



REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION, SCIENCE
AND YOUTH

SOCIAL PARTNERSHIP & APPRENTICESHIP

Strengths, Systemic Role of the Ministry, and Future Outlook in Slovenia

Cedefop PLF on Quality apprenticeships through social dialogue
Thessaloniki, 7th October 2026

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Evaluation Synthesis Establishes Social Partnership as Core Engine of VET Reform

RIGOROUS 8-YEAR EVALUATION

Two Sequential Evaluation Phases

- **2017–2020 Monitoring:** Tracked pilot implementation across schools and employers involved in apprenticeship.
- **2021–2025 Deep Dive:** Evaluated legal architecture, feasibility in technical VET/adult learning, and workplace verification.
- **Participatory Logic:** Integrated stakeholder focus groups (chambers, unions, ministries) to build actionable consensus.

CORE SYSTEMIC PURPOSE

Formative Management Tool

- **Dev-Driven Governance:** Evaluations serve as an active steering tool for policy makers rather than passive audit.
- **System-Wide Impact:** Findings extend beyond apprenticeship to reform broader secondary vocational & technical education.
- **Quality & Expansion:** Aims to ensure equal educational standards while expanding workplace learning capacity.

SLOVENE VET PARADIGM

School-Based Hybrid Dual Model

- **Student Status Retained:** Apprentices preserve full student status with legal protections and public funding.
- **School Anchor:** Schools maintain curriculum integrity, assessment frameworks, and pedagogical guidance.
- **Shared Responsibility:** Requires active co-ownership between state ministries, chambers, and enterprise mentors.

Three Core Strengths Underpin Slovenia's Social Partnership Model

1. Guaranteed Equal Educational Standard

Consensus across all stakeholders ensures that apprenticeship and school-based VET deliver identical educational qualifications, preventing dead-end vocational pathways.

2. Active Chamber & Enterprise Engagement

Chambers (CCI and CCSB) actively verify workplace learning spots, co-design curricula with CPI, and support small/micro businesses in delivering practical training.

3. Superior Practical & Organizational Competencies

Evaluation data confirms that apprentices acquire exceptional practical work skills, direct familiarity with corporate workflows, and immediate employment readiness.



Gemini Notebook

Ministry of Education, Science and Youth (MIZM) Acts as the Key Systemic Anchor and Policy Shaper



Central Systemic & Policy Ownership

Stakeholders universally view MIZM as the ultimate policy shaper and decision-maker, anchoring the Apprenticeship Act firmly within the educational legal framework.

Development of Dedicated VET Network

MIZM leads the strategic establishment of a specialized network of apprenticeship schools to enable standalone classes rather than combined ones.

Initiator of National 'Alliance for Apprenticeship'

MIZM holds the primary responsibility to initiate the inter-ministerial Apprenticeship alliance' at government level to elevate VET into a top national priority.

Public Funding & Institutional Support

MIZM secures public budget co-financing for chamber public authorizations, CPI research operations, and school equipment modernization.

Systemic Bottlenecks Imperil Full-Scale Apprenticeship Expansion

1. Inter-Ministerial Silos & Responsibility Shift

Persistent lack of active coordination between MIZM and MGDŠ (Ministry of Labour). MGDŠ views formal VET as strictly educational, leaving MIZM to shoulder systemic burdens alone.

2. Enterprise & Mentor Capacity Bottlenecks

Companies—especially SMEs—face severe mentor time shortages and struggle with administrative documentation (NIV plans), often expecting schools to handle all paperwork.

3. Expired Legal Funding Mechanisms (Art. 49)

Temporary Article 49 provisions expired in 2021. Chamber public mandates and employer subsidies rely on project-based EU funds (RRF / ESF) rather than stable budget lines.

4. Weak Trade Union VET Engagement

Sectoral trade unions suffer from staff capacity constraints and have been largely absent from VET policy dialogue, limiting advice on worker rights and apprentice scholarships.

Trial Model Solves Enterprise Specialization Through Inter-Company Centers

VET Schools

Core Theoretical & Fundamental Skill Anchor

- **Curriculum Leadership:** Analyzes professional standards and creates Individualized Learning Plans.
- **Standalone Classes:** Best outcomes achieved in standalone apprenticeship classes at specialized VET centers.
- **WBL Supervision:** WBL organizers serve as crucial guardians of educational quality.

Inter-Company Centers (MIC)

Trial Model Catalyst for Missing Competencies

- **Bridging Gaps:** Provides practical modules that highly specialized companies cannot cover internally.
- **Shared Verification:** Enables joint verification of learning spots between chambers, schools, and MICs.
- **Flexible Delivery:** Allows smooth rotation of apprentices across modern simulated environments.

Enterprises

Authentic Workplace & Mentorship Learning

- **Workplace Culture:** Apprentices learn direct industrial processes, teamwork, and modern technology.
- **Mentor Guidance:** Requires trained, dedicated mentors relieved of strict daily production quotas.
- **Rotation Model:** Encourages apprentice rotation across multiple specialized SMEs supported by chambers.

Six Strategic Action Guidelines for Sustainable VET Expansion (2025–2030)

1. Launch National 'Alliance for Apprenticeship'

Establish government-level inter-ministerial body (MIZM, MGDŠ, Chambers, Unions).

2. Establish Sustainable Apprenticeship Fund

Replace temporary project grants with systemic employer/state co-funding & tax incentives.

3. Formalize Network of VET Schools

Concentrate apprenticeship programs in dedicated school centers with standalone classes.

4. Create Joint Support & Verification Service

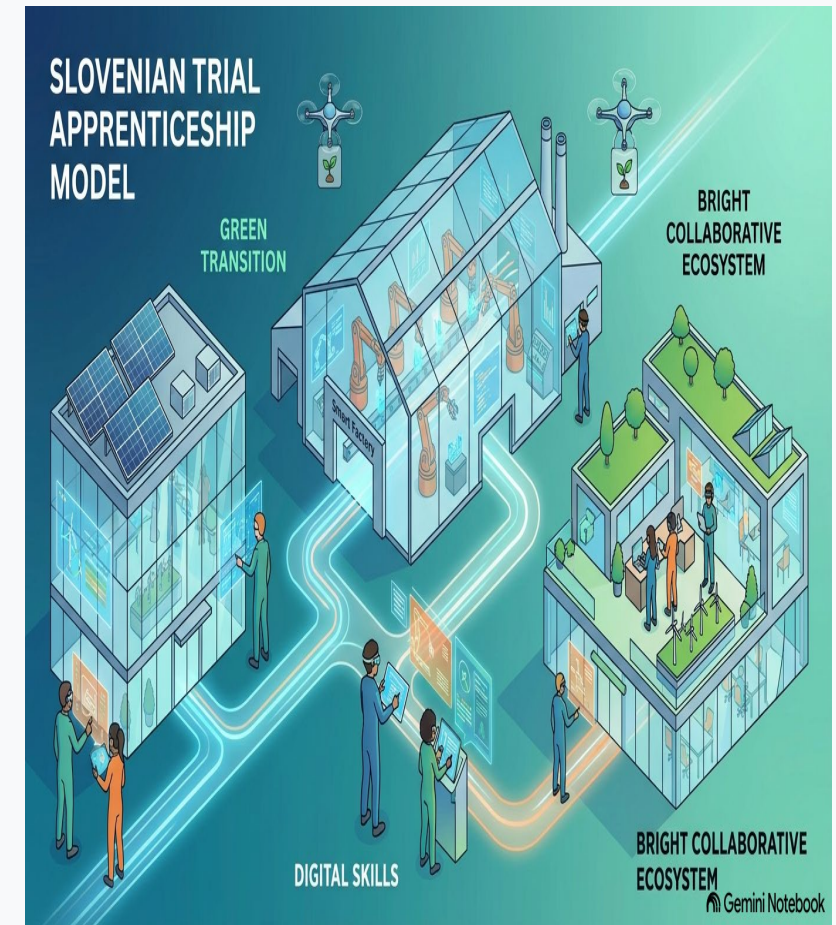
Unified chamber/school service for enterprise advisory, admin relief, and spot verification.

5. Capacity Building for Mentors & Trade Unions

Empower sectoral unions and relieve company mentors through mobile mentor models.

6. Sectoral Expansion into STE & Adult VET

Expand apprenticeship selectively into high-demand technical fields and adult retraining.



SUMMARY & CALL TO ACTION

Transforming Apprenticeship into a Shared National Priority

- ✓ Political Will & Inter-Ministerial Co-Ownership: MIZM and MGDŠ must co-sign the VET reform agenda.
- ✓ Sustainable Co-Financing: Move from transient EU grants to a permanent national Apprenticeship Fund.
- ✓ Participatory Model Empowerment: Strengthen chamber, union, and mentor capabilities for 2025–2030.

THANK YOU FOR YOUR ATTENTION

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