

Competence-Driven VET Reform in Slovenia

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The Slovenian VET System Since the 1990s

- The VET system in Slovenia was fundamentally reformed in the 1990s
- Reforms introduced:
 - Social partnership
 - Occupational standards
 - Work-based learning and apprenticeship
 - Vocational Matura as a bridge to higher VET and university
 - Higher vocational education
 - System of National Vocational Qualifications
 - Establishment of regional school centres

In 2006: Towards Learning Outcomes and School Autonomy

- Shift from input-based to outcome-based education.
- Increased school autonomy through curriculum flexibility
- Abolishment of the apprenticeship system (due to low uptake and structural issues)
- Stronger focus on key competences, general knowledge, and transversal skills
- Reintroduction of apprenticeship in 2018 in a renewed form

Recent Strategic Goals: VET as the Backbone of Lifelong Learning

- Challenges:
 - Weakening role of social partnership – less engagement from chambers and companies
 - Adults increasingly turn to alternative training pathways
- To fulfil its role, VET must serve **three essential functions**:
 - 1. Professional Function**
 - Ensure a **comprehensive vocational qualification**
 - Prepare learners for employment
 - 2. Educational Function**
 - Provide an **educational level** that enables **progression** to further study
 - 3. Social Function**
 - Equip learners with competences for **active participation** in society.
 - Support **personal growth**, civic responsibility, and the ability to face modern life challenges.



Ongoing Modernisation: Strengthening the Competence-based Approach

- Current reform aims to deepen the **competence-based approach** in VET
- Focus on two complementary dimensions:
 - **Key competences** for life, work, and lifelong learning
 - **Vocational/action competences** for professional performance
- General education subjects are also being revised in line with key competences – a major added value of this reform
- Key Competences:
 - Digital competences
 - Sustainability competences
 - Entrepreneurship and financial literacy
 - Learning to learn
 - Holistic health and well-being
 - Language, citizenship, culture & the arts
 - Personal and Career development

Competence-based Design of VET Programmes

- The core principle: **developing vocational and key competences**
- VET programmes are designed to develop **all dimensions of competence**:
 - Professional-theoretical knowledge
 - Skills and procedural knowledge
 - Problem-solving abilities
 - Personal and Social dimension: responsibility and autonomy
- Achieved through:
 - **Strong integration** of theory and practice
 - **Systematic inclusion of key competences** in:
 - Curriculum structure
 - Knowledge catalogues
 - Exam catalogues
 - **Problem- and competence-oriented learning and teaching**

Current Priorities at System-Level

- **New Matura Act** under preparation:
 - Will redefine **admission criteria** for university studies: vocational matura with 4 and with 5 exams
 - Aims to improve transparency and fairness
- Renewed effort to **revive and reshape social partnership**:
 - Stronger **involvement of employers and chambers**
 - Building **trust and shared responsibility**
- Dialogue on **apprenticeship reform**:
 - Current model **does not deliver expected results**
 - Exploring **new approaches** to strengthen work-based learning
- Transparency of VET programmes, National Vocational Qualifications and shorter trainings (microcredentials)