

**Resolution on National Higher Education
Programme 2011-2020**

**PROPOSAL FOR ADOPTION
(9 March 2011)**

Table of Contents

1.	Introduction	3
2.	Dimensions, goals and measures	7
2.1	Higher Education System	8
2.1.1.	Goals	12
2.1.2	Measures	13
2.2	Study structure and higher education qualifications	20
2.2.1	Goals	23
2.2.2	Measures	23
2.3	Funding	27
2.3.1.	Goals	28
2.3.2	Measures	29
2.4	Diversity and variety	31
2.4.1.	Goals	32
2.4.2	Measures	32
2.5	Quality and accountability	33
2.5.1.	Goals	35
2.5.2	Measures	36
2.6	Internationalisation	41
2.6.1.	Goals	42
2.6.2	Measures	43
2.7	Social dimension	48
2.7.1.	Goals	50
2.7.2	Measures	51
3.	Norms and Standards	55
4.	National priorities	55
5.	Monitoring the implementation of the National Higher Education Programme	55
6.	Indicative amount of funds for the realisation of the National Higher Education Programme	57
7.	Implementing goals, bodies responsible, indicators - summary	59
8.	Appendices	65
8.1	Dictionary	65
8.2	Guidelines for the National Higher Education Programme	68
8.3	Data	68
8.4	Relevant International Reports and Declarations	69
8.5	Events and opinions received with regard to the Draft of the NHEP 2011-2020 ..	70

Terms used and contained in the Resolution on the National Higher Education Programme 2011-2020 are used in masculine grammatical form as neutral and apply equally to both sexes.

1. Introduction

Roles of Higher Education

Knowledge is a public good, higher education is a public responsibility. The two fundamental roles of higher education in society are the support and empowerment of citizens in their personal development, professional careers and active citizenship as well as the spiritual, social, artistic, cultural and economic development of the community. That is why higher education and related scientific research are positioned in the core of developmental ambitions of the Republic of Slovenia. Higher education is a priority for the Republic of Slovenia, particularly in the current difficult period of the global economic crisis.

Current state²

Since the establishment of the Slovenian State, we have been witness to great changes in the area of higher education. Both in the Slovenian and in the international higher education area, the number of students increased rapidly, (there were 64,000 students in Slovenia in 1991, compared to 114,873 in 2009). The mobility of students, higher education teachers and staff increased (in terms of mobility, the number of Slovenian students involved in the ERASMUS programme was 170 in 1999, 1,132 in 2008. The mobility number regarding foreign students through the ERASMUS programme increased from 9 to 991 in the years from 1999 to 2008; the share of foreign students in Slovenia for the period of time of the entire study increased from 0.4 to 0.9% from 1999 to 2007, however, the percentage of foreign students is significantly lower than in some other EU countries). New circumstances occurred, such as globalisation, exceptional technological progress, transnational decision-making, demands for better quality of higher education, growing costs of education and a series of other political, social, ecological and also, last but not least, economic changes. During this period, Slovenia participated actively and creatively in the Bologna process; as a member of the European Union it has committed itself to the goals of the Lisbon Agenda.

The number of students in Slovenia in the past decades has been steadily increasing with the exception of the last three years due to the decline in the birth rate. The inclusion of the "typical generation" in higher education is high (for example, in 2008 the inclusion of nineteen-year-olds in higher education was 50.3% and, in comparison with other European countries, above average. However, a high share of students who do not complete their studies is noted (OECD data show that 35% of enrolled students do not complete their studies), and a longer duration of study is noted when compared to other European countries. In Slovenia, the proportion of the population having completed tertiary education has increased (11.7% of adult people aged between 25 to 64 held a higher vocational or higher education degree in 1991, and 22.6 % in 2008); however, the level of education of

¹ Vsi podatki so na voljo v »Statističnih podatkih o visokem šolstvu« ter drugih analizah in dokumentih (Prilogi 8.3 in 8.4), dostopnih na spletni strani:

http://www.mvzt.gov.si/si/zakonodaja_in_dokumenti/nacionalna_programa_v_pripravi/javna_razprava_o_osnutku_npvs_2011_2020/

² All information is available in a document »Statističnih podatkih o visokem šolstvu« (*Statistical Data regarding Higher Education*) and other analysis and documents (Appendices 8.3 and 8.4), accessible on a web page: http://www.mvzt.gov.si/si/zakonodaja_in_dokumenti/nacionalna_programa_v_pripravi/javna_razprava_o_osnutku_npvs_2011_2020/

the Slovenian population at tertiary level does not suffice for the ambitious projections of the needs of our society (following CEDEFOP data the need for personnel holding a higher education degree will amount to 31.1% among the active working population). Neither is it comparable with the best countries of the European Union (for example in 2007 in France approximately 26% of its active working inhabitants were highly educated, in the Netherlands approximately 30%; in Belgium and Denmark 31%). In addition, the demographic trends for Slovenia indicate there will be a significant decrease in population by 2060. In 2020, the number of nineteen year-olds, i.e. the generation which usually enrolls in higher education institutions, will have decreased by 20% compared to 2010. We also have a small proportion of citizens with doctorates per number of inhabitants and there are substantially fewer citizens with doctorates employed in the private sector compared to other countries of the European Union.

In recent years, the number of teachers in higher education has increased, which has improved the ratio between the numbers of teachers and students (the ratio between students and university teachers was 20,1 in 2009/10, and considering higher education staff and scientific workers 12), but we are still below the average of the OECD countries (approximately 15 between students and university teachers). Slovenia records a small percentage of foreign students and higher education teachers (0.9% students and 2.7% employees and of this the majority of foreigners in 2008 were foreign language teachers); similarly the proportion of mobile Slovenian students and teachers is too low (approximately 1%). The number of joint study programmes with foreign higher education institutions is negligible.

The number of higher education institutions and study programmes has substantially increased in recent years (study programmes in 2002/2003 were carried out by 12 independent higher education institutions and 2 universities; 30 independent higher education institutions and five universities were registered in the Register of Higher Education Institutions as of 30 June 2010). Numerous dislocated units of higher education institutions were established as well. New independent higher education institutions particularly offer study programmes in the field of social science.⁴ Similarly, new institutions or dislocated units are being established in the same locations – their development is not strategically and systemically positioned within a comprehensive concept of higher education in Slovenia.

In comparison with more developed countries of the European Union or with the OECD countries, we lag behind considerably in terms of expenditure on higher education and on scientific research. (Following OECD data the expenditure on tertiary education per student, while taking into consideration the full-time equivalence calculated with the consideration of purchasing power parity for GDP, amounted to approximately 8,000 USD in Slovenia in 2006. The OECD average was slightly above 12,000 USD, and in Austria, the Netherlands

³ Mreža visokošolskih zavodov in študijskih programov v RS v letu 2020 (Priloga 8.3):

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/KNJIZNICA/Mreza_VSZ_2010.pdf

⁴ A network of higher education institutions and study programmes in the Republic of Slovenia in 2020 (Appendix 8.3:

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/KNJIZNICA/Mreza_VSZ_2010.pdf

and in Denmark it amounted to approximately 15,000 USD). Similarly, fundamentally lower expenditure on tertiary education is noted when compared to primary or secondary education (20% of all funds dedicated for education is allocated to tertiary education, whereas 50% are allocated to primary education; the OECD data show that 7,981 USD per pupil were allocated in Slovenia in 2007, 6,072 USD for secondary education and 8,559 USD for tertiary education). Among total public funds for Slovenian higher education, a relatively high share is allocated to social transfers for students (slightly above 20%), particularly in comparison with some other countries (the EU average is 17%). The efficiency of Slovenian higher education is worrisome, with regard to the high student dropout rate and large social transfers – a fact which is also confirmed by European analysts – particularly because of the influence on the labour market.

We find that in Slovenia we lag behind also in other areas related to higher education, for example, "knowledge-based services", innovation, patents and other innovation achievements, both in comparison with other countries of the European Union and also with the OECD countries (source: European Innovation Scoreboard). The proportion of research funding in the higher education sector is low in comparison with the national research sector, and is among the lowest in the European Union. At the same time, we note that at universities there is a proportionally high share of practically-oriented research when compared to basic scientific research. The systemic separation and non-coordination of higher education development, of scientific and research development, of technological development and economic development is therefore evident.

Drafting of the Strategy of the Development of Slovenian Higher Education

The Ministry of Higher Education, Science and Technology encouraged public debate on the development of Slovenian higher education from January 2010. Until the creation of the Draft of the National Higher Education Programme 2011-2020 (of 8 September 2010) fourteen experts, many higher education stakeholders (Rectors' Conference of the Republic of Slovenia, University of Ljubljana, University of Maribor, University of Primorska, Student Organisation of Slovenia, some independent higher education institutions and others) and a number of individuals had contributed their thoughts via the web page and discussions on various forums.⁵ A number of bodies have discussed the development of higher education and science in its meetings: The Council for Higher Education of the Republic of Slovenia, Council of the Government of the Republic of Slovenia for Student Issues, Council for Science and Technology of the Republic of Slovenia, Slovenian Academy of Sciences and Arts, Slovenian Academy of Engineering. A number of analyses and data on higher education and two analyses of past national programmes in the area of higher education and research and development were prepared (Chapter 8.3). In formulating the Draft of the National Higher Education Programme the aforementioned discussions and documents, data and facts regarding the current state and trends were conceptually considered and the highlighted issues and questions were comprehensively incorporated.

The National Higher Education Programme 2011-2020 is based on Slovenia's Development Strategy and the document: Europe 2020. Measures for further development of the higher

⁵ Seznam vseh dogodkov in prispevkov je v Prilogi 8.5.

⁶ A list of all events and contributions is provided in Appendix 8.5

education area are examined in a long-term perspective, together with the new strategy for research and innovation and the Resolution on the National Programme for Culture, since five-year programmes are too short for achieving strategic goals. This was indicated from experience with the past national programmes, both in the area of higher education and in the area of research activity. For this purpose, the draft programme up to 2020 was formulated and a view of the medium-term future has been offered. While doing so the influence of current measures in a longer timeline perspective is taken into consideration.

The National Higher Education Programme 2011-2020 sensibly includes the entire area of tertiary education, which in addition to higher education institutions, also includes higher vocational colleges. The programme also includes the connection to the economy, science and science and cultural policy. In these terms, it is complementary to the new proposed Slovenia's Research and Innovation Strategy 2011-2020.

The National Higher Education Programme is feasible. All listed goals have been assigned measures, benchmarks and responsible players. The achievement of the goals of the National Higher Education Programme is only possible with the engaged co-operation of all players in higher education, science and the research environment as well as in the wider Slovenian social environment, including the involved part of the general public. Independent monitoring of the achieved results and effects of the National Higher Education Programme is one of the key conditions for the realisation of the set goals.

2. Dimensions, goals and measures

The basic goals of the Slovenian higher education area in 2020 are quality and excellence, diversity and accessibility with supporting instruments of internationalisation, diversification, study structures and funding of higher education. The quality will enable everybody to receive an internationally comparable and recognised higher education, achieving employability and mobility of graduates both within Europe and worldwide; the social dimension will allow equitable access to higher education and unhampered conditions for the completion of studies; diversity will bring along a variety of types and missions of higher education institutions and study programmes for reaching all of the basic goals of higher education.

In the text, the goals and concrete measures for their achievement are defined by individual specific content dimensions (pillars and two foundations which are defined in the "Starting Points for National Higher Education Programme 2011-2020"⁷). The Programme enables precise understanding of required actions, a time plan and the responsibility for achieving the goals. The National Higher Education Programme is an integrated national strategy and thus includes the necessary activity of all higher education stakeholders and other players. The joint achievement of set goals requires a wider social and intergenerational commitment and the responsibility of all players, which is also stated under individual dimensions and measures.

7

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/visoko_solstvo/IZHODI%C5%A0%C4%8CA_ZA_NACIONALNI_PROGRAM_-_v30.6.pdf.

2.1 Higher Education System

Until 2020 a diverse and responsive higher education area of quality will be established. Higher education will be at the core of Slovenian society and the development plans of the Republic of Slovenia. For the attainment of this vision and the realisation of all fundamental roles of higher education in society as mentioned in the Introduction, the individual and society need to be placed at the heart of higher education. The higher education area will respond to the needs and expectations of society and it will actively include higher education stakeholders and ensure transparent administration. The concentration of knowledge with a greater number people with a high level quality education will contribute to the development of our society in the social, cultural and economic fields. Added value to the Republic of Slovenia is recognized in highly educated, motivated, acknowledged and innovative experts with high ethical standards. That is why the entire higher education system which will be efficient and of quality will be directed at the centre of the process – which is the individual.

Higher education institutions in the Slovenian higher education area include universities, faculties, art academies and professional colleges. Faculties, art academies and professional colleges may be established also as independent higher education institutions outside of universities. In accordance with the Higher Education Act universities provide for the development of science, professional competence and art and they transfer knowledge. Faculties perform scientific research and educational activity, while professional colleges carry out educational and also professional activity. This type of arrangement should ensure a kind of binary arrangement at the level of higher education, which would facilitate the development of science, university-level education and professional education, which would offer professional competences to graduates by means of practical work in connection with the economy. With this organisation of higher education institutions an expectation for a gradual natural diversification of higher education institutions in the direction of institutional binary system was present, whereby certain institutions would have been more theory and research-oriented, and others professionally oriented. On the contrary – today higher education institutions, partly with the same staff, carry out both types of study programmes, i.e. university and professional programmes, whereby the contents of these programmes are often interwoven and teaching and working methods are very similar if not identical. All higher education stakeholders point out that such interweaving does not give the expected results. The trend that can be noticed, including especially the increase of new independent higher education institutions, is that higher education institutions, in a very short time following their establishment and start of operation, have generally transformed from professional colleges into faculties, which wish to offer all types of study programmes at all levels, including doctoral studies outside of universities. The latter phenomenon is an exception in the higher education arena in Europe and beyond, since only universities provide an appropriate environment and critical mass for the implementation of a doctoral study of quality and based on scientific and research work. In addition to higher education institutions, research institutes also operate in the Slovenian research area. Institutional cooperation among higher education institutions and research institutes, both in the area of research as well as in the area of educational activity, is often too limited, which makes the synergy and the optimum use of potential in Slovenia impossible.

Within the context of greater diversification, flexibility, deregulation and increase of transparency of Slovenian higher education, the binary system of university and professional study programmes and higher education institution needs to be better defined.

The "theory and research" orientation and "professional" orientation of studies must be separated, for an improved and particularly better quality development of all potentials of institutions and students, in such a manner which will prevent the restraining intertwinement of university and professional programmes or individual contents of study programmes noticed today. That is why conditions for carrying out university study programmes on the one hand, and professional study programmes on the other, will be more clearly defined in the future. Higher education institutions must provide for a variety of both types of programmes from the point of view of content, implementation and organisation. In this manner the formation of programmes will be encouraged according to orientation and implementation of quality professional higher education study programmes or institutions which are based on determined needs for such a programme or for an institution and on the active co-operation between the economic and public sectors in the planning and implementation of such study programmes. The fundamental judgement regarding the fulfilment of conditions for university or professional study programme will be directed to the programme whereby an essential role will be taken over by SQAA (the Slovenian Quality Assurance Agency for Higher Education). The demand for education following the concluded first study cycle is increasing and so is the need for complex social and technological knowledge: this is why the study structure will be designed in such a manner that professional orientation of higher education after the first study cycle (such as specialisation which will be possible in the second study cycle or be a part of this cycle depending on the implementation and competences of graduates of this type of programmes) will be enabled.

All study programmes must ensure the obtaining of knowledge and skills in accordance with a national framework of qualifications and key competences: innovation, critical thinking, communication in the mother tongue, cultural consciousness and expression, ability of operation in the international environment and information literacy.

The university, including various scientific disciplines and artistic areas, enables the creation and transfer of new scientific and artistic knowledge. For the attainment of this basic mission it must necessarily demonstrate internationally comparable scientific results, top artistic achievements and provide excellent teaching. The educational process must be based on the most contemporary knowledge and considerably higher inclusion of higher education teachers and students in the scientific research. This will only be possible with a better ratio between the number of students and teachers in higher education and contemporary pedagogical and research equipment. The university must be active in at least four scientific disciplines (FRASCATI) and at least five educational areas (ISCED). Only such universities will provide an environment for research at the top level, and consequently, as a general rule only this type of institution will provide conditions for offering doctoral studies. The university will be an autonomous institution which will not be directly influenced by economic, political and other influences, and at the same time it will be responsible and responsive to the expectations of society. The university environment will be creative and innovative and will provide a suitable environment for resolving the current challenges of the day along with its fundamental mission – the creation of new knowledge. In addition to specific competences, universities will also nurture the provision of generic competences, particularly creativity, innovation, critical thinking, independence and team work and the capability of working in the international environment. Academic

study programmes will be offered by universities in all three study cycles and under suitable provided conditions professional study programmes may also be carried out. Similarly, all state and administrative obstacles to greater co-operation and connection between universities and research institutes will be removed. Efficient and direct cooperation or merger will be awarded by means of greater institutional funding for higher education and research activity. Alongside the fulfilment of the above conditions the currently available financial and staff resources enable the operation of a maximum of three public universities in the Republic of Slovenia.

Sufficient mechanisms will be established which will encourage universities and at the same time facilitate their organisational possibilities for better co-operation and connection of their members (i.e. faculties) since, in this manner, the offer of their interdisciplinary and multidisciplinary study programmes will be enriched. Universities and other higher education institutions will use information-communication technology in all fields of their operation and provide for adequate modern support in terms of libraries and information to students and staff. The rationalisation and greater efficiency of operation of higher education institutions and, among other matters, also the suitable formation of university developmental centres, joint administrative and other supporting services will be encouraged.

Other higher education institutions will, in compliance with their missions, offer the most modern and highest quality knowledge and competences. Polytechnics will carry out professional study programmes, and the education process will be based particularly on providing professional competences for graduates whilst obtaining the required learning outcomes which will originate in the national framework of qualifications, and secondly, on more long-lasting cooperation with potential users of their knowledge, particularly the economy and the requirements of the region in which they operate. The manner of professional teaching will be oriented towards obtaining practical professional knowledge and skills and the ability to apply the knowledge in various environments, while the curriculum will include practical training, which will have to be guaranteed in advance. Other existing independent higher education institutions (current faculties) will provide conditions for the carrying out of university study programmes within a suitable scientific and research environment and the inclusion of students in the research. If they also want to carry out professional study programmes, conditions for the appropriate separation of the carrying out of such programmes at the level of organisation, implementation and content will be met in such a manner that practical knowledge and skills and active contact with the economic and public sectors will be provided for.

In the coming decade, in terms of their operation, higher education institutions will cooperate more and better between each other, and link up with research institutes, economic and public sectors. Co-operation must be improved to obtain critical mass both in higher education institutions and also in research institutions. Special attention needs to be dedicated to better co-operation of personnel among individual institutions of knowledge. Thus higher education institutions and research institutes will be encouraged towards the transition of personnel and inclusion of all suitable experts (trained in research and teaching) into the study and research process. Bearing in mind the autonomy of institutions

of knowledge, the reasonable linking of higher education institutions and research institutes needs to be permanently supported with the aid of financial resources.

Both external and the internal institutional accountability will be strengthened. Higher education institutions independently manage their assets, autonomously prepare study programmes, set academic standards, select personnel and students and create their own organisation, management and financial decision-making. In the future, higher education institutions will have more influence on the selection of students, particularly in the second and third study cycle. They will have to demonstrate greater accountability towards social expectations in fulfilling their role and achieving results. For ensuring the appropriate functioning of higher education institutions and protection of their autonomy, the most appropriate framework of operation of higher education institutions will have to be found. The attention will thus be directed towards the provision of the appropriate status and legal form of higher education institutions, or, within the framework of relevant legislation, the conditions for responsive and autonomous operation of quality functioning of higher education institutions will be ensured. Institutions will gain even greater autonomy in deciding on the type and scope of work of their employees, since the law will no longer administratively regulate pedagogic workloads. The determination of the type and scope of work of employees (pedagogic, research, professional and other staff) will be left to be handled by higher education institutions themselves. Remuneration or the wage system and work duties also need to be regulated with this. Higher education teachers and other employees will perform all duties and obligations arising from their work for the salary they will receive – both teaching in any study cycle as well as research, tutoring, counselling, etc. The accumulation of additional contractual payments, supplements for extra workloads and similar, in addition to the basic salary will not be possible any longer. Appropriate remuneration (basic salary) for the type and scope of work and qualifications of an individual needs to be enabled within the context of the regulation of the human resources system. The human resources field in higher education, including “*habilitacija*”⁸, will be modernised through a dialogue with the academic sphere (higher education institutions, research institutes and employees). While doing so the basic principles will be the protection of the quality of institutions and the facilitation of excellence for which the best personnel is required and particularly their diversity and flexible experience. The in-breeding of personnel leads to a closeness, and a lower quality and it means worse conditions for the creation of new knowledge. This is why a system needs to be designed which will enable the transfer of personnel among higher education institutions. Employees at higher education institutions will, complementary to employees in public research institutes, have the option to step out of the public sector wage system.

In addition to public higher education institutions private institutions also operate in the higher education arena; these institutions will independently determine their own mission. Their operation will be regulated with the same legal framework as the operation of public higher education institutions (for example, conditions for the establishment and operation of institutions and study programmes, the system of external quality assurance and other) which will provide for comparable quality standards and the possibility of operation for both types of institutions.

⁸ Note by translator: *Habilitacija* is a special election process which enables candidates to obtain one of the titles of higher education teaching.

Conditions for the development of all educational, scientific and research, artistic and professional areas in the Slovenian higher education area and the development of all disciplines will be ensured. Higher education institutions will develop the area of study, disciplines and new knowledge whereby the integrity of development within the framework of higher education area will be ensured at the system level with various tools (for example, the fundamental and development parts of funding higher education).

The placement of higher vocational education in tertiary education will be regulated. The relationship between higher vocational education and higher education must be clear in all fields: as regards the status of institutions, the preparation of study programmes, accreditation of institutions and programmes, funding and transfer of students and graduates between individual institutions. Relevant ministries responsible for higher education and higher vocational education will prepare a proposal of a solution for a clearer placement of education of this kind.

2.1.1. Goals

- Redefine types of higher education institutions and conditions for their establishment and operation.
- Enable autonomous decision-making regarding internal organisational structure in the new arrangement of higher education institutions.
- Establish a system of internal organisation of universities which will encourage co-operation between departments and/or members and enable a greater number of interdisciplinary and multidisciplinary programmes.
- Provide for appropriate conditions for the separate carrying out of university and professional study programmes.
- Reduce the number of study programmes and increase the proportion of electives
- Modernise the system of "*habilitacija*" – reduce the number of fields requiring "*habilitacija*"
- Arrange workload, remuneration and transfer of personnel.
- Enhance co-operation between higher education institutions and public research institutes.
- Enhance co-operation between higher education institutions and the economic and public sectors.

Benchmarks:

From 2013 onwards study programmes will be accredited by SQAA separately according to the criteria and conditions for professional or university orientation of programmes (the first accreditation of programmes).

From 2019 onwards only upgraded study programmes in accordance with the new structure of study in the sense of the binary arrangement will be re-accredited by SQAA (renewed accreditation of programmes):

Increased co-operation between universities and public research institutes will be achieved by 2013.

By 2015 the status of employees at higher education institutions will be updated

2.1.2 Measures**Measure 1: The redefinition of conditions for the establishment and operation of individual types of higher education institutions.**

- With the amendment of the Higher Education Act in 2011; the measure will be enforceable from the academic year 2012/13 onwards or from the entry into force of the Act, and as regards the modification of existing institutions, during the time of accreditation in the period from 2012 to 2020 .
- Responsibility: Government of the Republic of Slovenia (Higher Education⁹), higher education institutions, SQAA.
- Explanatory note: Conditions for the establishment and operation of universities and other higher education institutions will be defined anew. The university is here understood as a scientific and research institution with an integrated offer which achieves critical mass from the point of view of personnel, research, discipline and students. On the other hand, professional education will be offered by polytechnics in active cooperation with the non-academic environment, particularly the economic sector. Transfers between two types of education offered by these two types of institutions or both types of study programmes will be enabled at the system level. Other existing independent higher education institutions will be able to offer those forms of education for which they fulfil the conditions. With regard to university study scientific and research critical mass and the attainment of competences of graduates required for university study will have to be provided for. If they also want to carry out professional studies they will carry them out separately from the university studies as regards their implementation, organisation and content, and in co-operation with the local environment and economic and public sector. With regard to the carrying out of higher education activity for EU regulated professions,

⁹ The notation from here onwards in brackets means relevant ministries responsible for the mentioned field under individual measures. In this case the ministry responsible is the Ministry of Higher Education.

education of teachers and professions important for the life and health of people, the consent of responsible ministries or regulatory bodies will be obtained during the accreditation and re-accreditation process. All higher education institutions will offer adequate support centres to their students and staff: career centres or career, academic and psychological counselling, modern higher education libraries which will ensure access to literature and sources, sports facilities and professionally conducted sports activities.

Measure 2: The redefinition of the binary system – separation of university and professional study programmes

- The separation of professional and university study from the point of view of content, implementation and organisation shall be introduced in the first study cycle by means of the Higher Education Act in 2011; the measure will be enforceable progressively during the process of accreditation and re-accreditation in the period from 2013 to 2020.
- Responsibility: higher education institutions, Government of the Republic of Slovenia (Higher Education, Economy), SQAA, employers, local environment.
- Explanatory note: The binary feature of a programme denotes the existence of university and professional study programmes in the first study cycle. The second and third study cycle will be uniform. The specialisation will be enabled after the first study cycle which, within the framework of qualifications, will be placed at the level of the second study cycle or it will be part of it depending on learning outcomes and competences of a graduate of this kind of programme. The specialisation may also be a part of flexible learning paths and acquisition of competences on a horizontal level, which is described in more detail in Chapter 2.4 (Diversity and Variety).
- Higher education institutions will ensure conditions for each individual type of study programme:
 - With regard to carrying out professional study programmes, the education process will have to be provided which will be based particularly on providing professional competences of graduates alongside obtaining the required learning outcomes originating from the national framework of qualifications, and secondly, on more long-lasting co-operation with potential users of their knowledge, particularly the economy and the needs of the region in which they operate. The manner of professional teaching will be oriented towards obtaining practical knowledge and occupational skills and the ability to apply the knowledge in various environments, while the curriculum will include practical training, which will have to be guaranteed in advance. At least 50% of personnel teaching in professional programmes will have to have at least three years of work experience in the “non-academic world” or rather the economic or public sectors.
 - With regard to carrying out university study programmes, an educational process will have to be ensured which will be based particularly on obtaining generic and subject specific competences. Personnel who will teach in these study programmes will have to have evidence-based scientific, research and also pedagogic competences.

Universities will carry out university study programmes in all three cycles. If they want to carry out professional study programmes in the first study cycle and the specialisation, the separation of the preparation and implementation and management of these programmes will have to be provided for. Personnel will demonstrate various achievements for both types of study programmes, whereby at least 50% of teachers teaching in professional study programmes will have relevant experience from the economic sector. As a rule, universities will be the only institutions which may carry out doctoral studies.

Polytechnics will carry out professional study programmes in the first study cycle and the specialisation.

Other existing higher education institutions (current independent faculties) will carry out study programmes in the first and second study cycle, particularly those programmes for which they will fulfil the conditions: university or professional programmes. If they wish to carry out both types of study programmes (university and professional ones) the separation of the preparation, implementation and management of both types of study programmes will have to be provided for.

- Funding of the measure: an additional 5 million euros in 2014 and 10 million euros per year from 2015 will be allocated for the promotion of the appropriate environment for carrying out professional study programmes and the (re)organisation of higher institutions.

Measure 3: The establishment of a system of internal organisation of universities and higher education institutions capable of promoting cooperation between departments and/or different institutions among themselves

- Commencement of organisational modification in 2011; the system will be established at the latest by 2014.
- Responsibility: Higher education institutions, SQAA
- Explanatory note: Those universities which are organised so as to include members (i.e. faculties) or organisational units with little mutual co-operation, do not take advantage of their potential and critical mass available to them. Consequently, it is necessary to enable greater co-operation in the preparation and performing of study programmes and in joint scientific and research work. Greater co-operation is necessary both for mono-disciplinary study programmes and also for the creation of interdisciplinary or multidisciplinary programmes. Universities must ensure recognition of competences which students have acquired from a different member within the same institution, and also of those which the students have acquired at other higher education institutions. The modularisation contributes to a simpler transition of students and personnel within and among the institutions. Last but not least, co-operation and formation of joint services and joint, co-ordinated use of equipment and premises within the higher education institution (understood as an university not a faculty) facilitates financial optimisation, i.e. greater efficiency.
- Funding of the measure: with the new development part of funding.

Measure 4: The enhancement of co-operation between higher education institutions and public research institutes:

- a. Reciprocal transition of personnel between higher education institutions and public research institutes**
- b. Gradual connection and integration of universities and smaller public research institutes which obtain funds for research almost exclusively from public resources.**
- c. Harmonisation of the wage system and conditions of advancement and work of personnel in higher education institutions and public research institutes**

- From 2011 to 2016.
- Responsibility: Higher education institutions and public research institutes, Government of the Republic of Slovenia (Higher Education, Science, Public Administration), SQAA.
- Explanatory note: For higher quality of operations of both higher education institutions and research institutes, greater co-operation and connection between both types of institutions must be ensured. The created knowledge must be transferred in both directions, the through-flow of higher education teachers and researchers must be facilitated for educational and research work in both types of institutions. In Slovenia, there are too few researchers educated at the top level to keep them from entering the higher education system, and vice versa – to enable participation in research work at public research institutes of those from the higher education system. Research institutes which obtain funds for their operation almost exclusively from public resources will be gradually connected or integrated with universities on the basis of in-depth discussion with stakeholders. Point (c) (the harmonisation of wage system) denotes equalising conditions of work, rights and remuneration for employees at higher education institutions and public research institutes.
- Funding of the measure: with the new developmental part of funding and with the modification of funding of the research activity.

Measure 5: The enhancement of cooperation between higher education institutions with economic and public sectors.

- a. Co-operation between higher education institutions and economic and public sectors**
- b. Formation of consultative forms in higher education institutions for a dialogue with employers in drafting of study programmes**
- c. Inclusion of personnel from non-academic environments, particularly from the economic sector in the performing of the professional study programmes.**

- From 2011.
- Responsibility: Higher education institutions, SQAA
- Explanatory note: Higher education institutions (both universities and polytechnics and other higher education institutions) will better co-operate with the social environment and provide for the successful transfer of knowledge from higher education institutions into the economic and public sectors. Research and innovative

projects will be encouraged at higher education institutions carried out in cooperation with the economic and public sectors; transition of personnel will also be supported. The co-operation will take place in the preparation and implementation of study programmes. Higher education institutions must autonomously develop quality academic standards for study programmes and at the same time respond to social and economic expectations. Despite their autonomy higher education institutions must examine the needs of society for certain study programmes and occupational profiles and determine if the obtained competences of graduates are suitable for the employability and development of an individual in the sense of active citizenship and personal growth. Higher education institutions must actively cooperate with employers in designing study programmes and take into consideration needs from the world of labour. An important advisory role in the formulation and modification of study programmes may be taken over by alumni since, with their retrospective view and experience obtained after the study, they contribute to study programmes of better quality.

In carrying out the study process, higher education institutions will free options and change conditions for professional co-operation of personnel from the non-academic environment, where appropriate and necessary and where it contributes to a higher quality of study programmes; while doing so, fulfilment of certain occupational standards and pedagogic competence will be taken into consideration. Education and training, particularly in the professional study programmes, will be enriched with some experience of working at participating companies.

- Funding of the measure: with the new development part of funding.

Measure 6: The arrangement of the personnel field:

a. Improvement of the "habilitacija" system

b. Allocation of work of employees

c. Carrier paths of higher education staff in various institutions

- With the amendment of the Higher Education Act in 2011 and other relevant legislation; the measure will be enforceable in the period: 2011-2020.
-
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science, Public Administration), higher education institutions, public research institutes, trade unions from the field of higher education.
- Explanatory note:
 - o For point (a): The current "habilitacija" system does not always enable the selection and academic development of the best personnel because it is too closed a system. Higher education institutions will therefore eliminate too great a number of "habilitacija" fields which, due to great fragmentation, prevent the use of all potentials at the university. The number of "habilitacija" fields will as a rule comply with the fields of the third level of ISCED classification (85 fields) and will be arranged at university level or at an adequate level in other higher education institutions. Also conditions and criteria for "habilitacija" need to be sensibly designed which in addition to scientific and research performance and pedagogic qualification will also focus on the applicability of the knowledge. Particularly,

personnel who participate in the educational process in university and professional study programmes need to be separated.

- For point (b): The State will not regulate by law the scope of work of employees, the relationship between pedagogic and research work, minimum obligations of employees and similar. (Article 63 of the Higher Education Act and other regulations). Institutions will decide by themselves with regard to the allocation of work among employees in which institutions may be flexible and upon their own selection determine shares of teaching, research, mobility or teaching abroad and similar for individual employees on an annual or multiannual basis. Employees will receive one salary for their work in which all activities or workloads (teaching in any study cycle, research, tutoring, international exchange, counselling activities, etc.) will be included.
 - To (c): Internal breeding of personnel within the same higher education institutions leads to a closeness and worse quality of higher education including the scientific and research work. That is why the transition of higher education personnel needs to be enabled which denotes that generally doctors and other young experts should be employed in another higher education institution than the one in which they studied or have worked until then.
- Funding of the measure: with the new development part of funding.

Measure 7: The formulation of the possibility that employees at higher education institutions may step out of the salary system for civil servants.

- With the amendment of the Higher Education Act in 2011 and other relevant legislation; the measure may be enforceable from 2012.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science, Public Administration), higher education institutions, public research institutes, trade unions from the field of higher education and research activity.
- Explanatory note: Higher education institutions will gain greater autonomy in the recruitment and management of human resources since compliant with the agreement among all participating parties employees will have the possibility to step out of the wage system for public employees. In this case basic rights and duties will be less rigidly regulated. It is expected and desired that the management of higher education institutions and employees should jointly propose how the wage systems and rights and obligations of employees may be arranged in this case, whereby one of the possibilities is a collective agreement among universities as employers and trade unions as employees. The current arrangement of rights and obligations may here serve as a starting point for the new system. The management of institutions and employees will propose modifications regarding the legal labour arrangement of employees until the amendment of the legislation. The new wage system will be uniform for higher education pedagogic and research career paths.

Measure 8: The modification of the educational requirement for employment in public administration.

- With the amendment of legislation under the auspices of the MJU; at the latest until 2013.
- Responsibility: Government (Public Administration, Higher Education).
- Explanatory note: With regard to the placement and the significance of the first study cycle as undergraduate education, and the second and the third as post-graduate education and with regard to the actual state and requirements for work posts, the arrangement is amended so that the main entry point for employment in public administration is the completed first study cycle. The ministries responsible for higher education and public administration will examine the possibility, by taking into account the complexity of work posts and actual competences and experience of candidates, how to enable the employment of candidates with a completed first study cycle also on work posts of the first career class.

2.2 Study structure and higher education qualifications

In the Slovenian higher education system the binary character of programmes in the first study cycle without institutional binary system is currently being defined, which is, at least in the international comparison, rare or even an exception. All higher education stakeholders agree that in practice such an organisation is non-constructive since it causes a hindering by the interweaving of various types of programmes or individual contents. The purpose of such an organisation, which would facilitate various orientations and competences of graduates, is not achieved. Similarly, the expectation of a gradual, natural diversification of higher education institutions in the direction of institutionalised binary system has not been realised, whereby the first should be more theoretical, i.e. scientific and research oriented, and other professionally oriented. Another characteristic of the Slovenian higher education system, which was triggered by the Bologna renewal, although this was not its purpose, is considerable dissatisfaction with the individual levels of study. The first study cycle is not always carried out or understood as a comprehensive level of education; the second study cycle is too often professionally oriented and often offers too few research competences. In the third study cycle, a significantly increased enrolment of students within one single academic year occurs without suitable selection of students on the basis of required knowledge and competences and with disregard for available capacities of higher education institutions for the excellent performing of doctoral studies.

Alongside the accessibility and greater diversification of the tertiary system, the significance of an individual study cycle and qualifications which they provide must be clearly and distinctly organised. The first cycle study programmes will thus offer comprehensive higher education and will enable the transition of graduates to the labour market. The second cycle study programmes will offer a deeper level of knowledge and competences. In this, the study programmes will be varied in the first and second cycle. The binary system will facilitate orientation towards both a theory and research or, on the other hand, practical professional field. The horizontal diversity will offer differentiation among individual study programmes of the same level in the Slovenian higher education area also within one of the binary options (for example, various orientations of programmes within disciplines which are carried out by various higher education institutions): The third cycle study programmes will be exclusively scientific and research oriented, and will provide competences for independent scientific and research work and academic action. It will require a contribution to the international treasury of knowledge and original research work, while doctoral students will be included by universities in active research programmes and projects. Enrolment criteria for doctoral studies will encourage and facilitate higher quality performance of this type of study by ensuring academic research facilities, including tutors, and by active inclusion of students in the international research environment. In addition to universities, while fulfilling high criteria of scientific excellence, achievement of sufficient critical mass, adequate research equipment, provided inter-disciplinary character and a top personnel line-up, doctoral study may also be carried out by a consortium of public research institutes. The criteria for this will be determined by SQAA and cyclically verified through the evaluation of the carrying out of the doctoral study.

Transitions among individual types of study programmes will be arranged in a flexible manner and a systemic focus on the individual will be facilitated. Entrance conditions for the enrolment in higher education study programmes will be adapted. As a rule, the current procedure regarding the enrolment in the first cycle will be retained but with modifications so that for individual programmes institutions will be able, in addition to the *matura* exam to define the success of candidates with an additional set of subjects and possible additional exams. Alongside the appropriate modification of vocational *matura* and reform regarding the calculation of points or the success with regard to achievements at an individual type of the *matura* exam access to the first study cycle may also be modified in such manner that it appropriately takes into consideration either one or the other type of the *matura* exam. The access to professional and university study is thus enabled to candidates applying to the general and vocational *matura* exam if the calculation and comparison of points is adapted by the system in such a manner that various grades or successes obtained by passing various *matura* exams are taken into consideration. In determining the extent of enrolment posts in individual higher education programmes broader social interests and long-term forecasts regarding the development of Slovenia, as well as the employability options of graduates will be taken into consideration at system level by higher education institutions. As regards study programmes educating students for EU regulated professions, education for teachers and professions important for the life and health of people, the competence of the Government of the Republic of Slovenia needs to be retained as regards the determination of the number of enrolment posts and conditions for the appropriate carrying out of these study programmes both for public and private institutions need to be ensured; however, selection mechanisms and entrance conditions to study programmes of this kind will be determined by higher education institutions themselves. In this regard the system for prudent assessment of the quality of the carrying out of study programmes of this kind needs to be designed and the influence of responsible regulatory bodies or authorities needs to be enabled.

Selection procedures, the determination of enrolment conditions and the required competences for the enrolment to post-graduate studies, i.e. the second and third cycles, will be left to the discretion of higher education institutions, bearing in mind that enrolment to a higher cycle requires a completed previous study cycle. Thus, higher education institutions will themselves decide on the acceptance of candidates in the second and third study cycle. With all responsibility and in accordance with the national framework of qualifications, higher education institutions will decide on the required entrance requirements, evaluate whether candidates fulfil them, and decide on the acceptance of candidates, whereby informal and casual learning will also be consistently taken into consideration. For enrolment in study programmes of the second cycle which educate for EU regulated professions, education for teachers and professions important for the life and health of people, the same regulation applies as is described above for undergraduate study programmes.

Differing durations of study programmes in the first and second study cycles cause problems in the vertical transition of students between various study programmes, particularly due to rigid organisation and carrying out of study programmes and little real selection and modularisation of individual contents. Higher education institutions will determine by themselves the necessary duration of the first and the second study cycle

while taking into consideration the specific issues of the discipline but with the SQAA the following will be provided for by them: (i) co-ordination of learning outcomes and the duration of study among all programmes carried out in the Slovenian higher education arena in an individual field; (ii) transition of students between individual study programmes and disciplines while taking into consideration competences of an individual; (iii) flexible study programmes which are adapted to students and their previously acquired competences in terms of duration and the content and which are accredited variably according to their duration; (iv) the inclusion of students in the forms of carrying out the study in a manner that the study is completed without additional costs for the transition to the second study cycle with regard to the previously completed first study cycle (for example, "transitional" or "additional" year of study). A uniform Master's study and exceptions regarding the duration of study programmes will only be able to be carried out in the field of EU regulated professions. The third study cycle will last from 3 to 4 years with regard to the academic and quality appraisal of universities in the designing of doctoral study programmes. Universities and research institutes will enhance post-doctoral activity.

Greater attention will be dedicated to the pedagogic profession in the broadest sense. Study programmes which educate for the teaching profession must be of quality; additional selection of students and the possibility of limiting entrance posts will be enabled. The selection will be carried out by higher education institutions themselves as they are most appropriate for the decision-making regarding the suitability of candidates and the demonstration of necessary competences for the conclusion of studies. As regards study programmes for the education of teachers, higher education institutions will take into consideration the specifics of disciplines, for example, the education of teachers in science, arts and humanities, in their organisation and funding. Teachers are central to the quality and success of primary and secondary schools, which is why we wish to enhance their competences that are especially needed for this profession throughout the whole of the study. These types of study programmes must ensure an integrated development of competences and knowledge for the performance of the pedagogic profession including support for the teacher for the sustainable development of society. The selection of candidates does not mean making access to this study more difficult but it enables better balance between the type of study and an individual. As a consequence, such study will be of better quality, and students and higher education teachers will be more satisfied.

A national framework of higher education qualifications as part of the national framework of qualifications will be formulated. It will provide transparent information regarding all qualifications in the Slovenia and acquired competences.

The arrangement of forms and manners of carrying out study programmes will be arranged in a fairer manner. In the light of lifelong learning, we wish to provide all citizens with the same rights regardless of the period of life in which they decide to study. Part-time study, as it is known in Slovenia today, will not be possible any longer, which means that the studies will not be carried out in the same extent allocated per year with the payment of tuition fees, nor will this be available in public higher education institutions. A modified part-time study will be only an adapted form of study programme, which will be annually executed on a smaller scale compared to its full capacity, i.e. 30-45 ECTS per year. Similarly, the cost of the study per year will be proportionally lower in this case.

2.2.1 Goals

- Prepare the national qualifications framework and implement the self-certification of the higher education qualifications framework.
- Redefine the manner of carrying out the study: one academic year for the acquisition of qualification will correspond to 60 ECTS. The adapted form of the study will enable to obtain from 30 to 45 ECTS per year.

Benchmarks:

The national qualifications framework will be formed by 2012.

The national qualifications framework will be self-certified by 2013.

By 2016, conditions for entry into higher education will be gradually adapted:

- For first study cycle, the current conditions for enrolment will be adapted (existing programmes gradually) with re-accreditations - i.e. at the latest by 2016; new programmes at the time of the first accreditation);
- For the second and third study cycle, the definition of enrolment conditions and selection of candidates are left to the discretion of higher education institutions (existing programmes gradually with re-accreditations - i.e. at the latest by 2016; new programmes at the time of the first accreditation)
- From the academic year 2012/2013 universities will determine by themselves *numerus clausus* taking into consideration the funding of higher education, except in the area of EU regulated professions and education of teachers.

2.2.2 Measures

- **Measure 9: The drafting of the National Qualifications Framework**
- **In 2011 – new Decree (or Act) on National Qualifications Framework.**
- Government of the Republic of Slovenia (Higher Education, Education, Labour).
- Explanatory note: The National Qualifications Framework will define individual qualifications in the (higher) education system, differences among them and acquired competences. Higher education institutions will use it in creating study programmes, SQA in deciding on the suitability of study programmes and achievement of academic standards, individuals in career decisions, the selection of study, employment, and it will offer employers and general society information on individual qualifications and obtained competences.

Measure 10: The arrangement of the structure of the study

- With the amendment of the Higher Education Act in 2011; the measure will be enforceable for new study programmes at their first accreditation, and for the existing programmes at their re-accreditation by 2016.
- Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions, SQAA.
- Explanatory note: Due to greater integration and transparency of the system the duration of study programmes will have to be reformed so that it will ensure the flexible transition of graduates through individual study cycles. As a rule, the first study cycle in its full form will last for 3 years to, exceptionally, 4 years; the second cycle will exceptionally be 1 year but generally 1 to 2 years and the third cycle from 3 to 4 years. Exceptions in the duration of the first and the second study cycle will only be allowed for study programmes which educate students for EU regulated professions; therefore it will only be possible to carry out the uniform Master's degree study programme in the field of EU regulated professions. In this regard flexible study programmes and the transition of students between them need to be ensured. Higher education institutions and SQAA will ensure: (i) co-ordination of learning outcomes and the duration of study among all programmes carried out in the Slovenian higher education arena in an individual field; (ii) transition of students between individual study programmes and disciplines while taking into consideration competences of an individual; (iii) flexible study programmes which are adapted to students and their previously acquired competences in terms of duration and content and which are accredited variably according to their duration; (iv) the inclusion of students in the forms of study in a manner that the study is completed without additional costs for the transition to the second study cycle with regard to the previously completed first study cycle (for example, a "transitional" or "additional" year of study). These conditions must be ensured by higher education institutions for the existing study programmes during the first re-accreditation of all study programmes by 2016 at the latest including the uniform duration and structure of all programmes in the Slovenian higher education area from the same field. Otherwise the study structure shall be arranged uniformly following the model 180 + 120 ECTS for the first and the second study cycle. SQAA will actively participate in the formulating of the uniform study structure for individual fields and give accreditation and re-accreditation to programmes in compliance with this national model.

Measure 11: The organisation of the manner of carrying out the study: degree study programmes comprise 60 ECTS per year with a full-time work load or 30 to 45 ECTS per year with part-time/reduced work load.

- With the amendment of the Higher Education Act in 2011; the measure will be enforceable during the academic year 2013/2014 at the latest .
- Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions, SQAA.
- Explanatory note: The adapted form of carrying out studies ("part-time" study) will as a rule mean adjusted implementation and reduced extent of studies as it is supposed to be intended for individuals who do not choose full-time studies for

various reasons. The new definition on the decreased scope denotes that an individual and higher education institution agree on the workload (subjects or the module) in which the individual will enrol during a certain year. Institutions will adapt the forms of work and teaching to the specific issues and needs of their enrolled students. The individual year of the study programme for obtaining education will comprise 60 ECTS, regular full-time studies will amount to 60 ECTS per year, and the adapted form of carrying out the study programme ("part-time" studies) to 30 to 45 ECTS per year. In the latter case the cost of the studies will be proportionally lower.

Measure 12: Modification of entrance conditions and enrolment posts:

- a. **Adaptation of current conditions for the first study cycle;**
 - b. **For second and third study cycle the determination of entrance conditions is left to the discretion of higher education institutions upon the conclusion of the preceding study cycle by candidates;**
 - c. **The decision-making regarding the limitation of enrolment is transferred to universities which take into consideration the funding of higher education, except in the field of EU regulated professions and education of teachers. In all cases SQAA verifies capacities for carrying out study activities**
- the amendment of the Higher Education Act in 2011; the measure will be enforceable at the latest from the academic year 2013/14 onwards and implemented by 2016 for the existing study programmes.
 - Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions, Universities will autonomously and responsibly and in interaction with the social and economic environment determine the number of enrolment posts in compliance with their capacities and for the programmes for which the need in the working world and for the broader society has been assessed. On the one hand, SQAA will verify capacities to carry out the activity, and on the other, the employability of graduates and other evidence regarding the need for the existence of the study programme. For the enrolment in the first study cycle, higher education institutions will be able to also determine additional enrolment conditions in addition to the general enrolment requirements. Alongside the appropriate modification of the vocational *matura* exam and the reform regarding the calculation of points or the success regarding the achievement at an individual type of the *matura* exam the access to the first study cycle may also be modified in such manner that one or another type of *matura* exam is appropriately taken into consideration. Access to professional and university study is thus enabled to candidates applying for the general and vocational *matura* exam if the calculation and comparison of points is adapted by the system in such a manner that various grades or the success achieved by passing various *matura* exams are taken into consideration. For enrolment in the second and third study cycle higher education institutions will be able to independently determine entrance conditions and the selection procedure whereby the presence of required competences for successful study in a certain study program will be verified. As a general enrolment condition candidates will generally have to have acquired their education qualification in the

preceding study cycle. In this regard higher education institutions will be able to decide on the enrolment on the basis of demonstrated competences of candidates and will be able to enrol fewer students than there are available posts if candidates do not fulfil the required or specified conditions. Additional selection will not denote new obstacles for the accessibility of the study, but it will facilitate the enrolment of candidates into programmes which are the most appropriate for them. Better correspondence of obtained competences of candidates and requirements of the study programme will facilitate a higher quality study and greater satisfaction of the students and staff. With regard to the determination of enrolment posts for study programmes which provide education for EU regulated professions, education for teachers and professions important for the life and health of people the consent of the Government of the Republic of Slovenia and responsible ministries of regulatory bodies will have to be obtained. Other public and higher education institutions holding a concession will have to obtain the consent of the Government of the Republic of Slovenia with regard to enrolment in all study programmes in all study cycles.

2.3 Funding

Higher education in Slovenia is defined as a public service which represents the entire operation of higher education institutions regardless of the sources of funding.

An internationally comparable share of GDP will be allocated for higher education and scientific and research activity which means that the total funds for higher education activity need to be increased. Roles and goals of higher education institutions will be clearly determined.

The funding of higher education institutions must ensure higher education of quality, enable their excellence and support diversity of their missions. Mechanisms of funding from public funds must be designed in a manner to enable higher education institutions independent decision-making regarding the use and integrated management of funds. In this regard higher education institutions must take over the responsibility towards students, employees and various social environments, all systemic parts of society and to society as a whole.

An important mechanism for the provision of financial autonomy of higher education institutions is an integral financing of their study activity, that is a »lump sum«. The funding model must recognise differences among individual higher education institutions and allow them to realise their strategy. The funding structure will be based on two pillars:

- The basic pillar will facilitate stable funding for higher education institutions for longer periods (2-5 years), which will ensure the certainty of funding. The variability of the basic funding will be limited (+/- 3 %) and will be dependent on definable success criteria, such as efficiency, scientific excellence and international cooperation;
- The developmental pillar will provide higher education institutions with additional funding for their development and competitiveness in the fields of diversification, internationalisation, quality and social dimensions with regard to definable goals and criteria.

Higher education institutions will be allocated funds by taking into consideration their role in society and the attainment of the agreed upon goals. As an instrument for demonstrating this kind of responsibility higher education institutions will enter into agreement with the responsible ministry on the achievement of goals on the basis of which they will receive funds. Measurable goals and the strategic framework of an individual higher education institution will be defined with the agreement; among other matters the above mentioned framework will include the plan for carrying out the study activity with the defined study areas and programmes carried out by the institution, the number of students and enrolment posts, long-term goals of the institution and measures for their achievement, and the method of reporting.

The State will cover the study costs for study in public higher education institutions and possibly also in institutions holding a concession. Only those programmes of private higher education institutions will be covered from public funds for which the need will be demonstrated alongside with their implementation of quality or with a demonstrated top

quality of the institution or a study programme which is at a significantly higher level than in comparable public institutions or programmes.

A framework for simpler diversification of sources of funding of higher education will be formulated. Conditions for the development of donations as an increasingly important private source of funding higher education will be established. Similarly, the role of centres for the transfer of technology and knowledge will be supported and the establishment of "spin off" companies of higher education institutions will be put in order. In this regard the role of the higher education institution as the founder or the owner will be clearly determined.

While maintaining the co-funding of scientific and research work at public universities from private sources, i.e. the economy, the public funding will be increased. In this regard the national mechanisms for funding scientific and research activities, technological and developmental as well as study activities at higher education institutions which will facilitate autonomous and integrated management of funds and rationalisation of operations, must be harmonised. Similarly, the system of funding of research and developmental activity in Slovenia must be harmonised and equivalent conditions for the decision-making on the use of funds for higher education and research institutions must be facilitated.

A part of budget research funds will be transferred to "lump sum" funding of scientific and research work of universities. In this manner the stability of funding of one of the key missions of universities will be ensured and their autonomy in this area will also be strengthened.

2.3.1. Goals

- Increase total funds available to higher education and scientific and research work.
- By means of multi-annual financing mechanisms that will reward successful higher education institutions create a system of funding with a basic and a developmental pillar.
- Ensure the stability of funding of scientific and research activities of universities through the introduction of integral funding of research (i.e. research "lump-sum").

Benchmarks:

By 2015, at least 1.3% GDP from budget funds and 0.3% of GDP from other sources will be ensured for tertiary education; and by 2020 a total of 2.5% of GDP, of this amount 2.0% of GDP from budget funds.

By 2020 funds per student dedicated for higher education institutions will be above the OECD average.

A new funding system of higher education with the basic and developmental pillar will be introduced from 2011.

2.3.2 Measures

Measure 13: The establishment of the funding system of higher education institutions so that development will be encouraged and elements of quality and cooperation with the environment will be taken into consideration.

- With the amendment of the Higher Education Act and the Research Activity Act in 2011, and with the Decree on Financing of Higher Education Institutions from 2011 onwards.
- Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions.
- Explanatory note: The funding of higher education needs to be regulated by law, and the Decree on Funding will define the implementation and the running of funding the higher education system that will arise from the law. In the transition period a new Decree on Funding was formulated in 2011 which will regulate a revised system of financing higher education from 2011. The new system of financing will include two pillars: the basic and development pillars. The basic pillar will ensure the funding stability of public and concession-holding higher education institutions, and the developmental pillar will ensure additional funding in accordance with the fulfilment of institutions' missions and the attainment of preset goals in accordance with basic dimensions. Following the adoption of the Higher Education Act in 2011 the above mentioned Decree will be amended where appropriate.
- Funding of the measure: For the basic pillar funding of 259.4 million euros will be ensured from budget funds in 2011, and 279 million euro in 2012. The value for 2012 also includes 20.2 million euros of funds which need to be provided for with the budgetary amendment for 2012. For the new development pillar an additional 20 million euros will be provided in 2011 upon the budgetary amendment. Dedicated funds for higher education activity and the growth of funds from 2013 are evident from Chapter 6 (Approximate amounts of funds for the achievement of the National Higher Education Programme).

Measure 14: The establishment of a system of efficiency monitoring regarding the use of public funds in higher education by means of monitoring of achieved results and effects at national level and at the level of higher education institutions

- The preparation of a uniform methodology for the monitoring of results and effects in 2011.

- Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions.
- Explanatory note: Indicators for measuring the efficient use of public funds for higher education and for the implementation of supervision through reporting need to be defined. Uniform and content indicators will thus be developed which will be reported on by higher education institutions in annual work plans and other mechanisms.

Measure 15: The establishment of an information system for higher education in the Republic of Slovenia (eVŠ Information System)

- Amendment of the Higher Education Act in the chapter "Records" in 2011 and amendment of the Rules on Register of Higher Education Institutions in 2011 and the establishment of the system by 2012.
- Responsibility: Government of the Republic of Slovenia (Higher Education).
- Explanatory note: A database with records on students and graduates, operators of activities in higher education and the register of higher education institutions will be implemented. Similarly, a public portal on higher education will be designed with information on possibilities of study in Slovenia in Slovenian and in English.
- Funding of the measure: For the establishment and operation of the eVŠ system the following amounts will be provided for: 700,000 euros in 2011, 244, 00 in 2012, 144, 00 in 2013 and 104,000 euros per year from 2014 onwards.

Measure 16: The provision of the framework for the development of donations as an increasingly important private source of funding higher education

- By 2015 at the latest.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science, Finance), Tax Administration of the Republic of Slovenia.
- Explanatory note: Donations for higher education, science and research will be stimulated, including tax reliefs. The long-term development of donations is urgently needed for the better connection of higher education activity and research activity with society and, consequently, for an improved position (reputation) of higher education personnel, researchers and innovators in society. A key pre-condition for donations is trust in higher education and science as the catalysts of the development and the nurturing of a creative, knowledge-based society. With regard to the fact that the donation segment is an important source of funding of higher education activities and research activities in developed countries the goal of the National Higher Education Programme 2011-2020 is to encourage the long-term development of this segment in society, also through tax reliefs whereby this is considered a permanent process which in all probability has a much broader horizon than the current financial crisis.

2.4 Diversity and variety

The current organisational system of higher education and funding supports the situation in which all higher education institutions attempt to be more or less equal and good in all areas and fulfil all goals or roles of higher education. Such a culture of operation does not lead to excellence and competitiveness; rather, to mediocrity as not all institutions can be the best, especially not in all fields.

Knowledge-based society and attainment of fundamental goals of higher education require a diverse educational choice of diverse higher education institutions, but without fragmentation of study and research programmes, which is reflected in too large a number. That is why, together with higher education institutions and higher vocational colleges the system of tertiary education will be organised in a manner where in the future the institutions in Slovenia will complement each other, define and develop their advantages and in this manner connect themselves in the national and international area. Study programmes will become different as regards their content and orientation. The compliance of study programmes with the National Qualifications Framework will ensure the attainment of the necessary higher education standards; other than that, higher education institutions will themselves and in co-operation with society prepare such programmes as will fit the requirements and expectations of the future development of Slovenian society.

Higher education institutions will select their own profiles based on their fundamental mission, type and level of educational offer and achievement of excellence in selected areas. It is expected that they will consequently be more successful and more efficient in the selection of the type of education and students they wish to attract and educate and thus facilitate a better overlap between the orientation of study programmes and the candidates enrolling in these programmes. As a consequence, the decisions of the candidates about which study is most appropriate for them personally will be easier. For this purpose, higher education institutions will choose suitable and different methods of teaching and work and other activities which will support their new mission and orientation, and implement a system of career counselling.

SQAA will have an important role in the future diversification of higher education institutions, since, in its processes of accreditation, it will inspect if institutions are operating in accordance with their chosen profile or mission.

The new development part of higher education funding will reward ambition, variety, profiling and the operation of higher education institutions in accordance with their defined mission. Similarly, this part of the funding will take into account the national development priorities of those areas which will be required in the future and which will be defined by the concept of "smart specialisation".

Higher education institutions will also offer other forms of study programmes for lifelong learning which will be classified within the national qualifications framework, although they will not provide a level of qualification. Individuals and employers and other social groups must be better informed on the importance of various flexible educational paths, acquisition

of qualifications on a horizontal level and not only on the orientation towards a higher level of education but rather towards the most appropriate combination of competences and qualifications and thus their skills.

To support diversification, the system of entrance conditions of individual study cycles must be adapted to enable fair access and at the same time offer more autonomy to higher education institutions in selecting the most suitable and the most motivated candidates for study. For such a system to operate, we will improve the system of transparency tools: the Diploma Supplement must focus on the student and provide reliable information on the competences and profile of an individual graduate.

2.4.1. Goals

- Enable higher education institution profiling – in terms of organisation, programme and implementation; higher education institutions will formulate their various missions.

Benchmarks:

Diversified institutional strategies will be formulated by 2013.

2.4.2 Measures

Measure 17: Formulation of missions of higher education institutions and profiling of institutions

- By 2013.

Responsibility: Higher education institutions, SQAA.

- Explanatory note: Higher education institutions will define their missions and strategies which will differ. Higher education institutions will seek out those areas of their operation where they are particularly successful or where they demonstrate potential for success, and focus their operation on strengthening these areas. They will focus on those potential students and group of students to whom they can offer the highest quality of education. Similarly, they will adapt their work and teaching methods to these groups. SQAA will have an important role in the future diversification of higher education institutions, since, in its processes of accreditation, it will inspect if institutions are operating in accordance with their chosen profile or mission.
- Funding of the measure: with new development part of funding.

2.5 Quality and accountability

The Slovenian higher education arena must be of quality and must enable excellent scientific and research development. While acknowledging priority and wide dimension of quality and accountability only some elements are chosen for this chapter in the National Higher Education Programme with the focus on external and internal system of quality assurance; institutional, national and international levels and some other elements relating to quality: personnel, equipment, teacher competence, contemporary character of study programmes. Although in the chapter regarding quality and accountability in the National Higher Education Programme 2011-2020 only selected elements of quality are defined more precisely, the higher education area of quality has to be entirely ensured. "Quality" which is not equal to "quality assurance" must take place at the academic, professional level and it is demonstrated by evaluating the scientific work, evaluating pedagogic work, the success of employees, students and graduates in the domestic and international environment and with the attractiveness of the higher education arena. Quality as such must be in the centre both of higher education and in the operation of every higher education institution.

In the continuation of the text the selected or individual elements from the field of quality and accountability are described.

Ethics in higher education

Higher education has a great influence on social development and ethical relations and by itself it includes an important part of the population in the decisive phase of the formation of the personality. Universities are therefore regarded as seats of ethics and should take care that in the pedagogic and research process the ethical aspect is also taken into consideration. There is a greater need for ethics in higher education due to the increasing role of knowledge in society which is also demanded by the changed technical and economic conditions in which higher education functions. A person with a high level of education is expected to be capable of ethical judgement and active commitment for humanity in society. In these senses study programmes need to be improved and codes of ethics of higher education organisations need to be assured.

External system of quality assurance

An important element of the quality assurance system is represented by the Slovenian Quality Assurance Agency for Higher Education (SQAA), which will develop and update the entire system of external quality assurance in the coming years. Criteria for quality operation of higher education institutions and carrying out of study programmes will be clearly determined and varied for individual types of higher education institutions and forms of study programmes (university and professional). Upon the next institutional evaluation of research institutes, the Slovenian Research Agency (ARRS) will formulate mechanisms for the evaluation of their quality which will be complementary to those used by SQAA and the co-operation with the aforementioned agency will be established. SQAA will become a member of the referential international organisations (ENQA and EQAR), which unite

national agencies in quality assurance in higher education and thus provide them with credibility in the national and international area.

Internal system of quality assurance

The responsibility for the quality of higher education is primarily the task of higher education institutions themselves which is why they will continuously develop the culture of quality and strengthen the culture of responsibility. Higher education institutions will develop their fundamental mission in a professional and responsible manner and for this purpose improve their self-evaluation procedures, peer evaluation, adopt and implement the system of internal quality improvement, engage all employees in constant quality improvement and engage students in the improvement of the teaching process and their own responsible participation. The culture of quality denotes a common value of quality and collective responsibility and commitment of all members of the institution, both of employees and students, for its continuous improvement.

Improvement of study programmes

Higher education institutions are and will continue to be responsible for the preparation and carrying out of study programmes, including the setting and protection of academic standards. They will be more independent in amending and adopting study programmes, and at the same time they will be considerably more responsible for their preparation and carrying out of study programmes in a quality manner and the provision of envisaged competences of graduates. They will be encouraged in the formulation and carrying out of study programmes so that they will be more focused on learning outcomes and focused on the student which necessarily requires the development of new teaching approaches and methods. Programmes will thus become more flexible; offer more selection and interdisciplinary contact and a simpler set of desired competences of students.

Teaching excellence

Special attention will be paid to teaching. In this regard higher education institutions will offer teaching support to their higher education teaching staff and their better didactic training for the development of an integrated pedagogic competence including their activity for the support of the sustainable development of society. Higher education institutions will be encouraged to establish special development centres for this purpose which, in addition to superior training and constant improvement of knowledge and skills of the teaching personnel, will also provide research on the subject of higher education learning and teaching. It is our wish that higher education institutions be more open towards new methods of teaching which are enabled by contemporary information communication systems and the related new methods of team work. In recent years, on average, the ratio between the numbers of students and teachers in higher education has already been significantly improved in the Slovenian higher education arena; however, we are still somewhat behind the more developed countries. That is why the personnel capacities of institutions will be increased and the growth of the teaching base will also be encouraged in cooperation with research institutes and by including doctoral candidates and young doctors

in the teaching process. Together with higher education institutions special attention will be dedicated to extremes; higher education institutions face a rather varied range where higher education teachers in some programmes work with a very small number of students, whereas in others with extremely large numbers, of even several hundred students. Methods on how to enable better work conditions for higher education teachers as regards the above mentioned context and study conditions for students are needed. The ratio between students and higher education teachers needs to be improved particularly in those study programmes where this ratio is currently below the average.

Equipment

To raise the quality of higher education and scientific research spatial conditions and the equipment of higher education institutions will be improved. Investments in new teaching and research equipment will need to be increased, including libraries and sports facilities; at the same time better utilisation of the already existing facilities will also be enabled. Investments in the maintenance and upgrade of the information and communication technology for its use in all areas of operation of higher education institutions are particularly necessary. Areas of special strategic importance which also facilitate the increase of the accessibility of tertiary education are the development of programmes of distance learning, the increased use of information and communication technology in teaching and continuous training of all groups of users within the higher education community.

2.5.1. Goals

- Ensure the operation of the quality assurance system (external provided by SQAA and internal provided by higher education institutions) fully in line with European standards and guidelines for quality assurance in higher education.
- Strengthen the culture of quality and the culture of responsibility within higher education institutions.
- Abolish programme accreditation and change to institutional accreditation.
- Encourage higher education institutions to develop supporting activities for didactic training and support for teaching personnel
- Increase the personnel capacities of higher education institutions and limit excessive numbers of students per higher education teacher.
- Better integrate distance learning in the Slovenian higher education system.
- Improve capacities of higher education institutions in terms of premises and equipment.

Benchmarks:

The percentage of students who enrol in higher education institutions and do not graduate will be lower by two thirds by 2020; currently it amounts to 35%.

SQAA will become a member of EQAR and ENQA by 2014.

2.5.2 Measures**Measure 18: The formulation of Codes of Ethics in higher education institutions**

- From 2012 onwards.
- Responsibility: Higher education institutions.
- Explanatory note: Higher education institutions will adopt their codes of ethics which will be reflected in all areas of operation of higher education institutions. Codes of ethics will also be transferred to the education process and thus influence the ethical consciousness and behaviour of students and graduates.

Measure 19: All higher education institutions and colleges will be fully in line with the 1st part of European standards and guidelines on quality in higher education and their internal system of quality assurance will be strengthened and publication of information regarding their quality will be provided publically and transparently.

- From 2012.
- Responsibility: Higher education institutions, SQAA.
- Explanatory note: The internal quality assurance system will be verified by SQAA during the re-accreditation. In the intermediate period support and counselling will be offered to higher education institutions and higher vocational colleges for the development of the internal quality assurance system. With the strengthened culture of quality in higher education institutions information regarding their quality, advantages, disadvantages and reports from internal and external evaluations will be publicly and transparently published by higher education institutions from 2012 at the latest and the 1st part of European Standards and Guidelines for Quality in Higher Education will be fulfilled.

Measure 20: SQAA will develop and continuously upgrade the external quality assurance system, and include all higher education stakeholders in this process

- From 2011.
- Responsibility: SQAA.

- Explanatory note: SQAA will formulate and update the external quality assurance system fully in line with European Standards and Guidelines for Quality in Higher Education.
- Funding of the measure: From 2015 when the (co)funding of SQAA from the project of the European Structural Fund expires approximately 4 million euros will be allocated from the budget, and the adequate growth of funds with regard to the scope of work and complexity of the Agency's operation will be provided for.

Measure 21: SQAA is externally evaluated and applies its candidacy for the inclusion in EQAR and the membership in ENQA

- Preparation for external evaluation: in 2011 and 2012.
- External evaluation: in 2012 (or 2013).
- Candidacy for the inclusion in EQAR and the membership in ENQA: in 2012 or 2013.
- Responsibility: SQAA, Government of the Republic of Slovenia (Higher Education).
- Explanatory note: When it is established with the external evaluation that SQAA does not fulfil the European standards and guidelines for quality in higher education or the criteria for the membership of the ENQA, all required measures are adopted immediately (in the case of problems with legislation, the Higher Education Act is amended; in the case of problems with operation, the operation of SQAA is immediately modified).

Measure 22: The transition from programme to institutional accreditation

- With the amendment of the Higher Education Act in 2011; the measure will be enforceable from 2017.
- Responsibility: All higher education stakeholders.
- Explanatory note: The existence of both programme and institutional accreditation leads to overburdening of the system, higher education institutions and the agency and a duplication of verifying individual elements of operation of higher education institutions. For carrying out study programmes in a quality manner the adequate operation of higher education institutions at all levels with continuous internal systems of verification of quality (self-evaluation) and modernisation of study programmes need to be provided for. External quality assurance will thus be directed to an institution in particular to all fields of its operation including the carrying out of study programmes whereby the institutional re-accreditation will be implemented. The time of re-accreditation will be importantly shortened from the current seven years. Programme evaluation will be included in the institutional re-accreditation by sample but it will be kept in the introduction of new study programmes (the first accreditation) and in the verification of programmes according to areas.

This measure is adopted only in the following cases:

- the re-accreditation of all existing study programmes and higher education institutions are completed by 2016;
- that it is established with this regard that the carrying out of study programmes and operation of higher education institutions comply with the criteria provided by SQAA and that, at the same time, the higher education

institutions have an appropriately developed culture of quality, including suitable internal quality assurance systems.

Measure 23: Facilitation of procedures for modification of study programmes and formulation of joint study programmes:

d. enabling independence of higher education institutions in modifications of study programmes

e. facilitating accreditation of joint study programmes.

- With the amendment of the Higher Education Act in 2011; amendment of criteria and other internal legal documents of SQAA; the measure will be gradually enforceable from 2012 to 2020.
- Responsibility: Government of the Republic of Slovenia (Higher Education), SQAA.
- Explanatory note: The transition from the programme to institutional accreditation is described above; it will be introduced gradually by 2017. Higher education institutions will be independent as regards the modification of study programmes gradually from 2012 onwards. In the process of re-accreditation SQAA will examine whether higher education institutions carry out study programmes, which have been given accreditation in a quality manner and that the instrument of modifying programmes into an unrecognisable form is not abused. Joint study programmes are of key importance for internationalisation – mobility, active participation of Slovenian institutions with foreign institutions, obtaining competences in the international area, etc. The procedure regarding their accreditation must be as relaxed as possible but it must assure their quality. It is estimated that this measure will also bring about the rationalisation of the preparation of study programmes and with this financial savings.

Measure 24: Provision of didactic training and support provided to teaching personnel whereby:

f. Support activities are developed by Higher education institutions

g. The institutional teaching support and connection with the internal quality assurance system is inspected by SQAA.

- From 2012.
- Responsibility: Higher education institutions, SQAA.
- Explanatory note: Support will be provided by higher education institutions to their staff who are engaged in the teaching process which will contribute to higher quality. Among other matters these mechanisms may be: developmental centres for teaching competences, offering personnel additional education or training, innovative methods of encouraging excellence in teaching, etc. Higher education institutions will include teaching support in their internal quality assurance system. Teaching support will thus be offered to all employees engaged in the teaching process, and gradually teaching training will be required at system level. Personnel who will enter the teaching process after 2013 will be systematically integrated into the teaching support which will be offered by higher education institutions. Teaching support will

provide the obtaining of integrated competences necessary for teaching including the understanding and operation for the support of sustainable development of society.

- Funding of the measure: with the new developmental part of funding and with the basic (fundamental) part of funding.

Measure 25: The increase of human resources in higher education institutions

- From 2011.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science), higher education institutions.
- Explanatory note: Higher education institutions will enhance the personnel base and employ new personnel. Funds which will be additionally allocated for the increase of the personnel base will be adapted to findings of the evaluation regarding personnel capacities and to the ratio between students and higher education teachers including the attention paid to extremes which occur in individual disciplines. Similarly doctoral candidates and young doctors will enter the teaching process, which will contribute to their obtaining of teaching competences and at the same time influence the increase of personnel capacities. Teaching staff will monitor their work and offer all professional support but they will not be allowed to transfer their obligations to candidates or rather young doctors. PhD students will thus not be overloaded with teaching which may jeopardize their own research work.
- Funding of the measure: it relates to the 2nd measure of the Resolution on the National Higher Education Programme 2011–2020.

Measure 26: Improvement of spatial conditions and facilities of institutions:

a. Development of research infrastructure – joint measure with RISS (Research and Innovation Strategy of Slovenia)

- From 2011, calls to tender by ARRS.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science), ARRS; higher education institutions, research institutes.
- Explanatory note: In 2011 the Government of the Republic of Slovenia will adopt the National Development Plan of Research Infrastructure 2011-2020 in which priority areas regarding the development of research infrastructure will be defined. Additional funds will be invested in these areas for the improvement of equipment of institutions and achievement of the critical mass in this area. A transparent and publicly accessible virtual centre and mechanism for the access to available capacities of the research and higher education pedagogical infrastructure will also be established. It will enable a fast and transparent demonstration of capacities and applications and information for the access to this equipment to all participants in higher education. The measure refers to higher education and scientific and research activity since the access to new infrastructure centres will be opened following the principle of scientific excellence.
- Funding of the measure: In accordance with the National Development Plan of Research Infrastructure 2011-2020.

b. The development of pedagogical infrastructure and spatial conditions

- In the period from 2013 to 2020.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science), higher education institutions, research institutes.
- Funding of the measure: New funds necessary for new pedagogical equipment and spatial infrastructure will be ensured. An analysis of the situation regarding the needs for new pedagogical equipment, the wear and tear of the existing equipment and spatial situation of public higher education institutions will be prepared. After the performed analysis the Development Plan of Pedagogical infrastructure will be prepared in which priority areas regarding the purchase of pedagogical equipment will be defined which will serve as the base for financing its procurement. The plan will also define the criteria for determining pedagogical equipment, computer equipment and similar infrastructure). The procurement and the process of the procurement of pedagogical equipment will be harmonised with and complementary to the Development Plan of Research Infrastructure 2011 – 2020. The indicative amount of funds for pedagogical equipment and premises within the framework of this measure amounts to 50 million euros.

Measure 27: Institutional adaptation in all areas of operation of higher education institutions for the use of new technologies and ICT equipment

- From 2012.
- Responsibility: Higher education institutions.
- Explanatory note: ICT equipment and contemporary technologies will be included by higher education institutions in their operation. This includes both administrative or managerial activities of institutions and the implementation of new technologies in the teaching process or in support of the teaching process. Higher education institutions will also provide the training of personnel and students in the use of this equipment and other forms of support.
- Funding of the measure: with new development part of funding.

2.6 Internationalisation

Internationalisation of Slovenian higher education is key to its development since it is a feature of its quality. It introduces an increase of knowledge, improvement or gaining of interpersonal, communication and cultural competences, a new study choice for the future labour market, etc. In view of unfavourable demographic trends, openness towards the international area will also encourage co-operation with other countries and regions in those areas where we will not be able to reach critical mass by ourselves. At present the attraction of our higher education area in comparison with other countries is at an extremely low level; consequently, a number of immediate national and institutional measures must be adopted to increase the internationalisation of the Slovenian higher education area.

Higher education institutions will operate internationally. Universities will to a large extent be included in international cooperation through the participation in university networks, international projects and carrying out of joint study programmes. Similarly, they will increase cooperation with foreign institutions in implementing research activities. The percentage of funds intended for research activities from international funds will be doubled by 2020. It will be possible to teach also in foreign languages whereby the development of Slovenian language and terminology will be ensured.

International orientation will facilitate both connections with the closest neighbouring regions and with the best institutions from all over the world. We particularly wish to increase the attractiveness of the Slovenian higher education area for students from the Western Balkans and the Euro-Mediterranean region. We wish to become an example of good practice in the area of regional mobility.

To reach the set goals comprehensive measures which will attract foreign students, researchers and other staff will be formulated and also, simultaneously, measures, which will facilitate international mobility for at least one fifth of our students during their studies for at least the duration of one semester. Higher education institutions will, in accordance with their new profiles, adopt institutional measures for increasing international operation, for example, introduction of the international dimension in their teaching, constant and high quality language training for staff and students, forming long-term strategic formal partnerships with foreign institutions, encouragement of teachers visiting foreign universities, development of joint study programmes, and the inclusion of studying abroad as a regular integral part of most study programmes. To attract greater numbers of foreign experts to teach and conduct research at Slovenian higher education institutions, among other things, the salaries system will be upgraded, and foreigners will be provided with other forms of support. A National Strategy for the Internationalisation of Slovenian Higher Education will be formulated which will also include measures for increasing the attraction of the Slovenian higher education system.

The recognition of education acquired abroad will be flexible and open. For the purpose of further education, the recognition will be entrusted to universities; for the purpose of employment, the procedure will be less rigid and simpler.

2.6.1. Goals

- By 2020, Slovenian higher education will be an integral part of the global higher education space, constantly improving its quality in co-operation and competition with the best foreign institutions:
 - o Its quality will be in line with European standards of quality and internationally comparable and its achievements will be competitive at international level;
 - o In its openness to the international area it will be a part of the European higher education area, and linked with neighbouring regions and the most developed countries worldwide;
 - o Teaching and research in higher education will take place in co-operation with foreign institutions, higher education teachers and researchers and in the presence of foreign students;
 - o The number of joint study programmes established with foreign higher education institutions will significantly increase;
 - o Students, higher education teachers, other staff and researchers from Slovenia will also learn, train, teach and carry out research at institutions abroad;
 - o The recognition of education acquired abroad will be flexible and open.

- Slovenia will become an attractive destination for foreign students and professionals for higher education study and for teaching, research and professional work:
 - o By the end of the decade, all Slovenian higher education institutions will prepare a set of study programmes to be offered to foreign students in foreign languages, with a priority on post-graduate study programmes;
 - o Slovenian universities will carry out study programmes for mixed groups of students from different countries;
 - o The proportion of foreign nationals in the overall population of students, higher education teachers, assistants and researchers will increase considerably by 2020, so that together with international activities it will provide for an international character of Slovenian higher education institutions;
 - o Slovenia will become an example of good practice in the area of regional mobility (the Western Balkans).

- Establishment of a special scholarship fund for the promotion of inbound mobility of students, teachers and researchers from priority regions and countries will be defined in the National Strategy for the Internationalisation of Slovenian Higher Education.

Benchmarks:

In 2020, 20% of Slovenian graduates will be mobile (short-time mobility).

By 2020, the share of foreign students studying for the entire period of studies at Slovenian higher education institutions will be at least 10%.

By 2020, at least one fifth of doctoral students will study in programmes which are joint programmes held with foreign universities.

By 2020 there will be at least 10% of foreign citizens among teachers, staff and researchers in higher education.

By the end of the decade, the scope of project activities in co-operation with the best foreign institutions and the share of funds obtained within the framework of international projects will increase.

2.6.2 Measures

Measure 28: Formulating the National Strategy for the Internationalisation of Slovenian Higher Education

- By 2013 at the latest.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science) in co-operation with all higher education partners and the Council for Higher Education of the Republic of Slovenia.
- Explanatory note: The Strategy will be formulated because of the importance of internationalisation for higher education and our priority focus on internationalisation. The Strategy will precisely define the elements of the internationalisation of Slovenian higher education, priority geographical regions and areas of co-operation with them and the basic measures and mechanisms for achieving set goals. It will also be a starting point for funding of international agreements and programmes of co-operation and international mobility which is provided for from budgetary sources. It will be prepared by the ministry responsible for higher education with the co-operation of all higher education stakeholders and the Council for Higher Education of the Republic of Slovenia; it will be adopted by the Government of the Republic of Slovenia.

Measure 29: The preparation of institutional international strategies with institutional priorities, being a part of a wider mission and the development plan of the institution and at the same time taking into consideration the National Strategy for the Internationalisation of Slovenian Higher Education

- By 2014 at the latest.
- Responsibility: Higher education institutions, SQAA.
- Explanatory note: Higher education institutions will seek out their role in the strategy of internationalisation and precisely define their plans in this area.
- The institutional plan will be a basis for funds coming from the new development part of funding, which higher education institutions will be able to obtain for their plan of international activities.

Measure 30: The establishment of co-operation with the region of the Western Balkans as an example of good practice in the field of regional mobility by 2020

- Equal conditions of studies in terms of tuition fees for citizens of the Western Balkans countries, as those applicable for domestic students and students from EU Member Countries will be introduced on a reciprocal basis by 2013.
- Responsibility: Government of the Republic of Slovenia (Higher Education), CMEPIUS, Slovenian Human Resources and Scholarship Fund, higher education institutions.
- Explanatory note: Slovenia recognises the strategic orientation in the region of the Western Balkans also in the area of higher education. To attract students from this region and to formulate good regional practice, it is important, in addition to improving the quality of Slovenian higher education, to provide attractive conditions of study for students of the aforementioned region. For this purpose, special scholarship schemes or targeted funding from existing sources will be implemented, with a special encouragement of doctoral and post-doctoral candidates.

Measure 31: Removing the administrative obstacles and concentration of funding sources for international mobility

- By 2013 at the latest.
- Responsibility: Government of the Republic of Slovenia (Higher Education), CMEPIUS, Slovenian Human Resources and Scholarship Fund.
- Explanatory note: The funding of international mobility currently takes place through various institutions (Slovenian Human Resources and Scholarship Fund, CMEPIUS, etc.), and the allocation of funds is uncoordinated. In the future the allocation of funds will be based on the National Strategy for the Internationalisation of Slovenian Higher Education. Financial resources and supporting institutions will operate in a complementary manner for the support of a uniform policy of the internationalisation of higher education.

Measure 32: The establishment of special targeted support for mobility:

a. For Slovenian students going abroad

b. For the best foreign students coming to Slovenia

- From 2013.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Social Affairs), CMEPIUS, Slovenian Human Resources and Scholarship Fun.

- Explanatory note: For facilitating and encouraging greater student mobility, funds need to be targeted at the support of studies abroad and the study of foreign students in Slovenia and additional funds need to be reasonably ensured.
- Funding of the measure: Additional funds are ensured in compliance with available budget funds including funds from concessions deriving from the Short-term Work Act or relevant regulation.

Measure 33: Slovenian higher education teachers and staff will regularly leave for long-term exchanges or obtain additional training abroad

- From 2011.
- Responsibility: Higher education institutions.
- Explanatory note: In addition to attracting foreign experts to work in Slovenia, Slovenian personnel need to be encouraged to work and do further train abroad. Only long-term exchanges (at least one year) ensure a complete and comprehensive experience. Every Slovenian higher education teacher will have to live for a certain period abroad and constantly engage in training and development by means of international exchanges or visiting abroad. The sabbatical year will therefore become obligatory. Institutional adaptation of practices for the exploitation of existing possibilities and schemes which are currently not fully exploited is urgent, and new ones will also be formulated.
- Funding of the measure: with the new development part of funding.

Measure 34: The establishment of special measures for attracting foreign experts

- a. The improvement of the salaries system of employees in higher education and facilitation of higher remuneration for best foreign (and domestic) experts when compared to what is available today**
- b. Facilitation of other supporting mechanisms for foreign experts (accommodation, assistance in obtaining work permits, assistance with child care, etc.)**
- c. Removal of obstacles for obtaining residence permits for foreign experts and students.**

- The measure is to be gradually introduced from 2011.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Internal Affairs, Public Administration), higher education institutions.
- Explanatory note: To increase the quality of Slovenian higher education and the research area the best foreign experts need to be attracted. For this purpose, attractive working conditions must be provided, including suitable remuneration and other forms of support. Appropriate legislation will be formulated and attractive working conditions in higher education institutions will be established and upon the selection of foreign experts higher education institutions will offer support mechanisms. Similarly, obstacles will be removed and procedures for obtaining residence permits for foreign experts and students will be simplified.
- Funding of the measure: from European Structural Funds in the new financial perspective, Community programmes and the new development part of funding.

Measure 35: The Republic of Slovenia will support activities of two international organisations in the field of higher education which may significantly contribute to greater internationalisation of the system:

- a. ICPE as an example of targeted support for the co-operation with important countries (India as one of the fast developing BRIC countries – Brazil, Russia, India, China); and**
- b. Euro-Mediterranean University which, as one of the priorities of the Union for the Mediterranean, opens possibilities for networking of Slovenian universities with universities from 42 other countries included in this extensive process**

- Responsibility: Government of the Republic of Slovenia (Higher Education) and higher education institutions.
- Explanatory note: The role of individual international organisations in contributing to the development of the higher education system as a whole is recognised in supporting targeted and planned orientation of internationalisation. Consequently the support of existing organisations of strategic importance which can improve the co-operation of Slovenian higher education institutions with regions of high potential will be strengthened.

Measure 36: Facilitating teaching in foreign languages

- With the amendment of the Higher Education Act in 2011; the measure will be enforceable from 2012.
- Responsibility: Government of the Republic of Slovenia (Higher Education), higher education institutions, Rector's Conference of the Republic of Slovenia and Slovenian Academy of Sciences and Arts.
- Explanatory note: For the attainment of top quality, internationalisation and international attractiveness, higher education institutions will be able to conduct the study process in foreign languages. In this regard they will focus particularly on the third and the second study cycle. Higher education teachers carrying out the teaching process in a foreign language will demonstrate an adequate level of knowledge of that foreign language. The measure will, in addition to increasing the attractiveness of the Slovenian higher education area, influence also the acquisition of linguistic, intercultural and other generic competences of students and staff. In this context the development of the Slovenian language and terminology in higher education and science will also be ensured with the accessibility of study contents in the Slovenian language. In the case of teaching in foreign languages the accessibility of study contents in the Slovenian language denotes: individual consultations or practice in the Slovenian language, studying literature or summaries of lectures in the Slovenian language and similar. Similarly, higher education institutions will offer support to their students and staff for foreign languages and students from foreign countries for the Slovenian language.
- Funding of the measure: with the basic and the new development part of funding.

Measure 37: The increase of the scope of research activities carried out in transnational projects or activities

- By 2020 (gradual growth by 2020).
- Responsibility: Higher education institutions.
- Explanatory note: In Slovenia, 12% of research funds are currently obtained from European projects. It is our wish to increase international co-operation in the research area. For this purpose, the research organisations will endeavour to reach the goal of doubling the funds from European projects, i.e. doubling research activities which are conducted in the transnational environment.

Measure 38: Flexible and open recognition of education abroad for the purpose of employment

- With the new Act on Recognition and Assessment of Education in 2011.
- Responsibility: Government of the Republic of Slovenia (Higher Education).
- Explanatory note: Current procedures for the recognition of education abroad for the purpose of employment are administratively burdensome and long-lasting. The new arrangement will transfer the recognition for the purpose of employment to employers. In the case of regulated professions responsible ministries or chambers will participate. The national information centre (ENIC-NARIC) will provide information about foreign education in the form of validation and information of a public character. The system of recognition for the purpose of further education will remain the responsibility of higher education institutions.

2.7 Social dimension

In the coming decade, it is our wish to facilitate a wide access to tertiary education for everybody who has an interest and is capable of studying and to provide the conditions for successful completion of their studies. Despite a big increase in the number of students and relatively high inclusion of each generation in tertiary education, mechanisms for monitoring the student body have still not been formulated and obstacles to study and its completion have still not been identified at system level. The data indicates that the percentage of those who do not complete their studies is high (35%), particularly in comparison with some other countries of the European Union or OECD. For this purpose it is our wish to harmonise the system of social transfers for students in a more unified form. Systems for the monitoring of the student body and the identification of obstacles to study will be established. According to the findings appropriate measures will be promptly adopted and the system of social transfers adjusted properly. Higher education institutions will design institutional practices for following up their students.

Greater attention will be dedicated to adequate representation or inclusion of individual social groups in higher education. Mechanisms for the identification of underrepresented groups in higher education will have to be developed and the reasons for such differences will have to be examined. Formulating of incentives for inclusion of these groups will become a permanent activity of higher education institutions.

Higher education institutions will develop and provide support centres for students and staff: career centres or career and academic and psychological counselling, modern higher education libraries which will ensure access to material including the contemporary ICT equipment, sports facilities and professionally conducted sports activities. Higher education institutions will be encouraged to introduce sports activities as an obligatory or optional subject in study programmes.

Conditions for a richer choice of lifelong learning at tertiary level will be facilitated also by upgrading procedures for the accreditation of study programmes for obtaining education and further professional training, encouraging flexible learning paths and public access to objective information on higher education providers in Slovenia. In this regard higher education institutions and higher vocational colleges will be encouraged to facilitate flexible teaching paths and recognition of previously acquired knowledge and competences, which must, in any case, be in accordance with the set academic standards. Nonformal and informal learning will thus be the right of the individual and subject of assessment of higher education institutions.

An active role of an individual student is important for his personal development and his/her acceptance in society. By taking part in the programmes of extra-curricular activities which are particularly intended for students and are carried out at universities and other higher education institutions as an additional activity in the areas of informal education, culture, art, sports and other fields, an individual may establish or realise his/her goals. With his/her active participation in such programmes the student systematically gains and enhances values which compliment the academic spirit and enable an individual to become an

intellectual in the social pyramid. Knowledge and experience obtained in this manner are important for the further work of an individual. The goal is to form an individual who will contribute to the development of the academic, cultural and socially critical environment with his role which will undoubtedly influence the social and economic position of the whole of society.

It is our wish to facilitate study without tuition fees but in a fairer manner and in the light of lifelong learning. The State will cover the expenses of the studies of an individual for the first study cycle at any time in his/her life but only for 4 or 5 years full-time or for 240 or 300 ECTS with regard to the duration of a study programme. This means 1 year more than the nominal length of the study. The duration will be adequately adjusted for programmes which educate for EU regulated professions. In the case of "part-time" study the cost of the study per year will be proportionally lower and the State will finance costs for 240 or 300 ECTS for the first study cycle (for "part-time" study therefore more than 4 or 5 nominal years). An individual may exercise the right of 240 or 300 ECTS for education in the first study cycle any time in his/her life. He/she may also enter and exit from the system. When he/she repeats or changes studies several times so that the total length of his/her education will last more than 4 or 5 years, the expenses of the study for the time above 240 or 300 ECTS will be covered by him/her. The restriction will not apply in exceptional personal situations (for example, for students with special needs, students – parents) which will be dealt with on a case-by-case basis. On this basis the following will be determined: conditions for the completion of studies, the duration of such studies and the time of eligibility to receive social transfers which may be longer than four or five years in these cases. The tuition fees will be determined in an integrated manner in the case of longer studies in order not to be discriminatory with regard to the field of study. The right to the paid costs of education in the first study cycle will be available to all individuals who have not already gained education at this level or those who have not yet been funded for their study at this level by the State. For four or five years or a relevant period students of the EU regulated professions and students with special needs will be eligible for all other social benefits, that is, scholarships, subsidised meals, transportation, accommodation, and similar, in compliance with legislation in the field of social transfers.

The State shall cover the costs of study of an individual in the second study cycle for 60 or 120 ECTS with regard to the length of the selected study programme or 1 or 2 years full-time at any time in his/her life. However, upon an unsuccessful completion of studies the individual will have to return funds to the State. The period within which the individual will have to complete his/her studies before returning the funds, will be 5 years beyond the academic year in which he/she enrolled in the last ECTS. The amount of the tuition fee to be returned in the case of an unsuccessful completion of studies will be determined in an integrated manner in order not to be discriminatory regarding the field of study. An individual in the second study cycle will benefit from social benefits related to the status of a student for 1 or 2 years in compliance with legislation in the field of social transfers. This restriction will also be adapted in the case of exceptional personal situations described above. The State will therefore cover the costs of the study of an individual for 360 ECTS for the first and the second study cycle in total except for longer programmes which educate for EU regulated professions.

In the third study cycle, the entire system of funding doctoral studies will be renewed with all of the existing schemes being more complementary to each other: the Young Researchers Scheme, Young Researchers in Economy and new Innovative Scheme of co-funding doctoral study. The Young Researchers Scheme or the system for the funding of doctoral studies needs to be modified so that it will be student-oriented. To ensure an adequate number of researchers and the regeneration of staff, the State will finance the costs of doctoral studies to a certain number of candidates at any time in their lives. Upon the unsuccessful completion of studies funds will be returned to the State by the individual. The amount of the tuition fee to be returned in the case of an unsuccessful completion of studies will be determined in an integrated manner in order not to be discriminatory regarding the field of study. In any case the number of posts for doctoral study will be limited in compliance with the capacities of universities including the number of tutors. In determining the number of candidates for which the State will fund the costs of study and in selecting areas of study, the integrated development of all disciplines will be protected, and considerably more funds will be allocated to areas which will be set as national priorities. The selection of candidates will be carried out by universities or the providers of doctoral studies.

The State will cover the costs of study in accordance with the described system for study at public higher education institutions and possibly also in institutions holding a concession. In this regard the criteria for the selection of concession-holding institutions will be precisely defined, in particular for the selection and preservation of a concession. The State will therefore finance the study of a student in private higher education institutions (grant a concession to private higher education institutes) only in a case of the need for a certain study programme, upon the quality implementation of the programme or demonstrated top quality of the institution or study programme which is at a substantially higher level than comparable public institutions or programmes.

2.7.1. Goals

- Access to higher education – increase the inclusion in tertiary education.
- In the light of lifelong learning and in a fairer manner to enable studies without tuition fees in the first cycle and upon successful completion of studies in the second and the third study cycles.
- Establish a uniform and transparent system of social transfers for students, tied to the right to benefit from them for a limited number of years.
- Identify and encourage greater inclusion of less represented groups of the population and establish equal opportunities.

Benchmarks:

The proportion of the population between 30 and 34 years of age with tertiary education will be at least 40% by 2020.

The Gross Enrolment Ratio in tertiary education of the population between 19 to 24 years of age will be 75% in 2020.

20% of all students in tertiary education will be over 29 years old in 2020.

2.7.2 Measures

Measure 39: Funding studies in the first and second cycle at any time in life under certain conditions

- With the amendment of the Higher Education Act in 2011 and new system of funding from 2011 onwards; the measure will be enforceable during the academic year 2013/2014 at the latest.
- Responsibility: Government of the Republic of Slovenia (Higher Education).
- Explanatory note: From the academic year 2013/2014, from the viewpoint of a student, the funding of studies at any time in life regardless of age, will take place in the following model:
 - The State will finance studies to up to a maximum of 240 or 300 ECTS for enrolled in the first study cycle at any time in life if an individual has not yet obtained this level of education and if his/her study at this level has not yet been funded by the State. An exception will be the study for regulated professions which lasts longer – in this case the studies for the duration of the entire study period with a relevant additional period will be financed by the State (1 year or 60 ECTS). The limitation will be reasonably adjusted to students with special needs who will be treated individually (on a case-by-case basis) and conditions for the completion of their studies and any potential longer period of financing will be determined on the basis of individual expert assessment.
 - The State will finance the study to up to 60 or 120 ECTS with regard to the length of the study programme for the second study cycle at any time in life if an individual has not yet obtained this level of education and if his/her study at this level has not yet been financed by the State. If an individual does not complete the study in five years after he/she was lastly enrolled he/she will return the tuition fee. Paying back the tuition fee will be arranged in such a manner that an individual will start repaying it when he/she obtains a certain regular income and will be able to repay these funds. An exception will be the study for regulated professions which lasts longer– in this case the studies for the duration of the entire study period with a relevant additional period will be financed by the State (1 year or 60 ECTS). The limitation will be reasonably adapted to students with special needs who will be treated individually (on a case-by-case basis) and conditions for the completion of their studies and any potential

longer period of financing will be determined on the basis of individual expert assessment.

- The State will therefore cover the costs of the study of an individual for 360 ECTS for the first and the second study cycle in total except for longer programmes which educate for EU regulated professions.

Measure 40: Comprehensive regulation of the system of doctoral studies which will be based on encouraging excellence and rewarding results

- Regulations governing implementation and (co-)funding of doctoral studies in Slovenia will be reviewed and harmonised in 2011. The measure as a whole will be implemented from the academic year 2014/2015 at the latest.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science), ARRS, TIA, higher education institutions.
- Explanatory note: In the third cycle, the system of funding of doctoral studies will be reorganised in an integrated manner. All schemes of funding doctoral studies will be harmonised (the Young Researchers Scheme and Innovative Scheme of funding doctoral study). To ensure a first-rate implementation of doctoral studies the funding of costs of study and living expenses for a suitable number of doctoral candidates – researchers will be provided for by the State. However, these funds will be returned to the State by an individual upon his/her unsuccessful completion of studies. Universities will ensure the appropriate carrying out of doctoral studies based on scientific and research work and a contribution to the treasure of knowledge. The criterion for determining enrolment posts for doctoral studies will be adequate university capacities, including the number of tutors.

Measure 41: The establishment of the system of returning funds upon incomplete study in the second and the third cycle of study

- With the amendment of the Higher Education Act in 2011. Adoption of the implementing regulation in 2012. The measure will be enforceable from the academic year 2013/2014 at the latest.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Science, Finance), Tax Administration of the Republic of Slovenia.
- Explanatory note: In the case of incomplete study in the second or the third study cycle the costs of the studies will be returned to the State by an individual according to the system described above. The period which will be considered the conclusion of the studies will generally be five years after the study year in which the last ECTS have been enrolled by an individual for the second study cycle and, as a general rule, one year for the third study cycle. The amount of the tuition fee to be returned in the case of an unsuccessful completion of studies will be determined in an integrated manner in order not to be discriminatory regarding the field of study.

Measure 42: The establishment of a uniform and transparent system of social transfers for study which are tied to the limited number of years.

- With the amendment of the Higher Education Act in 2011; the measure will be enforceable during the academic year 2013/2014 at the latest.
- Responsibility: Government of the Republic of Slovenia (Social Affairs).
- Explanatory note: The system of social transfers will be harmonised so that individual benefits will be awarded uniformly, including student accommodation capacities. For the latter 1,500 new beds will be provided by 2015 and 4,500 new beds by 2020.
- A uniform and transparent system of social transfers for study will be based on the following model except for the study for regulated professions and for students with special needs:
 - o The period of award of social transfers for the first study cycle will be 4 or 5 years with regard to the duration of the study programme;
 - o The period of award of social transfers for the second study cycle will be 1 or 2 years with regard to the duration of the study programme;
 - o In regard to the third study cycle a uniform scheme of funding of study and living expenses of an individual will be introduced for a certain number of candidates. In case when an individual will not receive any funding from the above mentioned scheme, doctoral students will be able to receive social transfers for 3 or 4 years with regard to the duration of the doctoral programme.

Social transfers will be awarded to individuals in compliance with legislation in the field of social transfers which for now ensures financial support to young people. In regard to individuals in later periods of life other forms of social transfers will be formulated such as various public invitations and calls to tender in relation to the European Social Fund, programmes and support provided by the Employment Service of Slovenia and similar.

Measure 43: Introduction of special loan schemes

- With the amendment of the Higher Education Act in 2011; the measure will be enforceable during the academic year 2013/2014 at the latest.
- Responsibility: Government of the Republic of Slovenia (Social Affairs, Higher Education).
- Explanatory note: Special loan schemes will be an additional form of assistance and not a replacement for scholarships. The interest rate will be subsidised by the State and it will be lower than the usual interest rate.

Measure 44: The inclusion of less represented groups of the population in tertiary education

- Responsibility: Government of the Republic of Slovenia (Higher Education, Social Affairs).
- Explanatory note: An analysis will be undertaken regarding the structure of the student body with the intention of determining the representation of individual groups of the population and identifying less represented groups in higher education. Following the analysis of the structure of the student body and the identification of less represented groups of the population, incentives for additional support for the

inclusion of these groups in higher education will be formulated. An additional 1.5 million euros per year will be allocated for this purpose. Higher education institutions and higher vocational colleges will be encouraged to develop ways of attracting and including less represented groups of the population and assisting them in the completion of studies. Funds will be available for this activity within the framework of the new developmental part of funding.

- Funding of the measure: A sum of 50,000 euros for the research analyses and funds for the additional support for the inclusion of the identified groups will be allocated from the new development part of financing.

Measure 45: Monitoring of the student body and obstacles for the access to tertiary education and support services provided to students and staff

- Beginning of monitoring issued at system level from 2013.
- Responsibility: Government of the Republic of Slovenia (Higher Education, Social Affairs), higher education institutions.
- Explanatory note: The student body, its composition and obstacles to access and completion of study will be monitored at system level. The system of social transfers and potential additional incentives to study will be constantly adapted on the basis of analyses. Higher education institutions will design institutional practices in following up their students.

Higher education institutions will develop support services for students and staff in the sense of establishing career centres or career and academic and psychological counselling, quality, standard-based and internationally comparable libraries and providing sports facilities with appropriate staffing.

- Funding of the measure: with the new development part of funding.

Measure 46: Institutional monitoring of extra-curricular activities

- From 2012.
- Responsibility: Higher education institutions, SQAA.
- Explanatory note: Institutions may record in the Diploma Supplement those extra-curricular activities which are organised by universities and other higher education institutions or by other organisations and recognised by higher education institutions as relevant for obtaining various types of competences . An overview of all institutionally supported activities of an individual in a transparent form will thus be enabled. All achievements of individuals at international competitions in knowledge, research, artistic achievements, sports and other relevant competitions and other top achievements are included in the Diploma Supplement . Higher education institutions will not design new service activities for these purposes.

3. Norms and Standards

1. The first cycle: duration from 180 to 240 ECTS
2. The second cycle: duration from 60 to 120 ECTS
3. Long Master's study programme – only EU regulated professions
4. The third cycle: from 180 to 240 ECTS
5. Full-time study corresponds to 60 ECTS per year, adapted carrying out of study programmes or "part-time study" corresponds to 30-45 ECTS per year
6. Standard for individual higher education institutions:
 - a. The university must include at least four scientific disciplines (FRASCATI) and at least five educational areas (ISCED).
 - b. At least 50% of personnel at individual university must be employed full-time for more than half of their workload at this institution
 - c. With regard to professional study programmes active co-operation must be demonstrated by a higher education institution and at least 50% of the personnel who teach in professional study programmes must have at least 3 years' work experience in the "non-academic" environment, i.e. economic or public sectors

4. National priorities

An integrated development of all study, scientific and research, artistic and professional areas in the Slovenian higher education area will be ensured.

Priority areas or areas of national significance will be identified in connection with RISS on the basis of initiatives by individual stakeholders. They will be substantiated with comparable analyses of competences in individual fields. Priority areas will not be determined top-down by politics, even though supported by expert opinions in studies regarding technological forecasts or opinions provided by the economic sector and researchers. Instead, the development of areas of smart specialisation will be a permanent and open process including all key stakeholders. The use of the concept of specialisation is brought about by means of a greater scope of funds dedicated to selected areas.

5. Monitoring the implementation of the National Higher Education Programme

For the successful achievement of the goals of the National Higher Education Programme, it is necessary to ensure up-to-date follow-up of realisation and implementation of set measures with regard to events and context in the future.

Because of the inseparable connection between higher education and the research area joint monitoring of both programme documents for the area of higher education, research and innovative activities will be ensured. An independent group of experts will jointly monitor the achievement of set goals, its impacts and implementation of measures. The group will submit its report to advisory bodies of the Government of the Republic of Slovenia for the fields of higher education, science and technology. Following the joint examination bodies will report to the Government of the Republic of Slovenia regarding the implementation of programmes and submit proposals of amendments or the adaptation of measures for more efficient implementation of both documents. The Government of the Republic of Slovenia will submit the report to the National Assembly for its discussion every second year, including proposals for action. A thorough evaluation of the National Higher Education Programme 2011-2020 will be carried out in 2015 which will include the evaluation of measures and the attainment of targeted values. It will be a basis for an improved National Higher Education Programme 2015-2020 if appropriate.

6. Indicative amount of funds for the realisation of the National Higher Education Programme

The National Higher Education Programme 2011-2020 addresses the entire area of tertiary education, which in addition to higher education institutions includes also higher vocational colleges. As regards the financial element of the National Higher Education Programme 2011-2020, the basic goal is to achieve 1.3% of GDP from budgetary funds for tertiary education and 2.0% of GDP from budgetary funds by 2020. That is why in the continuation the text presents total funds for tertiary education which include funds for higher education, higher vocational education, transfers to households from the field of tertiary education, study assistance and the costs of operation of the ministry responsible for higher education, for this particular area of work. The most important measures of the National Higher Education Programme are highlighted and their values presented more in detail.

The estimated financing of higher education include: the basic and the development pillar deriving from Measure 13 of the National Higher Education Programme 2011-2020, the remaining aforementioned expenditure and a detailed overview of additional funds which are forecasted, in addition to the basic and development pillar, for individual measures, i.e. Measure 2 and Measure 26. The funding of other measures is expected to take place within the development funding pillar or from other sources.

Table 1, "Estimation of funds for the achievement of goals set by the Resolution on the National Higher Education Programme", presents data regarding the evaluated nominal value of gross domestic product by 2015 and targeted values which are to be achieved by the National Higher Education Programme. That is, firstly, to achieve 1% of GDP of budgetary funds for higher education by 2015 - according to existing evaluations regarding the GDP this would amount to 471,177,483 euro (in current prices) - and, secondly, 2% of GDP of budgetary funds for total budget expenditure for tertiary education by 2020 - according to existing evaluations regarding GDP this would amount to 942,354,967 euros (current prices) in 2015.

Table 2, "Funds for measures requiring additional financing outside Measure 13", presents the dynamics of funding measures which by 2015 will require additional funds in addition to the basic and development funding pillars.

¹⁰ Kot je pojasnjeno v prvem odstavku poglavja, so sredstva za visoko šolstvo del sredstev za terciarno izobraževanje in zatorej nižja.

¹¹ As explained in the first paragraph of this chapter, funds for higher education are a portion of funds for tertiary education, and that is why the amount is lower.

Table 1: Estimation of funds for the achievement of goals set by the Resolution on the National Higher Education Programme

	2011	2012	2013	2014	2015
Nominal GDP in euros	37.226.883.413	39.032.875.521	41.466.300.106	44.203.535.586	47.117.748.333
1% GDP – target for higher education in 2015	372.268.834	390.328.755	414.663.001	442.035.356	471.177.483
2 % GDP – target for tertiary education in 2020	744.537.668	780.657.510	829.326.002	884.070.712	942.354.967
	2011	2012	2013	2014	2015
Higher education	352.021.508	391.536.864	412.716.551	434.078.719	471.177.483
Share in GDP (in %)	0,95	1,00	1,00	0,98	1,00
Higher vocational education	18.501.659	18.001.659	18.451.700	18.949.896	19.499.443
Share in GDP (in %)	0,05	0,05	0,04	0,04	0,04
Social transfers for tertiary education	90.805.958	146.824.405	150.495.015	154.558.381	159.040.574
Share in GDP (in %)	0,24	0,38	0,36	0,35	0,34
Total	461.329.125	556.362.928	581.663.267	607.586.996	649.717.500
Share in GDP	1,24	1,43	1,40	1,37	1,38
Costs of MVZT for HE	917.494	917.494	926.669	926.669	926.669
Share in GDP (in %)	0,00	0,00	0,00	0,00	0,00
Grand total	462.246.619	557.280.422	582.589.936	608.513.665	650.644.169
Share in GDP (in %)	1,24	1,43	1,40	1,38	1,38

Note:

- Higher education includes the Higher Education Programme reduced for costs of operation of the Ministry for Higher Education, Science and Technology (MVZT) for higher education (HE) and increased for the provision of promotion of the Slovenian language.
- Social transfers for tertiary education include subsidised meals for students, subsidised transport for students, and subsidised accommodation for students and scholarships for students.

Table 2: Funds for measures requiring additional funding outside Measure 13

	2011	2012	2013	2014	2015
Measure 2 – establishment of institutions	0	0	0	5.000.000	10.000.000
Measure 27 - equipment	0	0	0	15.000.000	10.000.000
Total	0	0	0	20.000.000	20.000.000

Note: Impacts of the most important measures by 2015 are presented in the table.

7. Implementing goals, bodies responsible, indicators - summary

Higher Education System

	MEASURE	BODY RESPONSIBLE	INDICATOR
1. Measure:	New definition of conditions for the establishment and operation of individual types of higher education institutions.	Government of the Republic of Slovenia, higher education institutions, SQAA.	Amendment of the Higher Education Act in 2011; the measure will be enforceable from 2012 onwards for new institutions or from the entry into force of the act and for the modification of existing institutions during the period of accreditation in the period from 2012 to 2020.
2. Measure:	Redefinition of binary system – separation of university and professional study programmes	Higher education institutions, the Government of the Republic of Slovenia, SQAA, employers, local environment.	The separation of professional and university study from the point of view of the content, implementation and organisation shall be introduced in the first study cycle by means of Higher Education Act in 2011; the measure will be enforceable gradually in the process of accreditation and re-accreditation in the period from 2013 to 2020. Diversification of the second study cycle is introduced with the Higher Education Act in 2011.
3. Measure:	Establishment of a system of internal organisation of universities and higher education institutions capable of promoting co-operation among departments and/or different institutions among themselves	Higher education institutions, SQAA.	Beginning of organisational modification in 2011; system will be established by 2014 at the latest.
4. Measure:	Enhancement of co-operation between higher education institutions and public research institutes	Higher education institutions and public research institutes, Government of the Republic of Slovenia, SQAA	Transition or exchange of personnel and number of joint projects – arranged by 2016.
5. Measure:	Enhancement of co-operation between higher education institutions and economic and public sectors.	Higher education institutions, SQAA.	Transition or exchange of personnel and number of joint projects – from 2011.
6. Measure:	The arrangement of personnel field	Government of the Republic of Slovenia, higher education institutions, research institutes, trade unions from the field of higher education	Act amending the Higher Education Act in 2011 and other relevant legislation; the measure will be enforceable in the period of 2012 to 2020.

	MEASURE	BODY RESPONSIBLE	INDICATOR
7. Measure:	Formulation of the possibility that employees at higher education institutions may step out of the wage system for public employees	Government of the Republic of Slovenia, higher education institutions, research institutes, trade unions from the field of higher education	Act amending the Higher Education Act in 2011 and other relevant legislation; the measure will be enforceable from 2012
8. Measure:	Modification of the educational requirement for the employment in public administration.	Government of the Republic of Slovenia.	With the amendment of legislation under the auspices of the MJU; by 2013 at the latest

Study structure and higher education qualifications

	MEASURE	BODY RESPONSIBLE	INDICATOR
9. Measure:	Formulating of the National Qualifications Framework	Government of the Republic of Slovenia.	new legislation framework in 2011 – new Decree (or Act) on National Qualifications Framework.
10. Measure:	The arrangement of the structure of studies	Government of the Republic of Slovenia, higher education institutions, SQAA.	Act amending the Higher Education Act in 2011; the measure will be enforceable for new study programmes at their first accreditation, and for the existing programmes at their re-accreditation by 2016.
11. Measure:	Arrangement of the manner of carrying out studies: study programmes for obtaining education comprises 60 ECTS per year with a full load or 30 to 45 ECTS per year with partial/reduced load	Government of the Republic of Slovenia, higher education institutions, SQAA.	Act amending the Higher Education Act in 2011; the measure will be enforceable during the academic year 2013/2014 at the latest.
12. Measure:	Modification of entrance conditions and enrolment posts	Government of the Republic of Slovenia, higher education institutions, SQAA.	Act amending the Higher Education Act in 2011; the measure will be enforceable in (during?) the academic year 2013/14 at the latest.

Financing

	MEASURE	BODY RESPONSIBLE	INDICATOR
13. Measure:	Establishment of the funding system of higher education institutions so that the development will be encouraged and elements of quality and cooperation with the environment will be taken into consideration.	Government of the Republic of Slovenia, ARRS, higher education institutions	Decree on funding public higher education and other institutions from 2011 and Act amending the Higher Education Act and the Research Activity Act in 2011.
14. Measure	Establishment of the system for monitoring the efficiency of the use of public funds in higher education	Government of the Republic of Slovenia, higher education institutions	Uniform methodology for monitoring results and impacts in 2011 by means of annual plans of work of higher education institutions
15. Measure	The establishment of a Records and Analytical Information System for higher education in the Republic of Slovenia (eVŠ Information System)	Government of the Republic of Slovenia.	Act amending the Higher Education Act in the chapter "Records" in 2011 and amendment of the Rules on Register of Higher Education Institutions in 2011 and the establishment of the eVŠ system in 2012.

16. Measure	Provision of a framework for the development of donations	Government of the Republic of Slovenia, Tax Administration Office of the Republic of Slovenia	Act amending the Personal Income Tax (link to Articles 66 and 142) in 2011 and amendment of a Decree regarding the allocation of part of income tax for donations in 2011.
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Differentiation and diversification

	MEASURE	BODY RESPONSIBLE	INDICATOR
17. Measure	Formulation of missions of higher education institutions and profiling of institutions	Higher education institutions, SQAA.	Various missions and strategies of higher education institutions by 2013.

Quality and accountability

	MEASURE	BODY RESPONSIBLE	INDICATOR
18. Measure	Formulation of Codes of Ethics in higher education institutions	Higher education institutions.	Approved and adopted and established codes of ethics of higher education institutions by 2012.
19. Measure	Encouragement of all higher education institutions and higher vocational colleges to be fully in line with the 1st part of European standards and guidelines on quality in higher education. Their internal system of quality assurance will be strengthened and publication of information regarding their quality will be provided publicly and transparently.	Higher education institutions, SQAA.	Higher education institutions will publish easily accessible information regarding their quality from 2012 onwards and fulfil the 1 st part of European standards and guidelines on quality in higher education.
20. Measure	The external quality assurance system will be developed and continually improved.	SQAA.	Upgrading of criteria and processes for the accreditation of higher education institutions and study programmes from 2011.
21. Measure	Encouragement of SQAA to be externally evaluated and its candidacy for the inclusion in EQAR and the membership in ENQA is carried out.	SQAA, MVZT	Preparation for external evaluation in 2011 and 2012. External evaluation in 2012 (or 2013). Candidacy for the inclusion in EQAR and membership in ENQA in 2012 or 2013.
22. Measure	Transition from programme to institutional accreditation	All higher education stakeholders.	Act amending the Higher Education Act in 2011; the measure will be enforceable from 2017.
23. Measure	Facilitation of procedures for modification of study programmes and formulation of joint study programmes	Government of the Republic of Slovenia, SQAA	Act amending the Higher Education Act in 2011; amendment of criteria and other internal legal documents of SQAA; the measure will be gradually enforceable from 2012 to 2020.
24. Measure	Promotion of didactic training and support provided to teaching personnel.	Higher education institutions, SQAA.	The number of teaching staff engaged in education and other support activities
25. Measure	Increase of personnel capacities at higher education institutions	Government of the Republic of Slovenia, higher education institutions	Improvement of the ratio between students and higher education teachers (to 15: 1) by 2020.
26. Measure	Improvement of spatial conditions and equipment of institutions	Government of the Republic of Slovenia, ARRS, higher education institutions, research institutes	For point (a): development of research infrastructure from 2011. For point (b): The analysis of needs and procurement of pedagogical equipment from 2013.

	MEASURE	BODY RESPONSIBLE	INDICATOR
27. Measure	Institutional adaptation in all areas of operation of higher education institutions for the use of new technologies and ICT equipment	Higher education institutions.	From 2012.

Internationalisation

	MEASURE	BODY RESPONSIBLE	INDICATOR
28. Measure	Formulating of the National Strategy for the Internationalisation of Slovenian Higher Education	Government of the Republic of Slovenia in cooperation with all higher education partners and Council for Higher Education of RS	National strategy for the internationalisation of Slovenian higher education by 2013.
29. Measure	The preparation of international institutional strategies with their own priority focuses by higher education institutions while taking into consideration the National Strategy for the Internationalisation of Slovenian Higher Education which will be a part of the broader mission and developmental plan of the institution	Higher education institutions, SQAA.	Institutional strategies for internationalisation compliant with the national strategy by 2014.
30. Measure	The establishment of co-operation with the region of the Western Balkans as an example of good practice in the field of regional mobility by 2020	Government of the Republic of Slovenia (Higher Education), CMEPIUS, Slovenian Human Resources and Scholarship Fund, higher education institutions.	Students from the region of the Western Balkans study under the same conditions as domestic students from 2013 onwards on the basis of reciprocity. The adoption of international agreements by the end of 2012.
31. Measure	Removal of administrative obstacles and concentration of funding sources for international mobility	Government of the Republic of Slovenia (Higher Education), CMEPIUS, Slovenian Human Resources and Scholarship Fund.	Easy and transparent procedures to obtain scholarships for mobility in one place for all types of mobility and the increase of funds to support mobility by 2013.
32. Measure	Establishment of a special targeted support for mobility of Slovenian students going abroad and the best foreign students coming to Slovenia.	Government of the Republic of Slovenia (Higher Education), CMEPIUS, Slovenian Human Resources and Scholarship Fund.	Easy and transparent procedures to obtain scholarships for mobility in one place for all types of mobility and the increase of funds to support mobility by 2013.
33. Measure	Encouragement of Slovenian personnel to go on exchanges and training abroad for longer periods.	Higher education institutions.	The increase of exchanges of Slovenian higher education personnel from 2011.
34. Measure	The establishment of special measures for attracting foreign experts	Government of the Republic of Slovenia, higher education institutions	Amendment of legislation and other arrangements to obtain residence permits, gradually from 2011. 10% of employees in Slovenian higher education institutions will be foreigners in 2020.

	MEASURE	BODY RESPONSIBLE	INDICATOR
35. Measure	Support given to activities of two international organisations in the field of higher education which may significantly contribute to greater internationalisation of the system	Government of the Republic of Slovenia, higher education institutions	Support activities for the operation of two international institutions
36. Measure	Facilitation of the teaching in foreign languages	Government of the Republic of Slovenia (Higher Education), higher education institutions, Rector's Conference of the Republic of Slovenia and Slovenian Academy of Sciences and Arts.	Act amending the Higher Education Act in 2011; the measure will be enforceable from 2012.
37. Measure	The doubling of the extent of research activities executed in transnational projects or activities	Higher education institutions.	Funds for international operation. The proportion of JRO funds obtained from OP EU programmes. The number of scientific publication in co-authorship with foreign citizens – growth by 2020.
38. Measure	Flexible and open recognition of education acquired abroad for the purpose of employment	Government of the Republic of Slovenia.	With the new Act on Recognition and Validation of Education in 2011.

Social dimension

	MEASURE	BODY RESPONSIBLE	INDICATOR
39. Measure	Funding of studies in the first and second cycle at any time in life under certain conditions	Government of the Republic of Slovenia.	Act amending the Higher Education Act in 2011 and new system of funding from 2011 onwards; the measure will be enforceable at the latest during the academic year 2013/2014.
40. Measure	Comprehensive organisation of the system of doctoral studies which will be based on encouraging excellence and rewarding results	Government of the Republic of Slovenia, ARRS, TIA, higher education institutions	Review and harmonisation of regulations regulating the implementation and (co)-funding of doctoral studies in Slovenia in 2011. The measure will be entirely established from the academic year 2014/2015 at the latest.
41. Measure	The establishment of the system of returning funds upon incomplete study of study programmes in the second and the third cycles of study	Government of the Republic of Slovenia, Tax Administration Office of the Republic of Slovenia	Act amending the Higher Education Act in 2011. Adoption of the implementing regulation in 2012. The measure will be enforceable from the academic year 2013/2014 at the latest.
42. Measure	Establishment of a uniform and transparent system of social transfers for studies which are tied to the right to benefit for a specific number of years.	Government of the Republic of Slovenia.	Act amending the Higher Education Act in 2011; the measure will be enforceable during the academic year 2013/2014 at the latest.
43. Measure	Introduction of special loan schemes	Government of the Republic of Slovenia.	Amendment of legislation under the auspices of MDDSZ; the measure will be enforceable during the academic year 2013/2014 at the latest.
44. Measure	Inclusion of less represented groups of population in tertiary education	Government of the Republic of Slovenia.	Beginning of analysis in 2012, implementation of incentives from 2015.

	MEASURE	BODY RESPONSIBLE	INDICATOR
45. Measure	Monitoring the student body and obstacles for access to tertiary education	Government of the Republic of Slovenia, higher education institutions	Beginning of monitoring the issues at the system level from 2013.
46. Measure	Institutional monitoring of extra-curricular activities	Higher education institutions, SQAA.	Institutional monitoring and identification of extra-curricular activities from 2012.

8. Appendices

8.1 Dictionary

ARRS

Slovenian Research Agency

GDP

Gross Domestic Product

CMEPIUS

Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes

DURS

Tax Administration of the Republic of Slovenia

ENQA

The European Association for Quality Assurance in Higher Education
(<http://www.enqa.eu/>)

European Standards and Guidelines

Standards and Guidelines for Quality Assurance in the European Higher Education Area

EQAR

The European Association for Quality Assurance in Higher Education
(<http://www.enqa.eu/>)

Horizontal diversification

Diversification among study programmes on a single study level; for example first cycle study programmes differentiate by content, orientation, and method of work

ICT

Information and communication technology

Informal learning

Informal learning and knowledge gained from daily activities of an individual.

Institutional accreditation

The process of evaluation of higher education institutions (universities, faculties, professional colleges) for the assessment of their quality and establishment of their service

to students and society. The result of the process is "awarded accreditation" or status of accredited institution.

MDDSZ

Ministry of Labour, Family and Social Affairs

MJU

Ministry of Public Administration

MVZT

Ministry of Higher Education, Science and Technology

NHEP

National Higher Education Programme

SQAA

Slovenian Quality Assurance Agency for Higher Education

Informal learning

All learning completed in environments outside of the system for the acquisition of formal education or level of education. It thus includes various courses, seminars, training, conferences and similar.

Public sector

Non-economic activities (SSKJ). Within the context of this document these are social activities which are not performed with the aim of gaining profit (activities carried out by, for example, educational, cultural institutions, public administration).

Smart specialisation

The concept of smart specialisation has been developed within the framework of debates on the role of the European research area and indicates a significant shift of organisation of research and developmental activities in the direction of formation of such national and regional visions and strategies, which will be focused on specific developmental areas.

Recognition of prior learning (RPL)

A process of recognition of knowledge which an individual has acquired through various paths during previous activity. It includes formal, nonformal and informal learning or knowledge acquired in all three paths.

PPP

Purchasing Power Parity

Programme accreditation

The process of evaluation of study programmes for their quality assessment. The result of the process is "awarded accreditation" or status of accredited study programme.

Full-time study – part-time study

Full-time study is study with a full load, i.e. 60 ECTS per year.

Part-time study is, as a rule, implementation of a study programme adapted to a smaller extent of workload, generally amounting to between 30 and 45 ECTS per year.

RISS

Research and Innovation Strategy of Slovenia

Student

A person enrolled at higher education institutions and higher vocational colleges regardless of the period of life or the manner of carrying out of the study (full-time, part-time; distance learning; lifelong learning).

Gross Enrolment Ratio (Gross Enrolment Ratio)

The total number of students in a country divided by the number of citizens of this country in a specific age group, typically, once they leave secondary school (for example, aged between 19 to 24 years).

Lifelong learning

"Lifelong learning is an activity and a process which includes all forms of learning, from formal to informal, nonformal and incidental and casual. (Appendix, 10, pg. 35–36). It takes place under different learning circumstances, from birth through early childhood and adulthood to the end of life, with the goal of improving an individual's knowledge and skills. Interests, character traits, values, relationship to self and others and other personal characteristics are also acquired with learning. (Appendix, 11, pg. 36-37)« Source: : Strategy of Lifelong Learning in Slovenia, Ministry of Education and Sports, 2007, page 10.

Typical generation

Those generations which usually enrol in higher education institutions, i.e. age group from 19 to 24 .

8.2 Guidelines for the National Higher Education Programme

Starting points of the National Programme 2011-2020 are available on a web page:

http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/visoko_solstvo/IZHODI%C5%A0%C4%8CA_ZA_NACIONALNI_PROGRAM_-_v30.6.pdf.

8.3 Data

The following was prepared:

1. a thorough review of the state of higher education with statistical data (http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/visoko_solstvo/statistika_v_isekega_solstva_07072010.pdf);
2. an analysis regarding the carrying out of the expiring NHEP and NRDP (http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/visoko_solstvo/Analiza_NR_RP_in_NPVS.pdf);
3. a thorough review of expert opinions regarding higher education in Slovenia (http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/pdf/visoko_solstvo/PREGLED_PRISPEVKOV_EKSPERTOVS.pdf);
4. an analysis of a network of higher education institutions and study programmes in the Republic of Slovenia in 2010 (http://www.mvzt.gov.si/fileadmin/mvzt.gov.si/pageuploads/doc/dokumenti_visokosolstvo/KNJIZNICA/Mreza_VSZ_2010.pdf).

Similarly, other analyses regarding the higher education system have been prepared

http://www.mvzt.gov.si/si/delovna_podrocja/visoko_solstvo/statistika_in_analize_s_podrocja_visokega_solstva/):

5. funding of higher education for the third millennium;
6. models of efficient management of higher education institutions;
7. a model for the management of knowledge in a higher education institution;
8. networking for lifelong learning;
9. social status of students – EUROSTUDENT.

In addition to all analyses international evaluations and reports of international institutions for Slovenia were taken into consideration:

10. 2010 European Commission's Report for Slovenia: The efficiency and effectiveness of tertiary education systems: Country notes;
11. OECD evaluation upon the accession of Slovenia to OECD: OECD Economic Outlook 2009;

12. international statistical and other bases and data regarding higher education (OECD, EUROSTAT, EURYDICE).

8.4 Relevant International Reports and Declarations

8.4.1 Documents of the Bologna process

All documents (both Declarations and five Communiqués) are available on a web page:

<http://www.enqa.eu/>)

8.4.2 Relevant documents of the European Union

Europe 2020: Strategy for smart, sustainable and inclusive growth:

http://ec.europa.eu/eu2020/pdf/1_SL_ACT_part1_v1.pdf

Education and Training Strategy 2020:

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:119:0002:0010:SL:PDF>

8.4.3 Other documents

Communiqués of the World Conference on Higher Education 2009 (UNESCO):

http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/WCHE_2009/FINAL%20COMMUNIQUE%20WCHE%202009.pdf

Higher education to 2030 (OECD):

http://www.oecd.org/document/11/0,3343,en_2649_39263238_41788555_1_1_1_1,00.html

http://www.oecd.org/document/18/0,3343,en_2649_35845581_43908242_1_1_1_1,00.html

8.4.4 Studies and data

- Eurydice

http://eacea.ec.europa.eu/education/eurydice/index_en.php

- Eurostat

<http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home/>

- OECD

http://www.oecd.org/statsportal/0,3352,en_2825_293564_1_1_1_1_1,00.html

- European Commission

http://eacea.ec.europa.eu/education/eurydice/index_en.php

8.5 Events and opinions received with regard to the Draft of the NHEP 2011-2020

Organised consultations and discussions regarding the Draft of the National Higher Education Programme:

- SAZU (SASA), 20. 9. 2010
- 2. working group of the Council of the Government of the Republic of Slovenia for Student Issues, 20. 9. 2010 in 12. 10. 2010
- at the University of Maribor, 22. 9. 2010
- at the University of Ljubljana, 23. 9. 2010
- at the Slovenian Academy of Engineering, 28.9.2010
- at the University of Primorska, 29. 9. 2010
- with trade unions in higher education, 4.10.2010
- with the Union of Independent Higher Education Institutions, 5.10.2010
- at the Council for Higher Education of the Republic of Slovenia, 6.10.2010
- at the Council of the Government of the Republic of Slovenia for Student Issues, 13.10.2010
- at the joint session of the Council for Higher Education of the Republic of Slovenia and Council for Science and Technology of the Republic of Slovenia, 20. 10. 2010 and 22. 12. 2010
- with employers' representative bodies, 25. 10. 2010

We responded to invitations and attended the following discussions:

- at the Senate of the Faculty for Social Sciences, University of Ljubljana, 4. 10. 2010
- with the Union of Higher Vocational Colleges, 5. 10. 2010
- with the Regional Study Centre Celje, 5. 10. 2010
- with the Committee for the Defence of Higher Education and Scientific Work, 6.10.2010
- with the Dolenjska Academic Initiative, 13. 10. 2010
- at the consultation of the Biotechnical Faculty of the University of Ljubljana, 18. 10. 2010
- at the evening of social sciences organised by the School of Advanced Social Sciences in Nova Gorica, 3. 11. 2010

Within the framework of the public debate the following commentaries were received in writing:

- by Franček Drenovec, publication date: 29. 9. 2010
- Union of Higher Vocational Colleges, publication date: 7. 10. 2010
- Society of Young researchers of Slovenia, publication date: 8. 10. 2010
- Student Organisation of Slovenia, publication date: 14. 10. 2010
- Jozef Stefan International Post-Graduate School, Dean Robert Blinc, publication date: 15. 10. 2010
- DOBA – The Faculty of Applied Business and Social Sciences Maribor, publication date: 15. 10. 2010
- Union of Independent Higher Education Institutions of Slovenia, publication date: 15. 10. 2010
- Coordination of Student Councils of the Republic of Slovenia, publication date: 15. 10. 2010
- College of Nursing Jesenice, publication date: 15. 10. 2010
- by Dr. Irena Šumi, European Centre Maribor, publication date: 15. 10. 2010
- The Society of Disabled Students of Slovenia, publication date: 15. 10. 2010
- Academies of Art of the University of Ljubljana, publication date: 18. 10. 2010
- University of Ljubljana, publication date: 20. 10. 2010
- Regional Chamber of Craft and Small Business Maribor, publication date: 20. 10. 2010
- National Council for library activity, publication date: 20. 10. 2010
- Central Technological Library of the University of Ljubljana, publication date: 20. 10. 2010
- Maribor University Library, publication date: 20. 10. 2010
- Youth Council of Slovenia, publication date: 20. 10. 2010
- by Dr. Matej Makarovič, Dr. Matevž Tomšič, Dr. Borut Rončević, Dr. Janez Povh, Dr. Boris Bukovec, publication date: 25. 10. 2010
- by Dr. Tomaž Savšek, publication date: 26. 10. 2010
- Faculty for National and European Studies and European Faculty of Law in Nova Gorica, publication date: 27. 10. 2010
- University of Primorska, publication date: 28. 10. 2010
- Rectors' Conference of the Republic of Slovenia, publication date: 2. 11. 2010
- by Dr. Marko Kos, publication date: 6. 12. 2010
- SATENA, publication date: 6. 12. 2010
- Faculty for Chemistry and Chemical Technology of the University of Ljubljana, publication date: 3. 1. 2011
- A proposal for a set of cultural and political actions of the Government of the Republic of Slovenia, National Council for Culture, Miran Zupančič, received within the framework of inter-departmental co-ordination by the Ministry of Culture on 31 January 2011

