RS, hereinafter Public Fund, 2017b.

[8] Scuola media Pietro Coppo: <http://www.pietrocoppo.net/sl/>

[9] DVOJEZIČNA SREDNJA ŠOLA LENDAVA, KÉTNyelVÚ KÖZÉPISKOLA, LENDVA:  
<https://www.dssl.si/sl/>

[11] Eurostat table une\_rt\_a, (percentage of active population, 25 to 74 years old) [extracted 20.5.2019].

[12] Eurostat table edat\_lfse\_24 [extracted 16.5.2019].

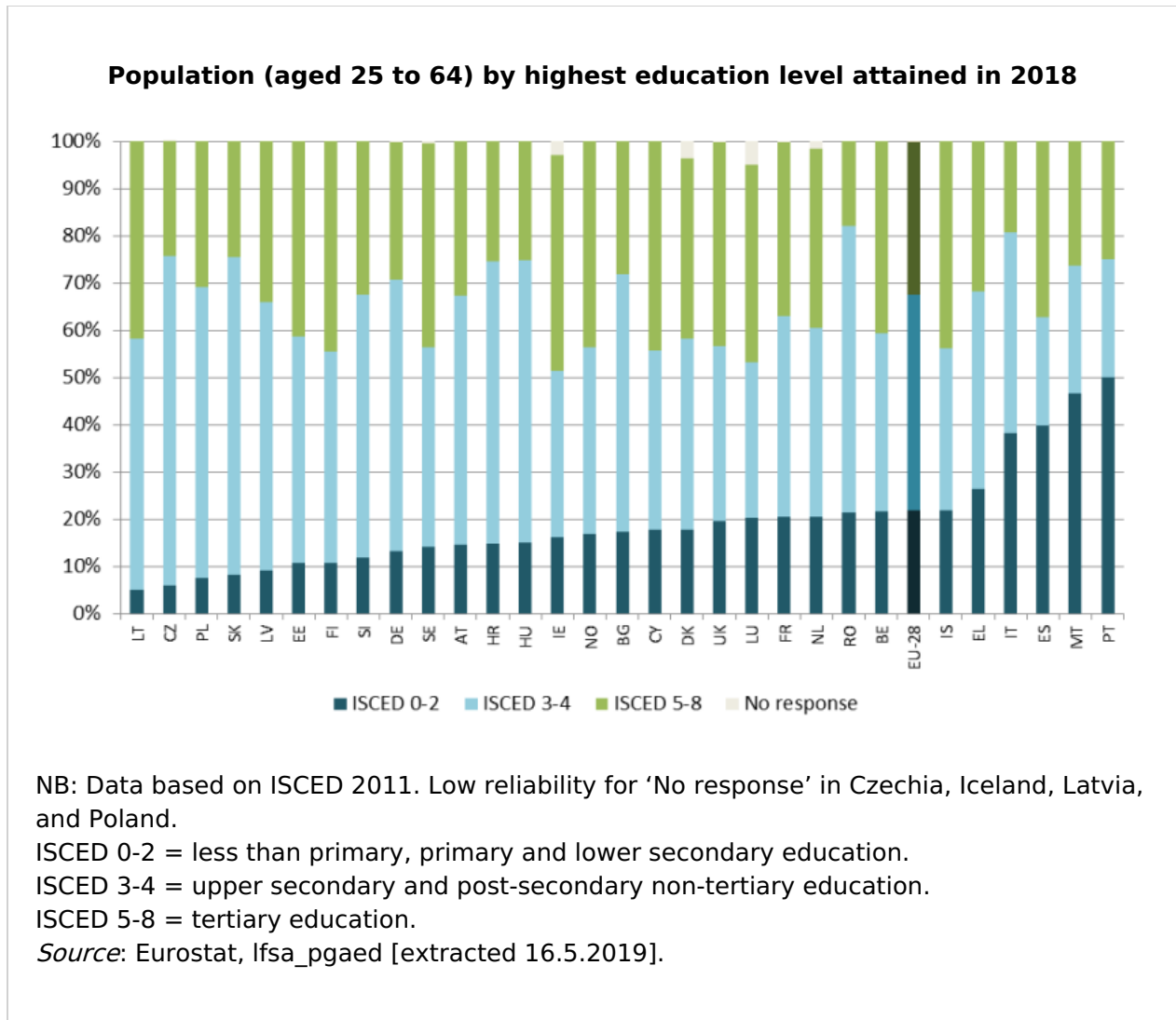
[13] NB: Break in series. Eurostat table edat\_lfse\_24 [extracted 16.5.2019].

CHAPTER 4.

# Education attainment

## 4.1 Share of high, medium and low level qualifications

The share of the population aged up to 64 with higher education (32.5%) has been higher in Slovenia than in most EU Member States. The share of those with low or without a qualification (11.9%) was among the lowest in the EU in 2017.



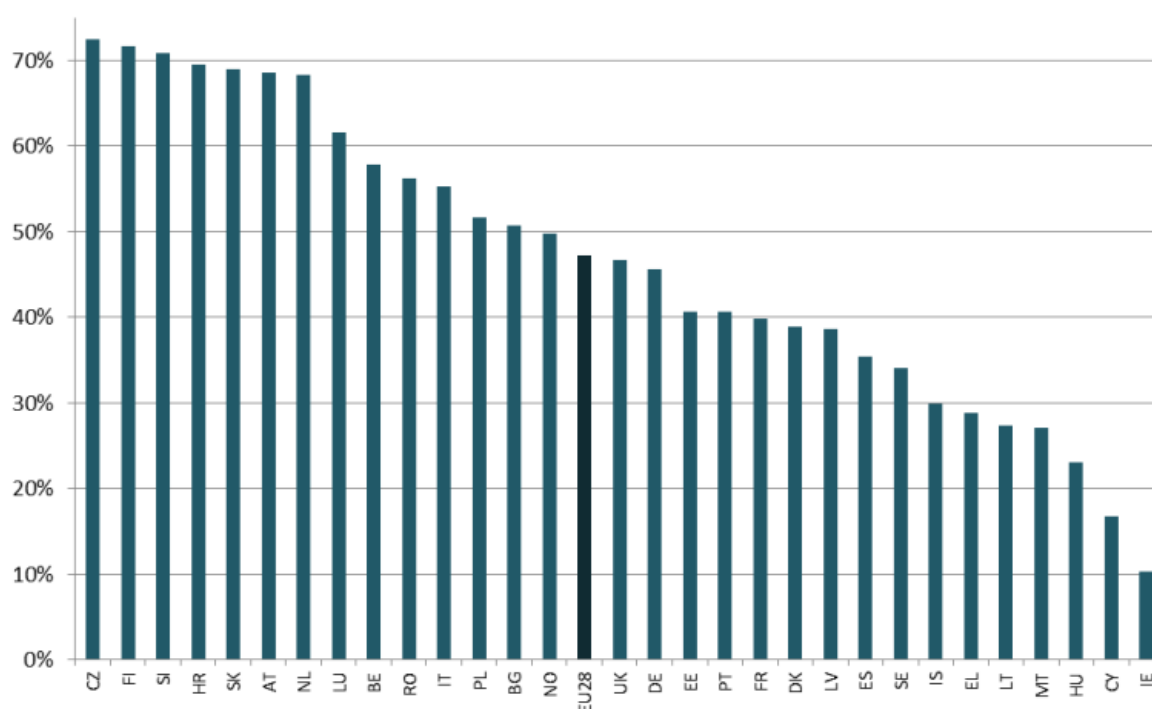
## 4.3 VET learners by level

### Share of learners in VET by level in 2017

lower secondary	upper secondary	post-secondary
not applicable	70.9%	not applicable

Source: Eurostat, educ\_uoe\_enrs01, educ\_uoe\_enrs04 and educ\_uoe\_enrs07 [extracted 16.5.2019].

### Share of initial VET learners from total learners at upper-secondary level (ISCED level 3), 2017



NB: Data based on ISCED 2011.

Source: Eurostat, educ\_uoe\_enrs04 [extracted 16.5.2019].

#### 4.4 Female share

Traditionally, there are more males in VET than females. Males prefer professions in the fields like science and engineering, manufacturing and construction, while females more often enrol in programmes from the fields like education, social sciences, business and law, health and welfare, humanities and arts and services.

**Table: Young people, enrolled in VET, number and structure, by sex, in %, school 2017/18**

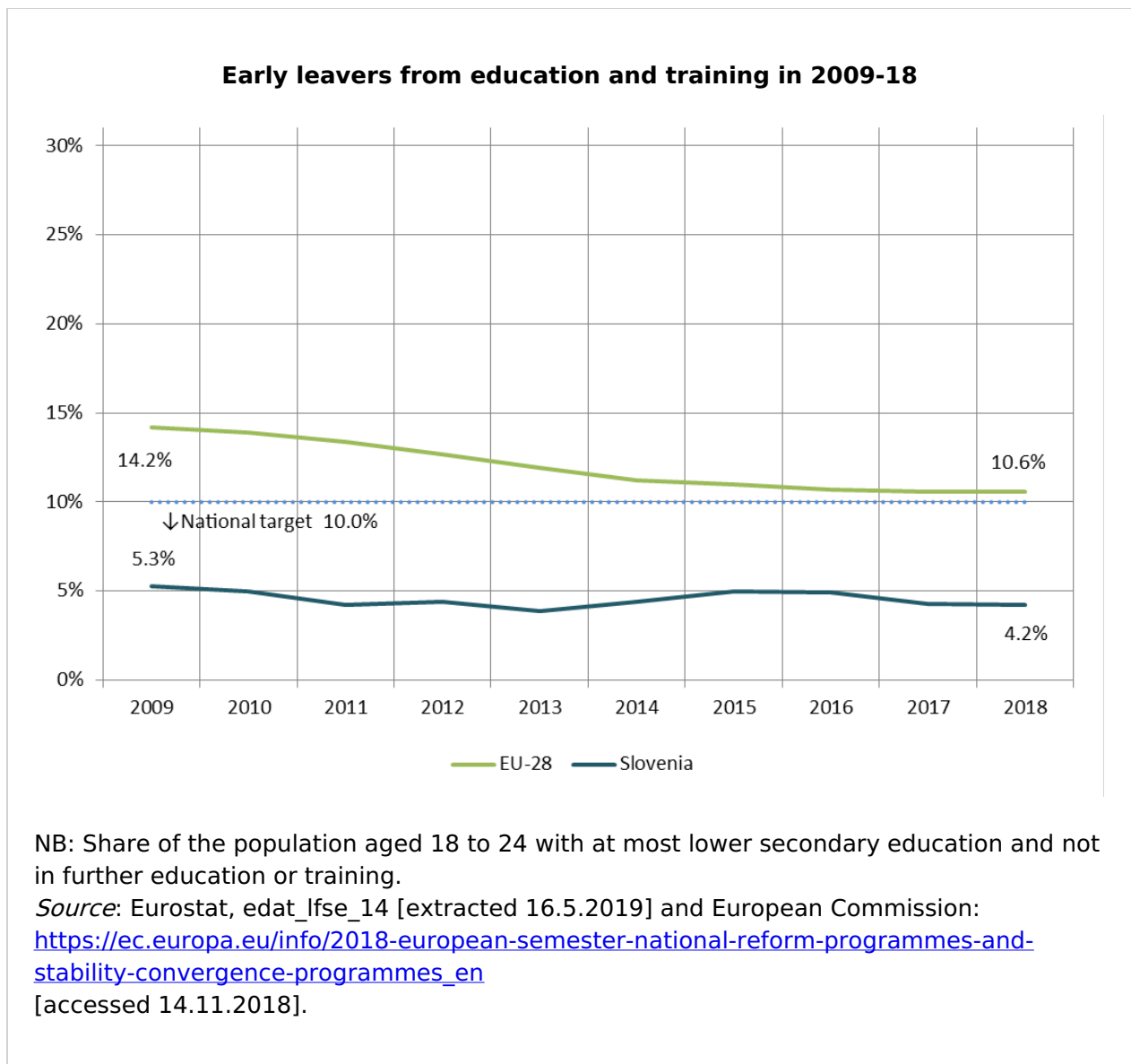
	Total, number	Structure of enrolment by sex, in %	
		Men	Women
Fields of education - TOTAL	47 724	58.2	41.8
Education	2 709	10.7	89.3
Humanities and Arts	2 865	37.6	62.4
Social sciences, business and law	5 570	37.5	62.5
Science	3 089	95.6	4.4
Engineering, manufacturing and construction	17 456	90.2	9.8
Agriculture	2 582	48.1	51.9
Health and Welfare	5 861	26.1	73.9

Services	7 592	37.5	62.5
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Source: Statistic Office of the Republic of Slovenia, SI-STAT Data Portal - Demography and Social Statistics - Education.

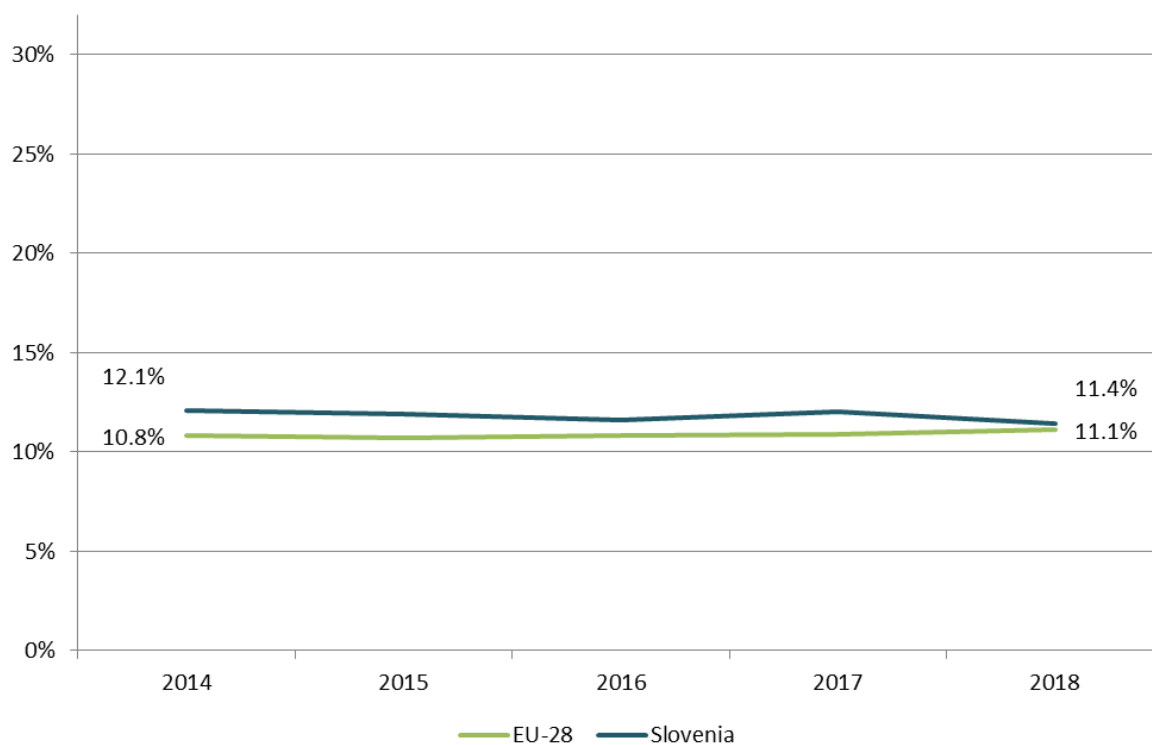
#### 4.5 Early leavers from education and training

The share of early leavers from education and training decreased from 5.3% in 2009 to 4.2% in 2018. This is lower than the national target for 2020 of not more than 10% and significantly lower than the EU-28 average of 10.6%.



#### 4.6 Participation in lifelong learning

### Participation in lifelong learning in 2014-18



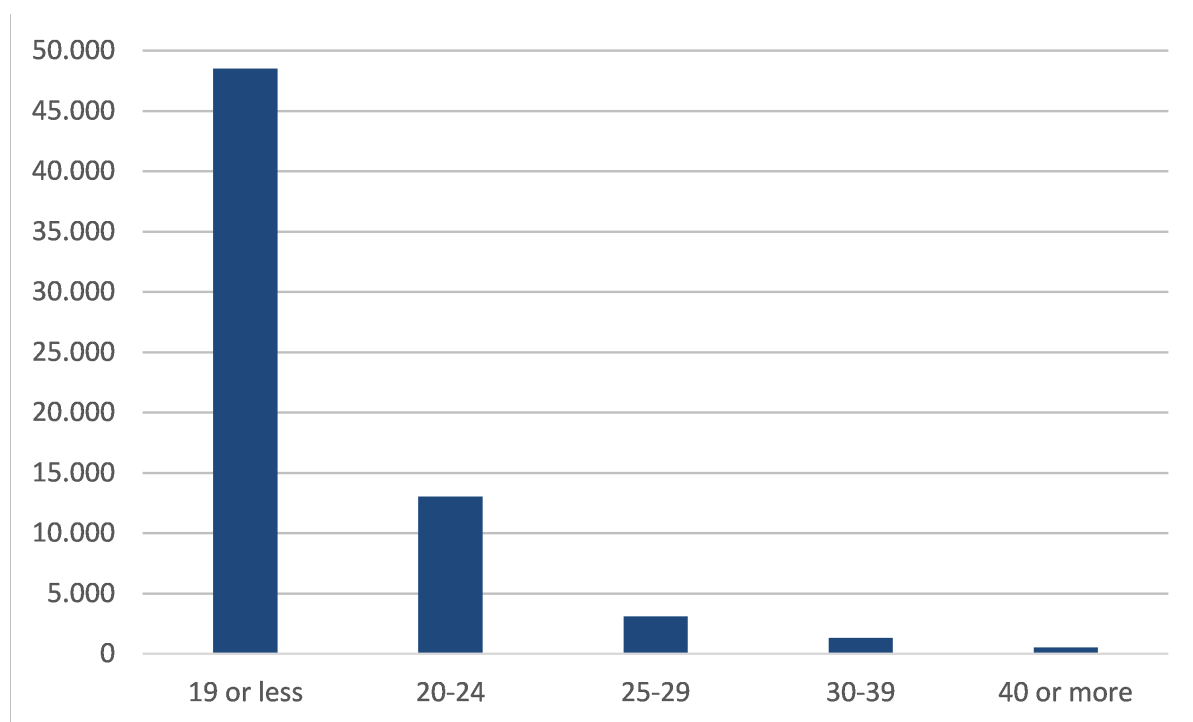
NB: Share of adult population aged 25 to 64 participating in education and training.  
*Source:* Eurostat, trng\_lfse\_01 [extracted 16.5.2019].

Although national 2020 target set in 2013 is 19% ([ 14 ]), participation in lifelong learning in Slovenia has decreased from 18.5% in 2010 to 11.4% in 2018. However, it remains slightly above the EU-28 average.

#### 4.7 VET learners by age

##### VET learners by age group

Graph: The number of young people and adults, enrolled in VET at ISCED 3-4, school year 2016/17



*Source:* Statistic Office of the Republic of Slovenia, SI-STAT Data Portal - Demography and Social Statistics -- Education.

In the structure of enrolments in VET almost three quarters falls in the age group 19 or less, one fifth in the age group 20-24, while the shares for other age groups are much lower.

[14] <https://livelink.cedefop.europa.eu/livelink/livelink.exe?func=ll&objId=27855839&objAction=browse&viewType=1>

## CHAPTER 5.

# VET within education and training system

The education and training system comprises:

- pre-school education (ISCED 0);
- integrated primary (ISCED 100, EQF 1) and lower secondary education (ISCED 244, EQF 2) (nationally referred as basic education).
- upper secondary education:
  - short vocational programmes (ISCED 353, EQF 3);
  - vocational programmes (ISCED 353, EQF 4);
  - vocational – technical programmes (ISCED 354, EQF4);
  - technical programmes (ISCED 354, EQF 4);
  - general programmes (ISCED 344, EQF 4);
- tertiary education;
  - higher vocational programmes (ISCED 554, EQF 5);
  - professional bachelor programmes (ISCED 655, EQF 6);
  - bachelor programmes (ISCED 645, EQF 6);
  - master programmes (ISCED 767, EQF 7);
  - doctoral programmes (ISCED 844, EQF 8).

81.7% of children aged 1 to 6 are enrolled in kindergarten (*vrtec*). Each child is by law entitled to a place in a kindergarten, but it is not compulsory. Kindergartens are public or private. 96% of children attend public ones that are founded and financed by the local communities. Fees can be subsidized by the government.

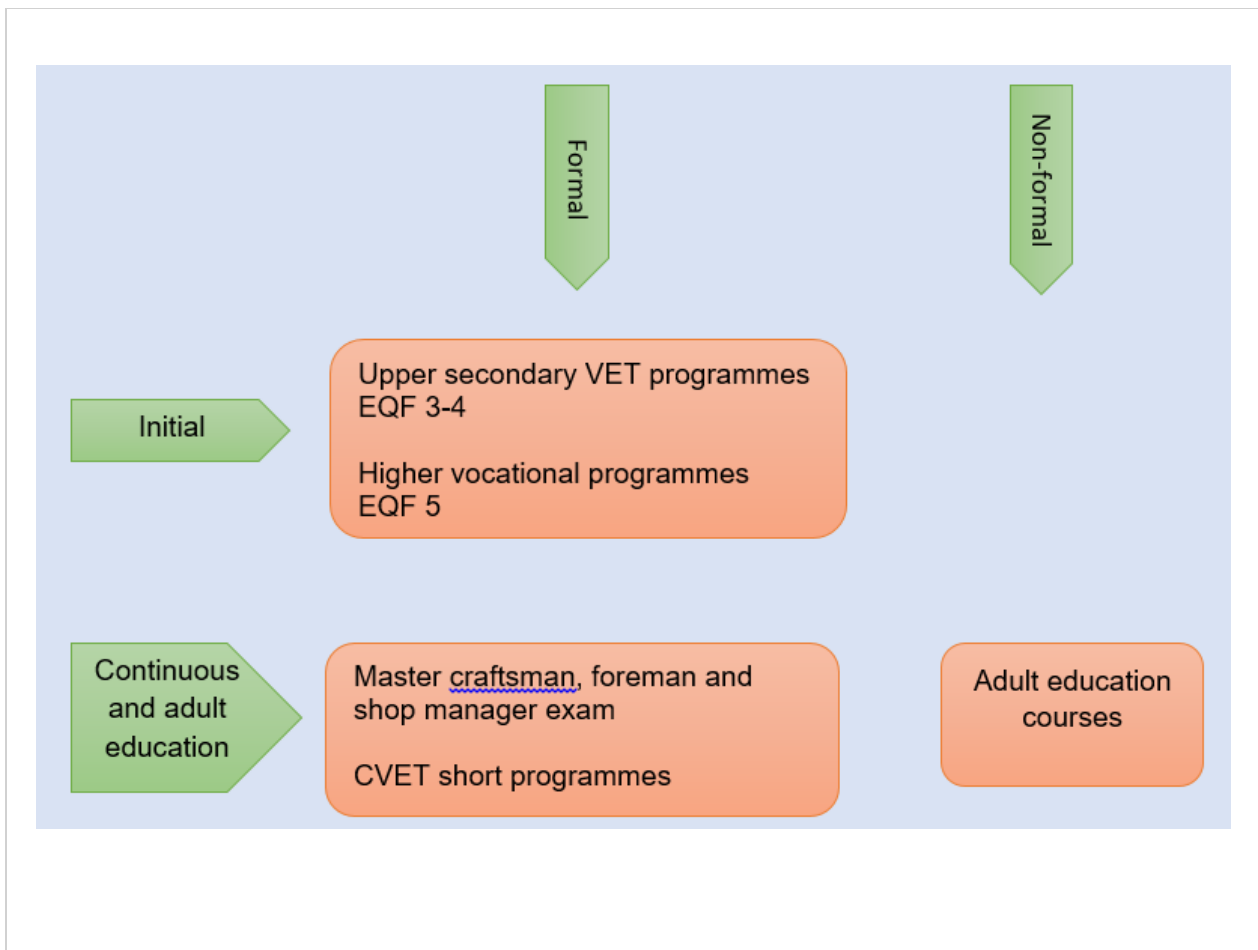
Basic education is 9 year, single structured primary and lower secondary education and is compulsory (ISCED 1-2). Learners start at age 6 and finish aged 15 years of age in 6 private and 284 public schools. Learners that do not finish basic education successfully in 9 years can enrol in short vocational education (ISCED 353, EQF 3). Public schools are founded by local communities and funded by education ministry. Parents contribute mostly for meals, school supplies, books and extracurricular activities.

General upper secondary education lasts 4 year (ISCED 344, EQF 4) and is completed by external examination, General Matura (*splóšna matura*). Enrolment depends on grades in the last 3 years of basic education. Graduates have access to tertiary education. 5-7 private schools and approx. 60 public schools offer gymnasia program. Public schools are founded and funded by the education ministry. Parents contribute mostly for meals, school supplies, books and extracurricular activities.

Learners can also enrol in professional gymnasia which provides general education but with some emphasis on professions (technical, economic, art).

If a learner wants to transfer from general education to vocational path they can after completed 3 years of gymnasia attend a one year vocational course, enabling them to pass a Vocational Matura.

Tertiary education comprises higher vocational education (2 years), professional and academic programmes at a bachelor level (3 or 4 years) and master level (1 or 2 years). Doctoral programmes last 3 years.



### Formal initial VET

Both young people (students) and adults can enrol in initial VET. Young people attend VET programs free of tuition. Once enrolled they can repeat one grade and re-enrol in the same grade but different program. If they are not successful and want to continue or want later in life to re-enter or change profession they can enrol as adults.

Initial VET consists of accredited, formal programmes on upper-secondary level. There are 3 entry points. Short vocational programmes (2 years) on ISCED 353, EQF 3 levels with assistant type of professions and is accessible to learners with minimum EQF 1 (attending 9-years of basic education). Graduates, passing Final exam, can continue to the second entry point: Vocational programmes (3 years) on ISCED 353, EQF 4. After 3 years of professional work experience, graduates, passing Final exam, can pass the craftsman, foreman or shop manager exam and can continue also to Higher vocational programmes. But especially young vocational programme graduates mostly continue to Vocational technical programmes (2 years) on ISCED 354, EQF 4 that gives them access to Vocational Matura (*poklicna matura*).

However, most VET students (41.9% in 2018/19) start upper-secondary level in Technical programmes (4 years) on ISCED 354, EQF 4, completing programme with Vocational Matura that gives them access to tertiary level: Higher vocational programmes (2, year, ISCED 554, EQF 5), professional bachelor programmes and with completed additional 5th Matura subject also to academic bachelor programmes. Transferring from VET to general path is possible also through one-year Matura bridging course, which prepares learners for General Matura.



The above-mentioned programmes are mainly school based with in-company WBL from 10 to 40 % of curricula. Since school year 2017/18 apprenticeship was reintroduced, meaning that gradually 3 year Vocational programmes are being prepared on national level to be implemented in apprenticeship form. Meaning that students spend at least 50 % of time learning with mentors in companies.

VET graduates pass Final exam (mother tongue), Vocational Matura (2 general, 1 vocational subjects) or Higher vocational diploma. Final exam and Vocational Matura include also practical exam.

Since 2000, all upper-secondary learners can have their prior knowledge assessed by the school that can lessen learners obligations within the programme.

### **Formal continuing VET**

Craftsman, foremen and shop manager exams are traditionally understood as CVET as the applicants (3 year vocational programme graduates) must have specific professional experiences. It is a way that experienced employee can be promoted to a more demanding work position that does not require next educational level. Optional preparatory courses and literature may be offered by the chambers, which also assess the candidates.

CVET short programmes have been developed since 2017, with the first published programme in 2019. They are prepared in close cooperation with the employers to up-skill employees to perform specific tasks, up-grade, modernise some concrete professional skills etc. They focus entirely on the vocational and professional competences and 50 % of its curricula is conducted at work place and the other half in school. They last for a maximum 6 months and are prepared on the same educational (ISCED or EQF) level as initial programs at upper-secondary and tertiary level (higher vocational programmes).

National vocational qualifications enable citizens to get their vocational competencies verified, but cannot gain levels of education through this option.

Adults can enrol in non-formal courses on educational service market provided by private entities or public schools, to gain numerous VET or general competencies.

## CHAPTER 6.

# Apprenticeship

Learn more about apprenticeships in the national context from the European database on apprenticeship schemes by Cedefop: <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches>

With the adoption of the new Apprenticeship Act in 2017, a pilot implementation of the apprenticeship path in four upper secondary vocational programmes (ISCED 353, EQF) has started. In 2018, next five programmes were included. Learners can enrol in those 8 programmes choosing between school based path and apprenticeship path.

Apprenticeship path means that 50-60% of the programme is undertaken at an employer, while at least 40% – general subjects and VET modules – is in schools.

At the beginning of an apprenticeship, the plan for implementation of the apprenticeship is prepared in cooperation between the school and the company under the provision of the chamber and signed between student, and representatives of company, school and chamber. It includes the objectives and set of competences for WBL, distribution and schedule of education at the school and in the company, ways and modes of communication and cooperation between the company and school, information regarding the mid-term and final exam for the apprentice.

## CHAPTER 7.

# VET governance

The Organisation and Financing of Education Act ([ 15 ]), Vocational Education Act ([ 16 ]), Higher Vocational Education Act ([ 17 ]), Slovenian Qualifications Framework Act ([ 18 ]) and Adult Education Act ([ 19 ]) represent main legislation dealing with VET.

The education ministry ([ 20 ]) is responsible for the quality and development of the education system, it formulates and implements education policies and makes system regulations. It prepares budget for public financing, oversees its implementation and allocates VET programmes. It intensely cooperates with the labour ministry and social partners (representatives of employees and employers), who are active members of four national expert councils ([ 21 ]) operating as a consulting body for the education ministry. A school inspectorate operates within the education ministry. Cooperation with the public employment service (PES) and cooperation with the economy (chambers) is established.

Eight public institutions for the implementation of regulations are also active, supporting education institutions and taking care of development, and supervising, as well as taking care of quality monitoring and counselling.

- Institute of the Republic of Slovenia for Vocational Education and Training (CPI);
- National Education Institute of the RS – responsible for General Education;
- Slovenian Institute for Adult Education –responsible for Adult Education;
- National Examinations Centre – external assessment in education;
- Educational Research Institute - research;
- Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes – mobility - National EU agency;
- National School of Leadership in Education – development of management in education;
- Slovenian Quality Assurance Agency for Higher Education ([ 22 ]).

The public institutions are government controlled by appointment of representatives to governance bodies, public funding, salary system, adoption of common rules and guidelines of public service, centrally adopted curricula, etc. The providers of accredited educational programmes are under supervision of the school inspectorate.

The governance body of public education institutes is the council. VET school councils are composed of representatives of the founder, school employees, parents and students. The founder –state – participates in the governance of VET schools through representatives appointed to the council and directly in administrative procedures.

The management body is the head teacher, who is also a pedagogical leader. Teachers enjoy professional autonomy and the head teacher has the autonomy in accordance with requirements to employ teachers of their own choice.

The system of VET education is centralised; decisions about the foundation and financing of VET schools, as well as agreement on and distribution of education programmes are adopted at the national level. However, schools and teachers enjoy autonomy in designing the implementation of national curricula and choosing teaching methods.

Higher vocational schools shall establish governance and management bodies depending on the founder (state, private) and organisation (independent college, unit of another institution or company). The management body is the director or head teacher, whereas the council is the governing body.

- [15] <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO445>
- [16] <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4325>
- [17] <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4093&d-49682-p=2&&tab=strokovni&scrollTop=557>
- [18] <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO6958>
- [19] <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO7641>
- [20] In Slovenian: Ministrstvo za izobraževanje, znanost in šport.
- [21] The Expert council for VET, for specific elements also: the Expert council for general education, the Expert council for AE and the Expert council for Higher education.
- [22] Respectively: Center RS za poklicno izobraževanje, Zavod RS za šolstvo, Andragoški center Slovenije, Državni izpitni center, Pedagoški inštitut, Center Republike Slovenije za mobilnost in evropske programe izobraževanja in usposabljanja, Šola za ravnatelje., Nacionalna agencija RS za kakovost v visokem šolstvu.

## CHAPTER 8.

# VET financing mechanisms

Legislation ([ 23 ]) stipulates the public financing of upper secondary VET and higher vocational programmes. The sources of funding are specified by purpose, duty and responsibility. The terms and conditions for financing and supervision are presented. Adults in VET (part-time) are the only students required to pay for tuition.

The ministry for education annually determines the cost of a VET programme per learner, based on the methodology for financing educational programmes for upper secondary schools, mostly regarding cost of work (salaries of the school employees), expenditure for goods and services (heating, electricity, water), number of hours in a programme.

The total level of funding is specified in a financing agreement signed by the education ministry and the school for each budget year.

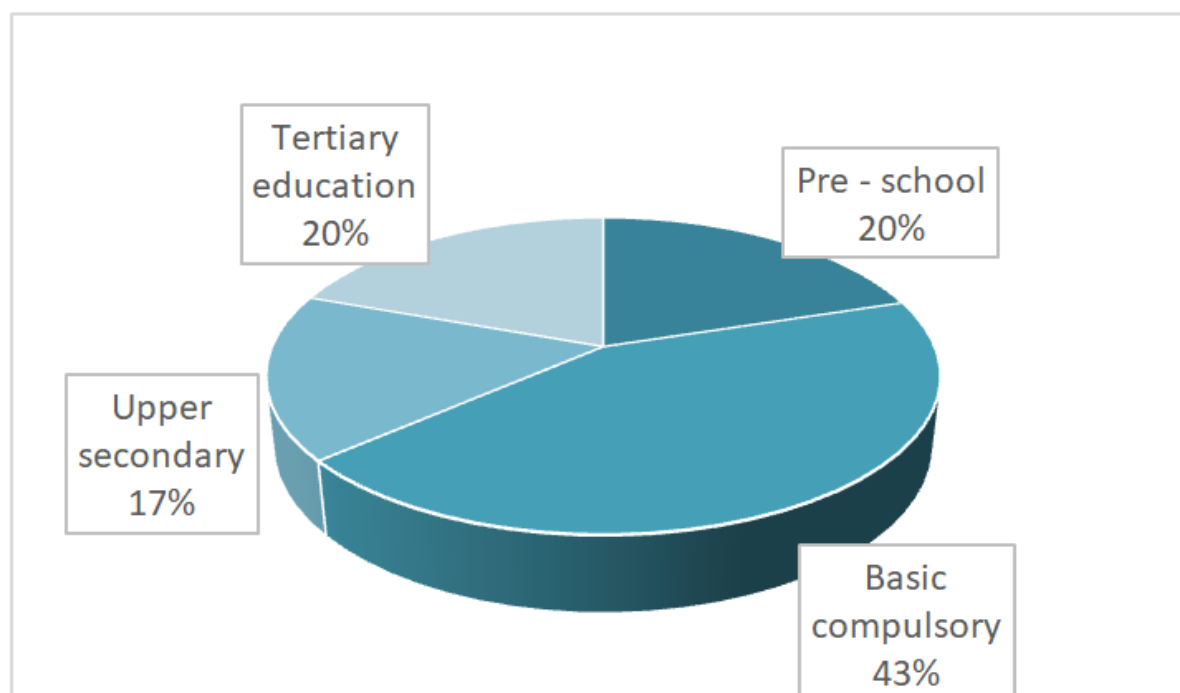
Additional public funding is also accessible for extra costs and through the cooperation in developmental (national and international) projects.

Other possible funding sources for VET include:

- contributions from industry associations and chambers;
- direct contributions from employers for the provision of work practice;
- payments and fees from students;
- funds from the sale of services and products;
- donations, sponsorships and other sources.

The public expenditure (figure below) allocated to formal education (including VET) in 2017 amounted to EUR 2.056 million, or 4.80% of GDP. The biggest share of total public expenditure for formal education was allocated to basic education (43.5%) followed by pre-school education (20.1%), tertiary education (19.5%) and upper secondary education (16.9%).

**Public formal education expenditure; share of 4.8% of GDP by level of education in 2017**



*Source:* Statistical Office of the Republic of Slovenia (SORS).

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[23] The Organisation and Financing of Education Act (2007-17).

## CHAPTER 9.

# Teachers and trainers

### 9.1 VET teacher types

In VET, there are:

- at upper secondary level
  - teachers of general subjects;
  - teachers of the professional theory;
  - teachers of the practical training; and
- at the higher vocational education
  - lecturers.

Teachers of general subjects must have a master degree (ISCED 7), completed one year pedagogical/andragogical training and the State professional exam.

There are two types of teachers of vocational modules.

- Teachers of the theoretical part are expected to meet the same requirements as teachers of general subjects.
- Teachers of the practical training must have at least vocational upper secondary education (ISCED 354), one year pedagogical/andragogical training, the State professional exam and at least 3 years of relevant work experience.

In-company mentors must have professional education in the appropriate field, an appropriate number of years of work experience and short pedagogical/andragogical training designed for mentors.

Lecturers at the higher vocational education level must have a relevant master's degree (ISCED 7), three years of work experience and relevant professional achievements (the co-authorship of valid education programmes, textbooks or study materials, membership of exam committees, and similar).

In-company mentors are employees of the company conducting WBL as part of VET programmes.

Teachers and lecturers are employed by the schools and funded by the education ministry. They can be full-time employed, regarding the number of students enrolled some may have part-time contracts.

Salary in general depends on the education level. Apart from this, teachers are included in a promotion scheme through which they can achieve three mayor promotion levels.

### 9.2 Continuing professional development of teachers/trainers

Teachers have limited options for continuing their professional development, which is defined only as a right of 15 days in three years ([ 24 ]) and not as an obligation. The education ministry partly finances programmes for the continuing professional development of teachers and the other part is cover by the school. A great deal of additional teacher training is also provided through national and international projects. Schools can also order private providers of programmes.

According to the new rules ([ 25 ]), there are two types of CPD programmes for teachers:

- First are for teachers who need to gain additional training for the position of a teacher (for example mechanical engineer does not get this type of training during university studies, so he needs to pass this training) or special tasks (for example for teachers to work with SEN students as SEN experts).
- Second type of CPD programs are shorter (8-24 hours) courses on various topics that teachers can choose from a catalogue published by the education ministry. Providers can be private or public organisations are chosen via public tender and may be co-financed.

Through the ESF project ([ 26 ]) teachers and other professional workers in upper-secondary vocational schools and higher vocational schools are trained to strengthen their competences in promoting entrepreneurship, innovative methods of teaching, quality completion of education, upgrading professional skills, working with special needs students, acquiring pedagogical/andragogical skills for higher-education lecturers, and supporting quality assurance in higher vocational schools.

In addition, CPI analysed VET teachers' knowledge, attitude and use of ICT in designing and implementing digital competences in VET programmes. Results of this analysis are fed into training of teachers in 12 vocational schools in 2018-19 to help them develop their teaching approaches in developing students' digital competence.

### **Training of in-company mentors**

CPI prepared a programme for mentor training ([ 27 ]). From 2014 onwards two ESF funded projects have been implemented, led by two Consortiums. Training is free of charge and aims to equip the mentors with the basic pedagogical/andragogical knowledge, basic developmental characteristics of the youth, psychological and pedagogical elements of learning and teaching, communication skills, health and safety at work, relevant legislation ([ 28 ]).

The programme lasts for 50 hours for mentors included in upper secondary programmes WBL and 60 hours for mentors in higher vocational programmes WBL.

More information is available in the Cedefop ReferNet thematic perspective on teachers and trainers ([ 29 ]).

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[24] Collective agreement for the education sector in the Republic of Slovenia; Ministry of Education (1994).

[25] Rules on the selection and co-funding of further education and training programmes for educational professionals.

[26] Strengthening the competences of professionals in the field of managing an innovative educational institute 2016-22.

[27] In-company training for students in upper secondary VET and higher vocational education.

[28] They also get to know the importance of a good organisational culture for successful work, how to include the student into the work process, how to prepare documentation for an efficient management, monitoring and validation of students.

[29] <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/teachers-and-trainers>



## CHAPTER 10.

# Shaping VET qualifications

### 10.1 Anticipating skill needs

VET programmes are prepared based on labour market data such as the data on labour market movements. A public employment service (PES) and Statistical Office of the Republic of Slovenia (SORS) collect these data in their official records using their own classification tools in the process.

As labour market data are presented at the aggregated level (i.e. unemployment, the active population, needs for new employment positions, and the like), the need for a research institution to analyse and monitor changes in the labour market has emerged several times in the past. This is to provide support for decision-making processes within the scope of the preparation of VET programmes and to forecast potential education requirements.

The official records on current work place demand managed by the PES, where the majority of all the employment positions offered by employers are recorded, have proven to be a comprehensive source of information. However, the problem with these records is the poor organisation of the data in the various educational programmes, which changed during the various educational reforms, and so a comprehensive data review, as well as its translation into high-quality topical data (educational programmes), is required. In addition, the systematic collection of the demands of private sector employers ended in 2013, and the country therefore lost one of the databases from which the data was drawn ([ 30 ]).

See also Cedefop's skills forecast ([ 31 ]) and European Skills Index ([ 32 ])

### 10.2 Designing qualifications

#### **Vocational qualifications**

There are two types of vocational qualification (*poklicna kvalifikacija*). The first may be acquired following the path of education and training system and the second by following the path of recognition of non-formal and informal learning. In 2007, the legislation ([ 33 ]) connected both systems with the occupational standards (*poklicni standardi*), which represent a learning outcome standard for each vocational qualification that can be formally acquired or recognised in Slovenia. Vocational qualifications are classified in the sectoral qualification structures approved by the sectoral committee for occupational standards. The labour ministry established ten sectoral committees for occupational standards, which are composed of experts and representatives from the chambers, ministries and trade unions.

#### **Occupational standards**

Occupational standards serve as the basic documents for the performance of examinations and the verification of vocational qualifications acquired through the recognition of non-formal learning. The methodology for the preparation of occupational standards is prescribed, which ensures their transparency and comparability.

The preparation of occupational standards is conducted through social dialogue. It is important for the employers to describe the knowledge and skills the employees are required or need to possess – now and in the future. Occupational standards do not simply serve as a record of the current situation; they are also an indicator of the situation as it develops. This is of considerable importance for the changing labour market, not just from the employer's

perspective, but, more importantly, from the point of view of the certificate holder.

Occupational standards must be prepared in cooperation with experts who are familiar with the profession, work organisations, technology and trends in the development of the profession and the sector itself. Occupational standards are closely related to sector and profession. The key competences necessary for a profession are also included.

### **Occupational standards development process**

The processes of the preparation of occupational standards and National Vocational Qualifications catalogues are determined in the National Professional Qualifications Act. It starts with an initiative submitted by any legal or natural person at the Institute of the RS for VET (CPI). The CPI provides an expert assessment and submits it for discussion to the relevant sectoral committee for occupational standards. When discussing the initiative, the following is especially important: information on the needs of the labour market, the comparability of standards for a specific qualification among EU member states, and, if necessary, compliance with the regulations and norms.

If the sectoral committee for occupational standards considers the initiative to be well founded, they appoint the experts who, with methodological support from the CPI, prepare a proposal for an occupational standard. The national methodology provided by the CPI serves as a uniform basis for all occupational standards and NVQ catalogues, thereby ensuring the transparency and comparability of documents at the national level.

Based on the occupational standard, experts prepare a proposal for an NVQ catalogue. The sectoral committee submits the NVQ catalogue to the Expert Council for VET for discussion. When the council supports the NVQ catalogue, it proposes its adoption to the labour ministry. The procedure for revision that takes place every five years is the same as the procedure for the preparation of new occupational standards.

### **Preparation of VET programmes**

Based on one or more occupational standards, a VET programme is developed. The national curriculum standards (minimum hours for general subjects, professional modules, the proportion of open curricula, etc.) for each VET programme level are set by the Expert Council for VET, who proposes the adoption of the VET programme to the education ministry.

In VET, the learning outcomes approach is seen as a very useful way of bringing VET programmes closer to 'real life' and the needs of the labour market. National VET framework curricula define the expected knowledge, skills and attitudes to be acquired by students. The syllabi usually follow the Bloom's taxonomy method for learning outcomes. Broad competences in the catalogues of knowledge for modules/subjects are defined as the ability and readiness to use knowledge, skills and attitudes in study and work contexts.

### **Inclusion of VET qualifications in the Slovenian qualifications framework (SQF)**

The SQF Act has defined the unified system of qualifications as the Slovenian Qualifications Framework (SQF) since 2016. Three qualification categories that consist of qualifications share a common purpose. All qualifications that are included have successfully completed formal accreditation procedures.

- Educational qualification is the outcome of formal VET programmes and denotes the level and field of the formal qualification an individual has obtained. A certificate is awarded as proof of qualification;
- National Vocational Qualification is a qualification obtained under the NVQ procedure;
- Supplementary qualification is a qualification that supplements an individual's competence

at the level attained and in a specific professional field and is tied to the needs of the labour market.

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[30] Since 2013 private sector employers are not obligated anymore to inform PES about a vacancy, therefore PES collects data from Pension and Disability Insurance Institute of Slovenia (Labour Market Regulation Act, amendment in 2013).

[31] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/skills-forecast>

[32] <https://skillspanorama.cedefop.europa.eu/en/indicators/european-skills-index>

[33] The National Professional Qualifications Act (2007, 2009).

## CHAPTER 11.

# Quality assurance

The Vocational Education Act in 2006 and Organisation and Financing of Education Act in 2007 identified the importance of quality assurance and self-evaluation as obligatory and crucial method for quality assurance (QA) and quality development (QD), while it strengthened the autonomy and the developmental role of IVET. Schools are required to establish a quality committee consisting of a minimum of a chairperson plus five members, from the representatives of teachers and other professional members of school staff, employers, students and parents. The committee is obliged to publish an annual quality report on the school website. The structure and content of the report is up to the school. However VET providers have to monitor 11 national quality indicators (10 EQAVET indicators included), upon request they have to send the data to the Institute of the RS for VET (CPI) (EQAVET NRP in Slovenia), but they do not have to make the information on 11 national indicators public.

There is a national reference point for quality assurance in upper secondary VET (EQAVET NRP in Slovenia ([ 34 ])) within the EQAVET network at the CPI. It gathers information about the quality assurance in VET schools, monitors quality indicators at the national level ([ 35 ]) and supports VET schools with trainings, publications (CPI, 2007 ([ 36 ]), CPI 2017 ([ 37 ]), ŠR 2019 ([ 38 ])) and cooperation in national and international projects in the field of QA and QD. According to the legislation, CPI is obliged to regularly prepare and publish National quality report on VET ([ 39 ]).

The education ministry prepared guidelines on common national framework for quality assurance, which encompasses levels of education from pre-school until the end of upper secondary level in 2017 ([ 40 ]), whose implementation is planned in the next few years.

On this basis the education ministry appointed 4 national institutes ([ 41 ]) to further develop the national QA framework. Standards and indicators of quality on 5 areas ([ 42 ]) were developed and are presented in a "Collection of quality in kindergartens and schools" ([ 43 ]). Common national framework for quality assurance includes 11 national (10 EQAVET included) indicators for VET schools. In the "*Quality assessment and quality assurance with self-evaluation*", the standards/indicators of quality of the process and the role of school staff members of the quality commission (quality team) are defined and required competences of its members and crucial assignments in the process are described. The quality team and school management lead the process of quality assessment and quality assurance with self-evaluation on school level and are also responsible for establishment of a functional quality system/framework in a school.

According to Higher Vocational Education Act (2004, 2013) a Quality committee consisting of five lecturers and two students is also requested in higher vocational schools, while Slovenian Quality Assurance Agency for Higher Education (NAKVIS) ([ 44 ]) monitors the quality assurance of higher vocational schools.

Responsibilities/assignments of Quality committee are:

- create conditions for the promotion and development of the quality of educational work at school;
- establish mechanisms for continuous monitoring and assessment of the quality and efficiency of work at the school;
- plan, organise and coordinate monitoring and quality assurance at school;
- cooperate with the NAKVIS and make comparisons between schools at home and abroad;
- monitor the employment opportunities of graduates,

- on the basis of employers' responses, makes proposals for improvement; and
- prepare evaluation reports to be discussed with the NAKVIS.

A part of CVET that is conducted by adult education institutions and is funded by state undergo the quality assurance regulation included in Adult Education Act (2018). It requires VET providers to establish an internal QA system lead by quality committee. This includes regular monitoring and self-evaluation, cooperation in the external evaluation and public presentation of their internal quality assurance system on their web pages.

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[34] <http://www.eqavet-nrp-slo.si/equavet-v-sloveniji/>

[35] Renewed set of 11 national quality indicators were set in 2017 by the Expert Council for VET. All ten EQAVET indicators are included into the set of 11 national indicators:  
[http://www.eqavet-nrp-slo.si/wp-content/uploads/2018/05/09\\_Nacionalni\\_kazalniki\\_kakovosti\\_PSI2017.pdf](http://www.eqavet-nrp-slo.si/wp-content/uploads/2018/05/09_Nacionalni_kazalniki_kakovosti_PSI2017.pdf)

[39] <http://www.eqavet-nrp-slo.si/gradiva/>

[41] National School for Leadership in Education (Šola za ravnateljce), National Examinations Centre (Državni izpitni center), Institute of the Republic of Slovenia for VET (Center RS za poklicno izobraževanje), National Education Institute (Zavod za šolstvo) Slovenia.

[42] School/kindergarten leadership, quality assessment and quality assurance with self-evaluation, learning achievements, professional learning and performing of teachers, safe and facilitating learning environment).

[44] Nacionalna agencija republike Slovenije za kakovost v visokem šolstvu (NAKVIS).

## CHAPTER 12.

# Validation of prior learning

Slovenia has a system of validation of non-formal and informal learning in place since 2000.

Several national and regional organisations and institutions implement this policy in practice. The awareness of validation has grown amongst the general population and is no longer considered a new topic ([ 45 ]).

Validation procedures are included in legislation for higher education, higher vocational education, and adult education. The national system (National Vocational Qualifications) enables acquiring formal qualifications by means of validation procedure as legally regulated ([ 46 ]). The education and the labour ministries are responsible for issues regarding education, classification, the validation for employment, and qualification frameworks.

In tertiary education for higher vocational programmes, The European Credit Transfer System (ECTS) criteria are considered along with a comparison between the competences achieved by the candidate and the competences declared in the accredited syllabus of the course or in the study module/programme. Each institution and university member is free to prepare and use ECTS in accordance with the qualification for which they provide education (autonomy granted by the Higher Education Act).

In VET, there are two main legally regulated routes for the recognition of non-formally and informally acquired knowledge. For the purpose of further participation in formal education, the validation process is based on the educational standards (catalogues of knowledge, professional modules and the operational curriculum). If the purpose of validation is recognition of occupational competences in the labour market the National Vocational Qualifications (NVQ) system is used and the knowledge and experience gained by the candidate are compared with the skills and competences in the NVQ catalogue.

The recognition of non-formally and informally acquired knowledge is often seen as the domain of adult education, and so recognition of non-formal and informally acquired knowledge in the formal education system is not widespread. It is most common with part-time students in higher vocational education and least common with upper secondary school students ([ 47 ]).

According to the rules ([ 48 ]), class teachers must prepare the individual learning plan for adult (part-time) student, that must include information about previously gained and recognised formal and non-formal knowledge. However, higher vocational education is the exception since the procedure is well defined by the common guidelines and standards in the procedures for the recognition of previously acquired knowledge in higher vocational education ([ 49 ]).

The development of the system of non-formally and informally acquired knowledge for adults in VET has also been dealt with at systemic level by the Slovenian Institute for Adult Education (SIAE) in cooperation with the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) in 2011. Technical criteria have been drawn up for the systemic regulation of the evaluation and recognition of non-formally and informally acquired knowledge in VET for adult learners primarily. This remained at the proposal level and has never been implemented on the systemic level. The responsibility has been left to the VET schools.

Candidates whose previously acquired knowledge has been recognised within the formal education system may therefore be exempt from certain requirements of a formal education programme (e.g. practical training, subjects or modules, and similar), and may obtain a NVQ certificate or career progression within an enterprise.

For more information about arrangements for the validation of non-formal and informal learning please visit Cedefop's European database ([ 50 ]).

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[50] <http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

## Incentives for learners

### Scholarships

- All students in upper-secondary and tertiary education coming from economically weaker families are eligible for State social scholarship (*državna štipendija*). It ranges from EUR 95 for underage students ([ 51 ]) (depending on social status) and up to EUR 190 for students aged 18 or more (depending on social status). Students get a rise in the scholarship in the second and further years of education up to EUR 40 monthly if they achieve good results;
- Talented students can get a higher scholarship (*Zoisova štipendija*) as an incentive to achieve exceptional results, and performance in terms of knowledge, research and art. It amounts to EUR 120–140 for upper secondary and higher education students respectively. The amounts are doubled if they study abroad; extra funds are also available for housing and special needs. Each student can get one of these two scholarships.

VET learners are also eligible for the following two types of scholarship.

- First is for shortage professions (*štipendija za deficitarne poklice*). The purpose is to encourage enrolment into shortage occupations or the ones that are dying out and promotion of VET. Each year 1 000 scholarships are offered amounting to a EUR 100 per month. The list of professions for which a grant is offered changes annually and is prepared by the public employment service (PES) based on the current situation on the labour market and of expected trends in education;
- The second is Intern scholarships (*kadrovska štipendija*) that employers grant directly to students. In this way the employers may have tailor made workers that they need in the future and the students are offered a first contact with the company, first work experience and also assured first employment. After completed education, the company is obliged to employ the grant receiver, who is obliged to accept the position offered in accordance with the scholarship contract. The duration of employment usually equals the duration of receiving the scholarship. Employers can use a support information system operated by twelve regional developmental offices and apply for the State subsidy. An Intern scholarship must not be lower than the State social scholarship. On average, it is the highest, but many go unclaimed. Students can get one of these two scholarships in addition to state social scholarship or the scholarship for talented students ([ 52 ]).

#### **Co-financing of tuition for raising educational levels**

The purpose is to increase participation in lifelong learning as well as improve competences the adult needs for successful entering into the labour market, increased employability, mobility, personal growth and functioning in modern society. One of the criteria for applying is completed vocational upper secondary education or less. Persons who completed only basic education and/or are 45 years of age are at an advantage. All programmes of upper secondary VET, general upper secondary education, Matura course, vocational course, foreman, shop manager and master craftsman exam are eligible.

After completing the education programme, they can apply to have their tuition reimbursed. In the period 2014-22, the co-financing amounts to a maximum of EUR 2 500.

#### **Co-financing of non-formal education and training**



All trainings providing knowledge that is largely transferable to other companies or work positions (computer skills, languages, communication, etc.) is eligible. Eligible participants are regularly employed individual, self-employed, self-employed people in culture. The last tender (2018) enabled reimbursement of training costs of EUR 813 per person, who applied for the co-financing.

### **Textbooks, commute and school meals**

The government funds preparation of textbooks for professional modules in VET programs, because of the lack of economic interest of publishing houses due to low number of students (Institute of the RS for VET - CPI coordinates the preparation of textbooks).

Most VET schools have an organised so-called school textbook fund with initial financial support of the State and offer students rental of textbooks for maximum one third of its cost. Economically weaker families can ask the school for a lower borrowing fee.

All upper-secondary schools have to organise one meal per day for students at school; the State subsidizes the cost for economically weaker families. All students have a subsidized cost for daily commute with their public transportation. Employers are not obliged to award VET students financially for their work-based learning period at their companies but are obligated to award apprentices. All student can apply for a student job, a form of employment adapted to their circumstances (short period, during school vacation, part-time etc.).

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[51] <18

[52] Public Fund, 2018.

## CHAPTER 14.

# Incentives for enterprises to boost their participation in VET provision

### **Co-financing the cost of work-based learning (WBL)**

The aim of the programme is to offer companies support by co-financing the cost of the implementation of WBL for upper secondary VET programmes and higher vocational programmes. The application for co-financing is coordinated by the schools, while the employers are the beneficiaries. The programme is going to last until 2022.

## CHAPTER 15.

# Guidance and counselling

The main providers of career guidance services are schools, the ESS and The Adult Education Guidance Centres (ISIO). Professional counsellors are employed in all settings. They provide a broad range of guidance services (e.g. personal, social and vocational).

Guidance in schools is provided by school counsellors who work in school counselling services. Most schools have at least one school counsellor, while larger schools have two or three. Career guidance is not a compulsory part of the education pathway. The National Education Institute is responsible for the professional framework for school counselling work and for the professional support for school counselling services.

Guidance in the ESS is provided by 59 local offices and career centres throughout Slovenia and is coordinated by the ESS.

Career counsellors in the ESS and career centres provide a guidance service (giving information, advice and counselling, e-counselling, group information sessions, job-search seminars and guidance in employment programmes) for unemployed (80%) and learners (15%). The ESS also provides limited guidance activities for school students in primary and secondary schools.

Guidance in higher education is provided by career centres, which organise and perform various activities for students, graduates and prospective employers. With the help of co-financing from the ESF, career centres have played an active role in the development and implementation of higher education activities since 2010. These activities are designed to contribute to the better recognition of students and future graduates, knowledge, key skills and competences, their successful transition to the labour market and higher employability.

The main tasks of career centres are activities focused on students and graduates to raise their awareness, and help them acquire and develop knowledge, skills and competences for lifelong learning, career development and establishing high quality and effective links between the worlds of knowledge creation and application.

Career centres enable young people to establish the professional contacts they need to help them in their search for a high standard of study practice, student work, traineeship and, last but not least, their first jobs. They cooperate in various ways with employers, representatives of work organisations, companies and public services.

Guidance in AE is provided by ISIOs and by other public educational organisation as a part of the learning process. ISIOs have been functioning under the auspices of fourteen regional Folk High Schools. They provide adults with free, impartial, confidential and high quality information and guidance for their education and learning. ISIOs are open to all adults in the region, but particular attention is given to those groups of adults who are marginalised, have more difficulties accessing learning and are less educated and less proactive about their education. Each year around 25 000 adults search for information, advice or counselling via ISIOs. Their work is supported by the SIAE.

In 2008, the education ministry established the Expert Group for Lifelong Career Guidance. The purpose of the group is to promote integration and effective collaboration between users, politicians and experts in the field of career guidance in Slovenia. The tasks of the expert group are to coordinate policies and monitor Slovenia's participation in international networks, to coordinate project preparation, monitor the implementation of training, prepare reports and

proposals for solutions to policy makers, to consult on the preparation of policies, design a draft for a National Strategy, and to oversee existing and emerging quality systems and the annual reporting of the members to their institutions.

Please see:

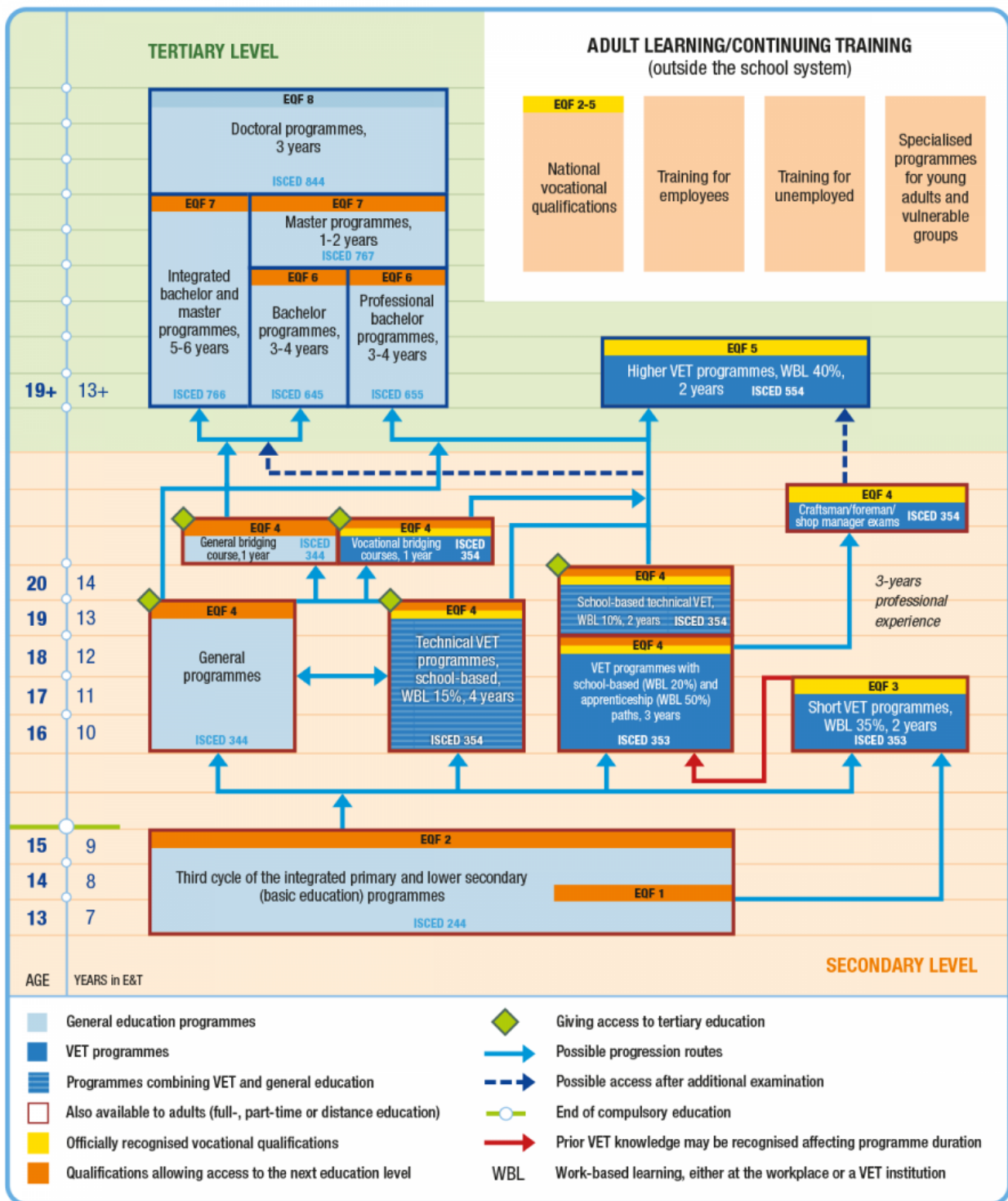
- guidance and outreach Slovenia national report ([ 53 ]);
- Cedefop's labour market intelligence toolkit ([ 54 ]).
- Cedefop's inventory of lifelong guidance systems and practices ([ 55 ]).

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[53] <http://www.cedefop.europa.eu/events-and-projects/networks/refernet/thematic-perspectives/guidance-outreach>

[54] <http://www.cedefop.europa.eu/en/toolkits/resources-guidance/toolkit/where-can-you-find-more-information-in-your-country-and-elsewhere>

# Vocational education and training system chart



NB: ISCED-P 2011.  
Source: Cedefop and ReferNet Slovenia.

# VET Programme Types

EQF 4
Mainly
School-based
Technical VET,
WBL 15%,
4 years
ISCED 354

## Technical upper secondary programmes leading to EQF level 4, ISCED 354 (srednje strokovno izobraževanje, SSI)

<b>EQF level</b>	4	<b>ISCED-P 2011 level</b>	354
<b>Usual entry grade</b>	10	<b>Usual completion grade</b>	13
<b>Usual entry age</b>	15	<b>Usual completion age</b>	19
<b>Length of a programme (years)</b>	4		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** 240

### Learning forms (e.g. dual, part-time, distance)

Programmes are mainly school-based.

Approximately 15% of the programme is practical training, of which at least eight weeks (minimum 304 hours, depending on the programme) are in-company training. The rest is practical training at school workshops as a part of the vocational module.

### Main providers

VET schools or school centre

### Share of work-based learning provided by schools and companies

Approximately 15%

<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• in-company training</li> <li>• practical training at school (in school estates or intercompany training centres – MIC or school workshops)</li> </ul>
<b>Main target groups</b>	Programmes are available for young people and adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>To enrol in Technical upper secondary education (SSI), successful completion of basic education or Short Vocational upper secondary education (NPI) is required.</p> <p>Usually the learners are 15 years of age.</p> <p>Specific programmes may have additional entry requirements.</p>
<b>Assessment of learning outcomes</b>	<p>SSI programmes are completed with a Vocational Matura (poklicna matura). It is composed of two parts, two exams each:</p> <ul style="list-style-type: none"> <li>• compulsory part: written and oral exam in (1) <b>mother tongue</b> and (2) <b>theoretical-technical subject</b> (depending on the programme);</li> <li>• elective part: oral and written exam in either (3) <b>foreign language or maths</b>, and (4) <b>various forms of practical assignment</b> as product, service or project work with a presentation or seminar, where the student can choose the topic in cooperation with teacher of vocational module.</li> </ul> <p>The Vocational Matura examinations rules are the same for all candidates. The written parts of the first and third exams are external and provided by the National Examination Centre (NEC), whereas the second and fourth exams and all oral parts of the exams are carried out and assessed on the school level by the School Examination Boards for the Vocational Matura. The schools with the same programme may cooperate in the provision of the examination.</p> <p>For the fourth exam, employer representative as an external member may be part of the examination board. This member is required to possess, as a minimum standard, technical upper secondary education in the appropriate field, at least five years of relevant professional experience, and to have met all the requirements for the Vocational Matura set by the National Committee for the Vocational Matura.</p>

<b>Diplomas/certificates provided</b>	<p>Upon passing the Vocational Matura examination, learners obtain a Vocational Matura Certificate (<i>spričevalo o poklicni maturi</i>).</p> <p>Graduates also receive a Europass Certificate Supplement, which is individualised for each student and prepared in Slovenian and English language.</p> <p>The Vocational Matura Certificate is nationally recognized by the education and labour authorities. With this certificate, someone can access the next level of education or enter the labour market.</p>
<b>Examples of qualifications</b>	<p>Economic Technician, Electrotechnician, <a href="#">Pharmaceutical Technician</a>, <a href="#">Geomining Technician</a>, Nature Protection Technician, Environmental Technician, Nautical Technician, Electronic Communications Technician, Technician of Mechatronic</p>
<b>Progression opportunities for learners after graduation</b>	<p>After completing the Vocational Matura, learners can gain entry into the labour market or continue their education in Higher vocational education (ISCED 554) programmes or the First Cycle Professional education (ISCED 655).</p> <p>It is possible for students with a Vocational Matura to pass one additional exam (5th subject) from the General Matura subjects, which then enables learners to enrol in some of the First Cycle Academic programmes (ISCED 645).</p>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p><b>✗</b></p> <p>In formal VET receiving a school leaving certificate through validation is not possible. What is possible is recognition of a part of a programme (module or a subject).</p> <p>Only validation of non-formal knowledge for which you get a National Vocational Qualification (NVQ) is possible.</p>
<b>General education subjects</b>	<p><b>✓</b></p> <p><i>4-years</i> Technical programmes contain minimally 2137 hours of general education subjects like, Slovene language, maths, foreign language, arts, social science subjects, natural science subjects and sports education ([ 55 ]).</p>



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## **Key competences** ✓

The upper secondary programmes are competency based which means that there is an emphasis on development of key and professional competences. This is done by connecting the vocational – theoretical education with practical education and systematic inclusion of key competences.

The key competences are defined in nationally prescribed catalogues of knowledge. Schools may also include key competences in the open curriculum ([ 56 ]), where competences, objectives and content may be added to existing content categories, or additional (new) content categories may be designed for the specialised part of the programme.

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## **Application of learning outcomes approach** ✓

All VET programmes are modularised since 2006.

Several modules together enable the acquisition of a vocational qualification.

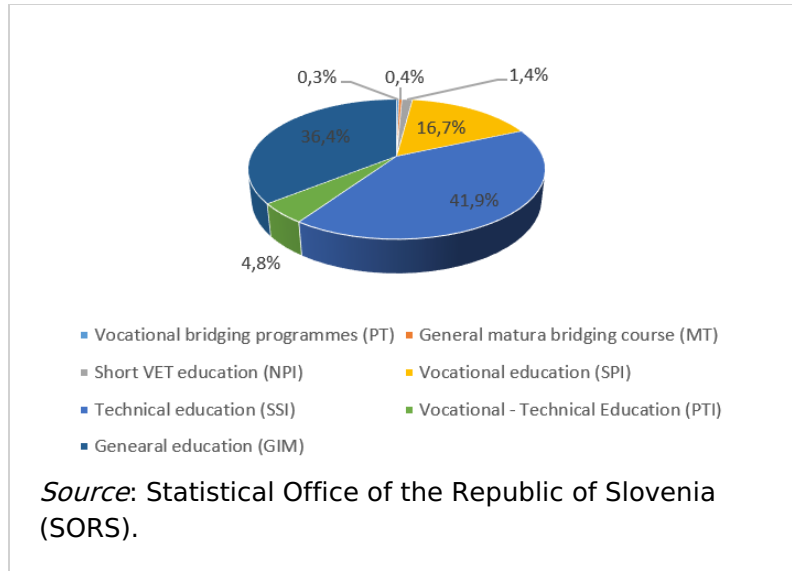
Vocational modules are competence-based and include vocational theory and practical training at schools. For each vocational module, a catalogue of knowledge is prepared at a national level. It includes general objectives, vocational competences, informative and formative objectives of the vocational module.

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**Share of learners in this programme type compared with the total number of VET learners**

In the 2018/19 school year 41.9% of learners were enrolled in these programmes (share of all students enrolled in upper secondary programmes)

A share of all students enrolled in upper secondary level by the type of the programme, (%)



[55] In line with the guidelines for the preparation of the upper secondary programmes.

[56] Schools must prepare 20 % of the curricula by themselves. Legislation delivers 80 % of the content of VET programmes, and the rest is a so-called 'open curriculum', which should be designed by schools in cooperation with local employers and local communities in accordance with local specifics or needs.

EQF 4
Mainly
school-based
technical VET,
WBL 10%,
2 years
ISCED 354

**Vocational technical upper secondary education programmes leading to EQF level 4, ISCED 354 (poklicno tehniško izobraževanje, PTI)**

<b>EQF level</b>	4	<b>ISCED-P 2011 level</b>	354
<b>Usual entry grade</b>	12	<b>Usual completion grade</b>	14
<b>Usual entry age</b>	18	<b>Usual completion age</b>	20
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** 120 credits

**Learning forms (e.g. dual, part-time, distance)** PTI is a school-based learning programme: Approximately 10% of the programme is practical training, of which two weeks (76 hours) are in-company training. The rest is practical training at school workshops as a part of the vocational module.

**Main providers** VET schools or School centre

**Share of work-based learning provided by schools and companies** 10%

<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• in-company training (2 weeks - 76 hours);</li> <li>• practical training at school (in school estates, or intercompany training centres – MIC or school workshops).</li> </ul>
<b>Main target groups</b>	Programmes are available for young people and also for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	To enrol in Vocational Technical Upper Secondary Education (PTI), successful completion of Vocational upper secondary education (SPI – ISCED 353) is required. Learners are usually 18 years of age.
<b>Assessment of learning outcomes</b>	<p>PTI programmes are completed with a Vocational Matura (poklicna matura). It is composed of two parts, two exams each:</p> <ul style="list-style-type: none"> <li>• compulsory part: written and oral exam in (1) <b>mother tongue</b> and (2) <b>theoretical-technical subject</b> (depending on the programme);</li> <li>• elective part: oral and written exam in either (3) <b>foreign language or maths</b>, and (4) <b>various forms of practical assignment</b> as product, service or project work with a presentation or seminar, where the student can choose the topic in cooperation with teacher of vocational module.</li> </ul> <p>The Vocational Matura examinations rules are the same for all candidates. The written parts of the first and third exams are external and provided by the National Examination Centre (NEC), whereas the second and fourth exams and all oral parts of the exams are carried out and assessed on the school level by the School Examination Boards for the Vocational Matura. The schools with the same programme may cooperate in the provision of the examination.</p> <p>For the fourth exam, employer representative as an external member may be part of the examination board. This member is required to possess, as a minimum standard, technical upper secondary education in the appropriate field, at least five years of relevant professional experience, and to have met all the requirements for the Vocational Matura set by the National Committee for the Vocational Matura.</p>

<b>Diplomas/certificates provided</b>	<p>Upon passing the Vocational Matura examination learners obtain a Vocational Matura certificate (<i>spričevalo o poklicni maturi</i>).</p> <p>Students also receive a Europass Certificate Supplement, which is individualised for each student and prepared in Slovenian and English language.</p> <p>The Vocational Matura certificate is nationally recognized by the education and labour authorities. With this certificate, someone can access the next level of education or enter the labour market.</p>
<b>Examples of qualifications</b>	<p>Automotive Service Technician, Economic Technician, Electrotechnician, Gastronomy, Geomining Technician, Construction Technician, Graphic Technician, Horticultural Technician</p> <p>Not to be confused with the Technical upper secondary programmes, the name might be the same, but the programme is not.</p>
<b>Progression opportunities for learners after graduation</b>	<p>After passing the Vocational Matura, learners can gain entry into the labour market or continue their education in Higher vocational education (ISCED 554) programmes or First cycle professional education (ISCED 655).</p> <p>It is possible for students with a Vocational Matura to pass one additional exam (5th subject) from the General Matura subjects, which then enables learners to enrol in some of the First cycle academic programmes (ISCED 645).</p>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p>✗</p> <p>In formal VET receiving a school leaving certificate through validation is not possible. What is possible is recognition of a part of a programme (module or a subject).</p> <p>Only validation of non-formal knowledge for which you get a National Vocational Qualification (NVQ) is possible.</p>
<b>General education subjects</b>	<p>✓</p> <p><i>These</i> programmes contain ([ 57 ]) minimally 1178 hours of general education subjects like, Slovene language, maths, foreign language, art, social science subjects, natural science subjects and sport education.</p>

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## **Key competences** ✓

The upper secondary programmes are competency based which means that there is an emphasis on development of key and professional competences. This is done by connecting the vocational – theoretical education with practical education and systematical inclusion of key competences.

The key competences are defined in nationally prescribed catalogues of knowledge. Schools may also include key competences in the open part of the curriculum, where competences, objectives and content may be added to existing content categories, or additional (new) content categories may be designed for the specialised part of the programme.

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## **Application of learning outcomes approach** ✓

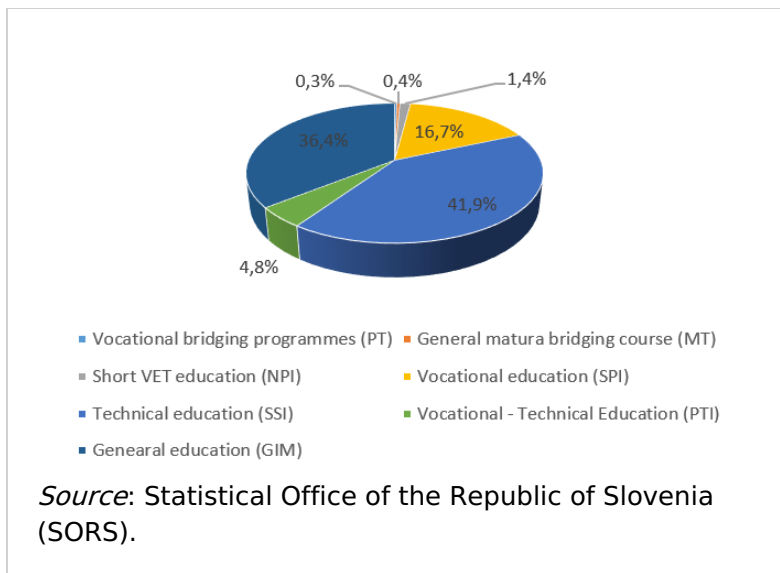
All IVET programmes are modularised since 2006. Several modules together enable the acquisition of a vocational qualification.

Vocational modules are competence-based and include vocational theory and practical training at schools. For each vocational module, a catalogue of knowledge is prepared at a national level. It includes general objectives, vocational competences, informative and formative objectives of the vocational module.

**Share of learners in this programme type compared with the total number of VET learners**

In the 2018/2019 school year 4.6 % of learners were enrolled in the these programmes (share of all students enrolled in upper secondary programmes)

A share of all students enrolled in upper secondary level by the type of the programme, (%)



[57] In line with the guidelines for the preparation of the upper secondary programmes.

EQF 4

VET programmes with  
School-based (WBL 20%)  
and  
Apprenticeship (WBL  
50%) paths,  
3 years  
ISCED 353

**Vocational upper secondary education programmes leading to EQF level 4, ISCED 353 (srednje poklicno izobraževanje, SPI)**

EQF level 4	ISCED-P 2011 level 353
Usual entry grade 10	Usual completion grade 13
Usual entry age 15	Usual completion age 18
Length of a programme (years) 3	
Is it part of compulsory education and training? ✗	Is it part of formal education and training system? ✓
Is it initial VET? ✓	Is it continuing VET? ✗
Is it offered free of charge? ✓	Is it available for adults? ✓

**ECVET or other credits** 180 credits

**Learning forms (e.g. dual, part-time, distance)**

SPI is mostly offered as school-based learning option. It includes 40% practical training, of which 24 weeks (912 hours) is in-company training ([ 58 ]), which can be prolonged to up to 53 weeks if an individual learning contract is signed. Otherwise there are also collective contracts, which are more common.

In the school year 2017/18 the apprenticeship path has been implemented in selected SPI programmes as an option to the school based path.

Apprenticeship path: 50%-60% of the programme is undertaken at an employer, while at least 40% - general subjects and VET modules - is in schools. In 2019/20 school year there will be 21 schools and 12 SPI programmes included ([ 59 ]).

**Main providers** VET schools or school centre



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**Share of work-based learning provided by schools and companies** 40% in school-based path  
50-60% in apprenticeship path

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**Work-based learning type (workshops at schools, in-company training / apprenticeships)**

- in-company training;
- practical training at school (in school estates or intercompany training centres – MIC or school workshops).

School based path:

It includes 40% practical training, 20% of which (24 weeks or 912 hours is in-company training.

For the implementation of in-company training, a learning contract must be signed. A learning contract contains the competences the learner should acquire and develop, the duration of the in-company training as well as the other responsibilities and obligations of both parties, and contains no elements of employment. A contract can be collective or individual. A collective one (more common) is usually concluded between the school, an employer and student or his/her legal guardians. An individual one is concluded between an employer and a student. Such a contract allows the WBL in companies to be extended to up to 53 weeks (in this case, practical training in school is reduced). Students with individual contracts are required to pass a mid-term test of practical skills in the second year, which is provided by the relevant chamber.

Apprenticeship path:

Apprenticeship path: 50%-60% of the programme is undertaken at an employer, while at least 40% – general subjects and VET modules – is in schools.

At the beginning of an apprenticeship, the plan for implementation of the apprenticeship is prepared in cooperation between the school and the company under the provision of the chamber and signed between student, and representatives of company, school and chamber. It includes the objectives and set of competences for WBL, distribution and schedule of education at the school and in the company, ways and modes of communication and cooperation between the company and school, information regarding the mid-term and final exam for the apprentice.

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**Main target groups**

Programmes are available for young people and also for adults.

Some programmes are adjusted to the special needs students or the classes are bilingual for ethnically mixed areas.

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<b>Entry requirements for learners (qualification/education level, age)</b>	<p>To enrol in Vocation Upper Secondary education (SPI), successful completion of basic education or Short Vocational Upper Secondary education (NPI) is required.</p> <p>Usually the learners are 15 years of age.</p> <p>In some cases, fulfilling specific conditions if required as well ([ 60 ]).</p>
<b>Assessment of learning outcomes</b>	<p>SPI programmes (school-based and apprenticeship) are completed with a final exam. It comprises:</p> <ul style="list-style-type: none"> <li>• written and oral exam of mother tongue</li> <li>• the final practical assignment - a product or service with a presentation</li> </ul> <p>An examination catalogue for final work with presentation for SPI programme is prepared on a national level.</p>
<b>Diplomas/certificates provided</b>	<p>Final examination certificate (<i>spričevalo o zaključnem izpitu</i>)</p> <p>Students also receive Europass certificate supplement, which is individualised for each student and prepared in Slovenian and English language.</p> <p>The Final examination certificate is nationally recognized by the education and labour authorities. With this certificate, someone can access the next level of education or enter the labour market.</p>
<b>Examples of qualifications</b>	<p>The apprenticeship programmes as of 2019/2020 school year: metal shaper - toolmaker, mason, joiner, gastronomic and hotel services, painter – sign painter, glassmaker, bricklayer, machine engineering mechanic, industrial mechanic, electrician, paper maker, tinsmith – roofer.</p> <p>Other:</p> <p>Administrator, florist, chimney sweep, gastronomy and hotel services, baker.</p>
<b>Progression opportunities for learners after graduation</b>	<p>Upon successful completion of the final exam, SPI graduates may be employed without the need for any further formal education or training (traineeships) or may continue their education.</p> <p>SPI graduates have access to Vocational technical programmes (PTI).</p>
<b>Destination of graduates</b>	<p>Information not available</p>

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**Awards through validation of prior learning** ✘

In formal VET receiving a school leaving certificate through validation is not possible. What is possible is recognition of a part of a programme (module or a subject).

Only validation of non-formal knowledge for which you get a National Vocational Qualification (NVQ) is possible.

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**General education subjects** ✔

These programmes contain [ 61 ] minimally 1048 hours of general education subjects like, Slovene language, maths, foreign language, art, social science subjects, natural science subjects and sports education.

In the apprenticeship path the hours for sport education are decreased, as are the extracurricular hours (not included above).

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**Key competences** ✔

The upper secondary programmes are competency based which means that there is an emphasis on development of key and professional competences. This is done by connecting the vocational - theoretical education with practical education and systematic inclusion of key competences.

The key competences are defined in nationally prescribed catalogues of knowledge. Schools may also include key competences in the open part of the curriculum, where competences, objectives and content may be added to existing content categories, or additional (new) content categories may be designed for the specialised part of the programme.

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**Application of learning outcomes approach** ✔

In the last major VET reform (began in 2006), all IVET programmes were modularised. Several modules together enable the acquisition of a vocational qualification.

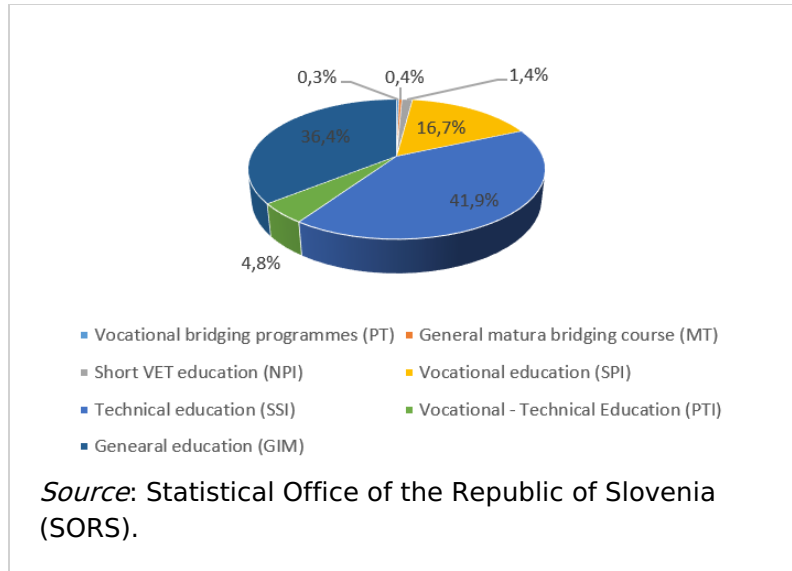
Vocational modules are competence-based and include vocational theory and practical training at schools. For each vocational module, a catalogue of knowledge is prepared at a national level. It includes general objectives, vocational competences, informative and formative objectives of the vocational module.

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**Share of learners in this programme type compared with the total number of VET learners**

In the 2018/19 school year 16.7% of learners were enrolled in these programmes (share of all students enrolled in upper secondary programmes)

Share of all students enrolled in upper secondary level by the type of the programme, (%)



[58] The extent of work-based learning differs in some programs (e.g. in the programme Gastronomy and Hotel Services there are 29 weeks of work-based learning).

[59] Those programmes are: metal shaper-toolmaker, mason, joiner, gastronomic and hotel services, painter-sign painter, glassmaker, bricklayer, machine engineering mechanic, industrial mechanic, electrician, paper maker, tinsmith-roofer.

[60] There is a special condition for entry into the geo-operator miner vocational upper secondary programme, i.e. psychophysical ability.

[61] In line with the guidelines for the preparation of the upper secondary programmes.

EQF 3

Short VET  
Programmes,  
WBL 35%,  
2 years  
ISCED 353

### Short Vocational Upper Secondary Education programmes leading to EQF level 3, ISCED 353 (nižje poklicno izobraževanje, NPI)

<b>EQF level</b>	3	<b>ISCED-P 2011 level</b>	353
<b>Usual entry grade</b>	10	<b>Usual completion grade</b>	12
<b>Usual entry age</b>	15	<b>Usual completion age</b>	17
<b>Length of a programme (years)</b>	2		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓	<b>Is it available for adults?</b>	✓

**ECVET or other credits** 120 credits

**Learning forms (e.g. dual, part-time, distance)** NPI is offered as school-based learning option. It includes 35-40% practical training, of which 4 weeks (152 hours) is intended for in-company training.

**Main providers** VET schools or School centres

**Share of work-based learning provided by schools and companies** 35-40%

**Work-based learning type (workshops at schools, in-company training / apprenticeships)**

- in-company training
- practical training at school (in school estates or intercompany training centres – MIC or school workshops)

<b>Main target groups</b>	Programmes are available for young people and also for adults.
<b>Entry requirements for learners (qualification/education level, age)</b>	NPI programmes qualify learners who have completed compulsory education (nine years of basic education) ([ 62 ]) or completed basic education for special needs learners with lower educational standard.
<b>Assessment of learning outcomes</b>	<p>NPI programmes are completed with a Final exam. It comprises the final work (a product or service) with a presentation.</p> <p>An examination catalogue for final work with presentation for NPI programme is prepared on national level.</p> <p>In the final examination learners demonstrate their acquired theoretical and practical knowledge, demonstrating that they are qualified for the profession.</p>
<b>Diplomas/certificates provided</b>	<p>Final examination certificate (<i>Potrdilo o zaključnem izpitu</i>)</p> <p>Students also receive Europass certificate supplement, which is individualised for each student and prepared in Slovenian and English language.</p> <p>This certificate is nationally recognized by the education and labour authorities. With this certificate, someone can access the next level of education or enter the labour market.</p>
<b>Examples of qualifications</b>	<p>Woodworker (also adjusted for the hearing impaired)</p> <p>Assistant construction worker, Biotechnology and Care Assistant, Assistant in Technology Processes (also for physically disabled students as well as hearing impaired)</p> <p>Auxiliary Administrator (also for physically disabled students), Textile Reworker (also for or the hearing impaired and students with speech disorders).</p>
<b>Progression opportunities for learners after graduation</b>	Upon successful completion of the final exam, NPI graduates may be employed (as an assistant in several professions) or may continue their education by enrolling in Vocational Upper Secondary education (SPI).
<b>Destination of graduates</b>	Information not available

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**Awards through validation of prior learning** ✘

In formal VET receiving a school leaving certificate through validation is not possible. What is possible is recognition of a part of a programme (module or a subject) exemption and shortened education.

Only validation of non-formal knowledge for which you get a National Vocational Qualification (NVQ) is possible.

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**General education subjects**

These programmes contain ([ 63 ]) minimally 675 hours of general education subjects like, Slovene language, maths, social and natural science and sports education.

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**Key competences** ✔

The upper secondary programmes are competency based which means that there is an emphasis on development of key and professional competences. This is done by connecting the vocational - theoretical education with practical education and systematic inclusion of key competences.

The key competences are defined in nationally prescribed catalogues of knowledge. Schools may also include key competences in the open part of the curriculum, where competences, objectives and content may be added to existing content categories, or additional (new) content categories may be designed for the specialised part of the programme.

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**Application of learning outcomes approach** ✔

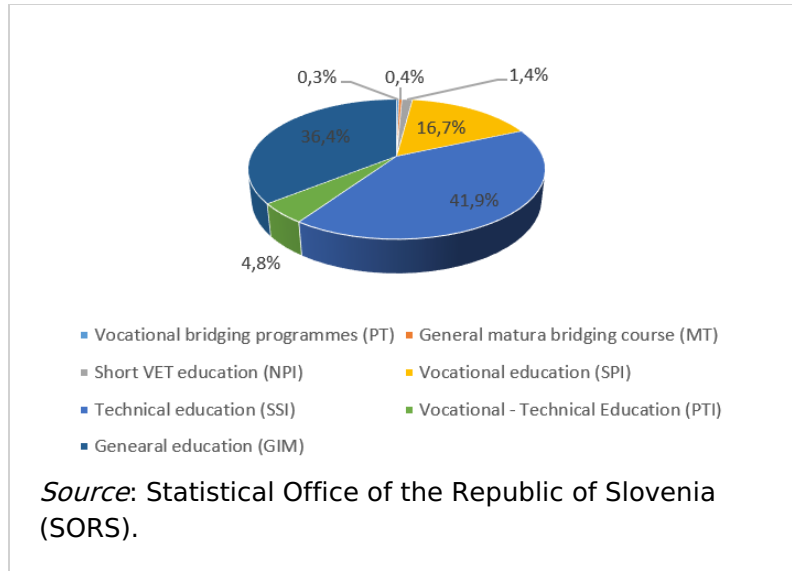
All IVET programmes were modularised in 2006. Several modules together enable the acquisition of a vocational qualification.

Vocational modules are competence-based and include vocational theory and practical training at schools. For each vocational module, a catalogue of knowledge is prepared at a national level. It includes general objectives, vocational competences, informative and formative objectives of the vocational module.

**Share of learners in this programme type compared with the total number of VET learners**

In the 2018/19 school year 1.4 % of learners were enrolled in these programmes (share of all students enrolled in upper secondary programmes)

A share of all students enrolled in upper secondary level by the type of the programme, (%)



[62] Attending nine years of basic education is obligatory; this requirement is deemed fulfilled when the learner is enrolled in basic education for nine years. Basic education is successfully completed when the learner achieves the minimum learning outcomes.

[63] In line with the guidelines for the preparation of the upper secondary programmes.



EQF 4
Vocational bridging courses, 1 year ISCED 354

### Vocational bridging programmes leading to EQF level 4, ISCED 354 (poklicni tečaj, PT)

<b>EQF level</b>	4	<b>ISCED-P 2011 level</b>	354
<b>Usual entry grade</b>	14	<b>Usual completion grade</b>	15
<b>Usual entry age</b>	19	<b>Usual completion age</b>	20
<b>Length of a programme (years)</b>	1		
<b>Is it part of compulsory education and training?</b>	✗	<b>Is it part of formal education and training system?</b>	✓
<b>Is it initial VET?</b>	✓	<b>Is it continuing VET?</b>	✗
<b>Is it offered free of charge?</b>	✓ for upper secondary learners,  ✗ for adults	<b>Is it available for adults?</b>	✓

**ECVET or other credits** 60 credits

Exception: Computer technician 77 credits

#### **Learning forms (e.g. dual, part-time, distance)**

The course is primarily intended for learners who wish to transfer for general education to vocational education

It is a route to technical education level, general education subjects are recognised, so the programme consists solely of technical modules with WBL.

Vocational course is available for 4 programmes, 34 weeks each:

- Economic Technician
- Gastronomy and Tourism
- Preschool Education
- Computer Technician

<b>Main providers</b>	Schools, Adult education providers
<b>Share of work-based learning provided by schools and companies</b>	<ul style="list-style-type: none"> <li>• Economic Technician 1150 hours</li> <li>• Gastronomy and Tourism 508 hours</li> <li>• Preschool Education 304 just in-company training</li> <li>• Computer Technician 418 hours</li> </ul>
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• Practical training at school</li> <li>• In-company practice</li> </ul>
<b>Main target groups</b>	Young people, adults
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>Successfully completed 4 years of upper-secondary general education (<i>gimnazija</i>) or technical school (without vocational matura).</p> <p>Learners are usually 19 years of age.</p>

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**Assessment of learning outcomes**

Vocational bridging programmes are completed with a Vocational Matura (poklicna matura). It is composed of two parts, two exams each:

- compulsory part: written and oral exam in mother tongue and theoretical-technical subject (depending on the programme)
- elective part: oral and written exam in either foreign language (or second language in ethnically mixed area) or maths. The fourth exam is on various forms of practical assignment as product, service or projects work with a presentation or seminar, where the student can choose the topic in cooperation with teacher of vocational module.

Candidates who already successfully completed General Matura (after general upper-secondary education); do not have to undertake general subjects of Vocational Matura (mother tongue, foreign language and math). The Vocational Matura examinations rules are the same for all candidates. The written parts of the first and third exams are external and provided by the National Examination Centre (NEC), whereas the second and fourth exams and all oral parts of the exams are carried out and assessed on the school level by the School Examination Boards for the Vocational Matura. The schools with the same programme may cooperate in the provision of the examination.

For the fourth exam, employer representative as an external member may be part of the examination board. This member is required to possess, as a minimum standard, technical or professional upper secondary education in the appropriate field, at least five years of relevant professional experience, and to have met all the requirements for the vocational Matura set by the National Committee for the Vocational Matura.

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**Diplomas/certificates provided**

Upon passing the examination, learners obtain a Vocational Matura certificate (*spričevalo o poklicni maturi*).

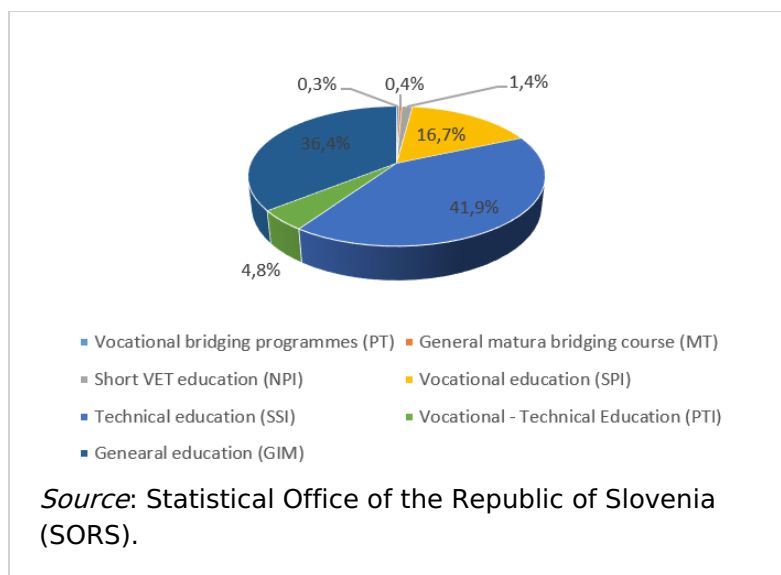
Students also receive a Europass certificate supplement, which is individualised for each student and prepared in Slovenian and English language. The certificate is nationally recognized by the education and labour authorities. With this certificate, someone can access the next level of education or enter the labour market.

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**Examples of qualifications**

- Economic Technician
  - Gastronomy and Tourism
  - Preschool Education
  - Computer Technician
-

<b>Progression opportunities for learners after graduation</b>	Access to Vocational Matura, and afterwards Higher VET or First cycle professional education
<b>Destination of graduates</b>	Official data unavailable
<b>Awards through validation of prior learning</b>	Information not available
<b>General education subjects</b>	✗
<b>Key competences</b>	Information not available
<b>Application of learning outcomes approach</b>	Information not available
<b>Share of learners in this programme type compared with the total number of VET learners</b>	<p>In the 2018/19 school year 0.3 % of learners were enrolled in these programmes (share of all students enrolled in upper secondary programmes)</p> <p>A share of all students enrolled in upper secondary level by the type of the programme, (%)</p>



EQF 4

Craftsman/foreman/  
shop manager exams

ISCED 354

**Master craftsman, foreman and shop manager exams (mojstrski, delovodski ali poslovodni izpiti). EQF level 4, ISCED 354. Each exam is under the auspice of the individual chamber who organizes the exams. Candidates study independently, however preparatory courses may be prepared due to demand on the market and literature may be also offered.**

EQF level 4

ISCED-P 354  
2011 level

Usual entry grade Not applicable

Usual completion grade Not applicable

Usual entry age Not applicable

Usual completion age Not applicable

Length of a programme (years) Not applicable

Is it part of compulsory education and training? ✗

Is it part of formal education and training system? ✓

Is it initial VET? ✗

Is it continuing VET? ✗

Is it offered free of charge? ✗

- Master craftsman EUR 1 284 - 1 683, depending on the profession. Currently the cost can be co-financed through the "Public tender for co-financing of tuition for raising educational levels"
- Foreman: EUR 1 264.86
- Shop manager: EUR 717.74

Is it available for adults? ✓

ECVET or other credits 60 credits

<b>Learning forms (e.g. dual, part-time, distance)</b>	Independent study, however preparatory courses may be prepared due to demand on the market and literature may be also offered.
<b>Main providers</b>	<p>The Chamber of Craft and Small Business of Slovenia conducts the master craftsman examination.</p> <p>The Chamber of Commerce and Industry of Slovenia conducts the foreman examination.</p> <p>Slovenian Chamber of Commerce conducts shop manager exam.</p>
<b>Share of work-based learning provided by schools and companies</b>	Not applicable
<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	Not applicable
<b>Main target groups</b>	<p>The exams are intended for those with vocational upper secondary education (ISCED 353) and at least three years of relevant work experience.</p> <p>Adults who would like to improve their level of education, and/or become a mentor to a student or an apprentice in a company.</p>
<b>Entry requirements for learners (qualification/education level, age)</b>	<p>For Master Craftsman and Foreman:</p> <ul style="list-style-type: none"> <li>• Vocational education and at least three year of work experience in the exam profession</li> <li>• Technical education and two years of work experience in the exam profession</li> <li>• At least Higher VET education and one year of work experience.</li> </ul> <p>For Shop manager:</p> <p>Vocational education and three years of work experience</p>

<b>Assessment of learning outcomes</b>	<p>Master craftsman/foreman/shop manager exams are conducted based on the catalogues (approved by the Expert Council for VET) and carried out in accordance with the Rules on Master Craftsman's Examinations and the Rules on Examinations for Foremen and Plant Manager (Ministry for Economy 2009, 2004).</p> <p>The examinations consist of four units:</p> <ul style="list-style-type: none"> <li>• Practical unit</li> <li>• Specialised theoretical unit</li> <li>• Business - economics unit</li> <li>• Pedagogical - Andragogical unit</li> </ul> <p>Each unit consists of one or several exams.</p>
<b>Diplomas/certificates provided</b>	<p>After passing one of the examinations, which tests the ability of a candidate to independently manage a shop, plant or pursues a master craftsman's trade and provide practical instruction to learners, candidates obtain a master craftsman/foreman/shop manager certificate (<i>spričevalo o opravljenem mojstrskem, delovodskem, poslovodskem izpitu</i>) and gain technical upper secondary education. (ISCED 354).</p>
<b>Examples of qualifications</b>	<p><b>Master Craftsman:</b> Master Confectioner, Master Joiner, Master Butcher, Master Beekeeper, Master Watchmaker</p> <p><b>Foreman:</b> Foreman in Electro energetics, Construction Foreman, Food Foreman</p> <p><b>Shop manager</b></p>
<b>Progression opportunities for learners after graduation</b>	<p>Candidates who pass their exams gain a technical upper secondary education level (ISCED 354) and, by passing the general exams of the Vocational Matura, can enrol in higher vocational education programmes of first cycle professional</p>
<b>Destination of graduates</b>	<p>Information not available</p>
<b>Awards through validation of prior learning</b>	<p>✗</p>
<b>General education subjects</b>	<p>Not applicable</p>
<b>Key competences</b>	<p>Not applicable</p>
<b>Application of learning outcomes approach</b>	<p>Not applicable</p>

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**Share of learners in  
this programme type  
compared with the  
total number of VET  
learners** Information not available

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EQF 5

Higher VET programmes,

WBL 40%

2 years

ISCED 554

## Higher Vocational programmes leading to EQF level 5, ISCED 554 (višje strokovno, VSI)

EQF level	5	ISCED-P 2011 level	554
Usual entry grade	14	Usual completion grade	16
Usual entry age	19	Usual completion age	21
Length of a programme (years)	2		
Is it part of compulsory education and training?	✗	Is it part of formal education and training system?	✓
Is it initial VET?	✓	Is it continuing VET?	✗
Is it offered free of charge?	✓ for full-time learners  ✗ for part-time learners	Is it available for adults?	✓

**ECVET or other credits** 120

### Learning forms (e.g. dual, part-time, distance)

School-based learning - 40% of which (20 weeks) takes place as in-company training, for which a learning contract must be signed between the student, the school and the company. However, this is not an employment contract.

Learners can study full-time or part-time ([ 64 ]).

### Main providers

Higher vocational schools (which might be organisational part of a School centre), public and private.

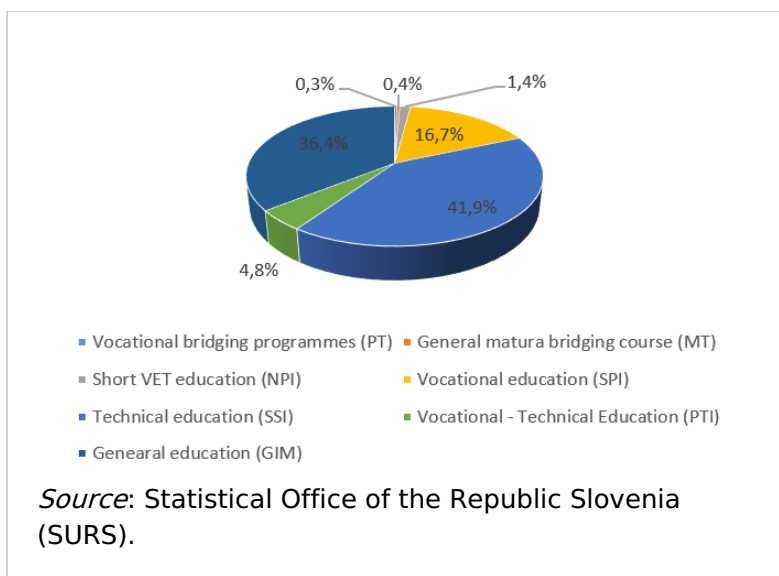
**Share of work-based learning provided by schools and companies** 40%

<b>Work-based learning type (workshops at schools, in-company training / apprenticeships)</b>	<ul style="list-style-type: none"> <li>• in-company training</li> <li>• practical training at school (in school estates or intercompany training centres – MIC or school workshops)</li> </ul>
<b>Main target groups</b>	Young people, adults
<b>Entry requirements for learners (qualification/education level, age)</b>	<ul style="list-style-type: none"> <li>• General or Vocational Matura, or</li> <li>• 3 years of working experiences, master craftsman, foreman or managerial examination and vocational matura general subject exams.</li> </ul>
<b>Assessment of learning outcomes</b>	The diploma exam consists of a practically oriented diploma thesis and a thesis defence. As part of the thesis, the learner can also carry out project work or services with a theoretical defence.
<b>Diplomas/certificates provided</b>	<p>Diploma of higher vocational education (diploma o višji strokovni izobrazbi), an integral part of which is a diploma supplement in Slovene and one official language of the European Union and title of Engineer or title that corresponds to the same level.</p> <p>The certificate is nationally recognized by the education and labour authorities. With this certificate, someone can access the next level of education or enter the labour market.</p>
<b>Examples of qualifications</b>	Higher ballet dancer, Bionics engineer, Forestry and hunting engineer, Social network organiser, Woodworking engineer.
<b>Progression opportunities for learners after graduation</b>	First cycle professional and academic
<b>Destination of graduates</b>	Information not available
<b>Awards through validation of prior learning</b>	✓
<b>General education subjects</b>	✗
<b>Key competences</b>	✗
<b>Application of learning outcomes approach</b>	✓

## Share of learners in this programme type compared with the total number of VET learners

In the school year 2018/19, 13% enrolled in Higher Vocational Education

A share of all students enrolled in tertiary level by the type of the programme, (%)



[64] According to the instructions on customising part time study in higher vocational education (2012).

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