

Spotlight on VET **SLOVENIA**

Vocational education
and training systems
in Europe

2023

VET in Slovenia

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

VET programmes

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

- technical upper secondary programmes (ISCED 354, EQF 4): 4-year programmes that consist of 40% of general subjects and at least 8 weeks of in-company work-based learning (15% WBL). After vocational matura (*poklicna matura*) learners can enter the labour market or enrol in tertiary education.
- vocational upper secondary programmes (ISCED 353, EQF 4): 3-year labour-market-oriented programmes with two paths:
 - school-based path: approximately 20% (at least 24 weeks) of the programme is undertaken at an employer (in-company training) and the rest at the school (consisting of general subjects and professional modules);
 - apprenticeship path: a minimum 50% of the programme is undertaken at an employer (in-company training), while at least 40% is delivered in school;
- after final exams (*zaključni izpit*), students from both school and apprenticeship paths can enter the labour market or enrol in 2-year vocational technical education programmes at ISCED 354 (EQF 4) that lead to vocational matura;
- short vocational upper secondary programmes (ISCED 353, EQF 3): 2-year programmes that qualify learners for less demanding occupations (at assistant level) or continuing education in vocational programmes.

Graduates with a vocational matura can enrol in 2-year higher vocational programmes (ISCED 554, EQF 5) or first-cycle professional education (ISCED 655, EQF 6) and, after successful participation in an additional entry examination, also in first-cycle academic education (ISCED 645, EQF 6).

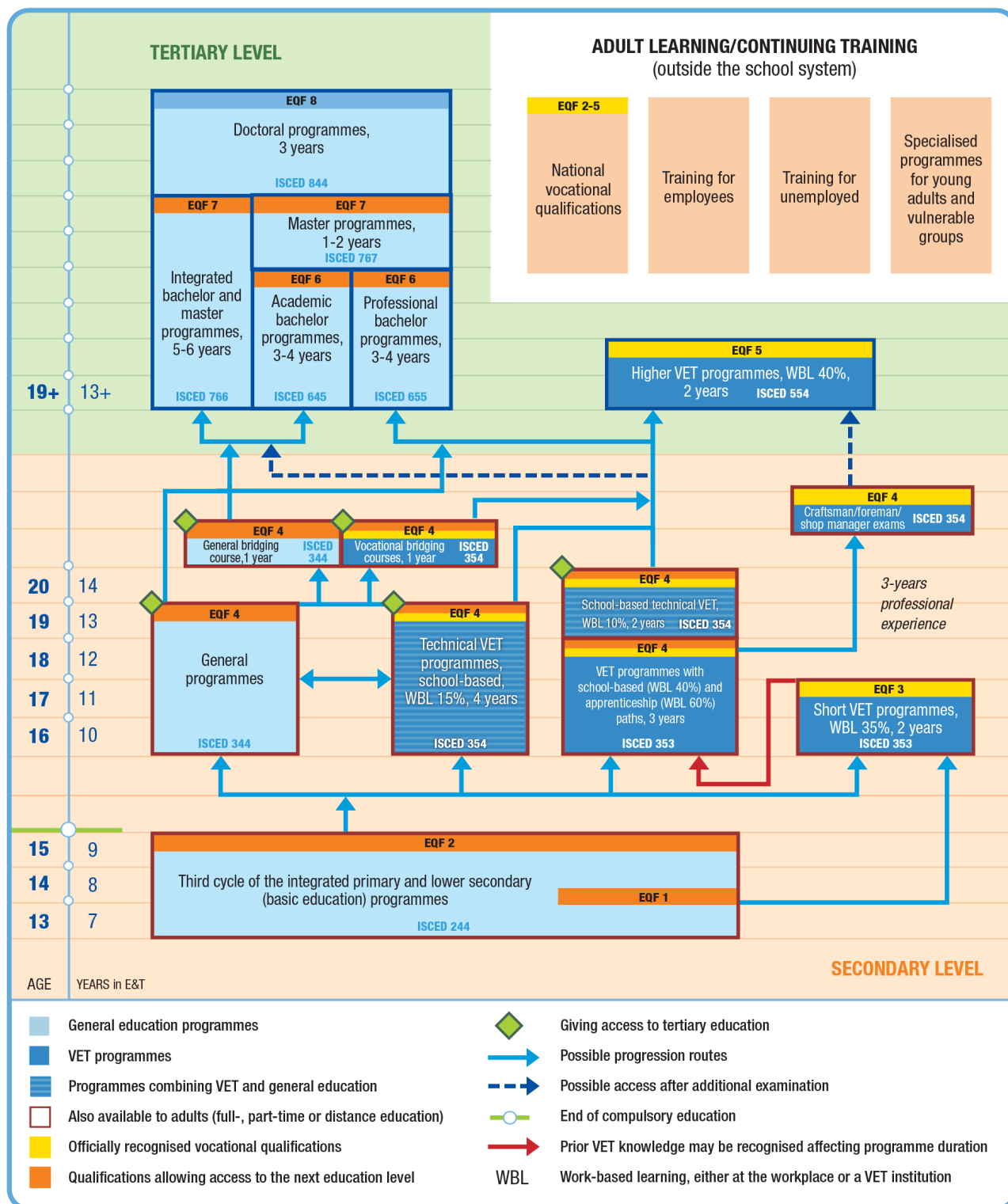
Higher vocational programmes are practice-oriented and include 40% of work-based learning in companies. These were developed to meet the needs of the economy, as they train graduates for managing, planning and controlling work processes. In 2022/2023, 12.49% of all tertiary students enrolled into higher VET schools.

Adult learning and CVET

Adults can enrol in the same formal VET programmes as young people. Adults can also participate in continuing VET, offered by public and private providers; regulation of provision of most of these programmes is not covered by legislation. Many activities to support adult education are organised by adult education centres.

According to the most recent data available, in the school year 2021/22 14 225 adults participated in the upper secondary programmes. Of these adults, 3.8% were enrolled in general education, 60% in technical education, 34.6% in vocational education and 0.6% in short vocational education. 77% of them were younger than 25.

VET in Slovenia's education and training system



NB: ISCED-P 2011.

Source: Cedefop, & Institute of the Republic of Slovenia for Vocational Education and Training (CPI). (2023). Vocational education and training in Europe – Slovenia: system description. In Cedefop, & ReferNet. (2024). Vocational education and training in Europe: VET in Europe database – detailed VET system descriptions [Database]. www.cedefop.europa.eu/en/tools/vet-in-europe/systems/slovenia-u3

Distinctive features of VET

VET in Slovenia is characterised by the following main features:

- occupational standards form the basis for competence-based VET programmes and for the NVQ system;
- vocational and technical programmes are offered in all professional fields, all VET programmes combine general subjects with professional modules that integrate theoretical and practical learning; permeability between education levels and programme types is high;
- work-based learning represents an integral part of all types of VET programmes. Students are trained in modern intercompany training centres and companies as well as in apprenticeship form;
- upper secondary school autonomy: framework curricula are set at national level, while VET schools are responsible for design curricula. They adapt 20% of the curricula (open curricula) to local companies' needs.

Slovenia has one of the lowest rates of early leavers from education and training (ELET) in the EU. In 2022 the percentage of ELETs/ NEETS aged 18-24 with a maximum of primary education was 4.0%. The reasons are the traditionally high value of education in society, availability of State scholarships, progression opportunities in education, and a well-developed guidance system, as well as a well-developed network of formal adult education providers.

Challenges and policy responses

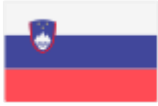
Improving VET response to labour market needs has been at the heart of the development of competence-based curricula since 2006. The implementation period has brought changes in school curriculum planning, school-company cooperation culture, didactic and student assessment approaches and VET attractiveness. Significant efforts were made through investing in new training facilities (intercompany training centres) and reinforcing in-company work-based learning (WBL). The apprenticeship path is available in 39 out of 44 vocational upper secondary programmes. Still, the quality of WBL and competence-based assessment remain a challenge.

Further development of career guidance services and promoting more flexible and individualised paths remain current priorities. The importance of raising adults' levels of skills is growing, as adult [participation in VET](#) has been consistently decreasing. Additionally, in 2021, [50% of the population](#) aged 16-74 in Slovenia had at least basic digital skills, compared to 54% in the EU-27.

Projects supported by the [Recovery and resilience facility](#) (RRF) focus on the adapting VET to digital, sustainable transition, and increasing the resilience of the education system. Digital, green and entrepreneurial competences are being introduced into education programmes; computer science and informatics are being strengthened. Development of accredited CVET programmes for upskilling specific vocational competences is another response to labour market needs. New programmes offer training to employees to improve vocational competences and acquire new or in-depth specialisation. They are developed at EQF levels 4 and 5.

Recognising the importance of monitoring and forecasting labour market needs for occupations and competences, the labour ministry, together with other stakeholders, presented the results of the [Skills Forecasting Platform](#) project in June 2023. The project continues under the new name "Labour Market Platform" and aims to contribute to a well-functioning labour market, by creating quality jobs and providing infrastructure to better match supply and demand. It will also include a transparent job search interface, matching support tools, and offering information on current and future labour market needs (based on occupational needs and competence projections), as well as resources needed for skills development and career guidance.

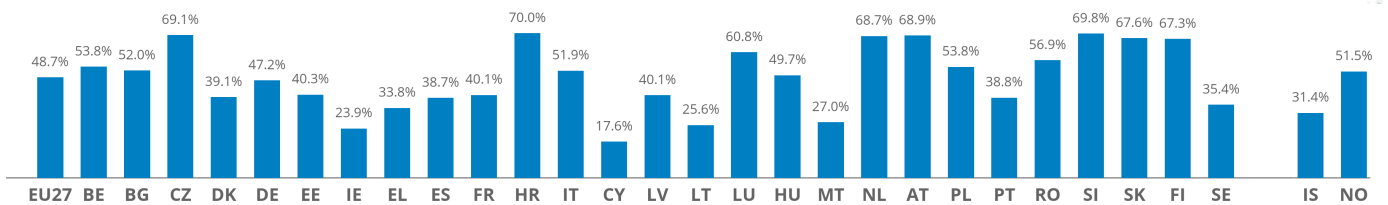
Shortages of VET teachers and other professionals are also challenges to address.



Slovenia

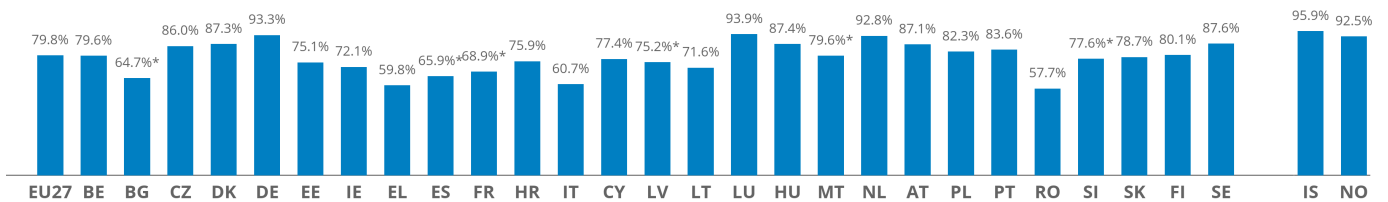
Education and training in figures

IVET students as % of all upper secondary students, 2021



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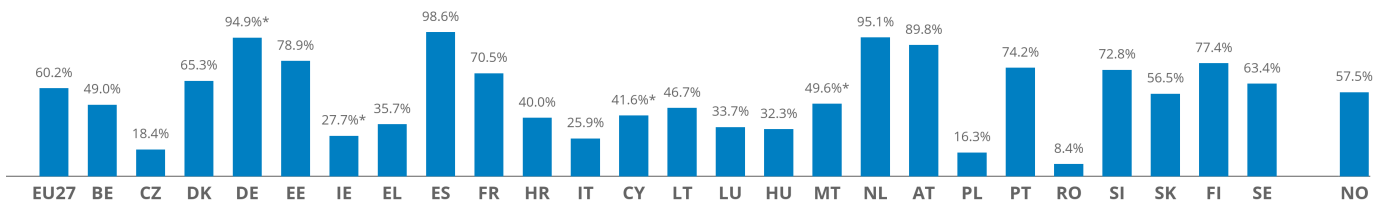
Employment rate for recent IVET graduates (20-34 year-olds) (%), 2022



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Notes: Bulgaria, Latvia, Malta and Slovenia: (u) low reliability, Czechia: (b) break in time series, Spain and France: (d) definition differs

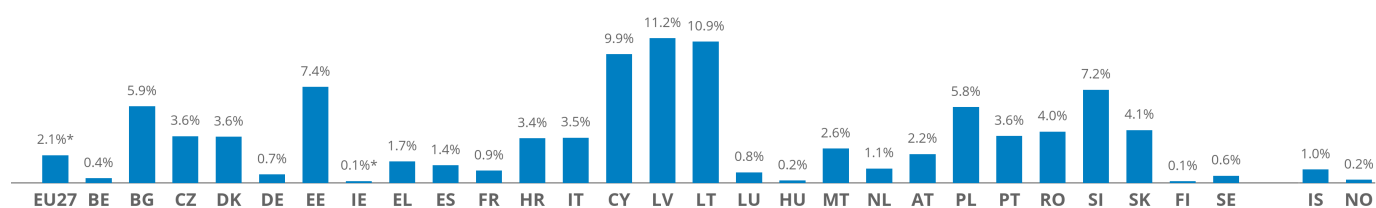
Recent IVET graduates (20-34 year-olds) with a work-based learning experience as part of their vocational education and training (%), 2022



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Notes: Germany, Ireland and Cyprus: (u) low reliability

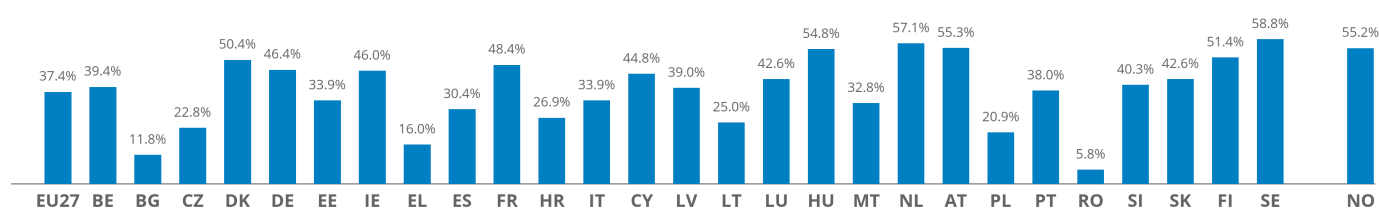
IVET learners who benefitted from a learning mobility abroad (%), 2021



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Notes: EU27: (d) definition differs (V) Cedefop estimate, Ireland: (d) definition differs, Croatia, Cyprus, Netherlands and Slovenia: (z) not applicable

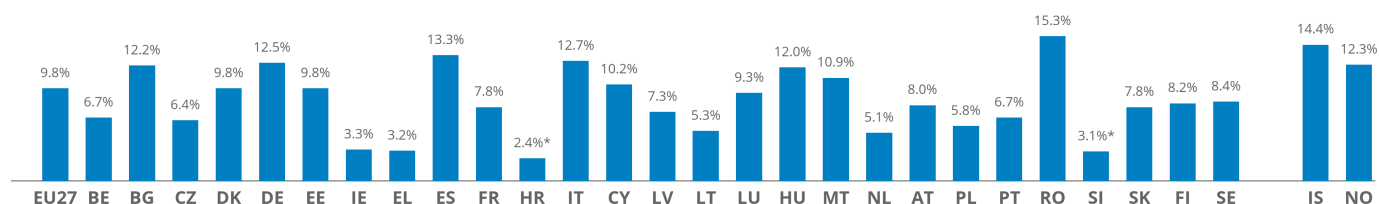
Adults (25-64 year-olds) with a learning experience in the last 12 months (%), 2016



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Notes: All values: (b) break in time series

Early leavers from education and training (%), 2021



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Notes: EU27, Belgium, Bulgaria, Czechia, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, Netherlands, Austria, Poland, Portugal, Romania, Slovakia, Finland, Sweden, Iceland and Norway: (b) break in time series, Croatia and Slovenia: (b) break in time series (u) low reliability

Source: [Cedefop's Key indicators on VET](#)



Further information

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https://www.ozs.si/english	Chamber of Craft and Small Business of Slovenia

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