



## **“LEARNING BY DOING” PROJECT**

**“Targeted capacity building of VET partnerships  
in the Danube Region for the effective modernisation of VET  
systems”**

**WP 6:** Policy Engagement  
**Deliverable D:** 6.2. Slovenia – Policy recommendations  
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## 1. Policy recommendations aim

Policy recommendations are one of the assumed results of the Learning by Doing project and are based on the strategic document and its priority areas. The stakeholders group knowledge about the strengths and weaknesses of Slovenian VET system as well as strategies and reform processes adopted by relevant European and Danube countries forms an important basis for development of integrated schemes of work-based learning and its quality dimensions.

The recommendations are aiming to be considered in the on-going Slovenian debate about further development of entire educational system as comprehensive proposal for VET sector. Development and validation of the policy and strategy recommendations were established during the stakeholders' group meetings and High Level Round Table event. The stakeholders group created within this project in Slovenia was established from partners involved in the piloting of new apprenticeship scheme and other partners having a direct influence in improving VET quality and aiming to participate in national debates. The following policy recommendations were analysed by the stakeholder group.

## 2. Recommendations

### Strategic goal 1: Responsiveness

Ensuring high-quality both company- and school-based initial VET responsive to companies needs and attractive to young people.

#### 1.1 Shared system of stakeholders participation

Governance in VET is expected to move towards a shared system with the participation of main stakeholders and implemented at national and sector level. VET governance and provision need to be informed by skills anticipation and assessments and graduate tracking systems. The involvement of social partners as well as stakeholders such as VET providers, both school and companies, and learners in the development, implementation and governance of VET policies should be further strengthened.

#### 1.2 Better commitment of companies

Modern apprenticeship model of initial VET integrated more thoroughly into the educational and training system will made VET more attractive and maintained the commitment of companies to initial vocational training. Their positive experience of the pilot apprenticeship scheme may highlight potential alternative routes leading to initial vocational qualifications.

#### 1.3 Flexibility and personalisation

Greater flexibility of vocational training pathways and reinforcement of links between qualifications through Slovenian qualification framework will allow personalisation of initial training in response to new qualification requirements and individualised demand on the part of students.

## Strategic goal 2: Competences

Improving the responsiveness of VET provision to the changes in working life and assuring the acquisition of the future competences together with better framework conditions for lifelong learning

### 2.1 Integration of general and technical education

Initial VET curricula will be funded of mix of generic knowledge, basic, generic and soft skills, as well as professional competencies. It should prove its ability to prepare people not only for existing jobs, but also for future employment and job creation. New models of integration of general and technical education are needed. Students needs to focus on the acquisition of missing skills and in the way that best suits them, which would shorten the duration of studies especially for adult students.

### 2.2 Career-long VET

Individual study paths would be created for both young people and adults already in working life. Attractive range of high-quality initial and continue training offer should be created in responds to dynamic developments in the society and labour market, notably digitalisation, automation, robotics, the transition to green economies and sustainable development. The significance of learning occurring at workplaces would be increased. A new funding model would be introduced to decrease discontinuation of studies and to improve the effectiveness of VET.

### 2.3 Informed, confident choices

Potential learners should have access to a clear and user friendly information on the training. Guidance and orientation, in particular towards employees, unemployed, young people and their families, play an important role in the promotion of VET pathways. Effective career guidance would start early and would cover all levels, from primary to higher education. Young people will be supported by more individualized career guidance and schools need to have a strategy as early as the final years of elementary school. Apprenticeship should be presented as a new career option that enables a better integration of young people in the labour market. Career guidance should offer real work experience to pupils in primary schools, starting at an earlier age.

## Strategic goal 3: Excellence

VET excellence platforms will enhanced partnership between VET and labour, between training providers and companies, between regions and states, between management, teachers, trainers and students. It will support the development of sectorial approaches for design and delivery of VET content combined with a strategic approach to skills development.

### **3.1 Network of schools and companies**

Special attention should be given to the business-education partnership and cooperation on apprenticeships, sharing of equipment and special workshops, exchanges of staff and teachers between companies and VET providers, and organising other common activities. VET excellence platforms should form a knowledge triangles between VET, the scientific community, and business; they should enable learners to acquire vocational and key competences through high-quality provision that is underpinned by quality assurance, builds innovative forms of partnerships with the world of work, and is supported by the continuous professional development of teaching and training staff, innovative pedagogies, and internationalisation strategies.

### **3.2 Excellent teachers and trainers with industry experiences and efficient pedagogical approaches**

VET should be delivered by highly qualified teachers and experienced trainers who are supported through initial and continuing professional development (including digital skills and innovative teaching methods) in view of delivering high quality learning outcomes. Efforts should be targeted at increasing the attractiveness of teachers and trainers professions to ensure a sufficient number of qualified teachers and trainers. The provision should be based on an appropriate mix of modern learning environments, including work-based learning and technology supported learning, pedagogies and tools.

### **3.3 Promotion of attractive and high quality pathways through comprehensive information and support system**

It is necessary to promote VET as an attractive and high quality pathway for jobs and for life. Attractiveness can be achieved in particular through fostering excellence VET pathways together with high quality approaches used by trainers and teachers. VET providers, companies, students and their parents should have direct access to knowledge and information centres. Experiences and knowledge should be distributed through all stakeholders. Potential learners should have access to a clear and user friendly information on the training offer.