

SLOVENIA

Summary

**Country Report on the Vocational Education and
Training system, REFERNET Cedefop**

and

**Summary report on Vocational Education and
Training (VET) for learners with Special
Educational Needs (SEN)**



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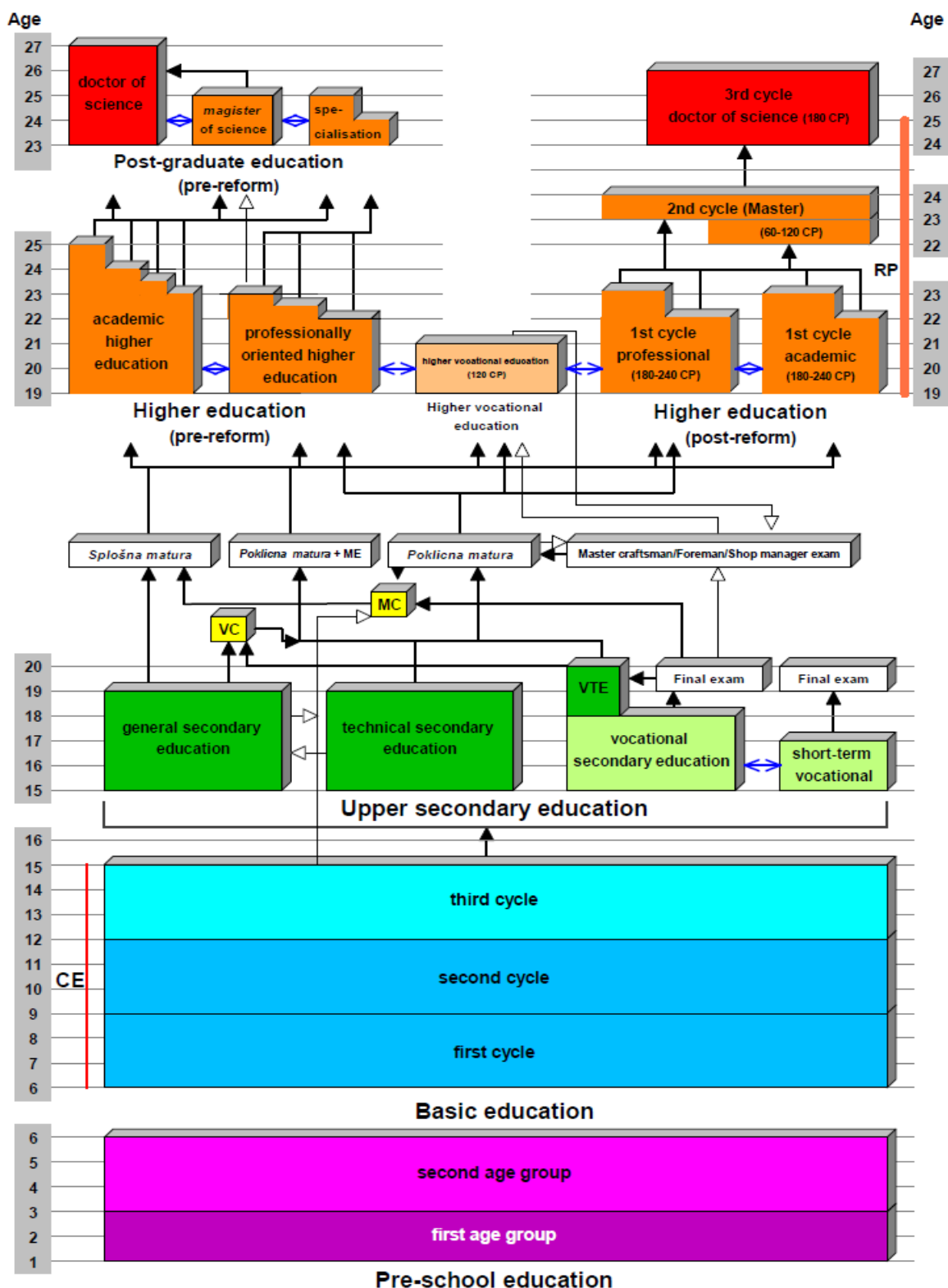


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1 VOCATIONAL EDUCATION AND TRAINING SYSTEM

1.1 Diagram of the education and training system

The Structure of the Education System in Slovenia 2006/07



Version: 2. 3. 2007



1.2 Definitions

Pre-vocational education and training (*Predpoklicno izobraževanje*) it is a form of education and training whose goal is to introduce individuals into working life. It should give them initial information on work, availability and type of work, introduce key competences and show a path to a profession. It makes easier for the students to choose a more specific education. The term of pre-vocational education is not to be mistaken for general education and it has never really grown roots. It is usually a part of secondary education programmes, connected with the transition from education and work.

Initial vocational education and training (*ivet*) / *začetno (temeljno) poklicno*

Izobraževanje. IVET is a form of education undertaken before first employment or profession. Students enroll after finishing primary school and it usually lasts for two to four years. The main goal of IVET is to prepare an individual for a selected profession or work. It usually consists of formal education as well as of practical training.

Vocational and professional education and technical education (*Poklicno in strokovno izobraževanje in tehniško izobraževanje*) Types:

Vocational Secondary education (*Srednje poklicno izobraževanje*)

Vocational-technical secondary education (*Poklicno-tehniško izobraževanje*)

Technical secondary education (*Srednje strokovno izobraževanje*)

Alternance training (*Alternacija*) It is a formal vocational education in which part of practical education takes place directly in the work process.

Apprenticeship (*Vajeništvo*)

It is a special form of education through which youth can start performing tasks of a certain profession at the end of secondary education. This term is mostly used in connection with Vocational secondary education in the dual system, otherwise the term is rarely used. Apprenticeship is usually offered by the employers and is in most cases wholly or partly financed by the government. The apprentice receives compensation or other form of stimulation. The employer ensures education, training gaining work experience and sometimes even employment at the end of term. Practical education can be conducted as education during work, or along with work or combination of both.

Post-secondary non-tertiary education (*višje strokovna šola*) post-secondary vocational schools are carrying out two-year programmes of higher vocational education. Programmes end with a diploma and they enable a more thorough study on a chosen vocational field in all professional sectors. They are not part of the higher education.

1.3 Objectives and priorities of the national policy development areas of VET

In 2006 the Slovenian government adopted a framework for economic and social reforms to increase welfare in Slovenia, within which effective development of new knowledge, lifelong learning, two-way flow of knowledge for economic development and social inclusion and quality jobs all have a central role.

Some of the areas where new IVET legislation has focus on:

- Develop VET to meet the needs of modern technological and social developments, as well as the needs and interests of individuals participating in it.
- Improve quality in schools and in work-based learning and the international comparability of vocational and technical education and qualifications;



- Provide greater flexibility of programmes in upper secondary vocational and technical education through modularization and development of a credit transfer system in VET and opening up the curricula for regional needs.
- Strengthen social partnerships at all levels and in all phases of planning, development and implementing VET programmes;
- Develop new methods of teaching and learning and provide other educational conditions in upper secondary schools, as well as companies, to improve early intervention and reduce the drop-out rate in vocational and technical education;
- Enable transition between different types of schools, especially between vocational and technical and general secondary education, while at the same time systematically opening pathways for acquiring qualifications in different occupations (vocational courses);
- Promote entrepreneurship by improving links between education and working life, enriching teachers' knowledge in using information and communication technology and ensuring better educational content and methods;
- Provide support and guidance for each individual as well as for pupils with special educational needs and immigrants;
- Increase the accountability and responsibility of providers by setting up a new VET financing system;
- Develop teachers' and trainers' competences;
- Ensure that by 2013 all VET providers will have a quality development and assurance system in place.

1.4 Institutional and legislative framework for IVET

Responsibility for the administration of education is divided among national authorities, local authorities and schools.

National Level: The former Ministry of Education and Sport (include the National Inspectorate for Education and Sport) and the Ministry of Higher Education, Science and Technology.

Councils of experts: Slovenia: the Council of Experts for General Education, the Council of Experts for Adult Education, the Council of Experts for Higher Education and the Council of Experts for Vocational Education and Training.

Public institutions: the National Institute for Education for general education, the National Institute for Adult Education and the National Institute for Vocational Education and Training.

Local level: Schools councils (*sveti šol*) act autonomously. They play an important role in the process of administrative decentralization.

Policies:

Main acts which regulate the publicly approved certification process in vocational education and training: the Organization and Financing of Education Act, the Vocational and Technical Education Act, the Post-secondary Vocational Education Act and the Adult Education Act.

1.5 Types of teacher and trainer occupations in VET

a) Vet teachers, i.e. who work in school and in other formal learning environments



At public vocational or technical schools work teachers in general educational and specialist-theoretical subjects at short term vocational, secondary vocational, and secondary technical schools; lecturers at higher technical schools and teachers of practical lessons and skills; The term “professional staff” also includes master craftsmen who train their apprentices.

B) Vet trainers, i.e. trainers who work in in-company training and work-based learning support situations

Practical lessons take place at school, whereas practical training through work placement is carried out at an employer. The entire extent of practical lessons and practical training through work placement is determined with regard to the educational programme. Conditions for practical training through work placement which must be fulfilled by the employer are determined by the Minister of Education together with the social partners. Some practical training through work placement may also be conducted at the Inter-Company Education Centre.

1.6 Systems and mechanisms for the anticipation of skill needs

The National Employment Service provides information on demand on the labour market and its needs.

Labour market forecasts and assessment of trends at macro and aggregated levels are done by the **Institute for Macroeconomic Research and Development** and presented in its short-term and long-term development documents.

The National Institute for Vocational Education and Training (CPI) deals with research and developmental work in the field of vocational standards.

1.7 Practices to match VET provision with skill needs

Methodology for preparation of vocational standards was developed by CPI and approved by the Council of Experts for VET. The adopted methodology needs to be considered already at the initial stage by those proposing vocational standards. Each initiative has to be based on anticipation of labour market needs according to long-term economic development at regional or national levels. The preparation of vocational standards and catalogues for NVQ is done through social dialogue among: sectoral committees for vocational standards (established experts and representatives of chambers, ministries and trade unions), national council of experts for vocational and technical education and chambers, associations of employers, occupational associations, ngos, trade unions, ministries having jurisdiction over the field.

1.8 Guidance and counselling for learning, career and employment in IVET

Guidance in schools is provided by school counsellors who work in school counselling services. Schools have at least one school counsellor, bigger schools have two or three. The National Institute for Vocational Education (CPI) provide information material on occupations and vocational training.

The Chamber of Crafts is responsible for the apprenticeship system (crafts).

Guidance activities in Higher Education institutions are modest and in some cases do not exist.

1.9 Funding for initial vocational education and training

As public institutions, public vocational and technical schools are funded from the national budget. Funds are provided by the Ministry of Education and Sports in the framework of its



financial plan which is an integral part of the national budget. Schools report to the ministry on the number of students and propose the organization of jobs by categories according to the corresponding norms and standards.

1.10 References

Cedefop Refernet Slovenia (2009): VET in Europe. Country Report Thessaloniki: Cedefop.



2 VOCATIONAL EDUCATION AND TRAINING (VET) FOR LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

2.1 Population

Children with mental disabilities are not included in VET programmes, with the exception of children with mild mental disabilities, who can be included in the lower vocational education programmes. All other groups of children with SEN have the possibility of integrating into the regular or adapted programmes, with equivalent educational standards.

There is a special group of children with autistic disorders that will be recognised in the relevant legislation expected in 2013.

2.2 Organisation and Provision of Vet programmes

2.2.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes.

The structure of the education system

- (Upper) secondary education (15 – 19)
 - vocational and technical education
 - secondary general education
- Post-secondary vocational education (19 – 21)
- Higher education (19 – 23)
 - undergraduate academic and professional education (1st degree)
 - post-graduate education (2nd and 3rd degree) (23 – 27)

Specific parts of the system

- Adult education
- Music and dance education
- Special needs education
- Modified programmes and programmes in ethnically and linguistically mixed areas

The programmes are implemented in regular schools with additional expert assistance (integration) and also in special needs institutions as adapted programmes with equivalent educational standards.

2.2.2 Different types of educational/VET settings

- a) Mainstream educational/VET settings, where learners with SEN are included in mainstream VET courses,
- b) Special VET units attended by learners with SEN within mainstream educational/VET settings,
- c) Special educational/VET settings addressed to learners with SEN.
- d) Others

In Slovenia we have options a), b) and c) in the public sector. In the private sector (for now) there is only option a).

Network of specialised centres

- 3 institutions for deaf children
- 2 institutions for mobility impaired children
- 1 institution for blind children
- 10 institutions for children with emotional and social difficulties



- 28 special schools for children with mental difficulties

Only two institutions have vocational training and education (Institution for deaf and hard of hearing people, Ljubljana and Centre of Education and Rehabilitation CIRIUS, Kamnik). Other institutions for children with SEN only offer pre-school education (1 - 5) and basic education (6 - 15) or day care organisations without education.

2.2.3 The curricula of VET programmes, the assessment procedures, types of qualifications and assessment criteria (e.g. flexibility on curricula composition and individual adaptations, diplomas etc.)

The National Education Institute prepares all general education materials. The National Institute for VET is responsible for VET and provides support to teachers, provides counselling and in-service training and develops new strategies and educational programmes. The aims and skills linked to each professional programme are established by this National Institute for VET and also apply to students with SEN. Each student with SEN has an individualised programme that sets out the adjustments required for the assessment of their knowledge. Adjustments may relate to the nature of the disability of the individual, such as extended time in the written and the oral examinations, ignoring errors that are the result of interference, the need for certain devices, the forms and methods of work etc. This applies both to the duration of education as well as to the final exam or professional baccalaureate examination at the end of education.

2.3 VET programmes and employment

2.3.1 Strategies and practices used to match the local labour market needs with the skills acquired by learners in the course of the VET programmes

Rehabilitation and employment Act - goal: to raise the employment level of people with disabilities (PWDs)

to promote active measures

- Rehabilitation programmes
- integration measures that directly follow an acute problem being solved
- specific, specialised and individually planned measures and support
- promotion of employment for PWDs in an open labour market
- positive measures for employers
- quota system
- social economy
- obligation on the employers to deal with disability
- network of rehabilitation centres

Quantitative data for 2011

- 2011 - about 32.000 of PWDs were employed (app. 81% on the open labour market, 19% in social economy);
- 12/2011 – 16.873 unemployed PWDs (53% more than in 12/2008- total number of unemployed persons increased by 70%);
- 17 rehabilitation centres all over Slovenia (treating app.1600 per year);
- App.155 companies for PWDs (app. 11.500 employees, 45% of them PWDs)



- Employment centres, day care centres etc

In the period 2008 – 2011 the situation of PWDs on the labour market changed for the worse.

Standards of services in employment rehabilitation

- Teams of experts have to be well educated and have work experience relating to disability
- Other conditions (accessibility, respect of needs, ethical codes) are also addressed
- Principle of excellence (European platform for rehabilitation) has to be respected
- Affordability, availability, accessibility
- Rights oriented approach
- Partnership with employers, NGOs, public and private organisations
- Active approach
- Person centred planning
- Working on constant improvement

2.4 Data (relating to learners with SEN aged between 14 and 25 years old and enrolled in VET programmes for the academic year 2010/2011 and relating to their transition to employment)

2.4.1 Data on the number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, at national and/or local level.

Number of learners with SEN aged between 14 and 25 years old who are enrolled in VET programmes, data from Statistical Office Republic Slovenia

- Lower vocational education: 290
- Secondary vocational education: 1286
- Middle technical and professional training: 922

Total: 2498

2.4.2 Data on how many of these learners are enrolled in mainstream VET programmes, how many are enrolled in special units within mainstream VET settings and how many are enrolled in special VET programmes.

Students who are enrolled in regular schools:

Students who are have special needs:

2.4.3 Data on the number and percentage of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the number and percentage of the general youth population of the same age enrolled in VET programmes, at national and/or local level

Regular education system – Inclusion (school year 2010/2011)

- Regular schools: 8,641 pupils with disabilities (4.8%)
- Regular kindergartens: 700 SEN children
- General upper secondary or vocational schools: 1,449 students (1.5 %)



- Special groups in kindergartens: 150 children

SEN in Slovenia (2010/2011)

- 162,544 generation of pupils in school year
- 3,249 in special institutions (2 %)
- 8,641 in regular schools (4.8 %)

*Data from Ministry of Education

2.4.4 Brief definition and explanation of “drop out”. Data concerning the drop out rate of learners with SEN aged between 14 and 25 who are enrolled in VET programmes, in comparison with the drop out rate of the general youth population, at national and/or local level.

Percentage of “drop out” students is 4-6% of the total population, including about 2% pupils with SEN.

Some reasons:

- Socially unstable environment that does not provide enough help and support
- Difficulty of programmes; lower intellectual and practical skills
- Deteriorating economic situation in the country means that educational attainment is no guarantee of employment; high unemployment does not affect motivation

2.4.5 Data on the transition rate of learners with SEN from VET to employment in comparison with the transition rate of the general youth population from VET to employment at national and/or local level

In Slovenia, the transition to work is not generally considered a task for the school system, which is certainly not the best solution. Practical experience shows that approximately 40% of the students get a job where they are engaged in practical training with an employer at the time of leaving. Approximately 40% of the students continue their education; other students look for a job and are involved with the Employment Service.

The percentage of students with SEN who continue their studies is somewhat smaller (around 30%). The percentage of those students who completed vocational education and do not receive services is increasing.

2.5 Legislation and policy

2.5.1 Brief description of existing legislation

Existing legislation:

- Ratification of the CRPD, 2008
- Action programme for PWDs 2007 – 2013, 2006
- Rehabilitation and employment Act 2004, amendments 2005 and 2006, 2011
- Act on disability organisations, 2002
- Act on the Slovene sign language, 2004
- Equalisation of Opportunities for PWD Act (2010)
- Stable financing of organisation of PWDs (Lottery, ...)
- EU Council presidency



- Directorate for PWD – at Ministry of Labour, Family and Social Affairs
- Government Council for PWD
- National Assembly – Committee
- National Council – Commission
- Implementation of equalisation of opportunities for persons with disabilities Act
- Act on personal assistance for persons with disabilities
- Act on social inclusion of persons with intellectual and severe physical disabilities
- Act on long term care
- Modernisation - Pension and disability insurance Act

2.5.2 Main objectives and priorities of the national/regional policy relating to VET for learners with SEN and the transition from VET to employment

Goals in action programme for PWD's 2007 – 2013:

- Expand awareness throughout society;
- All PWDs have the right to decide, on an equal basis with others and without discrimination, where they wish to live and have the right to fully participate in community life;
- Ensure PWDs access to the physical environment, transport and information and communications;
- Ensure, on an equal basis with others and without discrimination, an inclusive educational system at all levels and lifelong learning;
- Ensure PWDs access to work and employment without discrimination in a work environment that is open, inclusive and accessible;
- Ensure PWDs an adequate standard of living, financial assistance and social security

2.5.3 Roles and responsibilities within the institutional framework

The Ministry of Education, Science, Culture and Sports is responsible for

- Implementation of education policy
- Enforcement of education legislation,
- Supervision of the operation and management of public educational institutions and other institutions in the field of education,
- Financing or co-financing preschool, primary, upper secondary and post-secondary vocational education.

The School Inspectorate of the Republic of Slovenia is part of the Ministry. The Inspectorate supervises the work and operations of public educational institutions (with the exception of those in the sphere of higher education) and the implementation of state-approved programmes in private pre-school institutions and schools.

Development and consultation in education is provided by:

- The National Education Institute,
- The National Institute for VET,



- Slovenian Institute for Adult Education.

The National Education Institute prepares all general education materials. The National Institute for VET is responsible for VET and provides support to teachers, provides counselling and in-service training and develops new strategies and educational programmes.

- External examinations for learners at all levels of education are administered by the State Examinations Centre.

A special Centre for Educational and Extracurricular Activities has been established to provide such activities in out-of-school settings.

2.5.4 The actors involved in improving standards and evaluating the VET programmes on offer for learners with SEN, relating to the job market

- Chamber of Commerce,
- the Chamber,
- Centre for Vocational Education, an association of principals of vocational schools

2.6 VET teachers, trainers and other professionals

2.6.1 Information on the VET staff (teachers, trainers, career counsellors, transition officers etc.)

Teachers employed in schools with VET programmes have the necessary qualifications stipulated in the legislative regulations. Teachers providing additional technical assistance in regular schools would generally need to have additional special education.

Teachers in special needs institutions have basic education provided by the systematisation of the workplace and advanced special education (surdo-pedagogic, tiflo-pedagogic...). Employees are also only defectologic or special educators. The criteria for teachers in special institutions are higher than for teachers in regular schools.

2.6.2 Information on the careers/employment guidance and counselling services offered to learners with SEN who are enrolled in VET programmes

Some organisations in Slovenia, such as the RACIO Celje, advise on, monitor and maintain the employment of young people with SEN. They currently have a project involving education consultants who will be able to independently monitor, advise and help young people with SEN in finding employment, retraining or entering into additional training and education.

We also have some sheltered workshops that offer employment possibilities for persons with special needs and help to plan career development.

2.7 Funding

The quota system of sheltered employment in Slovenia is similar to those in other European countries. This system provides incentives for employing disabled persons.

Incentives linked to the fulfilment of quotas:

- Payment of service charges in supported employment
- Exemption from payment of pension and disability insurance
- Rewards for exceeding the quota.



Incentives that are not linked to the quota:

- The annual awards for good practice
- Wage subsidies for the disabled
- Costs covered for the adaptation of the working environment